



ESEC

Extending Social Educators Competences

Project No 2018-1-PL-KA2014-051126

**The Project course on Communicating with
Other Parents**

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The program

The aim of the classes:

- Increase and improve the ability of participants, who face challenges when parenting children with disabilities, to cope with problems through communication and cooperation;
- Transfer knowledge in order to understand the strength of communicating and cooperating for parenting with competence.

[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 and level of skills and competencies, as regards:

- emotional communication skills
- social emotional learning and emotional intelligence for parenting with competence
- practical approaches for communicating and cooperating with other parents of children with disabilities

[Link to the program and references](#)

The idea of cooperation

- The definition:

“Cooperation is important in networks where individuals exchange relevant information and resources in support of each other’s goals, rather than a shared goal. Something new may be achieved as a result, but it arises from the individual, not from a collective team effort” (Stoner, 2013).

- The context of collaboration and coordination

[Link to Lecture Unit 1](#)

The context of skills

- Hard versus soft skills
- Reflect on and discuss which skills are more important for successful parenting of children with disabilities

[Link to Lecture Unit 1](#)

Skills for emotional communication

- Soft skills opening the way to effective involvement, cooperation and communication
- Analytical thinking and innovation, creativity, originality and initiative, critical thinking and analysis, complex problem-solving, leadership and social influence, emotional intelligence, reasoning, idea-producing

[Link to Lecture Unit 1](#)

Conditions for good communication with children

- Verbal and non-verbal behaviour
- Communication through the information-level
- Communication through the relationship-level

[Link to Lecture Unit 1](#)

Social Emotional Learning (SEL)

The definition according to CASEL (2017):

- “[...] the process through which children and adults acquire and effectively apply knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions”.

[Link to Lecture Unit 2](#)

Parenting with competence

The conceptual model of parenting with social and emotional skills, when taking into account:

- parent background
- family characteristics
- child characteristics

[Link to Lecture Unit 2](#)

Emotional intelligence

The definition according to Peter Salovey and John Mayer (1997):

- “Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.”

[Link to Lecture Unit 2](#)

Emotional intelligence after Daniel Goleman

Five principal components of emotional intelligence:

- Self-awareness
- Self-regulation
- Internal motivation
- Empathy
- Social skills

Which are most important for parenting? Express your opinions, please.

[Link to Lecture Unit 2](#)

Parents' emotions

Challenging problems related to:

- higher care giving demands
- poorer psychological and physical health: feeling sad, lonely, having depression or experiencing other emotional reactions
- parents' quality of life determinants: gender, marital status, age, family and friends, household, income, community and environment.

[Link to Lecture Unit 2](#)

Family Network on Disabilities (FND)

- the importance of mutual support and information sharing
- types of activities through the operation of programs dealing with children's education, readiness for school, future independent life, health care demands

[Link to Lecture Unit 3](#)

Family to Family Network

- The value of communication and cooperation
- The provision of education and training events, developmental disabilities diagnosis information, referrals to community resources

[Link to Lecture Unit 3](#)

Family to Family Network, cont.

- Changing stereotypical attitudes and mindsets about disabilities: see potential where others see just only barriers.
- Having a vision of beliefs: hope, dream, value and belonging, respect, friendship.

[Link to Lecture Unit 3](#)

Growing up Together Plus Program of Workshops for Parents

The definition of group work after Grubić (2014):

- “[...] a goal-oriented activity with small treatment groups and groups for solving tasks aimed at meeting the socio-emotional needs of its members and accomplishment of tasks”.

[Link to Lecture Unit 3](#)

Growing up Together Plus Program of Workshops with Parents, cont.

Benefits and values of group work:

- sharing
- identification
- accepting help from similar people
- checking and testing
- mutual assistance
- social exchange and acceptance

[Link to Lecture Unit 3](#)

Overall discussion

Reflect on and discuss:

- Having in mind the topics of workshops run by the Growing up Together Plus Program think of most desirable topics you as parents would like to develop.
- How the studied tools during this course can enhance the comprehension of the situation faced by parents of children with disabilities.
- How the studied tools during this course can be successfully used in particular family environments.

Reading activities

- Read two suggested articles on the impact of emotional intelligence on a better quality parenting of children with disabilities, as well as on a better quality of life of the parents, themselves.

[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 recommend and teach those tools to other parents in similar life situations.

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