



Extending Social Educators Competences/ ESEC Nr. 2018-1-PL01-
KA204-051126

Parent-training and evaluation processes

This presentation refers to the following learning activities ([overview](#)):

- **Unit Learning 1**
- **Unit Learning 2**
- **Unit Learning 3**

Objective

The learning units have the objective to present and discuss the evaluation of the parent-training programs.

Participatory approaches, as well as peer education, are introduced and discussed since they are universally recognized to be at the basis of parent-training initiatives.

Target learners

The learning units have been designed for social educators and social volunteers who are interested to support families with children with behavioral disturbances.

Social educators and social volunteers improve their skills and competence:

- To understand participatory learning and peer learning
- To improve their capacity in designing and managing parent-training programs
- To understand how to evaluate parent-training experience.

Reference to Unit Learning 1

Participatory learning approach

In the 1990s, participation was a popular buzzword, and the concept of participation was also extended into the field of education.

Since the 2000s, participatory learning has been seen as an increasingly appealing educational approach that can positively affect learners since it engages them as active participants in the full educational program, including homework and exercises.

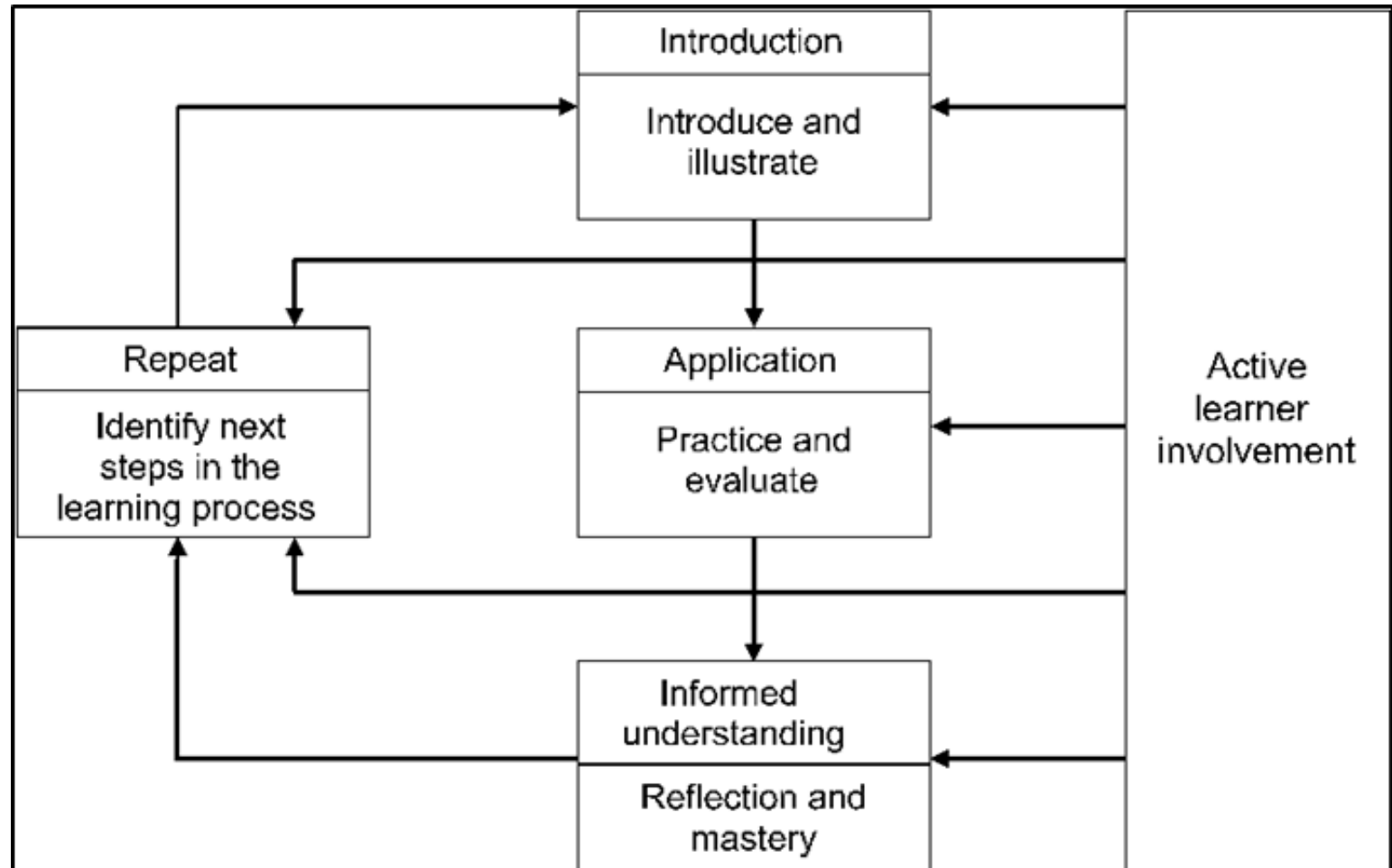
Participatory learning has often been experimented to support sustainable development, above all in regards to the agriculture of developing countries (Coldevin, 2002), and has been seen as a means to aid the democratic progress of emerging countries, since participatory learning is, by its very nature, collaborative and so directly fosters democracy.

Participatory learning strategies are considered effective in adult learning since they can reduce the difficulties due to the inhomogeneity of trainees that can affect adult educational programs. In this regard, the *Participatory Adult Learning Strategy* (PALS) is a proven model that can be adopted in parent training educational programs.

PALS is an evidence-based approach by Dunst and Trivette, which results from over 20 years of research and practice and, more recently, from the findings of the meta-analyses of adult learning methods and the synthesis of research studies into the most effective adult learning practices (Dunst & Trivette, 2009; Dunst, Trivette, & Hamby, 2010; Trivette, Dunst, Hamby, & O'herin, 2009).

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The major components of PALS for active learner involvement in a learning opportunity.

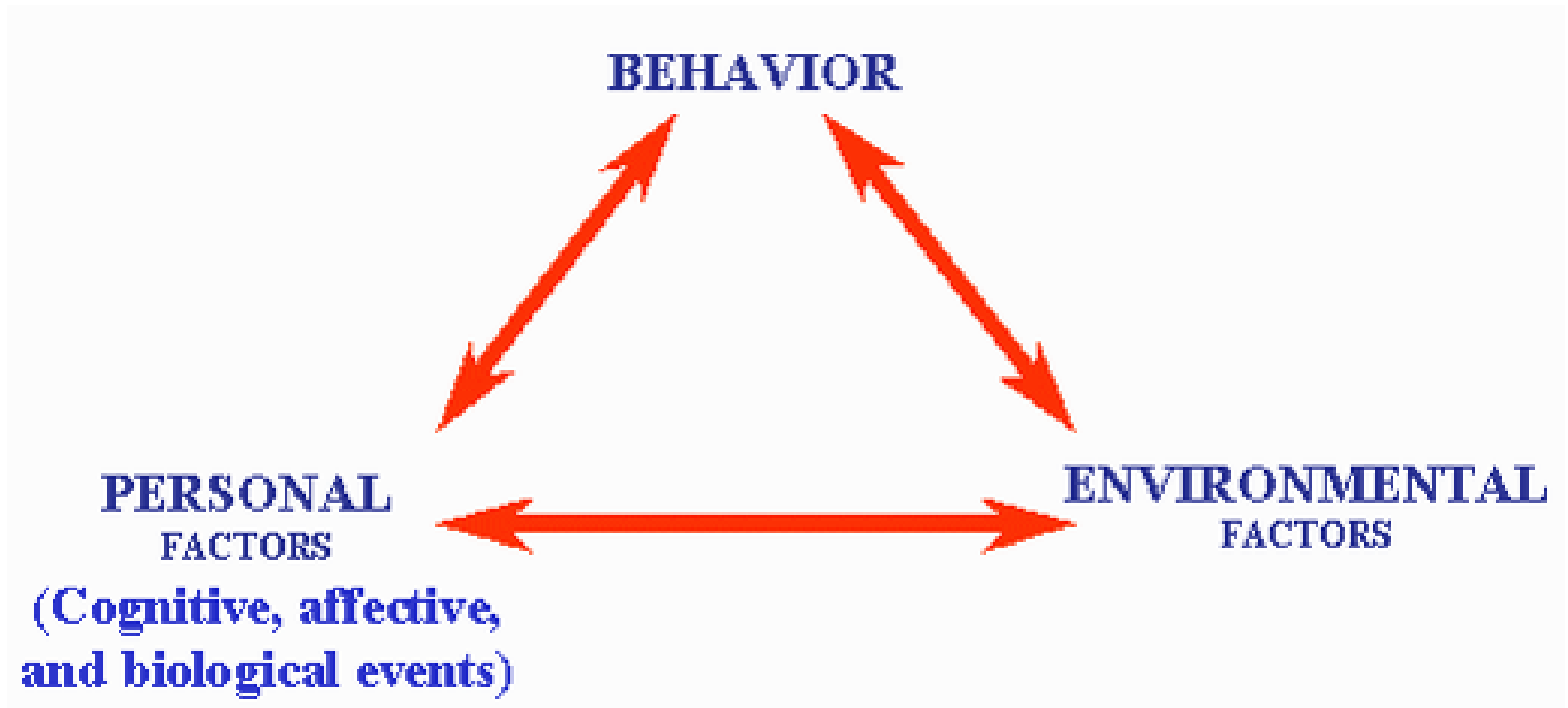


Reference to Unit Learning 2

Social Cognitive Theory

In 1941 Miller and Dollard proposed the theory of social learning. In 1963 Bandura and Walters broadened the social learning theory with the principles of observational learning and vicarious reinforcement. Bandura provided his concept of self-efficacy in 1977, while he refuted the traditional learning theory for understanding learning.

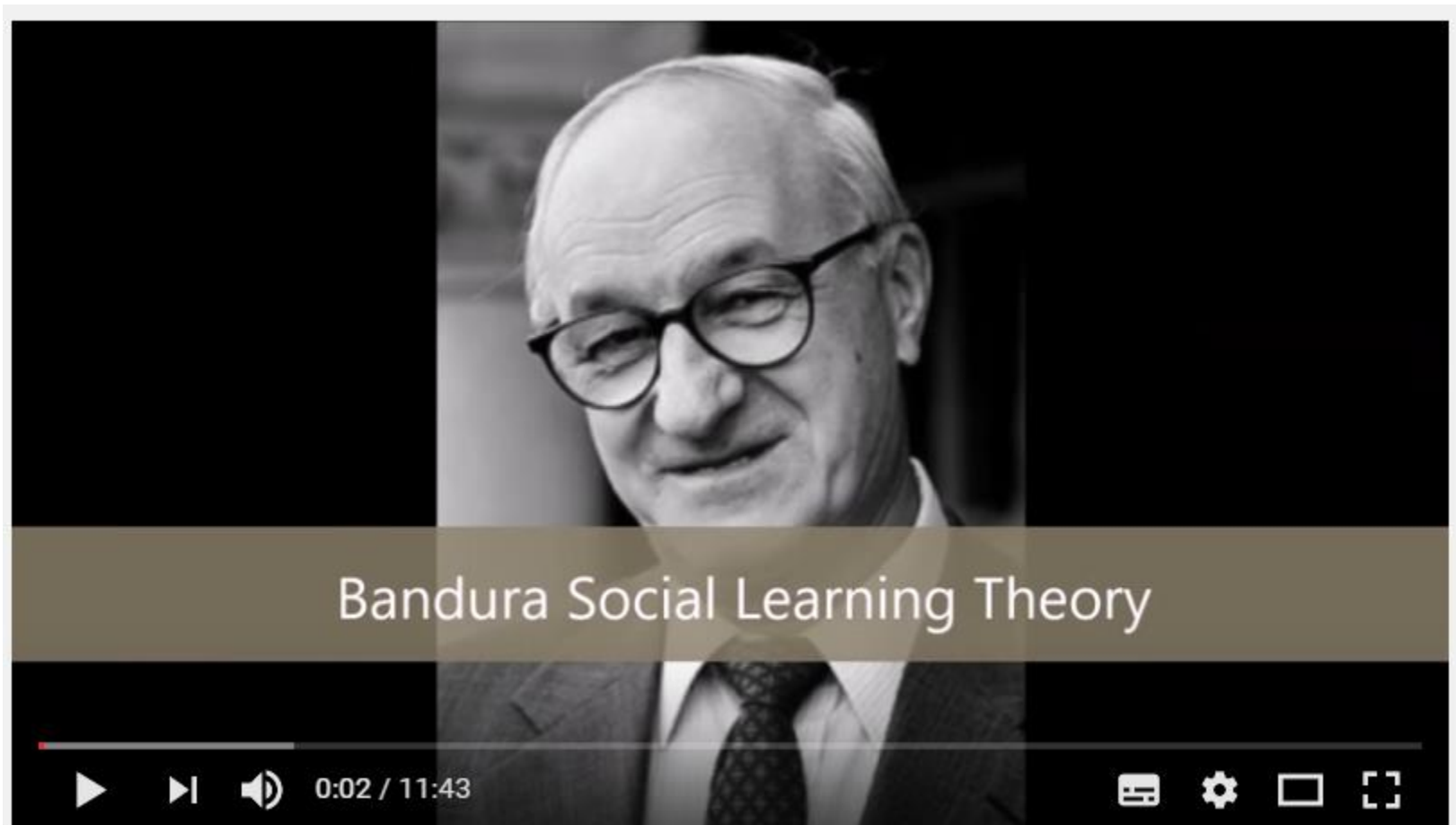
The social cognitive theory explains how people acquire and maintain certain behavioral patterns, while also providing the basis for intervention strategies (Bandura, 1997).



The social cognitive theory explained by Bandura

<https://www.youtube.com/watch?v=8459AYY3yk8>

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The Bandura's experiment

Albert Bandura, Dorothea Ross, and Sheila A. Ross tested 36 boys and 36 girls from the Stanford University Nursery School aged between 3 to 6 years old. The role models were one male adult and one female adult.

Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *The Journal of Abnormal and Social Psychology*, 63(3), 575.

The Bandura's experiment

<https://www.youtube.com/watch?v=dmBqwWlJg8U>

Segment 50

Bandura's Bobo Doll Experiment: Modelling of Aggression

Length: 5:00

Source: Albert Bandura, Stanford University, and Worth Publishers

The Bandura's experiment

Under controlled conditions, Bandura arranged for 24 boys and girls to watch a male or female model behaving aggressively towards a toy called a 'Bobo doll'.

The adults attacked the Bobo doll in a distinctive manner - they used a hammer in some cases, and in others threw the doll in the air and shouted "Pow, Boom".

Attacks to Bobo doll



Another 24 children were exposed to a non-aggressive model and the final 24 child were used as a control group and not exposed to any model at all.

Results:

- Children who observed the aggressive models made far more imitative aggressive responses than those who were in the non-aggressive or control groups.
- There was more partial and non-imitative aggression among those children who has observed aggressive behavior, although the difference for non-imitative aggression was small.

- Girls also showed more physical aggressive responses if the model was male but more verbal aggressive responses if the model was female;
- Boys were more likely to imitate same-sex models than girls. The evidence for girls imitating same-sex models is not strong.
- Boys imitated more physically aggressive acts than girls. There was little difference in the verbal aggression between boys and girls.

Conclusion:

The findings of Bandura's experiment are that children learn social behavior such as aggression through the process of observation learning - through watching the behavior of another person.

Reference to Unit Learning 3

Parent training

The importance of training parents is widely emphasized by researchers and practitioners (Wang, Lam, Kim, Singer, & Dodds, 2016). For example, parents of children with autism or Down Syndrome have been successfully taught to improve the parent-child relationship, increase communication skills, and decrease inappropriate behaviors.

However, despite the numerous examples and variations of parent training courses (see the multifarious social coaching offers), evidence-based guidelines for designing, implementing, running, and evaluating parent training programs are not available

Most parent training models are based on the social learning theory approach, and foresee the following steps:

- didactic instruction
- trainees' skill modeling
- parental training of the skills and exercise with the trainer
- parental training of the skills at home

Parent-training differs from parent education approaches in that there is an expectation in parent training for parents to acquire skills and demonstrate changes in their behavior so that positive changes in child behavior can occur.

Parent training requires an active approach that includes actual modeling by a parent trainer, guided practices for the parent, in vivo practice for the parent, and corrective and reinforcement feedback on parent skills acquisition.

Watch and comment the following video clip on the Basics of Parent Effectiveness Training (P.E.T.)

https://www.youtube.com/watch?v=3NmaH_BiSfl