



# ESEC

Extending Social Educators Competences  
Project No 2018-1-PL-KA2014-051126  
**The Project course on Reducing Stress**  
Janusz Korczak Pedagogical University in Warsaw

# The program

The aim of the classes:

- Extend and improve the capacity of participants who face challenging situations of families with children affected by Intellectual Developmental Disabilities (IDDs);
- transfer knowledge about: stress in parent and child functioning, emotional support to mothers and fathers, strength-based parenting.

[Link to the program structure](#)

# Duration

Allocated hours, total – 10 hours (1.5 credit points):

- Independent work – 4 hours
- Face-to-face training – 6 hours

[Link to the program and references](#)

# Expected outcomes

The participants will learn or improve their range of skills and competences, as regards:

- the nature of parenting stress
- intervention implications
- coping approaches

[Link to the program and references](#)

# Dynamics of stress

- The notion of stress as a set of processes and factors (definitions)
- The level of parental stress in families with typically developed children and children with disabilities

[Link to Lecture Unit 1](#)

# Intellectual and Developmental Disabilities (IDDs)

- General characteristics
- Specific features of: Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD), Down's Syndrome

[Link to Lecture Unit 1](#)

# Stress sources and outcomes

- Parent depression, marital conflict, poor physical health
- Less effective parenting, family problems, lower competence and social support
- Interdependence of parenting stress and child behaviour problems

[Link to Lecture Unit 1](#)

# Intervention

- Cognitive Behavioral Therapy (CBT) – the concept that human thoughts, feelings, physical sensations and actions are interrelated; dealing with stressful problems in a positive way by breaking them down into smaller parts

[Link to Lecture Unit 1](#)



# Stress and resources

- Personal resources of the family members
- Internal resources of the family system
- Social support from resources external to the family

[Link to Lecture Unit 2](#)

# Coping styles

Coping Inventory for Stressful Situations (CISS):

- Task-oriented coping
- Emotion-oriented coping
- Avoidance-oriented coping

[Link to Lecture Unit 2](#)

# Gender differences

- Discuss the level of stress of mothers and fathers of children with autism and Down syndrome
- Discuss the impact of stress on parental wellbeing (depression, anxiety, marital dissatisfaction, etc.)

[Link to Lecture Unit 2](#)

# Strength-based parenting

What does strength-based parenting bring to children?

- higher levels of life satisfaction
- better understanding of one's own strengths
- coping with conflict in pro-active ways
- using one's strengths to help meet homework deadlines
- having lower levels of stress

[Link to Lecture Unit 3](#)

# Strength-based coping stress approaches

Reflect on and discuss the ideas of:

- toxic stress
- tolerable stress
- positive stress

[Link to Lecture Unit 3](#)

# Strengths and challenges

Let's parents respond to two open-ended questions:

- What are your child's greatest strengths?
- What are your child's greatest challenges or problems?

[Link to Lecture 3](#)

# Strengths of children with a developmental disability

Reflect on and discuss:

- Personality characteristics
- Social personality characteristics
- Cognitive functioning
- Behavioral characteristics/coping mechanisms
- Skills

[Link to Lecture Unit 3](#)

# Challenges of children with a developmental disability

Reflect on and discuss:

- Behaviour problems
- Adaptive skill deficits
- Cognitive communication skills deficit
- Restricted/repetitive behavior
- Anxiety/sensory
- Attention difficulties
- Other medical issues



# Overall discussion

Reflect on and discuss:

- how the studied tools can enhance the comprehension of the situation faced by parents of children with a developmental disability
- how the studied tools can be successfully used in particular family environments

[Link to Lecture Unit 3](#)

# Reading activities

- Read two suggested articles on the value of strength-based parenting and on emotional intelligence of parents of children with intellectual disability
- Express personal opinions about advantages of strength-based parenting and about the value of emotional intelligence in favour of coping with stress

[Link to Reading activities](#)

# Self-evaluation

- Think about to what extent tools that have been studied might be useful for the parents
- Reflect on the idea if you would be able to teach those tools to other parents who are in similar life situations

Thank you very much for every activity in which you participated. With every good wish to everybody