



**MINI-GUIDE ON
RESPONSIBLE PARENTING
WITHIN THE FRAMEWORK OF THE
SCHOOLS WITHOUT WALLS PROJECT
(SWW)**

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Coordinated by Abel Saraiba, Psychologist. Assistant Coordinator of Cecodap. With postgraduate studies in children's rights and family, bioethics and education for citizenship and digital culture. He has participated as a trainer of parents and teachers in positive discipline and SMAPS (mental health and psychosocial support) at national and international level, today he is the Coordinator of the Psychological Care Service of Cecodap, which annually serves more than 9,000 people.

Cecodap is a non-governmental organization for the human rights of children and adolescents (NNA) with more than 38 years of experience in the promotion and defense of their rights in Venezuela. It specializes in training processes in school and family coexistence, violence prevention, as well as in psychosocial care, mental health promotion, public advocacy, research, generation of public opinion and journalism in favor of children and adolescents. It is currently part of the BICE Network.

Mini-Guide editorial team:

Alessandra Aula, BICE Secretary General

Marie-Laure Joliveau, BICE Program Officer - Africa

Diego Muñoz León, External Consultant for Research and Development, BICE

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INTRODUCTION

Parenting is a challenge for which there are no recipes. It is a process of constant learning and practice in which children and adolescents (children and adolescents) and their caregivers constantly exchange intentions, expectations, fears, challenges, dreams, while dealing with stress, daily tasks and a culture in which violence has been normalized in the context of parenting. Although the harmful effects of violence against children are now widely known, parents often do not have the necessary tools to implement respectful forms of parenting.

Being a mother, father or caregiver is not a simple task. It is not something that is formally learned, nor is it an intrinsic ability that one is born with; however, it is a role that is developed and can be strengthened through training and conscious practice. Children at birth do not have a manual on how to behave, let alone parents on how to manage conflicts that may arise with them.

Much of the experience of parenting comes through trial and error. However, the mistakes made can leave sequelae that last throughout life, which requires an exercise of great responsibility. For this reason, this mini-guide on responsible parenting raises essential aspects to ensure that parenting takes place with respect for the rights of children and adolescents. Likewise, this approach integrates different perspectives on healthy child development and effective parenting practices, both of which can encourage improvements in the parental functions exercised by adults in their role as caregivers.

This perspective integrates not only mothers and fathers into the parenting dynamic, but also recognizes the important role that other significant adults - such as grandparents, relatives and even teachers - can play in this process and who have an active responsibility in accompanying children's development. It is a view that, without ignoring the weight of biological parents, understands the family as a broader structure that includes biological or non-biological ties and, in turn, integrates community actors of great importance.

This material has been prepared as a resource to complement training in positive discipline and responsible parenting. It cannot be considered in itself as a substitute for the training necessary to implement this methodology. In this sense, it is of great importance to emphasize that, if you want to train or coach someone to implement these strategies, it is necessary to carry out face-to-face or virtual training processes that allow establishing the

proper theoretical-practical connections required to consolidate, in an effective way, the set of competencies demanded by responsible parenting.

CORE CONCEPTS

- **Parenting:** This is the training and formation of children and adolescents by parents or caregivers. This training is related to knowledge, attitudes and beliefs that parents assume in relation to different topics, such as nutrition, religion, health, etc. (Izzedin and Pachajoa, 2009; cited by Infante and Martínez, 2016). Also, parenting can be defined as a series of actions directed to children and adolescents based on cultural patterns, beliefs and acquired knowledge presented by those who provide care (Rodrigo, Ortale, Sanjurjo, Vojkovic and Piovani, 2006, p. 204; cited by Infante and Martínez, 2016).
- **Positive Discipline:** It is a parenting model that provides a non-violent solution focused on respect for children, based on the principles of childhood development. It focuses its objective on seeking long-term solutions that tend to develop self-discipline and self-regulation of the child. It is based on clear communication of your expectations, rules and limits, on building a mutually respectful relationship with your child and ensuring security in his or her development (Durrant, 2013).
- **Traditional discipline:** This is the way in which upbringing has been understood historically, linked to the view of children and adolescents prior to the ratification of the Convention on the Rights of the Child (1989). Based on Amézquita's comments (2020), it can be said that traditional discipline is based on an authority that determines the rules expected to be complied with and is regulated through rewards and punishments; this authority is the one who imposes, orders and threatens to maintain control and obedience over children and adolescents. Therefore, it is behavior that acquires greater importance in traditional discipline, so that the focus on the person, and with it the necessary components for the development of emotional intelligence, are not taken into account. This approach leaves aside the possibility of learning for the child, as well as self-knowledge, emotional self-regulation, self-esteem, empathy and other socioemotional skills.
- **Stress:** It is defined as a set of reactions of the organism originated as a response to an environmental demand; it arises especially when such external events exceed the capacity of a person to cope with them (Lazarus and Folkman 1986; cited by Pellegrino, Rojas and Saraiba 2020, p. 16).

INTRODUCTION TO RESPONSIBLE PARENTING

As mentioned above, responsible parenting or positive discipline is a model that seeks to offer tools to fathers, mothers, caregivers, teachers and the population in general, aimed at helping children to grow up in a healthy manner based on an understanding of the emotional self-regulation that children themselves develop in the face of situations that may arise in their daily lives.

It is necessary to know that this is a non-violent approach where the child is respected as a person in formation, that is, understanding that he/she is in permanent learning; consequently, the way in which the teaching and upbringing processes are managed is fundamental for the child to reach an integral and optimal development.

This model was born as a response to the recommendations of the United Nations Study on Violence against Children (Pinheiro 2007), which points out the importance of eliminating physical punishment and other humiliating punishments, reinforcing the need for parents to acquire tools related to non-violent approaches to raising their children.

This approach has three fundamental objectives, as noted by Durrant (2013):

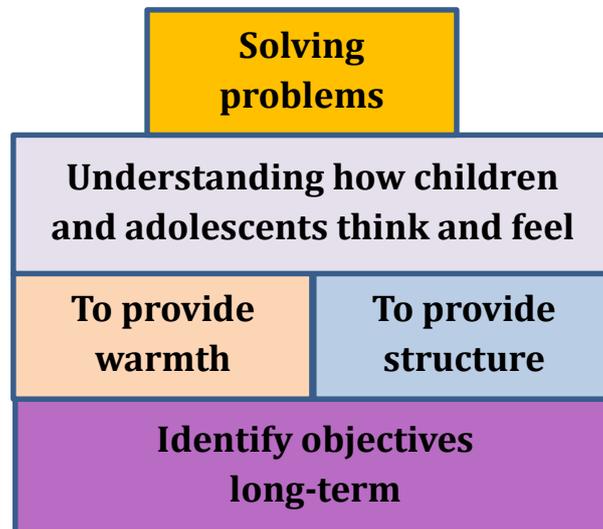
1. To provide a valid and effective alternative to physical and emotional punishment.
2. Increase parents' knowledge of children's rights in a non-threatening manner.
3. To provide concrete and constructive tools to resolve a conflict between parents and children.

POSITIVE DISCIPLINE MODEL

Positive discipline, as an approach in the framework of responsible parenting, consists of 5 fundamental parts:

- identify long-term objectives,
- provide warmth,
- provide structure,
- understanding how children and adolescents think and feel, and
- solve the problems.

The model needs to be implemented in a comprehensive manner if satisfactory results are to be observed. It is not feasible to work in isolation and expect to obtain effective changes. Each of the stages has a *raison d'être* that articulates them as a whole.



Before starting to study this model, Cecodap has incorporated an element that has served as a basis for understanding how parents approach the parenting process: it is about asking them about their own history, identifying which were their references and how they influenced their lives. The work experience allows us to identify that there is always the presence of a significant adult, who leaves a mark through his or her successes or failures and who, in short, marks a model for the experience of parenting.

Throughout the work on responsible parenting, an exercise of empathy and permanent connection between the adult caregiver's own experiences as a child and then in his or her parental role should be promoted, so that these connections facilitate the willingness to change the practices that are currently implemented. In this way, under a positive discipline perspective, we will start from the basis of the model; that is, we will begin to develop what concerns the long-term objectives. Then, the tools will be addressed, followed by the stages of development and, finally, conflict resolution.

However, in practice, parents and caregivers will implement it from the top down; that is, when they are presented with a problem with their child, they must define it, place themselves in the evolutionary stage of their son or daughter, apply the tools of the model and thus, finally, achieve the long-term goals they expect with their son or daughter. It is also convenient to think of the Positive Discipline model as the way to build an ideal type of home.

Parenting objectives

One way to visualize this phase of the model is to imagine that you want to build your ideal house. For that, it is necessary to draw up a plan before building it, specifying how many rooms the house will have, how many bathrooms, if you want a swimming pool or if it will have a patio. If this example is transferred to parenting, it is necessary for fathers, mothers or caregivers to consider beforehand what they want to achieve with their children in the long term, and this involves differentiating these goals from short-term objectives.

Short-term objectives

Short-term goals refer to those that parents want to achieve right now; for example, putting on shoes, doing homework, picking up his room, among others. These are objectives that are fundamentally based on obedience; therefore, they are expected to be achieved through the behavior of the other.

What happens if your son or daughter does not comply with what is being asked of him or her? You will most likely become upset, feel frustrated, start to feel hot, have tingling hands, sweat, raise your voice, use strong words, threaten children or even hit them... all of this being a typical response to stressful situations. This does not mean that such practices are beneficial for children or that we should validate them. It is a matter of making it clear that, when faced with everyday parenting situations, many parents react through violence and that part of these reactions is related to the way in which they themselves were raised, as well as to the way in which they manage stress.

Such a way of reacting, when short-term objectives are not met, becomes a model for children: they are thus taught to handle stress in accordance with such reactions, continuing the cycle by which violence is perpetuated. It is not a matter of avoiding situations that are difficult to handle, but of training children through them, providing them with a supportive framework.

If this situation is observed constructively, it can be seen that parents play a decisive role in helping children to establish an adequate regulation of this circuit, through sensitive and warm care that activates their self-regulatory mechanisms. This makes it possible to

change parenting patterns at the generational level, making it possible to promote and guarantee the development of children and adolescents in accordance with their rights.

Parenting Stress

Stress is a response to a threat or perceived dangers. Threats trigger the human stress response. There are levels of stress that are beneficial, as they provide an impulse to activate and meet daily goals or objectives; but, stress can also be quite unpleasant, generating discomfort and discomfort. If exposure to stress becomes chronic or sustained over time, the positive activation that is generated as a coping mechanism for human beings becomes a source of toxic stimulation.

When experiencing stress, the human organism secretes cortisol, which is a hormone that prepares the body to respond to environmental threats. However, in short periods of time its effects are useful to provide a defensive or adaptive response to a hostile environment; when prolonged, it has neurotoxic consequences, especially in children and adolescents, as it affects brain development, as well as the capacity for emotional self-regulation. Over time, the effects of stress can accumulate in the brain and body.

Cortisol limits functions that would be non-essential or harmful in a fight or flight situation. It alters immune system responses and has serious consequences on the digestive system, the reproductive system and growth processes, such as hair loss or skin alterations, among others. This complex natural alarm system also communicates with brain regions that control mood, motivation and fear (Moscoso, 2010).

Stress, in subjective terms, can cause a wide range of sensations and reactions; however, these are neutral. That is, they are neither good nor bad. They may even be unpleasant. Nevertheless, they serve a vital function in human life: to prepare us to face the stresses and threats of our environment. In other words, stress helps us to react at critical moments. Thus, in the context of parenting, it is extremely important to learn to recognize the role that stress plays in the parental function and in the dynamics with children.

The mechanisms that are present in stress are common to most people. When someone feels stressed they may respond impulsively and even aggressively. These responses are not thought out, but generate consequences of which one needs to be aware. When feeling stress someone may say and do things that later (after the physiological effect that accompanies stress has passed) he/she regrets. Examples are threats, shouting, insults and even the use of blows or physical force.

What will you teach children by reacting to them in this way? Usually the opposite of what you want them to learn in the long run because, far from conveying strategies for self-regulation or nonviolent ways of responding to conflict, they are given to understand that it is okay to lose control and legitimate to act violently toward others. When this happens, the opportunity to show children a better way is lost.

It is important to take into account that stress can be part of the day-to-day parenting with children; but, many times, this stress is also influenced by factors external to parenting, such as work, the family economy, the situation of the country, and even couple's arguments. It is common for everyday events to become triggers that lead to the expression of all the accumulated tension.

Thus, when the caregiver reacts impulsively, stress is produced in the child. The child's emotional brain takes over and will probably react impulsively as well, because its self-regulation is just beginning to develop. As a result, the caregiver's stress will increase and a cycle will become evident that can escalate very quickly and end in physical or emotional violence.

Long-term objectives

Short-term goals focus on obedience and become a recurrent source of stress for parents. Faced with this, it becomes necessary to have an alternative to give direction and meaning to parenting. This is why, from the perspective of responsible parenting, it is necessary to promote the approach of long-term goals, which seek to look beyond what the adults want the child to do now.

Talking about long-term objectives implies having a compass or reference that allows parents and caregivers to define which of the child's behaviors require an intervention from significant adults in the environment, which ones should be left aside and how to effectively promote their development.

In order to identify these long-term goals, it is useful to ask parents or caregivers two questions:

- *What kind of person do you hope your son or daughter will be when he or she grows up:* This very special question poses the need to identify the personal characteristics you want your son or daughter to have in 20 years. Some parents when asked this

question might answer: respectful, responsible, independent, self-respectful, self-respecting, able to set limits, authentic, among others. The most important thing is to understand that these personal characteristics that are requested as a focus in this question go beyond what you want him or her to be professionally or what you want him or her to do for a living. It is possible to understand why parents would want their sons or daughters to be successful and have a college or sports career, but this is more focused on the characteristics and values they want their son or daughter to have as a person.

- *What kind of relationship do you hope to have with your son or daughter when he or she grows up:* With this reflection, parents are expected to think about what elements they would like to characterize that relationship with their children when they grow up. Many parents tend to answer: trusting, with good communication, based on respect, loving, among other characteristics. This question points in the direction of the bond.

Tools: Warmth and Structure

It would be wonderful if only by answering the questions posed in the long-term objectives one would have the parenting journey resolved; however, this is not the case. As noted at the outset, the positive discipline model is a model that needs to be applied in its entirety to the parenting process. So how does one do that?

Based on the worked example of the construction of a house, the idea of tools implies complementarity, since it is not possible to carry out a construction with only one tool. The same precept applies to responsible parenting. Two tools are essential and must be implemented together: warmth and structure. For didactic reasons they are presented in sequence, but their implementation can be simultaneous.

Warmth

When we talk about *warmth*, we refer to a key word: *security*. It is therefore a matter of providing physical and emotional security to children, so that they can feel safe and loved, without conditioning this affection to their behavior.

It must be ensured that children receive warmth, first hand, from their mothers, fathers or caregivers, as this is the first space where they will develop. Many parents may be concerned when reading this and feel that the responsible parenting model may encourage children to act irresponsibly or without awareness of the consequences of their actions.

However, hand in hand with positive discipline, we are working to ensure that children can become increasingly autonomous and capable of responding affectively to the situations they face.

According to Durrant (2013), warmth has these fundamental pillars:

1. *Provide emotional security*: ensure that the child feels safe at all times, that he or she knows that he or she has a caregiver who is there for him or her at all times and who is concerned about his or her emotional well-being.
2. *Love unconditionally*: regardless of what children and adolescents do, they must know that they are loved. This is of utmost importance, because many times unconsciously they may say things like: *you behaved badly and I don't love you anymore or don't give me hugs because you didn't go to sleep on time*. Affection towards them should not be conditional. It is essential to differentiate, both in language and actions, that love is not at stake. This is not to deny that at any given moment parents may experience anger, discomfort or some other emotion that interferes with the desire to positively express their affection for the child. In such cases, it is entirely valid for the parent or caregiver to let the child know the emotion they are experiencing, stressing that, despite this, the affection or love that unites them is not at stake. In this way, it is possible to work on the recognition of emotions and respect for the other's feelings.
3. *Demonstrate love in words and actions*: a balance must be found between being able to show affection verbally and concrete actions, such as caresses, kisses, hugs or even acts of service. Another highly effective way to show affection is to make an effort to get to know your child's likes and interests. This combination will ensure that your child can feel loved.
4. *Knowing how your child thinks, feels and what he/she needs according to his/her evolutionary stage*: It is important to position yourself in the age of the child in order to understand how his/her thinking is characterized and to be able to accompany this reflective and learning process, to understand how he/she may be feeling in some situations according to his/her age, thus knowing the things that may be frustrating for him/her, but also those that may be very exciting; and, finally, to know what your child needs at that particular moment according to his/her age, to know if you can be the guarantor to meet that need, also understanding where some actions that he/she could do come from.

Some practical ways to provide warmth may include:

- constantly telling them how much they love them;
- by getting involved in their favorite activities;

- reading them stories;
- spending quality time together;
- comforting them when they are hurt;
- embracing them and making them affectionate;
- complimenting them for what they do or have accomplished;
- listening to them;
- showing them that you love them even if they have done something wrong;
- encouraging them when they have to do something difficult;
- playing with them;
- watching your favorite movies or series together, or finding one that you both might like;
- They have expressed their confidence in them;
- recognizing their efforts and successes.

In a warm family climate, children want to please their parents, because they feel safe in their family and want to collaborate to maintain that climate of security. Warmth, then, encourages the fulfillment of short-term goals and teaches long-term values.

Structure

When we talk about *structure*, we refer to a key word: *information*. This must be provided to children and adolescents in a clear manner. It is not about thinking of structure as a synonym of rigidity or traditional discipline; neither is it an allusion to hierarchical and vertical order. It is about having clear guidelines of what is expected of the children and what they are known to be able to accomplish as they develop. Likewise, the structure aims at the acquisition of the capacities or skills necessary to respond to the demands of the environment through the support of significant adults.

Structure, as a tool in positive discipline, has the following pillars:

1. *Clear guidelines for behavior*: It is important to be sufficiently clear when giving instructions to children. For example, if they are told to pick up the room, what does that mean? Picking up the room for some may be putting away clothes and making the bed, for others it may be picking up toys, so it is important to be as clear as possible with those instructions. For this example, you might say, "*I need you to make your bed, put your shoes in the closet, and pick up your toys,*" which is a pretty clear instruction. In addition, it is important to take into account the age of the child so that the instruction is always aligned with the developmental stage, being more convenient for young

children to say few instructions, using very simple language and, as they get older, add more difficulty.

2. *Clearly explain their reasons:* Behind the needs that parents and caregivers have in raising BGTs there are important reasons why they want things to be done in a certain way. It is important that these reasons are communicated to the children, not only because they will be able to better understand the instruction, but also because it will generate a reflective and learning process in them.
3. *Support and help the child to learn:* Accompanying this learning process is very necessary to provide emotional support and, in addition, to be able to guide them along the way with patience. A child cannot be expected to know how to eat on his or her own without dropping anything on the floor, or an adolescent to know how to make his or her bed perfectly if this process has not been accompanied and taught several times beforehand. In this sense, it is essential to identify the competencies or skills required by the child to perform the task or responsibility assigned to him or her and to work to ensure that he or she can gradually acquire them in response to the demands of his or her environment.
4. *Be a positive role model:* As mothers, fathers and caregivers, you are the role model for your children and your actions will determine to a great extent the way they behave and address other people. In other words, if there is a tense atmosphere at home, where violence is part of daily life and there is little respect among family members, the child cannot be expected to act differently; consequently, he or she will often act in a conflictive manner with his or her peers. If, on the other hand, guidelines for coexistence are taught by example, to use the telephone at appropriate times, to eat at the table, to be honest, among other things, then children will have references to imitate this type of behavior. In general, parents and caregivers want children to do what they are told. However, children learn much more from the example they are given than from what they are told.
5. *Encourage them to develop their own thoughts and ideas:* As children and adolescents grow up, they form their own beliefs about things and this freedom of thought is important to support and accompany them, especially to strengthen their autonomy and self-esteem. Just because they think differently from their parents on some aspects does not necessarily have to be a bad thing; it is convenient to take advantage of this moment to share reflections and generate a mutual learning process. It is important to keep in mind that the autonomy, independence and other aspects that they have dreamed of and desired in their long-term goals are consolidated from childhood and this requires that they can develop their own thoughts and ideas.

6. *Solving problems together*: On their own, it is complicated for children and adolescents to know how to solve problems in an optimal way (in accordance with adult expectations), so the guidance of parents and caregivers is essential. When faced with a problem, it is convenient to sit down with them to analyze why it happened, how they would have acted differently, what they would do better next time and what could be the solution to that situation. When parents solve problems with their sons and daughters, this generates bonds that deepen the relationship of trust and, in turn, allows the construction of shared memories that support the relationship and stimulate development.

Some ways to provide structure may be:

- establish the house rules together, negotiating with them,
- be fair and flexible,
- in a difficult situation, explain to them what is going to happen and what is expected of them,
- help them find a way to correct their mistakes,
- explain the reasons for the rules,
- listen to their point of view and explain yours,
- act the way adults would want them to act,
- teach them about the effects of their actions on others,
- to give them the information they need to make good decisions,
- talk to them on a regular basis.

Often the mistake is made of thinking that positive discipline, responsible parenting and non-violent parenting would form "crystal youngsters", because they would be denied the "hard" part of life. However, nothing could be further from the truth. Responsible parenting is not intended to contribute to the formation of fragile children or children without the ability to cope with their environment. In fact, positive discipline aims at preparing them to face the challenges of life, however hard they may be. However, to this end, violence does not contribute in any way to building stronger individuals, but on the contrary, it hinders children from reaching their full potential.

Troubleshooting

This is the last step in the positive discipline model, within the framework of responsible parenting. It is the moment in which all that has been learned is put into practice. If we return to the analogy of the construction of the ideal house, it is convenient to anticipate that

unforeseen events may occur along the way: there may be a storm, workers may be absent or the budget may run out. In the process of parenting, inconveniences can also occur, even on a day-to-day basis, the key to which lies in the way in which they are solved.

The positive discipline model is studied inversely to how it is implemented, because it starts with short- and long-term goals and works up to problem solving. Whereas, when faced with a particular conflict, it needs to be implemented in reverse. First the problem needs to be identified, then we need to understand how a child at a certain age thinks and feels, and then select the best way to provide warmth and structure, in order to be able to respond to the long-term objectives we have set.

Responsible parenting requires that when a parenting problem arises, it should be analyzed reflectively; for example, if an adolescent went out to a party and arrived home after the agreed time. To solve the problem, the following questions should be asked;

- *What is the problem:* With this question it is essential to define the problem as objectively as possible, without making value judgments or interpreting the reasons why he/she did it right away. For the example given above, the problem would be that the adolescent did not arrive at the scheduled time. Avoid at all costs labeling the adolescent as "irresponsible", "unpunctual" or other adjectives that, far from contributing to finding useful answers, may rather aggravate the conflict.
- *What reasons could have led the child to behave in this way?* For this step it is necessary to list all the possible reasons that could have caused your child to react in this way. It is necessary to look at the child's developmental stage and understand what is expected of him or her at that stage. For the example above, some of the reasons may be:
 - a. He was very entertained at the party and wanted to spend time with his friends.
 - b. The person he was leaving with did not want to leave at the stipulated time.
 - c. There was a teenage girl he liked and he was having a good conversation with her.
 - d. An unforeseen event occurred and he was unable to give notice.
 - e. He lost track of time.
- *How can you apply warmth and structure:* You then put the tools of the model into practice to solve the problem. If you think about warmth, you can consider when is the right time to talk about what happened, not react with hostility at the time, and then ask what happened, showing a genuine interest in understanding their reasons, as well as

allowing you to connect and empathize with what you as a caregiver might have been thinking about. It is also valid to talk about your own feelings of fear or anguish that the parent or caregiver experienced in that situation. From the structure, it is important to offer information about what was expected of him or her, emphasizing the importance of complying with the established agreements and the reasons for them, as well as notifying when something happens in a timely manner and taking the opportunity to check if the agreement is still valid for him or her. That is, give him or her the opportunity to listen if it seems that the agreed upon time does not align with what he or she needs and generate a new agreement that is in line with the expectations of the parents and the adolescent.

- *What are the long-term goals:* Asking yourself this question will allow you to identify whether the ways in which you have thought about providing warmth and structure are leading you in the direction you expect. You must remember that it is key to ask what the child would like to achieve in the long term related to this situation, seeing it as a learning opportunity. For the example given above it could be:
 - to be responsible,
 - who knows how to make good decisions,
 - to keep his word, and
 - who trusts me.

The most important thing to understand at this point is that the stress of these circumstances can prevent a constructive approach to problem solving and that threatening and punishing will only make things get further out of control. What is recommended is to manage the problem in a state of emotional regulation; reacting faster does not equal reacting better.

This same approach can be applied to boys and girls. Remembering, of course, that the ways of providing warmth and structure must always be adapted to the moment of the child's development in order to offer an effective response. Part of the key to success in the implementation of positive discipline is conscious practice, i.e., trying it every day, trying to follow the proposed structure and trying to reflect on the motivations associated with daily decisions, so that each time the responses offered are given in a more spontaneous and natural way. It would be unrealistic to expect immediate changes when living a life under other upbringing patterns; however, children and adolescents have an enormous capacity for adaptation and transformation which, following this path, allows for significant favorable changes in their integral development.

CONCLUSIONS

Responsible parenting is a broad approach that seeks to provide effective responses to the upbringing of children and adolescents, guaranteeing a respectful approach, without violence, that makes use of strategies of the positive discipline model, in order to favor and promote both the integral development of children and healthy relationships with their peers and significant adults.

This approach can be effectively implemented in multiple contexts, requiring, above all, determination, and willingness to have alternatives that allow parents and caregivers to develop useful strategies in the face of traditional parenting practices that use violence as a disciplinary resource.

The view of responsibility implies not only a reflective perspective, but also an essentially practical one. In fact, being responsible means taking charge and this implies, then, having resources that allow fathers, mothers, and caregivers to have at their disposal the resources to carry this out. This requires, among other things, that adults can also develop skills to self-regulate and manage their own stress, in order to generate healthy relationship dynamics with children, promoting functional behavior patterns.

It highlights the importance of recognizing that physical punishment and other cruel or degrading forms of punishment do not recognize children as full rights holders and do not respect their inherent dignity and their right to physical integrity as human beings. Child development principles, on the other hand, advocate the use of alternative measures, known as positive discipline, which are respectful, non-violent, and solution-focused ways of instilling discipline in children.

Positive discipline favors the good emotional health of children and adolescents; it contributes to the development of a healthy self-esteem and favors the management of one's own emotions and the development of emotional intelligence. It promotes socioemotional skills, appears as a reliable option to prevent various risks, such as lack of motivation, bullying, school dropout, drug and alcohol abuse, suicide, and delinquency, among others (Nelsen and Lott, 2019; Nelsen and Gfroerer, 2016).

It should also be noted that responsible parenting and positive discipline are effective for the development of both individual and interpersonal skills. Nelsen, Lott, and Glenn (2013) argue that it not only helps students develop a sense of belonging, self-discovery, and autonomy, but is also a guarantor of mutual respect, problem solving and the importance of social skills, which will provide the child with tools with positive long-term effects (Nelsen and Gfroerer, 2016).

At BICE, we are convinced that, to the extent that fathers, mothers, and caregivers strengthen their parental skills and abilities, they will be able to provide a violence-free upbringing. We hope that this mini guide will contribute to the achievement of this goal, which is everyone's task.

TO READ MORE...

En español

Save the Children, Parentalidad positiva.

<https://www.savethechildren.es/donde/espana/violencia-contra-la-infancia/parentalidad-positiva>

UNICEF, Guía sobre Parentalidad positiva

<https://www.unicef.org/bolivia/media/3891/file/Gu%C3%ADa%20sobre%20parentalidad%20positiva%20.pdf>

CRUZ ROJA, Cómo criar en positivo

<https://www2.cruzroja.es/web/ahora/-/como-criar-positivo>

En français

UNICEF, Parentalité positive : quand la famille fait la différence.

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MINI-GUIDE ON RESPONSIBLE PARENTHOOD WITHIN THE FRAMEWORK OF THE PROJECT SCHOOLS WITHOUT WALLS (ESM)

Responsible parenting is a broad approach that seeks to provide effective responses to the upbringing of children and adolescents, guaranteeing a respectful approach without violence. It makes use of strategies of the positive discipline model, in order to favor and promote both the integral development of children and healthy relationships with their peers and significant adults. It is clear that physical punishment and other cruel or degrading forms of punishment do not recognize children as full rights holders and do not respect their inherent dignity or their right to physical integrity as human beings. This mini guide seeks to raise awareness among mothers, fathers and caregivers about the importance of responsible parenting in order to educate children from an approach that respects their rights.