**PFA for Parents Needing Extra Support**

**17th November 2014**



# Acronyms

|  |  |
| --- | --- |
| CPMS | Minimum Standards for Child Protection in Humanitarian Action |
| CFS | Child Friendly Space |
| CPC | Child Protection Committee |
| PDEP | Positive Discipline in Everyday Parenting |
| PFA | Psychological First Aid |
| PHP | Physical and Humiliating Punishment |
| SCI | Save the Children International |
| UNCRC | United Nations Convention on the Rights of the Child |

**Author: Angie Bamgbose, SCS CPIE Technical Advisor**

Contents

[Acronyms 2](#_Toc404269488)

[Section A: Introduction to the training 5](#_Toc404269489)

[1. Introduction to the training 5](#_Toc404269490)

[1.1. Background 5](#_Toc404269491)

[1.2. Why is PFA for Parents in Need of Extra Support needed? 6](#_Toc404269492)

[1.3. What is the focus of the training? 6](#_Toc404269493)

[1.4. Who can provide PHP messages to parents and caregivers? 6](#_Toc404269494)

[1.5. Where can PHP messages to parents and caregivers be given? 6](#_Toc404269495)

[1.6. How does the training link to Child Rights? 6](#_Toc404269496)

[1.7. Minimum Standards for Child Protection in Humanitarian Action 7](#_Toc404269497)

[2. Introduction to the training manual 7](#_Toc404269498)

[2.1. Training Schedule 7](#_Toc404269499)

[2.2. Aim of training 8](#_Toc404269500)

[2.3. How to use this manual 8](#_Toc404269501)

[2.4. Introduction to the training 8](#_Toc404269502)

[2.5. Participants 9](#_Toc404269503)

[2.6. Training preparation 9](#_Toc404269504)

[2.7. Timing 10](#_Toc404269505)

[2.8. Venue 10](#_Toc404269506)

[2.9. Materials Required 10](#_Toc404269507)

[2.10. Investigation of child protection and referral systems 11](#_Toc404269508)

[2.11. Evaluation and certificates 12](#_Toc404269509)

[Section B: Training 13](#_Toc404269510)

[Session 0 13](#_Toc404269511)

[Welcome and Registration 13](#_Toc404269512)

[Session 1 13](#_Toc404269513)

[Introduction 13](#_Toc404269514)

[Activity 1.1. Welcome, introductions and expectations 13](#_Toc404269515)

[Activity 1.2. Introduction to the training 14](#_Toc404269516)

[Activity 1.3. Objectives 14](#_Toc404269517)

[Activity 1.4 Group Agreement 14](#_Toc404269518)

[Session 2 15](#_Toc404269519)

[Introduction to PHP in emergencies 15](#_Toc404269520)

[Activity 2.1. Introduction to PHP in emergencies 15](#_Toc404269521)

[Activity 2.2. Introduction to PDEP model 19](#_Toc404269522)

[Session 3 20](#_Toc404269523)

[Identifying parental stress and long term goals 20](#_Toc404269524)

[Activity 3.1. Understanding the stress response 21](#_Toc404269525)

[Activity 3.2 23](#_Toc404269526)

[Session 4 24](#_Toc404269527)

[Warmth and Structure 24](#_Toc404269528)

[Activity 4.1. What is warmth? 24](#_Toc404269529)

[Activity 4.2. What is structure? 24](#_Toc404269530)

[Energiser 25](#_Toc404269531)

[Invisible Football 25](#_Toc404269532)

[Session 5 26](#_Toc404269533)

[Understanding how children think and feel 26](#_Toc404269534)

[Activity 5.1.Understanding how children think and feel 26](#_Toc404269535)

[Session 6 28](#_Toc404269536)

[Problem Solving and responding with positive discipline 28](#_Toc404269537)

[Activity 6.1. 28](#_Toc404269538)

[Activity 6.2 28](#_Toc404269539)

[Session 7 29](#_Toc404269540)

[Practice 29](#_Toc404269541)

[Activity 7.1. Role Plays to respond to a child in distress using warmth and structure 29](#_Toc404269542)

[Wrap Up 30](#_Toc404269543)

[References 31](#_Toc404269544)

[Recommended Resources 31](#_Toc404269545)

# Section A: Introduction to the training

## Introduction to the training

### Background

*What is PFA for Parents in Need of Extra Support?*

This training module has been developed to respond to concerns that child practitioners have expressed that levels of violence against children increases during emergencies. It aims to act as a companion to the Save the Children Psychological First Aid (PFA) training recognising that during emergencies physical and humiliating punishment of children by parents and caregivers may increase and child practitioners need to be able to provide short, but important, key messages to support parents and caregivers to reduce PHP.

The PFA Training Manual “provides a set of skills and competencies that help staff to reduce the initial distress of children caused by accidents, natural disasters, conflicts and other critical incidents”[[1]](#footnote-1) (2013:10).

The Save the Children Child Protection Strategy 2013-2015, ‘Prohibition and Elimination of Physical and Humiliating Punishment of Children’[[2]](#footnote-2) uses the definition of physical and humiliating punishment from the United Nations Convention on the Rights of the Child (UNCRC) General Comment No 8 (2006):

*“The Committee defines ‘corporal’ or ‘physical’ punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (‘smacking’, ‘slapping’, ‘spanking’) children, with the hand or with an implement – a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices). In the view of the Committee, corporal punishment is invariably degrading. In addition, there are other non-physical forms of punishment that are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.”*

The PHP strategy focuses on four strategic areas:

1. Advocacy for legal reform
2. Awareness-raising for social change
3. Training and promotion of positive discipline
4. Child participation throughout the process

This training module contributes to the awareness raising component through increasing awareness of parents, caregivers and communities to reduce their tolerance of PHP. It also contributes to the promotion of positive discipline whereby child practitioners can identify parents and caregivers who may benefit from the full Positive Discipline in Everyday Parenting[[3]](#footnote-3) (PDEP) workshops.

### Why is PFA for Parents in Need of Extra Support needed?

In emergencies the prevalence of PHP is found to increase. This leaves staff working with children asking, how do I respond? What can I say to parents in a 5-10 minute interaction to help them to not to use PHP?

Child practitioners need to understand why parents and caregivers may use PHP when they and their children experience distress and provide key messages to parents, caregivers and any wider community networks. The training recognises the impact of emergencies on the stress levels of parents. It will also enable child practitioners to identify when a full Positive Discipline in Everyday Parenting program may be appropriate.

The Inter-Agency Standing Committee Guidelines on Mental Health and Psycho-social Support in Emergency Settings report that increases in stress can undermine mental health and psycho-social well-being, and it is vital to protect this during emergencies. Furthermore the Violence Against Children Study and the Five Years On reports show increased levels of violence against children in emergencies, as do numerous Child Protection Rapid Assessments.

### What is the focus of the training?

The training is for child practitioners who have received the PFA training and are working with parents in emergency contexts. This training will provide them with an understanding of PHP in emergency contexts and key messages for parents that can be used during the LOOK, LISTEN and LINK action principles. The manual provides new information on PHP and parental stress and links with information on working with children in distress and child development provided in the PFA training manual.

### Who can provide PHP messages to parents and caregivers?

Save the Children’s staff and their counterparts working directly with children, such as partner organisations, teachers, educators, health and social workers can provide PHP messages to parents and caregivers during emergencies.

### Where can PHP messages to parents and caregivers be given?

You can give PHP messages to parents in any safe location, such as Save the Children Child Friendly Spaces (CFSs), Child Protection Committees (CPCs), distribution centres, health centres, refugee camps, or any emergency sites.

Wherever possible, helpers should find a quiet place where parents and caregivers can feel safe and comfortable to talk.

### How does the training link to Child Rights?

As a rights based organisation, Save the Children’s work is guided by the United Nations Convention on the Rights of the Child (UNCRC; 1989). The UNCRC defines a child as any human being under the age of 18 (article 1). Furthermore the UNCRC states that all children shall attain all rights (article 2) and that the primary consideration is the best interests of the children (article 3). The CRC articles can only be met if parents’ needs are met.

Article 19 which states that all appropriate legislative and educational measures must be taken to protect children “from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation” and social programmes must be established to prevent and respond to child abuse.

The PFA for Parents in Need of Extra Support workshop enables child practitioners to support parents to care for their children in a non-violent way to prevent physical and psychological violence.

### Minimum Standards for Child Protection in Humanitarian Action

The Minimum Standards for Child Protection in Humanitarian Action[[4]](#footnote-4) (commonly known as CPMS) and the PFA for Parents in Need of Extra Support workshop have been developed to support child protection work in humanitarian settings. In such contexts the standards are intended to:

* Establish common principles amongst those working in child protection and strengthen coordination
* Improve the quality of child protection programming and impact for children
* Provide accountability
* Further define the professional field of child protection
* Provide a synthesis of good practice
* Enable better advocacy.

This orientation supports;

1. The first principle of the CPMS, which is ‘Avoid Exposing People to Further Harm as a Result of your Actions’
2. Standard 8 ‘Physical violence and harmful practices’
3. Standard 11 ‘Psychosocial distress and mental disorders’.

## Introduction to the training manual

This training toolkit provides input for a one day training workshop. The toolkit consists of this manual, one set of PowerPoint slides, handouts and appendices. Together they provide input for one day of PFA for Parents in Need of Extra Support focussing on child practitioners working with parents and caregivers in emergencies.

During the training, the participants will learn supportive things to say to parents and caregivers dealing with their child’s distress. They will also be able to support parents to handle their own distress with the aim of reducing PHP. The training also provides information on how to identify parents and caregivers who are ready for the full PDEP parent workshops.

### Training Schedule

|  |  |  |
| --- | --- | --- |
| TRAINING SCHEDULE: PFA FOR PARENTS NEEDING EXTRA SUPPORT | | |
| 8.30-9.00 | **Session 0:** **Preparation** | Welcome and registration |
| 9.00-9.45 | **Session 1: Introduction** (if this is a continuation of the PFA training, then you only need 15 minutes for the day’s welcome and review of objectives and programme) | 1. Welcome, introduction and expectations (if standalone training) 2. Introduction to the day’s programme 3. Objectives 4. Group agreement (if standalone training) 5. Introduction to Save the Children (optional) |
| 9.45-10.30 | **Session 2: Introduction to PFA for parents needing extra support** | 1. Introduction to PHP in emergencies 2. Introduction to PDEP |
| 10.30-10.45 | Tea/ coffee break | |
| 10.45-11.45 | **Session 3: Identifying parental stress and long term goals** | 1. Understanding the stress response 2. Long term goals |
| 11.45- 12.30 | **Session 4: Warmth and Structure** | 1. What is Warmth? 2. What is Structure? |
| 12.30-13.30 | Lunch break | |
| 13.30-13.45 | **Energiser** | 1. Invisible Football |
| 13.45-14.45 | **Session 5: Understanding how children think and feel** | 1. Recap of child developmental stages |
| 14.45-15.00 | Tea/ Coffee break |  |
| 15.00-16.00 | **Session 6: Problem Solving and responding with positive discipline** | 1. Problem Solving and responding with warmth and structure 2. Positive Discipline advice for parents |
| 16.00- 16.45 | **Session 7: Practice** | 1. Role plays to respond to a child’s distress using warmth and structure 2. De-brief |
| 16.45- 17.30 | **Wrap Up** |  |

### Aim of training

This training is for Save the Children’s staff, partners, professionals like teachers, health workers etc., and volunteers working directly with children in emergencies or in the aftermath of conflicts, natural disasters and critical events.

Psychological First Aid Parents in Need of Extra Support is not limited to larger-scale events, but may also be used in smaller events or in chronic humanitarian contexts.

The aim of the training is to empower participants with knowledge of PHP in emergency contexts and to identify parents and caregivers for whom a full PDEP parent programme would be appropriate. It is expected that the PHP messages will be suitable for parents in any emergency situation but longer term PDEP interventions would be less suitable in a category 1 emergency situation. The full PDEP parent programme consists 8 two hour sessions and is best suited to an environment in which parents are able to attend all sessions and feel able to learn and reflect. This is less likely in the early onset of an emergency when parents’ energy is focussed on survival.

### How to use this manual

Following this introduction, the trainer is given a step-by-step guide to facilitating the one-day training programme for PFA for Parents in Need of Extra Support for parents and caregivers in emergencies for those working with this target group.

### Introduction to the training

This one day training consists of seven sessions. The first session introduces the training programmes and provides the objectives and schedule for the day. For those who conduct this training as a continuation of the PFA training this is all that needs to be done here and so more time can be spent on other sessions. For those who are conducting this as a standalone training there are also activities to get to know the participants and develop ground rules.

Session two provides an introduction to PHP in emergencies. The third session looks at a foundational concept of positive discipline and how to help parents can focus on their long term goals. The fourth session explores two more positive discipline concepts, warmth and structure. Session five builds on the PFA input on stages of child development, here exploring typical child development, whereas PFA looked at children in distress. In session six, the final concept of positive discipline is discussed, namely how to solve the everyday problems which can escalate to use of PHP. Finally session seven provides an opportunity for participants to practice providing key positive discipline messages to parents and caregivers in emergencies.

### Participants

The participants in the training programme are people who will provide PHP messages to parents and caregivers in emergency settings. They have been chosen to take part because of their current or planned involvement with parents in emergency settings and whose children maybe in distress.

The participants may be staff working with child protection in Save the Children and its partner organisations, or from other sectors such as health, nutrition, water, sanitation and hygiene (WASH) or education.

Your job as facilitator is to draw on the participants’ experiences and skills during the training. You must remember to take time to discuss how different reactions to stress and parenting are influenced by the culture, traditions and religion in the country and context where the training takes place.

By finding out as much as possible about the participants ahead of the training, you can draw on the participants’ own expertise. Advance knowledge of the participants’ background also helps ensure that all the activities are appropriate for a specific group of participants.

Things to explore in advance are e.g.:

1. Are the participants Save the Children staff, government officials, NGO partners, community representatives or others?
2. How many people will participate?
3. What do you expect the participants’ educational level and typical posts to be?
4. What do you expect their attitudes, knowledge and skill levels to be concerning working with parents and address non-violent parenting?
5. What, and how much, experience do the participants have of working with children and families in distress?
6. Have the participants completed the PFA training?

You can gather this information through the application process and during the skills and knowledge assessment in the beginning of the training.

### Training preparation

One facilitator may conduct the training, especially if s/he is an experienced facilitator with previous knowledge of the topics. However, as the training is very comprehensive, and as the issue may cause some participants to react emotionally, it is better if two facilitators carry out the training.

Good preparation is essential for the quality of the training. Facilitators should familiarise themselves thoroughly with the training manual and the materials required for the training.

All participants should be given a binder with all hand-outs to keep after the training.

The facilitators should prepare the binders ahead of the training.

### Timing

Training in Psychological First Aid Parents in Need of Extra Support can be held as a part of disaster preparedness or as a response to a small or large-scale emergency situation or crisis event. It may also be used during long-standing situations that create continuous threats to children and their families’ well-being.

It can be undertaken as a third day as part of the PFA training, or as a follow up, or even a standalone awareness raising event.

### Venue

The venue should have:

1. Space for all the participants to sit comfortably in a half- or full-circle, so they can see each other and the screen or flip charts to be used for presentations
2. Space for group work
3. Privacy so the training can take place undisturbed
4. AV facilities to show PowerPoint slides and You Tube Clips

### Materials Required

Session 1:

* Ball
* Flipchart
* Markers- 2 colours
* PowerPoint Presentation and projector
* Pre-training questionnaires (for standalone training)

Session 2:

* Flipchart
* Markers- 2 colours
* PowerPoint Presentation and projector
* Relevant regional PHP Prevalence Handout
* Pictures- Positive Discipline Is/ Is Not
* Positive Discipline Model Handout
* You Tube clip Dr Joan Durrant <http://www.youtube.com/watch?v=YxBxT8osiUU>

Session 3:

* Flipchart for small groups
* Markers- 2 colours for small groups
* PowerPoint Presentation and projector
* You Tube clip Dr Daniel Siegel <https://www.youtube.com/watch?v=DD-lfP1FBFk>
* Balloon

Session 4:

* Flipchart for small groups
* Markers- 2 colours for small groups
* Warmth definition handout
* Structure definition handout
* Warmth poster
* Structure poster
* PowerPoint Presentation and projector

Session 5:

* PowerPoint Presentation and projector
* Flipchart
* Markers- 2 colours
* Child Development Handout
* PFA Handout 5 day 1&2
* Understanding how children think and feel poster

Session 6:

* PowerPoint Presentation and projector
* Flipchart
* Markers- 2 colours
* PFA Handout 5 Day 1&2 adapted
* Problem Solving Poster

Session 7:

* PowerPoint Presentation and projector
* Flipchart
* Markers- 2 colours
* Role play scenarios

Wrap Up

* Post training questionnaires
* Certificates

### Investigation of child protection and referral systems

During this training, participants are asked to discuss and identify what the correct referral procedures are for children who need specialised services or protection due to experiences of abuse, violence or neglect. They will also be required to identify parents and caregivers for whom the full PDEP programme would be appropriate. Find out as much as you can about the referral procedures in the local context, and who PDEP the local Country Trainers and Programme Facilitators are, so that they can provide longer-term support.

The principle of Do No Harm must inform all interventions with children and families. The first principle of the CPMS is ‘Avoid Exposing People to Further Harm as a Result of your Actions’. This means that ‘Those involved in humanitarian responses must do all they reasonably can to avoid exposing people affected by disaster or armed conflict to further harm’, in particular exposing children to increased danger or abuse of their rights’[[5]](#footnote-5).

We recommend you as the facilitator to remind participants of their duty of care and accountability in keeping with Save the Children’s Child Safeguarding Policy: Rules for Keeping Children Safe at the beginning of the training.

The PHP workshop focuses on physical and humiliating punishment but participants must apply the Do No Harm principle and Save the Children’s Child Safeguarding Policy to all forms of abuse, including sexual violence, exploitation and neglect in line with UNCRC article 19.

If anyone raises a child protection matter or identifies a child at risk, the facilitator must encourage the participant to report it to duty bearers and follow up.

You can offer to talk to any participant after the sessions to ensure they have no problems arising from the training and that any concerns are properly responded to.

### Evaluation and certificates

Evaluation is always the final session, no matter whether the training lasts two, three or four days. We recommend you to use the pre and post training evaluation sheets which include a review of PFA along with the elements of PHP included in this module.

A good evaluation enables the facilitator to assess how effective the training was. There are two kinds of evaluation: the reaction evaluation and the learning evaluation. Reaction evaluations measure the reaction of the participants to the overall training, such as the facilitation, time allocation and management, venue, relevance to real life scenarios etc. The learning evaluation measures changes in the participants’ skills, knowledge, attitude and practice.

At the very end of the training all participants should receive a certificate of participation with name, training course, venue and dates. Certificate templates are included in the training toolbox.

The participants would probably be happy for a group photo as a memento from the training.

# Section B: Training

## Session 0

Welcome and Registration- 30 minutes

Aim: To create a welcoming atmosphere and register each participant

Note to Facilitator: Make sure you:

* Arrive at least 30 minutes before the first session is scheduled to begin.
* Arrange the space for seating the participants in a half- or full-circle.
* Arrange drinking water in the workshop room.
* Make sure that AV equipment for the PowerPoint slides and animated movies works.
* Place Post-It notes, notebooks and pens for each participant in the room, along with a flip chart and markers.
* Give each participant a binder with the workshop material and a name tag.
* Register each participant on arrival.
* Ensure everyone feels welcome.

## Session 1

Introduction – 45 minutes

1. Welcome and introduction
2. Introduction to the day’s programme
3. Objectives
4. Mutual expectations

Introduction to Save the Children

Aim: To introduce the training to the participants and set ground rules for training together.

Activities: 1.1 Welcome and introduction. 1.2 Introduction to the day’s programme. 1.3 Objectives. 1.4 Mutual expectations. 1.5 Introduction to Save the Children (optional).

Materials Required: Ball, flipchart, marker pens (2 colours), PowerPoint presentation and projector

Note to Facilitator: Please note that Activity 1.5. Introduction to Save the Children is only needed if participants are not familiar with Save the Children and its work. Before the training, fill in PowerPoint slide x, which describes what Save the Children is doing in this country.

Activity 1.1. Welcome, introductions and expectations- Time 20 minutes

Aim: To welcome the participants and give them the opportunity to introduce themselves.

Materials Required: Ball, Flipchart and marker

INSTRUCTIONS: If this is a continuation of the PFA training this activity need not be done.

If this is a standalone training, welcome the participants. Ask the participants to stand in a circle. Give one person the ball and explain that the ball will be thrown around the circle. The person with the ball will share the following and then throw the ball to the next person until everyone has spoken:

* Their name
* Ages of their children (if they have any, or a child that they know well)
* One thing that they hope to get from the workshop

The facilitator should make a note of the hopes on a flipchart as they are shared. These will form the expectations of the training.

Activity 1.2. Introduction to the training – Time 10 minutes

Aim: To introduce the PFA for Parents in Need of Extra Support workshop

Materials Required: PowerPoint presentation and projector

INSTRUCTIONS: Once again welcome the participants and thank them for joining the PFA for Parents in Need of Extra Support training. Refer to the previous activity and highlight the fact that one thing they all have in common is that they are here to learn about supporting parents to reduce violence against their children in emergencies.

Explain: Giving key messages to parents on PHP can assist in raising awareness to reduce tolerance of violence discipline. Positive Discipline in Everyday Parenting (PDEP) is a model developed by Save the Children and Joan Durrant (University of Manitoba). The PDEP parent program consists of 8 workshops that build parents’ knowledge, skills and confidence. The PDEP workshops are always facilitated by trained Programme Facilitators and Country Trainers. **This orientation will not equip participants to facilitate PDEP parent programmes** but aims to provide staff working with parents in emergency settings with key messages that they can give to parents and caregivers to help reduce PHP. It will connect with the PFA training using similar methods and building on knowledge and skills gained in the PFA training.

This morning in session 2 there will be an introduction to PHP in emergencies, the child rights and CPMS context and we will review the PDEP model. In the third session we will look at the stress response and identify the long term goals (hopes) that parents have for their children. In session 4 we will understand two key tools- warmth and structure. In session 5 after lunch we will review stages of child development recapping the PFA information. In session 6 we will explore problem solving. There will be an opportunity to practice the communication skills learnt in the PFA training with the information from the PFA training in session 7.

Activity 1.3. Objectives – 5 minutes

Aim: To present the objectives of the training

Materials Required: PowerPoint presentation and projector

INSTRUCTIONS: Show slide x and explain: “The aims of this training are to provide you with key messages on physical and humiliating punishment that you can give to parents in emergencies to reduce PHP.”

“You will also learn how to identify parents and care-givers who may need more in depth support to reduce PHP and how to refer them to other specialist services for support.”

Activity 1.4 Group Agreement- 10 minutes

Aim: To identify and agree on rules of behaviour in order to encourage mutual respect and trust among the participants

Materials: Flipchart and marker

INSTRUCTIONS: If this is a continuation of the PFA training this activity need not be done.

If this is a standalone training, start by explaining that it is important that everybody, as a group, agrees on how to treat each other during the training.

Ask the participants to brainstorm with you about the way the group to work together. List these on a flip chart with the title “Agreement.”

Display this flip chart in the training venue for the entire duration of the training. If the fundamental ideas given below are NOT included, ask the participants if you can add some of your own. As you add them, explain what they mean and why you add them.

Explain: “Some fundamental ground rules should be included to establish a fun, safe and inclusive training environment:

* Listen to your peers and don’t interrupt when they are talking.
* Make fun, but not of each other.
* Everyone has the right to an opinion, even if you disagree.
* No-one is forced to share their feelings or opinions if they do not want to.
* Please seek permission before taking photos and filming.
* Any information disclosed indicating that a child or anyone else is at risk of harm will be responded to in accordance with the organisation’s reporting requirements.
* Personal information shared through this training remains confidential.”

Highlight the rule of confidentiality by saying:

“This training venue is a personal safe space. Therefore, we treat each other with kindness and respect and we tolerate different opinions. It also means you are allowed to share any- thing you want to, and no-one is going to share your personal and private matters outside this training venue. It is important that we all agree on this because it will make us all feel safe and comfortable about sharing.”

Remind everyone of the Do No Harm principle (CPMS Principle 1) and the Save the Children Child Safeguarding Policy and explain that very rarely someone discloses information about a child at risk or being harmed. This is the only information that cannot be kept confidential. When someone discloses abuse they are usually looking for help. I have an obligation to report concerns about a child’s safety. I will discuss these concerns with the person and together we will work together to see how the concerns will be reported.

Ask if everyone agrees. If anyone does not agree, ask why and continue discussing this issue and how important it is for everyone to agree, until everyone has agreed.

## Session 2

Introduction to PFA for parents needing extra support- 45 minutes

Aim: To introduce the concepts of Child Rights, CPMS for PHP in emergencies

Activities: 2:1 Introduction to PHP in emergencies, 2:2 Introduction to PDEP model

Materials Required: PowerPoint Slide

Activity 2.1. Introduction to PHP in emergencies Time 15 minutes

Aim: To introduce the concept of PHP in emergencies

Materials Required: PowerPoint slides

INSTRUCTIONS

Speaker points[[6]](#footnote-6)

The UNCRC exists to protect all children and ensure that they grow up in the most optimal environment and respecting children’s rights means meeting parents’ needs. The UNCRC is clear that children have the rights to be protected from all forms of Physical and Humiliating Punishment.

The UNCRC aims to guarantee children’s basic human rights to:

* Survival
* Development
* Participation
* Protection from violence including PHP

Find out when your country ratified the CRC and share this information with the participants (see <https://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-11&chapter=4&lang=en> for a list). Explain that ratification means that the government has committed itself to putting the UNCRC into practice.

The UNCRC defines a child as any human being under the age of 18, and this training also assumes this definition of a child (article 1). Furthermore the UNCRC states that all children shall attain all rights (article 2) and that the primary consideration is the best interests of the children (article 3). Central to human rights, and therefore child’s rights are the concepts of Rights Holders and Duty Bearers. The State or government is the principal duty bearer responsible and accountable to fulfilling the rights of a rights holder. The state works at a number of different levels of society to uphold the rights of rights holders and additionally others have clear moral and legal responsibilities towards children (e.g. teachers, social workers and parents themselves).The UNCRC regards children as rights holders which means that they hold the rights enshrined in the UNCRC. Duty bearers are 'accountable' to the rights holder. For children to obtain their rights, they must know that they are entitled to those rights, i.e. 'empowerment'. Children, knowing they have rights means that they can 'participate' in claiming them.

The UNCRC’s standards can only be met if parents’ needs are met. Parents must have support to be able to provide for children’s basic needs, to know how to help children develop their potential, and to parent effectively. Article 5 provides that states will respect the responsibilities, rights and duties of parents and caregivers to care for their children. In addition, article 18 emphasizes that parents have the primary responsibility for the upbringing and development of the child and that States Parties shall render appropriate support to parents in the performance of their child-rearing responsibilities.

Article 12 gives children the right to be listened to in decisions that affect them, in accordance with their age and maturity. Article 19 ensures the protection of children “from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation” as well as establish social programmes to prevent and respond to child abuse. The Committee on the Rights of the Child in its General Comment No. 8 has stated that the “interpretation of ‘appropriate’ direction and guidance must be consistent with the whole Convention and leaves no room for justification of violent or other cruel or degrading forms of discipline”. The UN Violence Against Children Study found that “No violence against children is justifiable, and all violence against childrenis preventable”[[7]](#footnote-7).

The messages provided in the PFA for Parents in Need of Extra Support workshop supports parents (article 5) to parent their children in a non-violent way to prevent physical and psychological violence (article 19) and to problem solve together (article 12) in an age appropriate way.

The CPMS have been developed to support child protection work in humanitarian settings. The PFA for Parents in Need of Extra Support workshop is developed for humanitarian settings. In such contexts the standards are intended to:

* Establish common principles amongst those working in child protection and strengthen coordination
* Improve the quality of child protection programming and impact for children
* Provide accountability
* Further define the professional field of child protection
* Provide a synthesis of good practice
* Enable better advocacy.

The first principle of the CPMS is ‘Avoid Exposing People to Further Harm as a Result of your Actions’ which states:

“Those involved in humanitarian response must do all they reasonably can to avoid exposing people affected by disaster or armed conflict to increased danger or abuse of their rights.” This is often referred to as the Do No Harm principle. We must think before we act whether what we will do will put the child at further risk of harm, and ensure that we do not put a child at further risk.

Standard 8 ‘Physical violence and harmful practices’ states:

“Girls and boys are protected from physical violence and other harmful practices, and survivors have access to age-specific and culturally appropriate responses”. A key action for this standard is to train those working with children in strategies to prevent common forms of violence, and positive discipline is explicitly mentioned.

Standard 11 ‘Psychosocial distress and mental disorders’ states:

“Girls’ and boys’ coping mechanisms and resilience are strengthened and severely affected children are receiving appropriate support”. A key action here is the provision of PFA training, which underpins this training, to those involved in child protection and other sectors.

Research on effects of PHP on children (Gershoff 2002[[8]](#footnote-8)):

* Poorer mental health (depression, anxiety)
* Poorer social relationships (aggression, bullying)
* Weaker parent-child relationships
* Slower cognitive development (IQ, language)
* Higher risk of physical harm

This is reinforced more recently in the follow up report to the UN Study on Violence Against Children which states, “*Multiple exposures to violence are particularly devastating to the development of very young children. Over the past five years, increasing evidence from developmental neuroscientists tells us that children’s brains are wired to deal with their present circumstances. When the child’s present is characterized by violence, the brain is wired to cope with a malevolent world. Children who are exposed to violence often suffer from anxiety, depression, aggression, difficulties with attachment, and regressive behaviour. The child is at risk of developing patterns of aggression in responding to others, including dating violence and delinquency, and is more likely to have trouble in school and become involved with the child welfare and juvenile justice systems. While there is no inevitability, it is often children who are victims of violence who become future bullies, perpetrators of dating and partner violence, and violent parents*.”[[9]](#footnote-9)

It further goes on to show the link between violence against children and stressful living. “*Increases in violence against children in the family can often be linked to stressful living circumstances. High levels of economic recession and unemployment, social problems, political conflict, and natural disasters all increase stress for parents*.”[[10]](#footnote-10) PFA aims to respond to stressful living circumstances such as a natural disaster, conflict, emergencies or other critical event so the need to be able to respond to increased violence against children is crucial. The report goes on to state that “*In Christchurch, New Zealand, for example, reported child physical abuse rates jumped by 20 percent after the February 2011 earthquake*.”

|  |
| --- |
| Case Example- Gaza  The Assessment of Child Protection Needs and Priorities for Children and Families Affected by the ‘8 Days War’ in November 2012[[11]](#footnote-11) found that women’s *coping strategies had already been greatly diminished as a result of an accumulation of stress factors resulting from repeated military attacks against Gaza and the blockade that is having a major impact on the economic situation in Gaza, placing increasing strain on families. When asked how women react to the changes in their children’s behaviour, the majority of women responded that they punish, beat or threaten their children (to try to keep order in the household)…Children themselves confirmed these reports in their focus groups, stating that adults respond to stress by beating them, shouting at them and punishing them* (2012:8). Meanwhile men tended to leave the home to meet friends, leaving women at home with children. Men, women and children all reported increases in family conflicts due to stresses in the home affecting relations. When children were asked how their parents react to stress, they responded *that their parents beat them, shout at them, threaten them and punish them. Domestic violence was reported as joint highest risk that could result in death or injury to children, (along with car accidents) reported by 32% of key informants.* Whitaker concluded, “In addition to the high levels of military violence to which children were exposed, the psychological impact upon family members and peers has resulted in children experiencing increasing levels of personal violence and aggression, and as one key informant notably commented “*Violence breeds violence”” (2012:13)* |

We can see that patterns of violence are heightened in humanitarian settings. Families and other sources of protection are often put under immense strain and the weakened protective environment around the child may results in adults abusing children, making children more at risk of PHP (along with domestic violence and sexual abuse and exploitation). Protective mechanisms such as school, child protection committees, social welfare NGOs, police and justice systems may weaken or be absent during times of emergency reducing the likelihood of both prevention and response for child protection. Displaced children may not know if these services do exist in their new location.

Children may be at increased risk in new care arrangements such as living with extended family, step or foster carers, or in child-headed households, where they are more vulnerable to being abused[[12]](#footnote-12).

PHP may be overlooked as a priority issue during emergencies where WASH, shelter, health etc. may been seen as a priority, but PHP is a life-threatening issue. Gershoff’s (2002) meta-analysis showed that physical punishment predicted higher rates of child injury and reports to child welfare in 10 of 10 studies and the Five Years On study found that “*Slapping and hitting can escalate to violence that injures, and in some cases kills, children. In 2008, according to the U.S. National Child Abuse and Neglect Data Systems, an estimated 1,740 U.S. child fatalities resulted from abuse (including shaken baby syndrome) or neglect by their caregivers*.[[13]](#footnote-13)” Gershoff looked at all of the studies examining the relationship between “everyday” physical punishment (e.g., slapping and spanking) and what is often called “abuse” (i.e., physical injury and reports to child welfare services). She found that in every study, children who experienced “everyday” physical punishment were more likely to be physically injured and/or to be reported to child welfare. This means that when we hit a child, there is a much greater chance that we will injure the child than if we don’t hit the child. If we never hit the child, we would never injure the child, including causing fatal injuries.

Parents strike their children when they are frustrated and stressed. In emergencies this frustration and stress is likely to be very high. When we are in this state, we go into fight-or-flight mode. Most parents in this state choose fighting over fleeing. Their usual inhibitory mechanisms shut down and they are very likely to use more force than they intend to use. This is one reason why we have to give a clear message to NEVER hit.

We do not want to call parents “abusers”. This will make them very defensive, and rightly so. We just want them to understand that it’s impossible to draw a line between punishment and abuse because they both are motivated by the same intent, and the severity is often just a matter of a momentary loss of control, the likelihood of which increases in stressful environments, like emergencies.

Activity 2.2. Introduction to PDEP model – Time 15 minutes

Aim: To provide an introduction to the PDEP model

Materials Required: PowerPoint, projector, Positive Discipline model Handout, Pictures Positive Discipline Is/ Is Not, You Tube clip Dr Joan Durrant <http://www.youtube.com/watch?v=YxBxT8osiUU>

INSTRUCTIONS

Explain that the PFA for Parents in Need of Extra Support is loosely based on the PDEP parent programme. PDEP is aimed at parents of children of all ages. It addresses common issues that arise in ‘everyday’ parenting between birth and adolescence. Some children have particular challenges that are not typical for their age. Parents of children who have complex needs such as developmental delays, extreme levels of distress etc. are advised to seek specialist advice and additional support (PFA action principle- LINK)

PDEP is based on child rights, research on healthy child development and research on effective parenting.

Show the group the Discipline Passive picture and ask them what they see, explain that positive discipline is not letting children do whatever they want and having no rules.

Show the group the Discipline Aggressive picture and ask them what they see, explain that positive discipline is not shouting, hitting, belittling.

Show the group the Discipline Positive picture and ask them what they see, explain that positive discipline is teaching children, communicating clearly, respecting children and earning their respect, building skills and confidence.

Explain what PD is and is not:

|  |  |
| --- | --- |
| Positive Discipline *Is Not* | Positive Discipline *Is* |
| * letting children do whatever they want * having no rules * quick reactions to situations * punishments other than hitting and shouting | * helping children develop self-control over time * communicating clearly * respecting children and earning their respect * teaching children how to make good decisions * building children’s skills and confidence * teaching children respect for other people’s feelings |

Show the You Tube clip of Joan Durrant to explain the PDEP model <http://www.youtube.com/watch?v=YxBxT8osiUU>

The PDEP model is based on key concepts of:

* Identifying long-term goals
* Using Warmth and Structure
* Understanding how children think and feel
* Problem Solving

This PFA for Parents in Need of Extra Support workshop will follow the same structure.

## Session 3

Identifying parental stress and long term goals – [[14]](#footnote-14)1 hour

Aim: To understand that parents’ long terms goals for their children must guide all parent-child interactions

Activities: 3.1 Introduction to PDEP; 3.2 Understanding the Stress Response, 3.3 Long Term Goals

Materials Required: Flipchart and marker pens for groupwork, PowerPoint, video clip of Dr Siegel <http://www.youtube.com/watch?v=DD-lfP1FBFk>

Activity 3.1. Understanding the stress response-[[15]](#footnote-15) Time- 30 minutes

Aim: To help participants become aware of the characteristics of the stress response.

Materials Required: Flipchart and markers, PowerPoint, Video clip

INSTRUCTIONS

Ask the participants to think back to the PFA training day 2 session 9 on parents’ and caregivers’ reactions to distress. The facilitator should ask the group to call out the key feelings, reactions and behaviours that they remember from the discussion. Divide the participants into groups of 4-6 for 10 minutes. Ask the participants to think about the parents that they work with in emergency settings and how the parent/ caregiver distress affects the way that they care for their children:

1. What are the day to day things that cause parents to feel stressed when caring for their children in emergencies (think about how children show their distress from PFA training)?

E.g. child crying, child wetting the bed, child fighting with other children

1. How are children’s and parents’ stressors different during and after the emergency?

E.g. stress levels are higher there is less certainty, less safety. Some stress responses may be delayed and may only show once the most significant danger has passed.

1. What happens to your Body, Voice and Feelings when those things happen that cause you to feel stressed?

E.g. heart rate increases, perspire, talk loudly and quickly, feel angry, nervous, frustrated

1. How might parents respond towards their children when they are stressed?

E.g. shout, call child names, hit child

Ask each group to present but keep their flipcharts with the group.

Using the PowerPoint slide, explain that this is a picture of the inside of a person’s brain. This brain has been cut in half from front to back. The left side of the picture is the front of the brain, so the person is “facing” toward the left. Stand in front of the slide, facing in the same direction, so the parents can see how this brain would fit inside your head.

Explain that there are three major parts of the brain. The outer covering is the wrinkly part that you see when you look at a brain, this is the cortex. This part allows us to think and reason, to predict what will happen next, to weigh things out when we make decisions. It is our “thinking brain”.

Deep inside the brain there is another part that you can only see if you open up the brain. This is the limbic system and contains our emotional centres that allow us to feel happy, sad, angry, frustrated, excited, joyful, etc. It is our “feeling brain”.

At the very bottom of the brain is the most primitive part. This is the brainstem, it controls the most basic functions of our body - breathing, heart rate, blood pressure, reflexes.

You can also use a balloon to draw on the three key parts of the brain involved in the stress response and keep this on the table to keep referring back to in the training.

What happens to the brain when we are stressed?

Explain that:

When we are calm, our “thinking brain” is in charge, we think things through, solve problems, respond thoughtfully, and consider the impact of our actions.

When we are stressed, our brainstem and “feeling brain” take over our heart rate increases, our blood pressure rises (brainstem functions), and we respond impulsively, aggressively, emotionally (limbic system functions). These responses are not thought-out, they are primitive automatic reactions to stress.

Show the video of Dr Daniel Siegel hand model of the brain’s stress response- <http://www.youtube.com/watch?v=DD-lfP1FBFk>

Ask participants to practice explaining this in pairs. This can usefully be explained to parents and caregivers to help them understand their stress response.

When a child’s behaviour triggers stress in the parent, the parent/caregiver is likely to react impulsively, with the stress responses we have discussed. When the parent/caregiver reacts that way, it produces stress in the child and the child’s emotional brain then takes over. The child is likely to “flip his/her lid” (use your hand to demonstrate, as in the video) - especially because a child’s self-regulation is just beginning to develop the child’s reaction increases the parent’s stress, which intensifies the parent’s reaction. This cycle can escalate very quickly and can easily end in physical or emotional violence.

In emergency contexts, parents and caregivers are under huge amounts of stress. “Armed conflicts and natural disasters cause significant psychological and social suffering to affected populations. The psychological and social impacts of emergencies may be acute in the short term, but they can also undermine the long-term mental health and psychosocial well-being of the affected population. These impacts may threaten peace, human rights and development. One of the priorities in emergencies is thus to protect and improve people’s mental health and psychosocial well-being.” [[16]](#footnote-16)

Remember the communication and listening skills learnt in PFA- to talk slowly, use short sentences and ask the listen to repeat back to show they have understood. Other important concepts include:

* Active listening- paying attention, nodding, facial expressions, responding without judgement, encourage person to talk- if they want to
* Normalisation- reassuring children and parents that his or her reaction is normal, understandable and human
* Generalisation- explaining that others will also share these reactions and feelings

These responses can be supportive and can trigger a stress reducing response in helping the parent/caregiver and child to know that their situation is normal.

Remember the UNCRC Article 5 says that states will respect the responsibilities, rights and duties of parents and caregivers to care for their children which means that parents must receive support to manage their own stress.

Activity 3.2. Long Terms Goals- [[17]](#footnote-17) Time- 30 minutes

Aim: To show that parents and caregivers’ have long terms goals for their children, and to recognise the difficulties in emergency contexts of managing the stress response, to avoid putting extra pressure on parents of things they should be able to handle.

Materials Required: Flipchart and marker pens for groups. Long Term Goal Poster

INSTRUCTIONS

Be sure that the flipchart showing how parents may respond to their children when they are stressed from activity 3.2 is clearly visible.

In the same groups of 4-6, ask participants to close their eyes (if they feel comfortable) and think about a child that they care for. Read the following scenario:

*Imagine this . . .*

*Your child is all grown up. You are about to celebrate your child’s 20th birthday. Think about what your child looks like, how will they talk, how will they dress?*

NOTE: The age of adulthood varies across cultures. If a more significant birthday in your culture is 21, 25 or another age, modify the scenario accordingly.

In the small groups think:

1. What kind of **person** (qualities, characteristics) do you hope your child will be at that age?
2. What kind of **relationship** do you hope to have with your child at that age?

Ask the groups to note their responses on a flipchart. After 5 minutes each group presents their flipchart. You are likely to get responses such as- kind, honest, caring, and loving etc. These are long term goals and the foundation of the PDEP model.

Place the Long Term Goals Posters on the wall at the front of the room so that you can refer to this again during the training.

Then ask the groups to place these flipcharts next to their flipchart showing how parents may respond to their children when they are stressed. Note how the stress response behaviours can challenge progress towards the long term goals. If you shout, hit, call a child names it is hard for the child to become kind, honest, caring, and loving with a strong parent-child relationship.

Remember that the UNCRC gives children rights to development to achieve their potential, or long term goals.

## Session 4

Warmth and Structure[[18]](#footnote-18) – 45 minutes

Aim: To learn that effective discipline rests on loving, affectionate relationship between parents/ caregivers and their children. To increase understanding that love is not ‘spoiling’ the child, and that discipline is not punishment.

Activities: 4.1 What is warmth? 4.2 What is structure?

Materials Required: PowerPoint, flipchart, marker pens, Warmth Handout, Warmth Poster, Structure Handout, and Structure Poster

Activity 4.1. What is warmth? Time- 20 minutes

Aim: To learn the importance of loving, affectionate relationships between parents/ caregivers and children and that love is not ‘spoiling’ the child

Materials Required: PowerPoint, flipchart, marker pens, Warmth Handout, Warmth Poster

INSTRUCTIONS

Using the PowerPoint slide and Warmth Poster, explain what Warmth is:

* making sure your child feels safe
* making sure your child feels loved, no matter what
* showing love in words and actions
* thinking about how your child thinks at this age
* thinking about what your child needs at this age
* thinking about how your child feels

Key message: Warmth is one of the two most powerful parenting tools because it promotes learning. We will refer back to this definition of Warmth throughout the orientation and how this can be provided to children of different ages. Warmth is not spoiling or being ’soft’, it is support to keep children emotionally and physically safe, which is critical in emergencies.

Ask participants to work in small groups to think how parents can demonstrate warmth to children in distress in emergency settings. E.g. comfort them if they are afraid to sleep, talk about their fears, get them a safe place to play, sleep, health care etc. Refer back to the PFA manual page 43-46.

Place the Warmth poster above the left hand half of the Long-Term Goals poster (see PDEP model for how this should be placed)

Activity 4.2. What is structure? Time- 20 minutes

Aim: To learn that effective discipline rests on loving, affectionate relationship between parents/ caregivers and their children. To increase understanding that discipline is not punishment.

Materials Required: PowerPoint, flipchart, marker pens, Structure Handout, and Structure Poster

INSTRUCTIONS

Using the PowerPoint slide or a laminated copy of it, explain what structure is:

* giving clear guidelines for behaviour
* clearly explaining your reasons
* supporting and helping the child to learn
* being a positive role model
* encouraging the child’s own thoughts and ideas
* problem solving together

Key message: We will refer back to this definition of Structure again throughout the program and how it can be provided at different ages. Structure is information, guidance and teaching—not punishment. Problem solving is a learned skill. When children are little, we do the problem solving, but we need to share problem solving with children as they grow. When we model and teach problem solving when children are small, they learn to use it as they grow older.

Ask participants to work in small groups to think how parents can provide structure to children in emergency settings. E.g. explain how their new environment works, the new rules, explain the new routines, support the child to enrol in a CFS or educational provision, ask the child what they think and involve them in decision-making etc.

Place the Structure poster above the right hand half of the Long-Term Goals poster (see PDEP model for how this should be placed)

PFA/ UNCRC Linkages 5 minutes

Ask participants to make connections between Warmth and Structure to the UNCRC:

* The UNCRC states that children have the right to be protected from all forms of harm (article 19). Warmth is about keeping children safe.
* The UNCRC states that children have the right to be listened to in decisions that affect them, in accordance with their age and maturity (Article 12), and this is a central aspect of structure.

Ask participants to make connections between warmth and structure to the PFA Action Principles:

* Warmth connects to the PFA action principle of LOOK (LOOK, LISTEN and LINK), which is checking that a child is safe.
* Structure, providing information, connects to the PFA action principle of LISTEN (LOOK, LISTEN and LINK), which is asking about a child’s needs to be able to problem solve together to meet the child’s needs through LINK, or providing information and referring to other services.

## Energiser

Invisible Football

Aim: To stimulate communication and collaboration between the participants. To show that whilst our goals are invisible they still inform the decisions that we make and we cannot achieve these alone.

Materials Required: Large room or open outdoor space

Note for Facilitator: This activity involves close physical contact. Divide participants into gender based groups if this is more appropriate. If Football is not widely played, you can also use basketball, volleyball or another team ball game.

INSTRUCTIONS:

Divide the group into two teams (or two single sex teams). Explain the basis of football i.e. there are two teams and each team aims to score a goal. Explain that in this football game there are two additional rules, a) there is one ball, but this is invisible and b) there is no touching.

Invite the teams to position themselves on the ‘pitch’ (room). Create goals at each end of the pitch using chairs. Place the (invisible) ball in the middle between the two centre players. Tell the players that when you clap your hands they should play until a goal has been scored. Clap your hand to start the game and invite the teams to play Football with an invisible ball.

Stop when a goal has been scored and ask: ‘What happened?’ Invite people to explain what happened, e.g. there were two/ three/ four balls, didn’t know which ball to use, didn’t know who had the ball, didn’t know what was going on etc. Ask them to play again and to focus on the ball and the goal. Again, stop when a goal has been scored and discuss again. Play until they are focused enough to have only one ball at a time.

De-brief- what happened? What is needed to work well together to score a goal? Focus (ball) needs to be understood and practiced as individuals and as at team, otherwise there will be more balls which is a lot of conflicting interests and people feel left out because they don’t know what is going on etc.

Wind up by saying there are parallels in the game to working with parents in emergencies. We need to have defined roles; all roles are different but complementary; need to have clear goals/ focus for our work; need to have rules; need to work together; may need a coach (TA), referee (manager); encouragement. In PDEP long term goals for parents are also invisible, and parents need to focus on these to help their children grow up to become the person that they want them to be and parents may also need a coach (support).

## Session 5

Understanding how children think and feel– 1 hour

Aim: To learn more about child development to enable parents to understand reasons for a child’s behaviour, and to be able to identify distress.

Activities: 5.1 Understanding how children think and feel.

Materials Required: PowerPoint and projector, flipchart, marker pens, Child Development Handout, PFA Handout 5 day 1 & 2, Understanding How Children Think and Feel poster

Activity 5.1.Understanding how children think and feel Time- 1 hour

Aim: To learn more about child development to enable parents to understand reasons for a child’s behaviour, and to be able to identify distress.

Materials Required: : PowerPoint and projector, flipchart, marker pens, Child Development Handout, PFA Handout 5 day 1 & 2, Understanding How Children Think and Feel poster

INSTRUCTIONS

Handout the Child Development Handout go through the Handout by presenting the slides with the following information[[19]](#footnote-19): As you present each age range, ask if any participant has a child of this age and ask them how their child thinks and feels at this age. Then build on this by presenting the brief information in the handout and below:

* 0-6 months- Young babies communicate through crying. They need to know that they can trust us to listen and respond
* 6-12 months- Older babies don’t understand that things exist when they can’t see them. They cry when we leave because they are afraid we won’t return. They need to know that they can trust us to be nearby
* 1-2 years- Toddlers learn by exploring thing and by touching, tasting and dropping things. They need us to make their environment safe so that they can explore and develop their skills
* 2-3 years- Children’s growing imaginations can lead to fears. They need us to respect their feelings and provide reassurance
* 3-5 years- Pre-schoolers learn by playing and by asking many questions. They need us to respect their need to play and to ensure a safe environment so they can explore and develop their skills
* 5-9 years- When children enter school, they face new expectations and develop new friendships. They need us to show them how to handle challenges and resolve conflicts without violence
* 10-13 years- Pre-teens are spending more time with friends and figuring out their own beliefs and values. They need us to keep them safe while respecting their growing need for independence
* 14-18 years- Teens are figuring out who they are. They try on different identities to see which ones fit. They need us to respect their desire for independence and to believe in them[[20]](#footnote-20)

Note: the PDEP breaks down the early stages of development more that the PFA materials so allow time for discussion.

Ask participants to think back to how children show distress presented in PFA training session 3 (children’s response to the fire in a school) and session 9 (giving parents information on indications of children’s distress in Handout 5 day 1 & 2) to see what is typical child development and what are signs of distress. They can review the PFA Handout 5 Day 1&2. You can also lead a discussion to reflect on the impact of gender stereotyping and gender norms on which behaviours may be seen to be more or less acceptable in the parents’ culture.

The UNCRC also highlights the importance of recognising that parental care should be in line with the ‘evolving capacities’ of the child (article 5), meaning that the care of the parent/ caregiver should be appropriate for the age, development and level of understanding of the child that typically changes as the child gets older.

Explain that the PDEP model recognises the importance of Understanding How Children Think and Feel so that parents can understand that it is normal for children to behave in certain ways and that punishment will not help children to learn. Place the Understanding How Children Think and Feel poster above the Warmth and Structure posters (see PDEP model for how they should be placed).

## Session 6

Problem Solving and responding with positive discipline [[21]](#footnote-21)– 1 hour

Aim: To review and reinforce parents’ understanding of the principle of positive discipline: long-term goals, warmth and structure, understanding how children think and feel and problem solving. To give participants practice in applying the positive discipline model to parents in emergencies.

Activities: 6.1 Problem solving and responding with positive discipline, 6.2 Positive discipline advice for parents

Materials Required: PowerPoint and projector, Problem Solving Poster, Adapted PFA Handout 5 day 1 & 2,

Activity 6.1. Problem Solving and responding with positive discipline – Time 10 minutes

Aim: To review and reinforce parents’ understanding of the principle of positive discipline: long-term goals, warmth and structure, understanding how children think and feel and problem solving.

Materials Required: PowerPoint and projector, Problem Solving Poster

INSTRUCTIONS

Place the Problem Solving Poster above the Understanding How Children Think and Feel poster (see PDEP model for how they should be placed). Using the PowerPoint slide and poster of the Positive Discipline model, tell participants that while we learn the Positive Discipline components from the bottom up (demonstrate pointing from the bottom to the top of the model), we apply them from the top down. Times of stress are a prime time for using problem solving and positive discipline as our feelings of stress are a signal for us to pause and think of ways to calm down.

To be an effective problem solver, we must first recognize that our feelings of stress are a signal for us to pause and calm down (review “flip the lid” and ways to bring the thinking and feeling brain back in touch with each other – take deep breaths, repeat the Positive Discipline Mantra, visualize yourself as a calm problem solver). Identify what the problem is (point to Problem Solving box), then think about all the possible reasons why a child that age might be behaving the way he or she is and also consider whether the child is showing signs of distress (point to the How Children Think and Feel box). Keep in mind where we want to go (point to the Long Term Goals box) by using warmth and structure (point to the Warmth and Structure boxes) to eventually reach our Long-Term Goals (point again to the Long-Term Goals box). This is Positive Discipline.

Activity 6.2. Positive Discipline advice for parents- Time 50 minutes

Aim: To give participants practice in applying the positive discipline model to parents in emergencies.

Materials Required: Adapted PFA Handout 5 day 1 & 2

INSTRUCTIONS

Ask participants to work in pairs for 25 minutes. Give them the PFA Adapted Handout 5 day 1 & 2 and ask them to problem solve by thinking how they can advise parents to provide warmth and structure at each age group example. They should also consider the impact of any gender stereotypes on how parents may provide warmth and structure. If time is short give each pair an age group to work on.

For the remaining 25 minutes review the responses in a plenary.

## Session 7

Practice – 1 hour

Aim: To practice using the communication skills learned in the PFA training to provide advice on positive discipline for parents in emergencies.

Activities: 7.1 Role Play

Materials Required: Role Play scenarios

Activity 7.1. Role Plays to respond to a child in distress using warmth and structure – Time 45 minutes

Aim: To practice using the communication skills learned in the PFA training to provide advice on positive discipline for parents in emergencies.

Materials Required: Role Play scenarios, flipchart and marker pens

INSTRUCTIONS

Divide the participants into groups of 3. Give each group a scenario for them to role play and discuss. This should take 30 minutes. One person in the group is the parent, one person is the child practitioner and one person is the observer. Once the role play has been completed, the observer should give feedback on the communication skills and use of the positive discipline model. Roles:

* **Parent** - role play the scenario
* **Child practitioner** - use effective communication skills to LOOK, LISTEN and LINK. They should also provide key messages on PHP and positive discipline- long term goals, warmth and structure, understanding how children think and feel and problem solving. The hand model can also be practised.
* **Observer** - observe and give feedback one how the child practitioner was able to apply their communication skills to LOOK, LISTEN and LINK. They should also provide key messages on PHP and positive discipline- hand model, long term goals, warmth and structure, understanding how children think and feel and problem solving

Once the trios have completed their work, have a large group discussion:

* How effective were the LOOK, LISTEN and LINK interventions?
* What worked well in providing advice on the PDEP model?
* What were the challenges in advising parents on the PDEP model?

Final messages:

If parents can manage their stress response and calmly think things through, they can find solutions for their own challenges. They can use those challenging situations to work toward their Long-Term Goals. The Problem Solving process is the same for every challenging situation. When we think things through ahead of time and make a plan, we are much more likely to respond constructively when the behaviour occurs. It is helpful to visualize ourselves carrying out the plan; this gives us mental practice.

Our skills develop gradually, so we should choose minor challenges to start with as our skills improve, we can move on to more complex challenges.

The child’s behaviour also will change gradually, as we teach them new ways of responding to stress our measure of success should be how constructively WE responded. The child’s behaviour will change gradually over time, as we remain consistent in using the Positive Discipline approach.

Remember LOOK, LISTEN and LINK- A child’s distress may need specialist intervention and a parent may find specialist support or the full PDEP workshops useful.

Wrap Up – Time 45 minutes

Day 3 of PFA training- see PFA manual page 79

Standalone training:

Aim: To round up the one-day training for child practitioners on PHO for working with parents in emergencies

Materials required: Copies for all participants of the evaluation sheet. Certificates of participation for all.

Note for facilitator: Prepare the certificates of participation ahead of the training. A certificate template is provided.

Have a final discussion on how they can use this orientation in their daily work, and when doing their planning link the PFA for Parents in Need of Extra Support to a PDEP training to have the full spectrum approach.

Ask the participants if they have any final comments or questions and address them.

Thank the participants for their participation and explain that they have now reached the end of the one-day training programme.

Provide time for reflection and feedback.

Distribute the evaluation sheets and allow time to complete them. Encourage people to be very honest and explain that this will help you improve future training sessions.

Make a small certificate distribution ceremony where you shake hands – if culturally appropriate – and say thanks and goodbye to each participant.

# References

Child Protection Working Group, Minimum Standards for Child Protection in Humanitarian Action, 2012

Joan Durrant, Positive Discipline in Everyday Parenting, Third Edition, Save the Children Sweden, 2013

Joan Durrant, Positive Discipline in Everyday Parenting: A Manual for Parent Program Facilitators, Save the Children, 2013

El Wedad Society for Community Development, Palestinian Centre for Democracy and Conflict Resolution, Save the Children International Gaza Office and Whitaker, Assessment of Child Protection Needs and Priorities for Children and Families Affected by the ‘8 Days War’ in November 2012, 2012 (unpublished)

Gershoff, Elizabeth Thompson, Corporal Punishment by Parents and Associated Child Behaviours and Experiences; A Meta Analytic and Theoretical Review, Columbia University, Psychological Bulletin 2002, Vol 128, No 4, 539-579

Inter-Agency Standing Committee, Guidelines on Mental Health and Psycho-social Support in Emergency Settings, Inter-Agency Standing Committee, 2007

NGO Advisory Council for Follow-Up to the UN Study on Violence Against Children. Five Years On; A Global Update on Violence Against Children, 2011

Pinheiro PS/ United Nations Secretary General’s Study on Violence Against Children, World Report on Violence Against Children, 2006

Save the Children’s Child Protection Strategy 2013-2015- Prohibition and Elimination of Physical and Humiliating Punishment of Children, Child Protection Initiative, June 2013

Save the Children, Psychological First Aid Training Manual, November 2013

Save the Children Sweden Teaching Children: No to Hitting and Humiliating Yes to Information, Respect and Participation (leaflet)

United Nations Children’s Fund, Hidden in Plain Sight: A statistical analysis of violence against children, UNICEF, New York, 2014.

United Nations Convention on the Rights of the Child, <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

# Recommended Resources

Joan Durrant, Positive Discipline in Everyday Parenting, Third Edition, Save the Children Sweden, 2013. Find it in Arabic, Bosnian, English, French, Russian, Spanish and Thai here: <http://resourcecentre.savethechildren.se/search/site/positive%20discipline%20in%20everyday%20parenting>

End Corporal Punishment of Children, [www.endcorporalpunishment.org](http://www.endcorporalpunishment.org) information in English, French and Spanish. Global and country level reports on status of PHP, law reform and research on effects of corporal punishment.

Read the full Gershoff 2002 Corporal Punishment by Parents and Associated Child Behaviours and Experiences; A Meta Analytic and Theoretical Review here: <http://www.endcorporalpunishment.org/pages/pdfs/Gershoff-2002.pdf>

1. Save the Children, Psychological First Aid Training Manual, November 2013 [↑](#footnote-ref-1)
2. Save the Children’s Child Protection Strategy 2013-2015- Prohibition and Elimination of Physical and Humiliating Punishment of Children, Child Protection Initiative, June 2013 [↑](#footnote-ref-2)
3. Joan Durrant, Positive Discipline in Everyday Parenting, Third Edition, Save the Children Sweden, 2013 [↑](#footnote-ref-3)
4. Child Protection Working Group, Minimum Standards for Child Protection in Humanitarian Action, 2012 [↑](#footnote-ref-4)
5. CPWG, Minimum Standards for Child Protection in Humanitarian Action, 2012; 27 [↑](#footnote-ref-5)
6. Adapted from Joan Durrant, PDEP: A Manual for Parent Program Facilitators, Session 1- steps 10-14, Save the Children, 2013 [↑](#footnote-ref-6)
7. Pinheiro, UN Secretary’s Study on Violence Against Child, 2006 [↑](#footnote-ref-7)
8. Gershoff, Elizabeth Thompson, Corporal Punishment by Parents and Associated Child Behaviours and Experiences; A Meta Analytic and Theoretical Review, Psychological Bulletin 2002, Vol 128, No 4, 539-579 [↑](#footnote-ref-8)
9. NGO Advisory Council for Follow-Up to the UN Study on Violence Against Children. Five Years On; A Global Update on Violence Against Children, 2011:7 [↑](#footnote-ref-9)
10. NGO Advisory Council for Follow-Up to the UN Study on Violence Against Children, Five Years On; A Global Update on Violence Against Children, 2011:7-8 [↑](#footnote-ref-10)
11. El Wedad Society for Community Development, Palestinian Centre for Democracy and Conflict Resolution, Save the Children International Gaza Office and Whitaker, Assessment of Child Protection Needs and Priorities for Children and Families Affected by the ‘8 Days War’ in November 2012, 2012 (unpublished) [↑](#footnote-ref-11)
12. Minimum Standards for Child Protection in Humanitarian Action, Child Protection Working Group (CPWG) 2012, Standard 13 Unaccompanied and Separated Children [↑](#footnote-ref-12)
13. NGO Advisory Council for Follow-Up to the UN Study on Violence Against Children, Five Years On; A Global Update on Violence Against Children, 2011:8 [↑](#footnote-ref-13)
14. Adapted from Joan Durrant, PDEP: A Manual for Parent Program Facilitators, Session 1- steps 10-14, Save the Children, 2013 [↑](#footnote-ref-14)
15. Adapted from Joan Durrant, PDEP: A Manual for Parent Program Facilitators, Session 2- steps 2-6, Save the Children, 2013 [↑](#footnote-ref-15)
16. Inter-Agency Standing Committee, Guidelines on Mental Health and Psycho-social Support in Emergency Settings, Inter-Agency Standing Committee, 2007:2 [↑](#footnote-ref-16)
17. Adapted from Joan Durrant, PDEP Manual for Facilitators, Session2 step 6, Save the Children 2013 [↑](#footnote-ref-17)
18. Adapted from Joan Durrant, PDEP Manual for Facilitators, Session3 step 1-7, Save the Children 2013 [↑](#footnote-ref-18)
19. Save the Children Sweden, Teaching Children: No to Hitting and Humiliating Yes to Information Respect and Participation [↑](#footnote-ref-19)
20. Taken from Teaching Children: No to Hitting and Humiliating Yes to Information, Respect and Participation, Save the Children Sweden (leaflet) [↑](#footnote-ref-20)
21. Adapted from Joan Durrant, PDEP Manual for Facilitators, Session 8 steps 1-5, Save the Children 2013 [↑](#footnote-ref-21)