

SFSC Parenting Programme Session Breakdown

Each online module (completed in the parent's own time) is followed by an hour's online group support discussion led by a trained and accredited REF facilitator. Each member of our team has attended extensive training, offers a friendly, non-judgmental, inclusive 'can-do approach' to support parents and receives regular supervision. They also bring with them expertise in working with children, young people and adults, special needs education support, parental conflict and family law.

Module 1

- **Overview** of the **SFSC Parenting Programme**, its core components and overall aim 'to raise children in a healthy and violence-free environment'
- **Factors influencing behaviour** - internal and external triggers. The idea that when we are aware of the many things that can influence a child's behaviour, we are better able to deal with problem behaviour effectively and thus enhance our relationship with our child
- **Traditions and customs** - our traditions and customs represent our culture in action, we look at how these inform our lives and our parenting style
- **Thoughts of being parented** - looking at how we were parented and the impact it may have on our current parenting choices and our thoughts and practices around discipline
 - The power of praise - looking for positive behaviour and rewarding this with positive attention, which can be relationship enhancing
- **Home activities to try**

Module 2

- **Special time** - helping parents to positively connect or reconnect to their children (and co-parent if they are or want to be 'together') even when their children do not live with them; exploring the practical challenges with contact
- **Clear instructions** - Co-parents begin to explore the arrangements they think work best for their children. They explore clearer, more respectful communication.
- **Modelling** - how children learn by watching and imitating us, as well as the wider family and the community. We cannot choose whether we are models for our children or not, but we can choose what we model for our children. Are children seeing co-parents who cannot communicate at all or regularly argue?
- **Home activities to try**

Module 3

- **Rites of passage** - helping parents to understand their role and responsibilities to their children at the various stages of transition from early childhood to late childhood and into adulthood and providing parents with information and activities to build social competence in children to successfully transition from one stage of development to the next and achieve the best outcomes mentally, physically, emotionally and spiritually
- **Ignore and praise** - Looking at how to deal with low-level, attention-seeking, nagging, first-time behaviours or 'shouting' tantrums. A technique to decrease unwanted and disrespectful behaviour
- **Home activities to try**

Session 4

- **Value of community** - the communities we live in have an important role to play in helping to bring up our children and it is important that parents are aware of all the help that is available to them locally.
- **Circles of support** - who is there for adults and children in good and bad times - a tailored approach with reflection
- **How we depend on each other** - looking at the ways in which members of a family and a community may work with each other and depend on each other to solve problems
- **Home activities to try**, including an opportunity to reflect with children on their hopes and dreams

Session 5

- **Unique characteristics** - what makes our children different and ways to celebrate this, because it feels great to be unique and special and not compared to others
- **Temperament** - considering our child's personality and how they respond to situations
- **Age and stages of development** - certain behaviours and responses can be anticipated when we recognise our child's developmental stage
- **Home activities to try**

Session 6

- **Developing empathy** - understanding our own and others emotions
- **The spring effect** - what can happen if pain and anger are suppressed. Can we keep it all in?
- **Managing anger** - what are parents' and children's triggers and how to deal with anger and situations where conflict arises
- **Home activities to try**