

PROGRAMS FOR WORK WITH PARENTS IN KINDERGARTENS

This publication was prepared with technical and financial support from the EU Project “Raising the Quality of Pre-school Education and Care” EuropeAid/139823/IH/SER/MK

Title:

PROGRAMS FOR WORK WITH PARENTS IN KINDERGARTENS

Publisher:

Ministry of Social Policy, Demography and Youth

About the publisher: Minister Fatmir Limani

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Computer editing:

TEDI TREJD KOM Skopje

Printed by: TEDI TREJD KOM Skopje

No of copies: 10

CIP – Catalogizing in the publication of the National University Library “St. Clement of Ohrid”, Skopje

ISBN: 978-608-249-616-0

COBISS.MK-ID 64687365

Year and place of publishing: 2024, Skopje

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POSITIVE PARENTING PROGRAMME

1. Introduction

Parenting support is based on the equal dignity of parents and children, as well as on quality interaction between the child and the parents on the one hand, and the practitioner with the parents on the other. The positive parenting program, as an integral part of this concept, contains theoretical starting points and specific strategies that will help parents develop parenting skills and abilities for positive interaction with children. There is a strong consensus that parents are the primary and most important teachers of children. From the child's birth, the family is involved in the child's development and learning, and today, when parents are faced with numerous challenges in modern life, parenting deserves more support. Parenting support programs in kindergartens, among others, have their starting point in understanding the fact that a child's earliest learning and development takes place in the family and that through the family context, the basis of the child's learning and development is built in all other contexts, among which the kindergarten is one of the first ones. Given that early development is the period of the greatest opportunities and greatest sensitivity, the sooner the support is provided to the parents' quality participation in encouraging the child's development and learning, the positive effects on the child remain more permanent. In order to ensure equality and

synergy of educational practices of parents and educators, it is necessary that parenting support programs are integrated into the existing program of preschool institutions, as specific and diversified (COUNSELING CENTER FOR PARENTS). Such support for parenting encourages the early development of each child, contributes to the successful achievement of the goals of preschool institutions' programs, the improvement of services and represents the basis of quality cooperation and partnership with the family, because it reaffirms the role of parents, making efforts for parents to build and improve the skills of supportive care. Support programs thus become available to all parents, respecting the specifics of the family context through strengthening the capacity and sensitivity of professional associates/practitioners in kindergarten to work with parents. This affirms the importance of the role of parents and guardians in creating a stimulating environment in kindergarten and at home, and the rich experience of children from the earliest age.

The Positive Parenting Program promotes universality, relationship orientation, adjusting the intensity of support, with a focus on family needs, and supporting the involvement of both parents in caregiving. As a concept, it contains a set of measures that are undertaken with a single goal - promoting positive parenting that is, building quality relationships between the parent and the child, because relationships are the foundation of development. The program is designed through a universal approach that aims to support parents and guardians in creating a stimulating environment for the child's development in all areas (cognitive, emotional, social, motor and speech), as a one-time support for improving the family's well-being and overcoming the challenges most families in North Macedonia are faced with. At the same time, the program allows parents who have impaired skills to provide the child's participation in routines and learning through play (parental stress, lower sensitivity, parents' mental health, parenting style, etc.) to plan more intensive family support as a team. Given the possibility of applying a differentiated approach to family support, the program respects the family's context and cultural diversity of families. Child acceptance is negatively related to stress - both developmental (parental) and non-developmental. All families that face more intense stress in general and especially that related to child care (developmental disability of the child, violence in the co-parental relationship, exclusion from the co-parental relationship, and context of conception - unwanted pregnancy ...) are in the risk of non-acceptance. It is necessary to work more intensively on accepting the child in such families, but also on accepting yourself as a parent.

The program particularly emphasizes the harmful consequences of physical punishment and enables the development of specific programs to provide support to the parents of children with developmental disabilities, as well as to the parents from different multicultural environments. It is also designed to be flexible, so that different institutions and organizations (NGOs, Associations) in the community can implement the program and integrate it into existing interventions and services for parents, building a Support Network to establish partnerships within the local community. Therefore, the program is proactive, as a new space for working with families, which does not mean "waiting" for families to express problems, but aims at prevention and improvement, as well as the visibility and availability of family support services, so that the entire public is aware of them and provides coordination of services and resources. The program changes the perspective of professional associates in the kindergarten, because it requires a review of their own practice and a change of focus towards the strengths of the family under the assumption that all families, even the most vulnerable ones, have the capacity to

encourage the child's development. The feeling of efficiency and competence in the role of parents is one of the outcomes of the program, which requires constant reflection, monitoring and evaluation of the program with the aim of building practical and reflective competences and professional responsibility of all kindergarten employees.

Welcome to the Positive Parenting Program

2. Theoretical foundations of the positive parenting program

The importance of parent-child relationships in early childhood - Research shows that brain development is cumulative and very sensitive to environmental influences, so early experiences, environment and relationships lay the foundation for later development. Learning and development cannot be viewed separately from the physical and psychological environment, where relationships play a key role in learning. It is known that any interaction (positive, negative or absent) contributes to the development of the child's brain and lays the foundations for later learning. A child experiences the world through the relationships he establishes and develops, and these relationships shape and determine his development and learning. Beginning with attachment with a primary caregiver at an early age, through the relationships a child develops with other adults and children, relationships are the starting points and supports where all development and learning rest.

How to build a relationship? The ability to establish and develop relationships is a lifelong process, but the beginning of the process somehow begins before the birth of a child and can be seen in the first days and weeks of a baby's life. After birth, a child is biologically "programmed" for social connection. Children are born as social beings - they are directed towards others and in relation to them ready to communicate and participate in interaction with the environment, but also to initiate, expect and seek such interaction (Shonkoff, Phillips, 2000; Dalli, White, Rockel, Duhn, 2011; Center for developing children, 2004–2020). According to the theory of affective attachment, attachment develops between a parent and a child, and begins as a set of innate signals that invite the parent to the child's vicinity (crying, smiling, visual contact, etc.). Through constant repetition of interactions (signals and parents' responses to them), affective attachment develops over time, to which the child's cognitive and emotional abilities and the experience of tender and nurturing care contribute (Berk, 2008). The quality of interactions is the basis for the formation of a secure affective attachment, which is considered as the basis of the development of the capacity for trust, stable and quality relationships throughout life, but also for healthy emotional and social functioning (de Wolf, van Ijzendoorn, 1997; Cummings, Cummings, 2002; Esposito et al., 2017). Quality relationships that support a child's well-being and competences imply an affective connection with another human being, be it a parent, another child, relative, neighbour, educator or any other person who plays an important role in the child's life. The absence of such a relationship with at least one person slows down the development and can have a number of negative consequences. The establishment of strong affective relationships also supports and strengthens the child's willingness to discover, get to know and question the various features of the immediate physical, social and symbolic environment and to develop and learn through this process. Research evidences indicate that the most positive effects on child development are obtained *if relationships with the child are warm, nurturing,*

responsive and guided by the child's needs, interests and characteristics (Shonkoff, Phillips, 2000).

What is quality care? - Contemporary observation of parenting in the field of early development through the concept of **supportive care**, defines the most important components of quality child care. This concept emphasizes that, for the development and well-being of children, from the earliest childhood, an environment that combines **nurturing care**, focused on the child's physiological, emotional and social needs, as well as his needs for autonomy, and **stimulating care**, which ensures opportunities for learning based on inquiry, play and participation. The concept of supportive care (Britto PR, Lye SJ, Proulx K, et al., 2017) distinguishes five domains of supportive environment, which intertwine with each other: health care, nutrition care, responsive care, safety and security, early learning opportunities during the childhood. At the same time, the focus of the parent on the child's needs, his ability to notice, recognize, understand and respond to them, i.e. **responsiveness**, is recognized as the key to the concept. Responsiveness refers not only to the focus on the child's physiological needs, but also to the way the parent meets the child's needs - the way he feeds the child, talks to him, includes him and supports his social contacts, which makes one of the foundations for the development of emotional security in the relationship between parents and children. In addition to play, responsiveness is visible in the speech addressed to the child, the parent's approach to feeding the child (Black, Aboud, 2011) and a number of other interactions that contribute to a more stimulating environment (Richter, 2004; Eshel, Daelmans, Cabral deMello, Martinez, 2006).

2.1 What is positive parenting?

When we talk about positive parenting, we are actually talking about an understanding or vision of parenting based on the UN Convention on the Rights of the Child, but also on scientific knowledge about quality child care, which presupposes the satisfaction of the child's fundamental psychological needs for attachment, competence and autonomy, and implies involvement, creating structures, as well as support for children's learning and development. Positive parenting refers to a type of parenting in which parental behaviour is directed towards the best interests of the child, and which is sensitive, fulfilling and non-aggressive, and places emphasis on recognizing mistakes and directing how to correct those mistakes, because they are important for the further development of the child (Rodrigo, 2010). One definition of positive parenting states that it is an on-going relationship between a parent and a child or children that includes caring, teaching, guiding, communicating, and consistently providing to the child's needs. In a seven-year longitudinal study (replicated study) Pettit, Bates, and Dodge (1997), examined the influence of positive parenting style in preschool children. Supportive parenting was associated with better adjustment later in school and fewer behaviour problems. Furthermore, this type of parenting actually moderated the negative impact of risk factors such as poverty, family stress, and single parenthood on subsequent children's behaviour problems. These and numerous other studies show that the relationship between the child and the parents is crucial for the development of the child's personality and his successful socialization. Positive parenting is based on the teachings of developmental psychology and social learning theory and relies on the view that children come into the world with the basic tools and capacities to achieve their path of optimal growth and development. When parents have some knowledge about child development, especially

when they are aware of developmental milestones and understand what is behind certain behaviours, they are better able to meet the challenges of parenting. Such parents determine their child's abilities more precisely, are more tolerant and support their children's skills. They react to their child and communicate with them with more emotional sensitivity, and the atmosphere is characterized by warmth. They bond with their children and strengthen relationships through talking, reading or telling stories. They also create an optimal and favourable learning environment by providing children with materials adapted to their age and current development level. The result is that such children have better achievement – such as better grades in school, higher self-esteem, better social functioning and fewer behavioural problems – because they have better emotional and behavioural control.

Positive parenting implies parental care for child's safety and health, that their needs for adequate and varied nutrition are met, that the parent follows the child and responds to their needs and interests, that they support them in exploring and communicating with their environment.

One of the five components of supportive care (Black, et al., 2017), which the program relies on, is the component of **early learning opportunities** and refers to all available opportunities for children's involvement in interaction with people or objects in the environment. In this component, emphasis is placed on the importance of providing opportunities to play, talk and read with the child, participation in family routines, household and family activities, as well as ensuring accessibility and inclusion in early learning programs (preschool education).

An important component of supportive care in the Program is **responsive care**, which ensures children's emotional safety, mental well-being and general health. Neurological sciences indicate that this component, as one of the aspects of stimulating care, is fundamental for healthy brain development, while inadequate parental care can cause emotional stress and anxiety in new-borns, infants and small children, which later affects the structure and functioning of the brain, and further development during life. In early childhood, children rely on their parents' skills to adequately and timely recognize and meet their needs. These needs relate to nutrition and safety, as well as social inclusion, cognitive stimulation, regulation and channelling of emotion. When a parent observes, follows and understands the child's signals, then they can respond to them consistently and adequately, giving the child the opportunity to explore and learn about themselves and the world. For this reason, this component of supportive care actually defines the quality of interaction with the parent/guardian. The parents' response involves noticing and responding to the child's signals such as: smile, movement, voice, gestures and verbal requests. The above is often seen as a three-step process: observation (parent, notices the child's signs), interpretation (the parent correctly interprets the signs) and action (the parent's behaviour that adequately responds to the child's needs and signals). In this way, the early development of the child is encouraged, for which the parent provides the support. Adequate parenting contributes to emotional security, fosters trust and a sense of belonging, builds the foundation for socio-emotional competencies (eg self-control, motivation to act, ability to engage in intentional action). When parents are sensitive and responsible in their relationship with the child, children recognize safety, predictability and warmth in behaviour and a secure affective bond is built that allows the child to explore and learn. Together with their environment, primarily their family and through relationships with it, the child constructs knowledge about themselves, and the world

around them - about the objects that surround them, the space, the adults around them and the relationship with them. Children learn through situations that are meaningful to them and that have personal meaning, and that is why it is important for a child to have relationships in which they experience safety and well-being - as well as the freedom to explore and participate in family life. At an early age, every situation is seen as a learning opportunity. The child, therefore, learns through different situations - play (which allows him to explore, be creative, manipulate objects around him), then he learns through various rituals and routines in the family, as well as in life situations in which the whole family participates.

Children's participation in all situations they encounter allows them to share experiences and feelings, which also helps build relationships with others. Children are ready to learn from birth and have an important role in shaping their own learning, and they have such a role as well, in the interactions with parents in which learning takes place. At the earliest age, skills and capacities are acquired through such interactions - through laughter, eye contact, talking and singing, physical closeness, modelling and imitation as well as through simple games. These interactions help children learn about others, therefore children need adequate care in a family environment, with involvement in daily activities and relationships with others – which gives children important early childhood experiences. Quality interactions with adults, as well as with the space and materials around them, support the development of children into healthy and happy personalities - both now and in the future. Facilitating such early learning contributes to overall well-being, physical and mental health, and academic achievement later in life.

2.2 Fundamental values of the program - acceptance of the child and participation

The fundamental values of the program are the acceptance of the child and the creation of opportunities for the child's participation. Acceptance of the child, his skills, interests, reactions is preceded by bonding with the child (willingness of the parent to emotionally invest in the child), as well as monitoring the child's behaviour (signals), and thus getting to know the child. Connection, monitoring and acceptance of the child are the basis on which the parent's skill to create opportunities for learning and development is later built. Parenting requires a step further in understanding the child as competent and valuable by themselves. The image of a child as a competent being, rich in potential, an active participant in the community, a being of play and a being dedicated to learning are values that should be shared by both parents and professional associates. A child's competence is not something that the child possesses by themselves, but competence is built through relationships with adults and depends on the quality of those relationships, that is, how stimulating and supportive those relationships are. In order for a child to manifest his potential, he must have a stimulating and supportive environment and must be protected from physical punishment. A child is born curious and has an innate motivation to learn and find out, but a child learns in those situations that are playful and based on voluntariness, initiative, dynamism, negotiation, dedication, openness and questioning. A child is a social being, focused on relationships with adults and an active participant in processes in the family and kindergarten, as the communities to which he belongs. The child should be seen as skilled and competent to respond to the stimuli from the environment, or the parent's reaction, but since the child does not communicate only with words, but also non-verbally, the basis of the exchange is the connection between the child and the parent, which makes them coordinated in initiating, understanding and

reciprocating the response. When a child is seen as competent and accepted as such, with a focus on his strengths, abilities, skills and potentials, EDUCATIONAL PRACTICES of adults can offer many opportunities for the child's PARTICIPATION in the life of the family and in kindergarten.

Children develop and build understanding and knowledge, expectations and skills in an integrated way, through relationships and contextual experience. Whether it is a family environment, a kindergarten, a social environment or a wider community, the nature and quality of the relationships established with the child and established by the child are the basis for successful learning and development. The adult's response and actions influence the child's sense of self-confidence, ability to learn, and growing sense of belonging to a particular community. These interactions also provide adults with the opportunity to learn, develop and change, getting to know the child through them, themselves and the nature and meaning of human functioning. The child learns through relationships with people, places and things, they learn and understand the world through their own activities in interaction and communication with to others. The experience of participating in joint activities, both with adults and with peers, encourages the child's development. Relationships are the foundation and on-going context in which a child learns how their actions affect the reactions of others, how to safely explore their environment, and how to interpret and constructively deal with a wide range of feelings, thoughts, and experiences. Relationships build their trust and confidence to make meaningful connections with other children and adults and with places, things and people in their community. Through participation in the family, with relatives, peers, from the immediate environment, children learn values, beliefs and practices that connect their social environment and enable them to contribute to the community. A child learns not only from what they see and experience around them, but also from their own activities, as well as from the way the others treat them. Being a member of a family and community helps a child develop values, shaping the child as an individual. Connection with others and a sense of autonomy develop together. Through secure affective bonds, a sense of personal and group power of identity, children develop self-esteem, independence, persistence and endurance (the ability to resist, reduce and overcome the harmful consequences of difficulties and build a constructive approach to problems). Resilience includes a child's ability to cope with pressures, stresses and everyday challenges, to set clear and realistic goals, solve problems, to be successful with others and respect themselves and others. Children communicate with different social groups and individuals, face different experiences in different environments, as well as transitions to new situations and environments. The ability to adapt to changes is determined by how well the child feels - satisfied with themselves, accepted and powerful and vice versa. Success in coping with change strengthens children's well-being, self-esteem and positive identity. The child's competences are in the process of development and as such are not something that the child possesses by itself, but are manifested through the relationship between the child and the context in which the competence is supported. In other words, children's competences are part of the child's system – context, and when and how they will manifest depends on the quality of this relationship - how stimulating and supportive it is. It follows that child-adult relationships are crucial as critical regulators of development. The child's participation is determined by the parents' attitudes and beliefs about parenting, and the way in which parents understand their roles, which determines their parenting style and the stimulating environment in which children grow up. That is why in practice we find different variations of parental capacities for creating a

stimulating family context, and children grow up in environments that can differ considerably in terms of their quality and stimulation. Rohner's theory of parental **acceptance** and rejection is based on the theory of socialization and life development (Rohner and Khaleque, 2010).and predicts the way in which parental acceptance or rejection affect the emotional, cognitive and behavioural development of a child in regards to one dimension, and that is parental warmth – as parental acceptance and parental rejection . The acceptance dimension is related to praise and closeness through kissing, hugging and caressing. Acceptance as a skill of quality encouragement that is based on acceptance, understanding, attachment and trust enables parents to create a stimulating environment that contributes to the optimal development of the child.

Participation is the process of joint decision-making about things that concern us and that affect our lives and the community in which we live. Adults should see children as competent, whose interests, needs and wishes should be taken care of. There is no lower limit to the right to participate - children can participate at any age. The way children participate should be determined by their developmental capacities, experience and interests. Both babies and toddlers have their own opinions and the ability to express themselves, and what changes with age are the forms of expression. From birth, children begin to develop participatory skills and competencies. Respecting children's competences and skills with close adults and within the environment, increases and supports their development. Children's capacities are often underestimated because adults see them from their own perspective and because adults fail to create an environment in which the child will be able to articulate their expectations, attitudes and competencies. When children are given opportunities to participate, they develop higher levels of competence, which in turn increases the quality of participation. Children learn through participation in shared activities (family routines, rituals, play) with adults and other children. The right to participate for a child means discovering the world through direct experience with people, other children, things, events and ideas and the right to choose. The right to participate means involvement in the decision-making process, from the micro plan (what to play) to the macro plan. Children need opportunities to: actively participate; be involved in decision-making and choices; sharing information and participating in dialogue with other children and adults; to feel mutual respect and exchange; to be consulted and to feel that their feelings and opinions matter; to see that their ideas, expectations and feelings lead to change; that with their participation they contribute to something adults make and consider important and meaningful. Through participatory relationships, the child: strengthens the sense of well-being and self-esteem; develops metacognitive abilities of reasoning, thinking, planning and forecasting; learns how to reproduce practice through play and transform it over time; learns how to express themselves, to understand others; learns about interdependence, sharing, choice and one's place in the world; learn how to solve problems and take responsibility and build meaning and purpose.

Apart from the child's way of understanding, the child's participation is also influenced by the knowledge of parents and educators on how the child learns and the quality of the relationship with the child and around the child. An environment that ensures and promotes children's participation strengthens children's skills and creates opportunities for children to practice participation, making it a social norm. Participation from an early age develops self-efficacy, self-confidence, the acquisition of skills and knowledge that ensure participation in later life, the development of personal values, the experience of fulfilment and knowledge of personal rights (not legally, but in interpersonal relations).

2.3 Children's and parents' right to support

Every child's right to a stimulating environment stems from the fact that early development is the period of greatest sensitivity and greatest opportunities for learning and development. Early development support is recognized as one of the priorities in the following documents:

The UN Convention on the Rights of the Child states that the child has the right to develop "to the fullest extent possible" and that the signatory states should provide "adequate assistance to parents and legal guardians in fulfilling their obligations to raise children and the development of institutions, facilities and services for the care of children".

The Convention on the Rights of Persons with Disabilities reminds us that "if young children with disabilities are identified early and receive support, it is more likely that they will easily transition to preschool and basic inclusive education". This convention emphasizes the role of the family in the development of the child and the role of the state in providing support to the family.

The Sustainable Development Goals (SDGs) emphasize that investing in children's early development has become not only a goal in itself, but also a condition for achieving many other Sustainable Development Goals: eradicating poverty and hunger and improving child nutrition, ensuring healthy lives, ensuring lifelong learning, achieving gender equality and reducing inequality. The Sustainable Development Goals include the following specific early childhood development goal: "By 2030, ensure that all girls and boys have access to quality care, as well as preschool education, so that they are ready for primary education." In this sense, the Sustainable Development Goals represent a historic opportunity to prioritize investments in early childhood development.

The UN guidelines for alternative care for children emphasize that "organizations and competent authorities should make every effort to prevent the separation of children from their parents and primary caregivers, unless the best interests of the child so require" (Article 154).

In the modern age, when parents are faced with numerous challenges, parenting support is more than necessary. Parenting support is a series of different and complex activities that can be aimed at different aspects of parenting. Moran (2004) defines parenting support as any intervention for parents to reduce risk, promote protection and their social, physical and emotional well-being. The Positive Parenting Program emphasizes that the process of learning about parenting is much more than education, as it helps parents assert themselves in their parenting role and improve their parenting. The most common form of providing support to parents is a group program that is defined as a process that includes expanding insight and understanding, acquiring knowledge and skills about the development of parents and their children and the relationship between them. When talking about an effective parenting program, two models are presented in the literature, traditional and contemporary. The most prominent goal of parenting programs in the traditional model is to teach parents. Today, parents should be seen as people who have the capacity to learn from everyday experience in their parental role. Therefore, the ultimate goal of the program for parents in the modern model is "strengthening capacity", with the aim of strengthening the capacity of parents aimed at

activating parental strengths, opportunities and competences for change. Under the influence of constructivism, parental knowledge is seen as a social construction, and parenting programs as a collaborative process that encourages parents to reflect and interpret experience, and search for possible solutions (Ibid.). It is assumed that parental reflective capacities represent a potential catalyst for changes in the parent-child relationship (Slade, 2006), so the concept of reflective parenting is taken as the basic starting point of a newer approach in understanding the development of parental competencies. The emphasis is on a deeper understanding of the child through reflection on previous experiences in different situations. In this way, changes in parents' behaviour occur as a result of their thinking not only about the child's behaviour, but also about his emotions, intentions, and even his own experiences (ibid.). There are different types of programs for parents (Bunting, 2004), one of them is relationship-based and aims to empower parents for new skills in listening and communicating with children, and understanding behaviour in the context of relationships with other family members and in the environment. Some of the programs that fall into this category are parenting effectiveness training and positive parenting programs.

3. Key pillars of the program

The positive parenting program, as an integral part of this concept, offers a parental approach, an educational concept and specific strategies that support the development of parental values, knowledge, and skills for positive interaction with children.

Positive parenting implies encouragement (*learning in routines and learning through play*) and upbringing practice (*participation of the child in family life and non-punitive-positive parenting*). Positive parenting is based on the child's participation in the life of the family and the kindergarten, which requires that the culture of the kindergarten and the family have the same starting points. For a child, a learning situation means, first of all, the existence and availability of an interesting *INCENTIVE* that invites the child to *wander*. Then, it also includes opportunities for the child to find the answer to his question by following their natural *curiosity*, their interest, applying what they know and can do, *actively exploring*, trying and manipulating what they consider to be the key factors of the phenomenon that aroused their interest. The child *actively manages* their learning process. They change reality and adapt it to themselves in order to find a "name" for what they are trying to understand more easily, to create circumstances in which they can enjoy learning and in which learning leads to certain results. There is no stimulation that by itself will lead to a jump in development, if there is no adult who knows how to name it, offer a meaning, lead the child through the experience, expand the game, extend the child's curiosity and research. A child learns best in relationships characterized by trust, security, warmth and respect for the child's perspective. This kind of connection between a parent and a child nurtures the child's willingness to learn with someone and from someone.

As a concept, it contains a set of measures that are undertaken with one goal - promoting positive parenting, that is, building quality relationships between a parent and a child, because relationships are the foundation of development. The measures include various support strategies for parents, which improve *parents' knowledge and skills* about the importance of a stimulating environment at home, *provide support for the child's learning and development at home* (participation in routines and learning through play), and build a support network for *parents' emotional well-being*. The program was designed through

a universal approach that aims to support parents and guardians in creating a stimulating environment for the child's development in all areas (cognitive, emotional, social, motor and speech). At the same time, the program allows parents who have impaired skills to provide the child's participation in routines and learning through play (parental stress, lower sensitivity, parents' mental health, parenting style, etc.) to plan more intensive family support as a team. Child acceptance is negatively related to stress - both developmental (parental) and non-developmental. All families that face more intense stress in general are at a risk of non-acceptance, and especially that related to child care (chronic illness, child's developmental disability, violence in the co-parental relationship, exclusion from the co-parental relationship, the context of conception - unwanted pregnancy...). With these families, it is necessary to work more intensively on accepting the child, but also accepting yourself as a parent.

The Positive Parenting Program promotes universality, relationship orientation, adjusting the intensity of support, with a focus on family needs, and supporting the involvement of **both parents** in caregiving. It is known that the effects of fathers' involvement are significant for the child's development, as well as for the development, the identity of the fathers themselves, and the quality of relationships within the family (Carbera, Shannon, Tamis-Le Monda, 2007;).

The program especially emphasizes *the harmful consequences of physical punishment* - the program focuses on the early years and the important role of parents and guardians in shaping a stimulating environment, and the lack of knowledge about child development and inadequate skills of parents are the primary causes of **physical punishment of children**. Not accepting the child and not respecting the child's perspective, leads to inappropriate expectations from the child, which makes parents more inclined to react violently. The parent is a "mirror" of the child - the parent's reaction gives meaning to the child's behaviour and experience. Good knowledge of the child and adequate fulfilment of the child's needs are prerequisites for educational action on the child. A child's relationship with their parents is the most powerful means of influencing a child, and it is in the hands of the parents. Positive parenting supports parents in the application of non-violent parenting strategies by developing two important skills - *accepting the child and guiding the child through situations (providing structure)*. *Acceptance of the child* means that the child has the experience of being loved (showing love), regardless of the circumstances. A parent knows and understands the skills and behaviour of his/her child, knows how to put themselves in the child's position and think about how the child thinks at that age, thinks about the needs of the child according to his/her age and thinks about how the child feels. They can recognize need, initiative and interest in a child's behaviour. Guiding the child through situations means giving the child clear instructions for expected, safe and useful behaviours, explaining to the child the reasons for a parent's request, supporting the child and helping them successfully overcome challenges, being a positive model and solving challenges together. Educators and caregivers can teach these skills to parents and model appropriate nonviolent strategies and problem-solving skills.

3.1 Who is this program for?

The program focuses on **parents** - through joint reading, playing with the child, home visits, family routines, opportunities are created for parents to learn about the child's development, needs and quality care for the child, to review and analyse their experience

of caring for the child, to learn to create better conditions for child's development (waiting for the child's response and supporting their participation), to accept the child, to develop readiness and skill to follow the child's needs and reactions, relying on the child's initiative, to offer the child an opportunity for interaction, in which the child will learn about themselves and the world through play, thereby creating the foundations of safe, warm relationships and positive experiences for the child.

Parents become active participants in the life of the kindergarten, through the intensification and diversification of the forms and methods of parental involvement in the work of the kindergarten. This ensures the greater participation of parents and joint discovery of suitable strategies for raising and educating the child within the institution, as well as within the family. This is crucial for parents with at-risk children who, for various reasons, are unable to create a supportive environment for the child's development and learning.

The program is expected to establish a culture of continuous learning and commitment to improving the quality of kindergarten services, based on the principles of empowering practitioners in the field of relational competencies. The concept of relational competencies was developed as the basic theoretical starting point for building practitioner competencies for cooperation and involving parents in working with parents. Relational competences imply the readiness and ability of an expert to observe an individual (child or adult) according to their personal characteristics and adjust their behaviour accordingly, with guidance and authenticity in contact, develops professional ability to assume full responsibility for the quality of the relationship. Therefore, it is important to work on raising awareness of one's own position in the relationship established with parents and increasing sensitivity for listening more carefully and understanding the parents' perspective and the specifics of the family context. Every situation of communication with parents needs to be directed towards finding a common solution that will involve the parents themselves more in the development of a more stimulating interaction with the child. Practitioners will be supported in strengthening their capacities (skills, experience and abilities) in the process of implementing the developed forms and scenarios of the workshops.

The program also focuses on **the local community** - various organizations, public and other institutions, NGOs and associations, which can integrate the program into existing services, offer volunteers and promote positive parenting, so that information about the program reaches every parent. It is very important for all professionals who enter into communication with parents, to introduce them to the programs in the kindergarten, help with the enrolment of the child in the kindergarten and encourage families to use them. Planning to increase parental involvement will be implemented according to the specifics and needs of each group separately (parents of children with developmental disabilities, parents at social risk, parents at economic risk, parents from rural areas, and parents from the Roma community). It is necessary to create an environment in which parents will be respected, welcomed, listened to and active participants in meeting the needs of their child - and not someone who is told "how to do it properly".

3.2 Caring for parents' mental health

It is not possible to create good conditions for the development of the child, if parents and guardians are not taken care of and are not supported in the intensity they need, until they develop the skills of quality child care. There are evidences that the emotional well-being of parents/caregivers and the mental health of parents are critical in order to provide quality care and child development. In order for parents to take good care of their children, they must have others who support them and take care of them. Therefore, caring for parents' emotional well-being and mental health involves empowering parents to take care of themselves, seek support and improve their skills to overcome challenges in parenting. Support is important when the parent's skills to provide learning through play or the child's participation in family routines may be impaired. Caring for a child with developmental disabilities, mental health of parents, parental stress, non-acceptance of the child and the role of parents are just some of the causes, when support needs to be intensified and targeted. When parenting is gendered, women bear the greatest burden, which limits the support and participation of fathers in caregiving. Only a parent who has the opportunity to interact with the child can provide stimulating care, and it is important to promote and support the involvement of fathers in the care of the child, and to include parents, both mothers and fathers, in the program.

Child acceptance is negatively related to parental stress. Taking care of a child is stressful, children depend on their parents, and it can be exhausting. Most parents try to do the best for their child, but there are evidences that they cannot do this without support. A large number of factors influence the quality of the adult's participation in the child's play and the willingness to offer a nurturing and stimulating environment for the child. And, while a child, at birth, will be able and willing to invite its caregivers into a quality interaction, adults may not be able to recognize that invitation, respond to it, or participate in the interaction and support and sustain it. Parenting stress can come from the parent's domain or from the child's domain. From the birth of the child, when the baby does not sleep and there are no routines, refuses non-dairy food, through the age of 2 and 3 when the child tests the limits, until the start of kindergarten or later school, parents face stress. They are overwhelmed by unpleasant emotions, and the quality of child care is of a poorer quality. They are less sensitive to the child's needs, constantly questioning their competence. They need support to master strategies to overcome unpleasant emotions, to channel them, to seek help from the extended family, to seek resources in the community, to have a trusted person, who can be an expert associate in the kindergarten, as the first support. It is important to be one step ahead of the parent and act in accordance with the stress the parent is experiencing (provide the parent with strategies to overcome anger) and enable interaction, connection and a quality parent-child relationship.

3.3 Building an intersectoral support network

Building an intersectoral support network in the community is especially important when parents' skills to create a supportive environment are impaired (parents of children with developmental disabilities, parents from vulnerable groups), and especially when children are exposed to violent upbringing strategies). The program enables the development of specific programs for providing support to parents of children with developmental disabilities, as well as parents from different multicultural environments. It is also

designed to be flexible, so that different institutions and organizations (NGOs, Associations) in the community can implement the program and integrate it into existing interventions and services for parents, building a Support Network to establish partnerships in the local community.

The preschool institution should achieve cooperation and partnership with social protection institutions and the health sector, as well as all organizations that deal with the care of children and families locally, through mapping resources in the community. The community has multiple effects on the family, the conditions and ways of raising a child through culture, the economic level of development and general social circumstances, but the modern family also needs the support of the community in raising a child. Both the family and the child are involved in various types of services, programs and services in the community - from the health system, preschool institutions, cultural offerings, to open spaces intended for children, such as parks, fields, playgrounds. The quality of relationships, both from a child's perspective and from an adult's perspective, is shaped, supported, and exacerbated by the nature of the relationship established at the community level. From the perspective of the community, these relationships should have the following qualities: integrated approach, inclusive approach, partnership. An integrated approach stems from the multidimensional needs of children and families and the multidimensional function of raising and educating children. Raising a small child includes a number of aspects - care, health care, education, learning, nutrition, recreation, socialization and enters into various areas of public action: social, health, educational, cultural. The basis for an integrated approach to the social practice of child care are: viewing the upbringing and education of children as a common social responsibility (state, family, kindergarten, school, local community); the right to universal access to the program (children with developmental disabilities, children of different social, ethnic, geographic and cultural backgrounds and origins); inclusion of children (from birth to school age); the need for diversified forms of work with children and families (developing different forms, for example, full-day kindergartens, half-day kindergartens, playrooms, specialized programs, counselling...), as well as promoting the importance of the role of parents in the learning and development of the child. At the level of the preschool upbringing and education system, integration implies the development of a comprehensive and mutually harmonized system that ensures horizontal and vertical continuity and includes all programs that provide care and education for children from birth to eight years of age, regardless of who organizes them, who finances them, how much working hours or program content (OECD, 2001).

Different families need different types of support, which is achieved through different forms of cooperation. Examples of forms of cooperation available to kindergartens are:

- Written communication - promoting the importance of early development, understanding the potential of play, building an image of the child, the importance of participation, promoting non-violent education strategies, the importance of reading with the child, the child's participation in routines, the impact of parental stress on the quality of care, care for the emotional well-being of parents/guardians
- Direct communication - which includes the use of daily routines in the kindergarten (admission, discharge) to model children's participation in the life of

the kindergarten; home visits (joint play with the child, children's participation in family routines, reading with the child, making toys) individual counselling work with the family (overcoming parental stress, (not) accepting the child's diagnosis and disability), appreciation of multiculturalism, daily routines, resource map in to the community, thematic meetings with families, workshops

- Participation of parents in the work of the kindergarten and decision-making in the kindergarten - joint furnishing of a place for e.g. reading with the child in the kindergarten
- Activities for parents (parent-to-parent) - family club, joint trips, joint readings

4. Program of workshops for parents

4.1. The goal of the program and outcomes for *parents* - the goal of the program is for parents to master specific strategies that support the development of parental values, knowledge, and skills for positive interaction with children.

During the workshops, parents will have the opportunity to:

- to question their own parenting practices
- to share experiences with other parents
- to learn from each other
- to connect and feel belonging and acceptance
- to communicate openly and be actively involved in the life of the kindergarten
- to acquire positive parenting skills
- to acquire the skills of non-violent strategies
- to take care of themselves
- to master strategies for overcoming parental stress
- to understand the importance of "shared" care and fathers' participation

4.2. Target group - The program is intended for all parents, both mothers and fathers, guardians, foster parents and adoptive parents of children of early age. The training can be carried out by professional associates, as a leading couple, who have undergone training for facilitators of the Positive Parenting Program, who have experience and skills in leading workshops and are motivated to learn and develop competencies in parenting support. After the training, the facilitators should fully familiarize themselves with the Program in the next 15 days and, in accordance with the context of the kindergarten, organize groups of parents.

4.3. Inviting parents to training - inviting parents to training is possible through oral and written communication, posters, flyers, through Viber groups, by publishing invitations on the kindergarten's website, through parent meetings, using information resources in the local community. If there is a need, it is advisable to organize childcare in the kindergarten during the workshops. The essence of workshops for parents is a focus on achieving the goal and content of the workshop, while building a positive atmosphere through appreciation and belonging.

4.4. Training structure

The topics of the workshops are:

- A picture of my child
- CMA (connect, monitor, accept)
- You initiate - I answer
- Children's rights - the responsibility of adults
- How is my child learning?
- Dad and mom
- Has the rod come out of heaven?
- We care for the parent - we care for the child
- What if the parent has to go to work?
- Parents are partners of the kindergarten

The 10 workshops have a meaningful flow towards the achievement of the set goal and cannot be realized individually or in a different order. The preparation of the leading couple implies the possession of knowledge and skills about positive parenting, a clear division of roles and joint responsibility for the outcome and achievement of the goal. It is good that the workshop leaders change, which brings dynamics to the work. It is preferable to write a report on the workshop immediately after its implementation. The space should be pleasant, big enough. The number of parents at the workshop should not exceed 15; the method of implementation is once a month, at a time agreed together with the parents. Workshops should not last longer than 1.5 hours.

The structure of the workshop includes:

Introductory part - getting to know each other, introducing the topic and goal of the workshop, jointly agreeing on work rules (breaks, use of mobile phone, addressing, permission to take photos, etc.), as well as rules of mutual respect, listening to others, etc.

Central part

- short professional presentation (written contribution or presentation)
- role playing games
- activities and exercises (often with a worksheet or written attachment)
- exchange of experiences, reflection, discussion at the group level or in small groups (pairs, threes, fours)

The final part includes a relaxing game or an activity to wrap up the topic and give homework, which starts the next workshop. It is not necessary to insist that everyone "try" the acquired skill at home, but it is desirable that during the 10 workshops everyone has the opportunity to present their insights and learning about the child at the level of the whole group.

4.5. *Evaluation* - at the end of the cycle of 10 workshops, the parents are given an Evaluation Sheet created for the purposes of evaluating the effects of the workshops. A special evaluation sheet was prepared for the leading couple. Both methods of evaluation will be in the form of assessment scales and will be processed quantitatively, in order to further improve the Program based on the obtained results.

4.6. *Dissemination* of the program implies the creation of a core of kindergartens, which will be models for spreading the program to other kindergartens, which were not included in the first training. Through visits and horizontal exchanges, professional associates of other kindergartens will have the opportunity to implement the program in their kindergartens, respecting the context and culture of the kindergarten

Topic 1	A picture of my child
Goal	Questioning personal beliefs of the child
Material required	<ul style="list-style-type: none"> • WS 1: "Bingo" – for everyone • WS 2: "Picture of my child" – for everyone • WS 3: "Description of my child" – for everyone • writing utensils – for everyone • crayons – for everyone • markers – 1 • large paper – 1 • duct tape – 1
Introductory activity- 20 minutes	<p>The facilitator and participants sit in a circle. The facilitator introduces themselves and thanks the participants for their presence. Then they briefly explain the program with its goals and how it is planned to work (how many workshops, their duration, work methods, what dynamics of meetings).</p> <p>Then mutually establish rules that will apply to all workshops in order to ensure successful work and a good feeling for all participants (arrival on time, active participation in the activities, free expression of opinion, respect for other people's opinion, use of mobile phones, photography...) and the same are written down briefly on a large piece of paper that is stuck in a visible place in the room.</p> <p>Everyone receives WS 1 and fills it out independently. When everyone has finished, they stand up and at a given sign they quickly look for someone with a different answer than their own in a given field, so the other person signs in the field. The same participant can only sign someone else's sheet twice. After a signature is collected, the next signature is quickly searched for another field. Whenever someone collects signatures in a row (horizontal, vertical or diagonal), shout out loud "Bingo!"</p> <p>After about ten minutes, the game is stopped and a short discussion develops:</p> <ul style="list-style-type: none"> • Who has all 16 bingos (15, 14... and in descending order)? • What was the easiest thing for you to get someone to sign for you? And what was the hardest for you?

Main activity – 40 minutes	<p>Sitting in a circle. Everyone gets a WS 2 and draws their child independently, and under the picture they write a short encouraging or motivational message addressed to the child in direct speech, and with which they want to support them on their journey through life. Then one by one they present the drawing in front of the others saying: "This is ... (name of the child)" and I read the message.</p> <p>Then everyone gets WS 3 and fills it in independently by writing in the corresponding field what their child does not like to see, listen to, talk to, do, but also what makes them sad, scared and happy. Then, in pairs, share what is written first for one part, and then move on to the next</p>
Discussion – 10 minutes	<ol style="list-style-type: none"> 1. What is your opinion on how an image of the child affects your expectations of the child? 2. How do those expectations determine your behaviour to the child?
Closing activity – 15 minutes	<p>Everyone stands in a circle, except for the one with whom they previously worked as a pair. One by one, the couple send a short positive message related to what they have noticed in the other person or what was written and exchanged during the work at WS 3. The others listen carefully and give applause for each message.</p>
Homework – 5 minutes	<p>Parents are given homework, to observe their child at home and find some ability, skill or knowledge that the child has, which they have not noticed until now; to think about how it changed their relationship to the child, and how to support the child.</p>

Topic 2	CFA (connect, monitor, accept) / ПСП (поврзи, следи, прифати)
Goal	Mastering skills of connecting, monitoring and accepting
Material required	<ul style="list-style-type: none"> • WS 4: "What is positive parenting?" - for everyone • WS 5: "Squirrel" - for every small group • writing utensils – for every small group • small ball - 1
Introductory activity- 15 minutes	<p>The facilitator welcomes the participants, thanks them for their participation and states the topic of the workshop.</p> <p>Everyone stands in a circle. On a given signal, one begins by passing a small ball to the next one and so on until it has returned to the one who started the activity without falling to the ground. During this time, the facilitator measures the time. The activity is repeated several times in an attempt to achieve the best possible result for the whole group.</p> <p>Sitting in a circle. The facilitator leads a conversation to the exchange of experiences with the whole group in relation to the homework from the previous workshop.</p>

Main activity – 45 minutes	<p>Everyone gets WS 4, and the facilitator explains it. Then the participants work in a small group. Each group gets one WS 5 with the task of reading it together and answering the questions. When all the groups finish, one group at a time reads one situation at a time and sums up the given answers. Correct answers:</p> <p>accepting connecting, monitoring, accepting accepting observing connecting, monitoring, accepting</p>
Discussion – 15 minutes	<ol style="list-style-type: none"> 1. How did you recognize the skills? 2. What was difficult for you? 3. How has your parenting experience helped you recognize these skills?
Closing activity – 10 minutes	<p>Everyone form two lines. Starting at one end of each line, one by one they change places in the lines and stops in the same line at the end, while others direct positive parenting messages to them along the way ("You know how to take care of your child!", "You answer when the child is asking you!" etc.).</p>
Homework – 5 minutes	<p>Parents get homework for the next meeting, to monitor themselves as parents and recognize situations when they were really successful as parents. E.g.: "I was watching the child and I saw that she was sad (crying, coming to the lap, not playing) because we are not going outside because it is raining." I approached the child, gave a name to their feelings - I saw that they were sad, hugged them and kissed them. I know they like to draw, I brought crayons and paper and we drew together."</p>

Topic 3	You initiate – I answer
Goal	Acquiring practical experience of the "initiate-respond" mechanism
Material required	<ul style="list-style-type: none"> • WS 6: "Signal-response" – for everyone • writing utensils – for everyone • large paper – 1 • markers – 1 • duct tape – 1
Introductory activity- 15 minutes	<p>Facilitator greets the participants, thanks them for their participation and introduces the topic of the workshop. Everyone is divided into pairs. Each pair stops somewhere freely in the space. At a given signal, one person in the couple places one of their palms a short distance in front of the face of the other and begins to move it carefully in different directions, moving in the space themselves. The other should follow the movements of the palm with their head, keeping the</p>

	<p>same distance from it all the time. After a while, the roles are reversed.</p> <p>Then everyone sits in a circle. The facilitator leads a conversation to exchange experiences with the whole group regarding the homework from the previous workshop.</p> <p>Then the facilitator asks the participants to list all the situations when their child wants, wishes, asks for something, and they write down the answers briefly on a large piece of paper.</p> <p>Then the facilitator asks the following question: "How do you know, recognize, and see when your child initiates something?" and summarizes the answers.</p>
Main activity – 30 minutes	<p>Everyone is divided into pairs. One in each pair is in the role of a child, and the other - a parent, they agree on which game they will play and play it just as they would play it with their child. After some time, a volunteer pair is asked to present the game to everyone, and the others are given WS 6 to fill in by observing the game. They can add to it if they notice new signals or answers.</p>
Discussion – 10 minutes	<ol style="list-style-type: none"> 1. When we wait for a child's initiative, what do you think they are learning about themselves? 2. What do you think this teaches the child about others?
Closing activity – 15 minutes	<p>Everyone is divided into small groups. Each group gets a different situation that they have to present in front of the others with a pantomime, and the others have to guess what it is about. The situations are:</p> <ul style="list-style-type: none"> • Driving in a bus and it suddenly brakes • Waiting in line at a bank where it's very hot and the air conditioner stops working • Beach vacation and a big wave comes • Preparing a cake, and it burns
Homework – 5 minutes	<p>Parents get a homework assignment to start an initiative in the kindergarten, as a group of parents by the next meeting.</p>

Topic 4	Children's rights – adults responsibility
Goal	Understanding the way of exercising children's rights
Material required	<ul style="list-style-type: none"> • WS 7: "Children's Rights" – 1 • paper – 2 • writing utensils – 2 • scissors – 1
Introductory activity- 15 minutes	<p>Facilitator greets the participants, thanks them for their participation and introduces the topic of the workshop.</p> <p>Everyone sits in a circle. The facilitator starts a conversation to exchange experiences with the whole group regarding the homework from the previous workshop and praises the initiative taken.</p>

	Then everyone stands in a circle. One by one they complete the sentence: "Because I am a human being, I have the right ..."
Main activity – 45 minutes	<p>Everyone is divided into small groups. Each of them gets a few pieces of WS 7. These pieces are pre-cut, and the pieces of each are mixed into separate piles and they need to be put together. Then each group reads the written part of their section in front of the others, emphasizing the highlighted words.</p> <p>Then everyone is divided into two groups. One group supports the rights of the child and the other is against it. They write the arguments for their position briefly together on paper. Then they choose their representative who will be a guest in a debate show led by the facilitator, and the rest are the audience. At any given moment, the guest on the show can ask someone else from their to replace them. Each group can make such substitutions twice.</p>
Discussion – 10 minutes	<ol style="list-style-type: none"> 1. How was it for you to advocate for children's rights/against children's rights? 2. What was difficult? What's easy? Why?
Closing activity – 15 minutes	<p>Everyone stands in a circle. The facilitator begins to produce a sound - alternately "snapping" with his fingers, which they pass to the first person on their right, and then to the other person next to them, and so on until the last one in the circle. During a sound transmission, everyone who received it continues to do so until they receive a new sound. When it is the turn of the facilitator who started again, he changes the sound – alternating knocking on the knees – and passes it on in the same way as in the previous round, with everyone else continuing with the first sound until they receive the new one from the one who started, on their left side. Next sounds: alternately tapping the feet on the floor, then clapping the hands. After the clapping of the hands is finished, the same sounds can be immediately resumed, but in the reverse order. This gives the impression of falling rain, which at first is weak and silent, then it gets stronger and stronger and after it reaches its climax (the clapping of the hands), it gradually calms down. It is very important for the entire duration of the game to be completely silent, so that the strengthening and calming effect of the rain can be experienced.</p>
Homework – 5 minutes	Parents are given a homework assignment to think if there is a child in their environment, whose, one of the children's rights is threatened.

Topic 5	How does my child learn?
Goal	Gaining insight into the diversity of the ways of learning and exploration in children
Material required	<ul style="list-style-type: none"> • WS 8: "Scientific knowledge on child's development" – for each small group

	<ul style="list-style-type: none"> • large paper – 1 • stationery – for each small group • markers – 1
Introductory activity- 15 minutes	<p>The facilitator welcomes the participants, thanks them for their participation and states the topic of the workshop. They are divided into threes and stand in an empty, wide space. First, the two basic elements in the activity are explained:</p> <ul style="list-style-type: none"> • "house" - two of the triplets stand holding each other with their hands raised high above their heads; • "tenant" - one of the triplets standing between the two that make up the "house". <p>Then all the triplets make their own figure of a "house" with a "tenant" in it. One, who initially does not belong to any of the three, stands in the middle and clearly gives one of the following instructions that the others should quickly satisfy:</p> <ul style="list-style-type: none"> • "Houses change tenants!" - two out of every three people who build "houses" still holding hands leave the "tenant" they have and quickly look for a new "tenant"; during that time, all those who are "tenants" are standing in place. • "Tenants are changing houses!" - all "tenants" are leaving their "houses" and quickly looking for a new "house"; The "houses" in this instruction stand in place. • "Earthquake!" - all existing triplets are separated and completely new triplets are formed in which two are "houses", and one is a "tenant" in that "house". <p>The one who gives the instructions, immediately after giving it, is also quick to get into some threesome (as a "tenant" or as a part of the "house", depending on the instructions given). The one who doesn't have a triple in any thread is the next one to give instructions.</p> <p>Then everyone sits in a circle. The facilitator leads a conversation so as to exchange the experiences with the whole group in relation to the homework from the previous workshop and how the community can help in realizing the rights of the child.</p>
Main activity – 45 minutes	<p>Everyone sits in a circle. The facilitator asks the participants to remember a situation in which they, as adults, needed to learn something (driving a car, working on a computer, using a device...), then asks the following questions:</p> <ol style="list-style-type: none"> 1. Who helped you with that? How? (writes the answers to the second one briefly on a large piece of paper) 2. How well does your parenting match the characteristics of a "good teacher"? Which of them is the most difficult for you to achieve? <p>Then everyone divides into small groups, and each gets one WS 8 and has to answer it together. Then one group at a time reads one question and says the answer, which is being discussed if necessary to achieve the correct answer.</p>

Discussion – 10 minutes	<ol style="list-style-type: none"> 1. What has the previous activity taught us? 2. When you want your child to learn something, what would you change in your behavior?
Closing activity – 15 minutes	Everyone stands in a circle with arms stretched out in front of them. Then they close their eyes and slowly move towards the center of the circle, where they feel two free palms that they will have to hold. No hand should remain free, nor should two hands grasp one. When all the hands have found and caught each other, they all open their eyes and slowly begin to untangle themselves, but without letting go of their hands. In the end you can get one round, eight or two rounds. Some may remain with their backs to the center, but eventually everyone must be untangled.
Homework – 5 minutes	Parents are given the task to teach their spouse at home the knowledge they have acquired in today's workshop, but in such a way as to be good teachers.

Topic 6	Dad and mom
Goal	Understanding the significance of father's involvement in child upbringing
Material required	<ul style="list-style-type: none"> • Paper for each small group • Writing material for each small group
Introductory activity- 20 minutes	<p>Facilitator greets the participants, thanks them for their participation and introduces the topic of the workshop. Everyone sits in a circle. The facilitator leads a conversation to exchange experiences with the whole group regarding the homework from the previous workshop.</p> <p>Then everyone stands in a circle. One begins, saying, "Dad!" while turning his head to the right. It is a sign that the person to whom the word is addressed should pass it on in the same way. Everyone has the right to say once in the activity: "Squeak!" which is the signal to start now the word "Mama!" which is transmitted in the opposite direction until someone says again: "Squeak!", then the word and the direction of transmission change. The activity is over when everyone in the circle has used the right word "Squeak!" once and the same word has been transmitted throughout the circle</p>
Main activity – 50 minutes	Everyone is divided into small groups. Half of the groups are given the task of describing (and writing down as a story) a stereotypical mother and what she usually does (what typical activities she undertakes) that are related to the care and development of the child from birth to school leaving so that each they should start a sentence with "She...". The other half of the groups work in the same way, but describe a stereotypical father, beginning each sentence with "He". Some possible activities to include in the description can be:

	preparing a meal, feeding, teaching the child to eat independently, changing diapers, changing clothes, taking to kindergarten, playing, learning to walk, ride a bike, hold a crayon...). Then each group reads their story as written. Then each group reads the same story, but replacing the word "she" with "he" everywhere and vice versa.
Discussion – 10 minutes	<ol style="list-style-type: none"> 1. How did the twisted stories look to you? Why? 2. Why are mothers usually involved in some activities and fathers in other activities? 3. Are there real differences in their child care abilities? 4. How would it be ideal? When would children feel more beautiful? Why? When would you develop more? 5. How can parents help each other in the mutual involvement in the activities and in their equal distribution? How? What would they also gain from such shared parenting?
Closing activity – 5 minutes	Everyone is divided into pairs. One of the pair begins to pantomime various domestic activities, and the other imitates him. After a while, the roles are reversed.
Homework – 5 minutes	Parents are given the task of sharing childhood experiences with their spouses, how much their fathers were involved in taking care of them when they were children.

Topic 7	Has the rod come out of heaven?
Goal	Mastering the strategies of non-violent upbringing
Material required	<ul style="list-style-type: none"> • WS 9: "Physical Punishment vs. Positive Parenting" – for everyone • WS 10: "What instead of physical punishment?" - for everyone • large paper – for each small group • writing utensils – for everyone • crayons – for each small group • duct tape – 1
Introductory activity – 20 minutes	<p>Facilitator greets the participants, thanks them for their participation and introduces the topic of the workshop. Everyone sits in a circle. The facilitator leads a conversation to exchange experiences with the whole group regarding the homework from the previous workshop.</p> <p>Then everyone gets WS 9, and the facilitator presents the content of the drawing for reasons for corporal punishment in front of everyone.</p> <p>Then everyone is divided into small groups, and each one answers the questions in WS, after which one group at a time reads what is written until all the answers to the first and then to the second question are exhausted. Meanwhile, the others listen carefully so that there is no repetition.</p> <p>Some of the possible acceptable answers are:</p> <ol style="list-style-type: none"> 1. How does the child feel when he is physically punished? Misunderstood, rebellious, scared, unwanted, sinful, hurt...

	<p>2. Does physical punishment teach the child how to behave correctly in the future and not to repeat the behavior for which they were punished? Why?</p> <p>The behavior changes only momentarily because it has no content that will tell the child how to act differently in the future.</p> <p>Then the facilitator presents the second part of the same WS for positive parenting.</p>
Main activity - 20 minutes	Everyone gets WS 10 and answers the questions in it. Then, for each question, several responses from volunteers are read and analyzed to obtain those that are desirable.
Closing activity – 15 minutes	Everyone is divided into small groups, so each one makes a poster on the topic: "Stop corporal punishment of children". At the end, each group presents its poster to the others, so they are hung in a prominent place in the room.
Homework – 5 minutes	Parents are given the homework to bring a child's blanket or scarf to the next meeting, the one which has a special meaning to them.

Topic 8	Caring for a parent – caring for a child
Goal	Strengthening the parents' understanding of the importance of self-care in parenting
Material required	<ul style="list-style-type: none"> • scarves and blankets from the children (brought by the participants) • chairs – more (depending on space)
Introductory activity- 15 minutes	Facilitator greets the participants, thanks them for their participation and introduces the topic of the workshop. Everyone sits in a circle. Each one briefly tells who named them and what it means.
Main activity – 50 minutes	<p>Everyone sits in a circle and covers themselves with the scarf or blanket that they brought, then one by one they tell, covering the following questions:</p> <ol style="list-style-type: none"> 1. How did that scarf/blanket get into your home? 2. What is the scarf/blanket used for? 3. What memories do you have with her/him? 4. What feelings does it evoke in you? <p>Then there is a discussion with everyone:</p> <ol style="list-style-type: none"> 1. What does it mean for the baby when you wrap/cover it with a scarf/blanket? 2. Who is your "supportive cloak" in your parenting right now? How? 3. How important is that to you and why?
Closing activity – 10 minutes	Everyone is divided into pairs. One of the pair is blindfolded/blindfolded with his scarf/blanket, and the other takes them by the hand and leads them safely through a row of chairs in a zigzag fashion. Then the roles change.
Homework – 10 minutes	Parents are given a homework assignment to think about to whom they are a support in the family.

Topic 9	What happens when parents have to go to work?
Goal	Realizing the influence of the conflict between the family and the professional role on parents' stress
Material required	<ul style="list-style-type: none"> • WS 11: "At home - at work" - for everyone • writing utensils – for everyone
Introductory activity- 10 minutes	<p>Facilitator greets the participants, thanks them for their participation and introduces the topic of the workshop. Everyone sits in a circle. The facilitator leads a conversation to exchange experiences with the whole group regarding the homework from the previous workshop.</p> <p>Everyone stands in a circle. The facilitator begins, facing the person next to him (but in such a way that others can see him), by first making a movement as if putting a mask on his face and making a grimace. Then, with pantomime movements, they "remove the mask" and "gift" it to the one next to him. The person next to him, also with pantomime movements, "receives" the mask and "puts" it on their face, repeating the same grimace. Then, they "take off" that mask and "throw" it back, and they themselves "put on" their own mask, makes another grimace, "take off" the mask and "gift " it to the next person. The game ends when the entire round ends and the person who started the game "receives" the last mask, repeats the grimace and "throws" that mask.</p> <p>Then the facilitator asks the question: "What percentage of parents do you think have conflict between family and professional roles today?"</p>
Main activity – 15 minutes	<p>Everyone sits in a circle. Everyone gets WS 11 and fills it in independently by describing what a typical day looks like for them through specific activities they do related to home and work.</p> <p>When everyone has finished, everyone should put a circle to the time period when they are at home and think about work and a triangle - when they are at work and think about home. Then everyone breaks into pairs and shares what strategies they use to resolve the conflict between their family and professional roles.</p>
Discussion – 45 minutes	<ol style="list-style-type: none"> 1. How similar and how different were your strategies with your partner? 2. What new strategy would you like to try to reduce the stress of balancing family and professional roles? How could they help you? 3. How would your husband/wife see/experience the change? 4. How would that change affect your child and their care?

Closing activity – 10 minutes	Everyone sits in a circle. One stands in the middle and completes the sentence: "Let all those who..." by saying something specific related to the family or professional role, the reactions/emotions that are caused when trying to reconcile them, the obstacles in doing so, etc. For example, "...who have a demanding boss", "...who want more time with the children", "...who run home from work", etc.). Immediately afterwards, they ask for an empty chair to sit down. Whoever is left without a chair is the next one to give instructions.
Homework – 10 minutes	Parents are given the task to think about the hobby they would like to do.

Topic 10	Parents are partners with kindergarten
Goal	Motivating parents to take active role in kindergarten community
Material required	<ul style="list-style-type: none"> • WS 12: "Map of resources in our place" – for each small group • evaluation sheet – for each • certificate of participation – for everyone • large paper – 1 • stationery – for each small group • markers – 1
Introductory activity- 30 minutes	Facilitator greets the participants, thanks them for their participation and introduces the topic of the workshop. Everyone sits in a circle. The facilitator leads a conversation to exchange experiences with the whole group regarding the homework from the previous workshop. Then the facilitator slowly says: "Let everyone remember a situation in their life when it was difficult... Remember who helped you then... Describe that person!" Then everyone points out traits/characteristics, and the facilitator writes them down on a large paper in front of everyone.
Main activity – 30 minutes	Everyone is divided into small groups, so each one fills out RL 12. Then each group presents its answers to everyone.
Closing activity – 15 minutes	Everyone stands in a circle. The facilitator thanks everyone for participating in the program. Then they place the previously made paper bat between their shoulder and chin, holding their hands behind their back. Then they pass the bat to the next person next to them, without using their hands. And so, in turn, the "bat" is passed from one to the other without falling until it returns to the facilitator again.
	Parents receive an evaluation sheet and a certificate

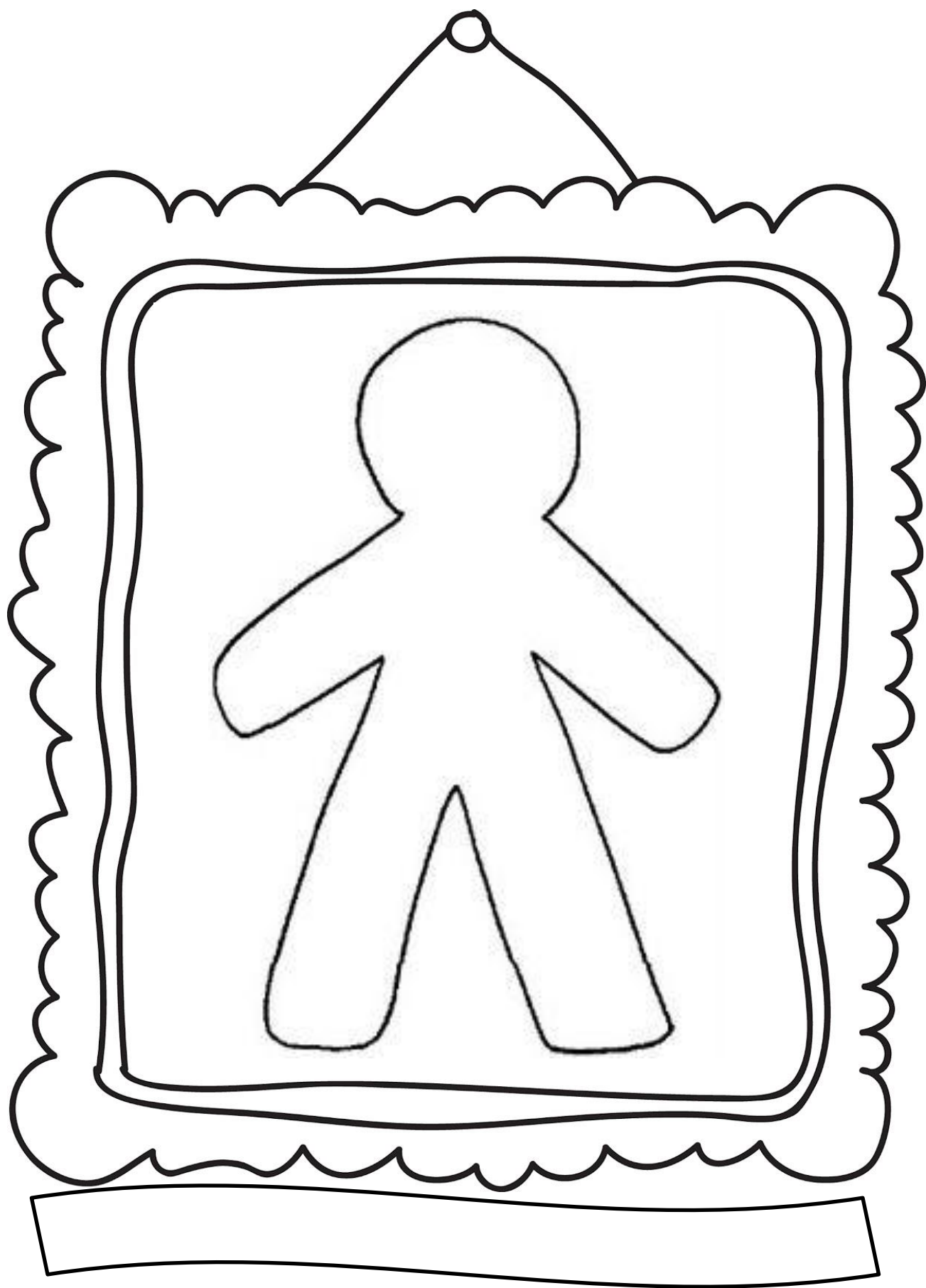
5. Interactive materials

РЛ 1: Бинго

сакате рано да станувате (да или не) _____	имате брат/сестра (да или не) _____	најважен празник во семејството _____	социјална мрежа што најмногу ја користите _____
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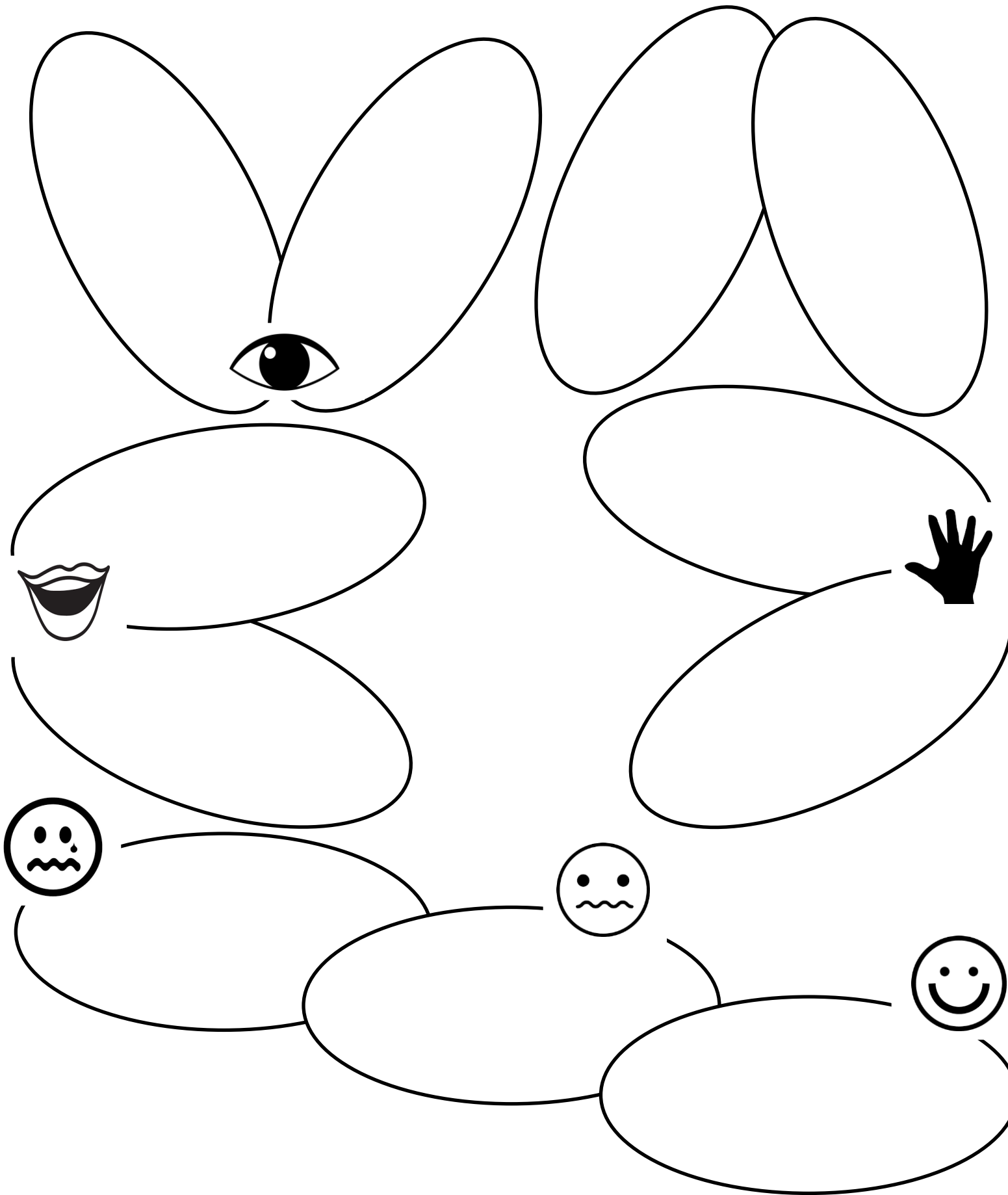
јадење што најчесто го јадете _____	следите политика (да или не) _____	пиете кафе со соседи (да или не) _____	знак во хороскоп _____
домашна обврска што најмногу ја мразите _____	живеете во куќа или во стан _____	омилена активност во слободно време _____	омилен вид музика _____
најмногу ве нервира кај луѓето _____	земја што сакате да ја посетите _____	пари од „седмица на лото“ би ги потрошиле на _____	најмногу се радувате кога _____

РЛ 2: Слика на моето дете



РЛ 3: Опис на моето дете





РЛ 4: Што е позитивно родителство?

Позитивно родителство е:

а) родителска грижа детето да е здраво, безбедно, соодветно исхрането

б) родителот да го **следи** детето и да **одговара** на неговите потреби и интересирања

1-5	ФАЗИ
1	Родителот се поврзува со детето (подготвен е емотивно да се вложи во него).
2	Детето има потреби (за исхрана, безбедност, социјално вклучување, когнитивна стимулација, регулирање и канализирање на емоции).
3	Детето дава сигнали (насмевка, движења, гласови, гестови, вербални барања).
4	Родителот ги следи сигналите кои детето ги дава, нив ги толкува и соодветно реагира.
5	Детето учи и се развива.

Кога родителот го следи детето и одговара на неговите потреби и интересирања, тогаш детето чувствува емоционална сигурност, топлина, доверба, физичко и ментално здравје, наспроти стрес и анксиозност.

в) родителот да го **поддржува** детето да истражува и комуницира со околината

1-5	ФАЗИ
1	Родителот верува дека детето може да развие различни компетенции.
2	Родителот создава можности од најрана возраст детето да учествува во различни активности соодветно на неговите развојни капацитети, искуство и интереси.
3	Детето учествува во различни активности.
4	Родителот го следи учеството на детето во активностите, го охрабрува и не ги потценува неговите компетенции гледајќи ги од сопствен агол.
5	Детето ги развива своите компетенции, а тие му овозможуваат во иднина поквалитетно да учествува.

Кога детето учествува во различни активности, тоа чувствува како неговото мислење е битно, развива меѓусебно почитување, гледа дека со своето учество може да доведе до промени, придонесува во нешто што родителите го сметаат за важно, развива самопочитување, расудување, размислување, планирање, предвидување, способност да се изрази, да разбере други, ја сфаќа меѓузависноста, гради одговорност, учи да решава проблеми...

РЛ 5: Верверичка

1. Јас сум мајка на Елена. Ја родив додека одев во средно школо. Таа е секогаш кај мојата мајка. При една прошетка со неа, во дворот од една куќа која е оградена со висок сид на дрвото се појави верверичка. Ѐ реков: „Види, верверичка!“ Таа гледаше нешто наоколу, но многу е бавна и неспретна, па верверичката побегна додека таа да се заврти и не ја виде воопшто.

Која вештина ѝ недостасува на мајката? поврзување следење прифаќање

2. Јас сум татко на Едона. Многу работам во ординација како доктор. При една прошетка со неа, во дворот од една куќа која е оградена со висок сид на дрвото нешто се појавило, па Едона ми кажа: „Тато, ене верверичка! Дигни ме да ја видам!“ Јас ги гледав наодите кои стигнаа на мојот телефон, па пак слушнав: „Дигни ме, дигни ме!“ Таа секогаш нешто здогледува додека шетаме, којзнае што видеа сега.

Која вештина му недостасува на таткото? поврзување следење прифаќање

3. Јас сум татко на Бурхан и секој ден одиме на прошетка. При една прошетка со него, во дворот од една куќа која е оградена со висок сид на дрвото се појави верверичка. Знам дека Бурхан сака животни и многу е љубопитен, па реков: „Дојди брзо да те дигнам, ене верверичка на дрвото!“ Тој потрча кон мене, ама се лизна. Често паѓа зашто е неспретен. Го придржав да не падне, а тој беше среќен. Трчавме заедно, се смеевме, а тој викаше: „Јупииии, сега ќе ја видам!“ Го подигнав и му раскажував за верверичката: „Таа е мала и е многу спретна. И ти ќе бидеш кога ќе пораснеш!“

Која вештина ја има таткото? поврзување следење прифаќање

4. Јас сум мајка на Орхан. Невработена сум. Додека готвев ручек, низ прозор видов верверичка на дрвото, па сакав да му ја покажам. Му реков: „Дојди да ти покажам едно животинче, ене го на нашиот бор!“ Тој црташе, тоа секогаш го прави и ништо не го интересира. Го земав за рака и го однесов до прозорот: „Види, види верверичка!“, но тој секогаш гледа во нешто друго. Му кажував: „Баш е убава верверичката, има убави уши и опаш, јаде лешници...“, ама тој не ме слушаше.

Кои вештина ѝ недостасува на мајката? поврзување следење прифаќање

5. Јас сум мајка на Сара. При една прошетка со неа, видов верверичка во една куќа со висока ограда. Ѐ покажав со прст и реков: „Види верверичка, види ја на дрвото!“ Таа ме погледна, а потоа погледна во висина и во сите дрвја наоколу. Сфатив дека таа ништо не гледа зашто оградата е превисока за неа. Ме праша: „Каде е верверичката?“ Сфатив дека морам да ја подигнам. Таа љубопитно

набљудуваше и ме праша: „Како се качила толку високо? Како не паѓа? Што јаде? Има ли семејство?“ На сите прашања ѝ одговарав. Потоа предложив кога ќе се вратиме дома, заедно да ја нацртаме верверичката и нејзиното семејство, а цртежот да го покажеме на тато и баба. Сара потскокнуваше од среќа.

Која вештина ја има мајката? поврзување следење прифаќање

РЛ 6: „Сигнал-одговор“

ДЕТЕ		РОДИТЕЛ	
ја гледа играчката		ја именува играчката	
покажува кон играчката		поставува прашање	
ја допира играчката		парафразира/кажува што гледа	
ја зема и носи играчката		дава инструкции	
ја додава играчката		влегува во игра	
ја именува играчката		чека трпеливо на не/вербален одговор од детето при играта	
го повикува за игра родителот невербално (поглед, влечење/фаќање на родителот) или вербално		вклучува други лица (деца и возрасни)	

РЛ 7: Права на детето

Член 2 од Конвенцијата на ОН за правата на детето

Правата од Конвенцијата се однесуваат на СЕКОГО, независно од неговата раса, боја на кожа, пол, јазик, вероисповед, политичко или друго убедување, национално, етничко или социјално потекло, способности, имотна состојба.

Член 12 од Конвенцијата на ОН за правата на детето

Детето има право да има СВОЕ МИСЛЕЊЕ, тоа да го изрази за сите работи што се однесуваат на него, а на неговото мислење да се посвети ДОЛЖНО ВНИМАНИЕ согласно неговата возраст и зрелост.

Член 13 од Конвенцијата на ОН за правата на детето

Детето има право на слобода на изразување што подразбира и слобода да БАРА, ПРИМА И ДАВА ИНФОРМАЦИИ.

Член 18 од Конвенцијата на ОН за правата на детето

ДВАТА РОДИТЕЛИ имаат заедничка одговорност во подигањето и развојот на детето. Нивната одговорност е ГЛАВНА. ИНТЕРЕСИТЕ НА ДЕТЕТО СЕ НИВНА ОСНОВНА ГРИЖА.

Член 19 од Конвенцијата на ОН за правата на детето

Детето НЕ СМЕЕ ДА БИДЕ ПОВРЕДУВАНО. Тоа мора да биде заштитено од сите форми на физичко и психичко насилство, повреди, злоупотреби, занемарување, малтретирање, експлоатација.

Член 23 од Конвенцијата на ОН за правата на детето

Детето што има некоја попреченост има право на ПОСЕБНА ГРИЖА, НА ПОЛН И ДОСТОИНСТВЕН ЖИВОТ. Мора да се создаваат услови кои ќе ја поттикнуваат неговата САМОСТОЈНОСТ и да се олеснува неговото АКТИВНО УЧЕСТВО ВО ЗАЕДНИЦАТА.

Член 29 од Конвенцијата на ОН за правата на детето

Детето има право на РАЗВОЈ НА СВОЈАТА ЛИЧНОСТ И СПОСОБНОСТИ ДО МАКСИМАЛНИ ГРАНИЦИ.

Член 30 од Конвенцијата на ОН за правата на детето

Детето има право на СВОЈА КУЛТУРА, ВЕРА И ЈАЗИК.

Член 15/31 од Конвенцијата на ОН за правата на детето

Детето има право на одмор, ИГРА, слободно време и рекреација, **ДА СЕ ДРУЖИ**, како и да учествува во рекреативни, слободни и културни активности.

РЛ 8: Научни сознанија за развојот на детето

<p>1. Развојот на мозокот е кумулативен. Развивањето на едни капацитети се основа подоцна да се развијат други.</p>	<p>T</p>	<p>H</p>
<p>2. Во раниот период детето има најголеми можности за развој. Кога порано на детето му се овозможува квалитетен развој и учење, се обезбедуваат потрајни резултати.</p>	<p>T</p>	<p>H</p>
<p>3. Средината не влијае врз развојот на мозокот. Мозокот кај детето не се развива зависно од тоа дали има позитивно, негативно или отсуство на физичко/психичко искуство со предметите, местата, а особено со луѓето од неговото окружување.</p>	<p>T</p>	<p>H</p>
<p>4. Детето се раѓа со потреба за социјално поврзување со други луѓе. Културата понатаму влијае како тоа поврзување ќе се развие – кои правила, начини и природа на социјална интеракција ќе се негуваат.</p>	<p>T</p>	<p>H</p>
<p>5. Родителите се најважни учители на детето. Врз развојот и учењето на детето влијаат многу луѓе (роднини, соседи, другари, воспитувачи), но најмногу родителите (мајката и таткото) чија интеракција со него е од најрана возраст и нуди најмногу можности за влијание, а искуството од неа потоа влијае на интеракциите на детето со другите од окружувањето.</p>	<p>T</p>	<p>H</p>
<p>6. Детето подобро се развива кога окружувањето со него воспоставило силни афективни односи (грижа, љубов, сигурност, поддршка). Детето е поподготвено да ги открива и преиспитува разните карактеристики на окружувањето и да се развива низ тој процес кога окружувањето со него воспоставило топли, негувачки, респонзивни релации кои се водени од потребите, интересирањата и карактеристиките на детето.</p>	<p>T</p>	<p>H</p>
<p>7. Детето не се раѓа љубопитно. Детето не сака да учи и сознава од самото раѓање.</p>	<p>T</p>	<p>H</p>
<p>8. Детето се раѓа со компетенции. Детето не развива компетенции зависно од тоа колку квалитетно окружувањето нив ги бара и дали нивниот развој го поддржува третирајќи го детето како полно со потенцијали за развој.</p>	<p>T</p>	<p>H</p>
<p>9. Кога постои усогласеност во воспитното делување во семејството и градинката, придобивките за детето се поголеми.</p>	<p>T</p>	<p>H</p>

Градењето на квалитетна соработка и партнерство меѓу семејството и градинката овозможува усогласување на нивните делувања, поттикнување на ран развој на секое дете и поуспешен напредок.	
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РЛ 8: Научни сознанија за развојот на детето – одговори

<p>1. Развојот на мозокот е кумулативен.</p> <p>Развивањето на едни капацитети се основа подоцна да се развијат други.</p>	T	H
<p>2. Во раниот период детето има најголеми можности за развој.</p> <p>Кога порано на детето му се овозможува квалитетен развој и учење, се обезбедуваат потрајни резултати.</p>	T	H
<p>3. Средината не влијае врз развојот на мозокот.</p> <p>Мозокот кај детето не се развива зависно од тоа дали има позитивно, негативно или отсуство на физичко/психичко искуство со предметите, местата, а особено со луѓето од неговото окружување.</p>	T	H
<p>4. Детето се раѓа со потреба за социјално поврзување со други луѓе.</p> <p>Културата понатаму влијае како тоа поврзување ќе се развие – кои правила, начини и природа на социјална интеракција ќе се негуваат.</p>	T	H
<p>5. Родителите се најважни учители на детето.</p> <p>Врз развојот и учењето на детето влијаат многу луѓе (роднини, соседи, другари, воспитувачи), но најмногу родителите (мајката и таткото) чија интеракција со него е од најрана возраст и нуди најмногу можности за влијание, а искуството од неа потоа влијае на интеракциите на детето со другите од окружувањето.</p>	T	H
<p>6. Детето подобро се развива кога окружувањето со него воспоставило силни афективни односи (грижа, љубов, сигурност, поддршка).</p> <p>Детето е поподготвено да ги открива и преиспитува разните карактеристики на окружувањето и да се развива низ тој процес кога окружувањето со него воспоставило топли, негувачки, респонзивни релации кои се водени од потребите, интересирањата и карактеристиките на детето.</p>	T	H
<p>7. Детето не се раѓа љубопитно.</p> <p>Детето не сака да учи и сознава од самото раѓање.</p>	T	H
<p>8. Детето се раѓа со компетенции.</p> <p>Детето не развива компетенции зависно од тоа колку квалитетно окружувањето нив ги бара и дали нивниот развој го поддржува третирајќи го детето како полно со потенцијали за развој.</p>	T	H

9. Кога постои усогласеност во воспитното делување во семејството и градинката, придобивките за детето се поголеми.

Градењето на квалитетна соработка и партнерство меѓу семејството и градинката овозможува усогласување на нивните делувања, поттикнување на ран развој на секое дете и поуспешен напредок.

T H

РЛ 9: Физичко казнување наспроти позитивно родителство

1. Како се чувствува детето кога е физички казнето?

2. Дали физичката казна го учи детето како правилно да се однесува во иднина и да не го повтори однесувањето за кое е казнето? Зошто?

ПРИЧИНИ ЗА ФИЗИЧКО

- Неприфакане на детето (детето нема доживување дека е сакано)
- Недостаток на знаење за детски развој
- Несоодветни родителски вештини
- Несоодветни очекувања од детето

ФИЗИЧКО КАЗНУВАЊЕ НА ДЕТЕТО

ВОДЕЊЕ НА ДЕТЕТО НИЗ СИТУАЦИИ

Родителот:

- јасно кажува кое однесување се очекува од детето и како тоа да е безбедно и корисно
- му објаснува на детето за причините за некое барање од него
- го поддржува и му помага успешно да ги совлада предизвиците
- заеднички ги решава предизвиците со детето
- самиот е позитивен модел за детето

ПОЗИТИВН



РОДИТЕЛС

ПРИФАКАЊЕ НА ДЕТЕТО

(детето има доживување дека е сакано без разлика на околностите)

Родителот:

- ги знае вештините и однесувањата на детето
- умее да се стави во негова позиција и да увиди како тоа размислува на таа возраст
- размислува за потребите на детето зависно од неговата возраст
- размислува како детето се чувствува
- ги препозна неговите потреби, иницијативи и интересирања

РЛ 10: Што наместо физичка казна?

Време е за спиење. Играчките се на сите страни во собата и покрај тоа што веќе неколку пати сте му кажале на детето дека треба да ги собере. Тоа одбива да ги стави на место. Како можете успешно да го водите детето низ оваа ситуација наместо да биде физички казнето?

1. Кажете јасно дека сте лут/а, опишете што е проблемот и нападнете го него (објаснете до кои последици може да дојде заради проблемот), а не детето!

2. Кажете ги јасно своите очекувања!

3. Покажете како може да се реши проблемот сега или во иднина (може да се внесе и игровност притоа)!

4. Понудете избор!

5. (ако продолжи несаканото однесување) Предупредете го детето што ќе следи (природна последица од однесувањето, но никако физичка казна)!

6. Доколку и понатаму продолжи несаканото однесување, бидете доследни на кажаното претходно.

РЛ 10: Што наместо физичка казна? – одговори

Време е за спиење. Играчките се на сите страни во собата и покрај тоа што веќе неколку пати сте му кажале на детето дека треба да ги собере. Тоа одбива да ги стави на место. Како можете успешно да го водите детето низ оваа ситуација наместо да биде физички казнето?

1. Кажете јасно дека сте лут/а, опишете што е проблемот и нападнете го него (објаснете до кои последици може да дојде заради проблемот), а не детето!

Многу сум лут/а што неколку пати те замолувам да ги собереш играчките, а тие сеуште се на патосот, на креветот, на масата. Ако вака останат, може некој да се сопне од нив, да нагази некоја и таа да се скрши, а и не може да легнеш убаво во кревет полн со играчки.

2. Кажете ги јасно своите очекувања!

Време е за спиење и веднаш треба да ги ставиш играчките на своето место.

3. Покажете како може да се реши проблемот сега или во иднина (може да се внесе и игровност притоа)!

Може да пуштам една песна и додека таа трае – да ги ставиш коцките во корпата, книгите на полица, боичките во кутија.

4. Понудете избор!


Сакаш прво да ги средиш играчките, па да облечеш пижами или прво пижами, па средување играчки?

5. (ако продолжи несаканото однесување) Предупредете го детето што ќе следи (природна последица од однесувањето, но никако физичка казна)!

Доколку не ги ставиш на место играчките пред спиење и заради тоа некоја се скрши, овој месец нема да се купи нова. Парите за тоа се потрошени.

6. Доколку и понатаму продолжи несаканото однесување, бидете доследни на кажаното претходно.

РЛ 11: Дома – на работа

	Активности поврзани со домот или со работата
06:00-07:00	
07:00-08:00	
08:00-09:00	
09:00-10:00	
10:00-11:00	
11:00-12:00	
12:00-13:00	
13:00-14:00	
14:00-15:00	
15:00-16:00	
16:00-17:00	
17:00-18:00	
18:00-19:00	
19:00-20:00	
20:00-21:00	
21:00-22:00	
22:00-23:00	
23:00-24:00	

РЛ 12: Мапа на ресурси во нашето место

Ве молиме, подолу наведете ги сите институции, фирми, НВО-а, професионалци кои ги знаете, а кои можат да ви помогнат во успешна реализација на вашата улога како родител!

1.
2.
3.
4.
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14.
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21.

**ПРАШАЛНИК ЗА РОДИТЕЛИ ЗА ЕВАЛУАЦИЈА НА ПРОГРАМАТА
„ПОЗИТИВНО РОДИТЕЛСТВО“**

Почитувани родители,

Пред Вас е Прашалник за евалуација кој е анонимен, па Ве замолуваме да дадете искрени одговори. Одговорите ќе се користат исклучиво само за евалуација и унапредување на Програмата. Ве молиме, за секое тврдење подолу да заокружите една бројка на скала од 1 до 4 која најдобро го изразува Вашето мислење.

1-не се согласувам

2-делумно се согласувам

3-многу се согласувам

4-целосно се согласувам

Ви благодариме однапред!

	Тврдење	Оценка
1.	Програмата ги исполни моите очекувања	1 2 3 4
2.	На работилниците го преиспитував моето родителство	1 2 3 4
3.	Научив нови вештини (поврзи, следи, прифати)	1 2 3 4
4.	Разменив искуства со други родители	1 2 3 4
5.	Се чувствував пријатно и прифатено на работилниците	1 2 3 4
6.	Сликата за моето дете сега е поинаква	1 2 3 4
7.	Почесто читам со моето дете	1 2 3 4
8.	Јасно ми е како да го поттикнувам учењето и развојот на моето дете дома	1 2 3 4
9.	Моите блиски гледаат промена	1 2 3 4
10.	Чувствувам дека сум поуспешен родител	1 2 3 4
11.	Подобро ги препознавам потребите на моето дете	1 2 3 4
12.	Почесто си играм со моето дете	1 2 3 4
13.	Гледам сили кај моето дете кое не ги препознавав порано	1 2 3 4
14.	Моето дете гледа промена	1 2 3 4
15.	Знам како стресот влијае на моето родителство	1 2 3 4
16.	Кога нешто работам дома, знам како да го вклучам моето дете	1 2 3 4
17.	Ја разбрав штетноста на физичкото казнување	1 2 3 4
18.	Ги увидувам сопствените сили и силите на нашето семејство	1 2 3 4
19.	Ја препознавам важноста двајцата родители да се грижат за детето	1 2 3 4
20.	Размислувам како да се грижам за себе како родител	1 2 3 4
21.	Знам што е и зошто е важен раниот развој на детето	1 2 3 4
22.	Како родител, имам повеќе самодоверба	1 2 3 4
23.	Во моето место на живеење има многу луѓе и ресурси на кои може да се потпрам	1 2 3 4

На колку вкупно работилници сте присуствувале? -----

FAMILY SUPPORT PROGRAM FOR CHILDREN'S LEARNING AND DEVELOPMENT AT HOME

1. Introduction

Parenting support is based on the equal dignity of parents and children, as well as the quality interaction between a child and their parents on one side, and practitioners with parents on the other side. The family support Programme for children's learning and development at home, as an integral part of this concept, includes theoretical foundations and specific strategies that will help parents to develop parenting skills and abilities for positive interaction with their children. There is a strong consensus that parents are the primary and most important teachers of children. From the child's birth, the family is involved in their development and learning. Nowadays, with parents facing numerous challenges in modern life, parenting deserves greater support. Parenting support Programmes in pre-schools, among others, are based on the understanding that a child's earliest learning and development occur within the family, and the family context lays the foundation for learning and development in all other contexts, including pre-school as one of the first ones. The Programme promotes the importance of early development and, being universally designed, is applicable in every family. Considering that early development is a period of great potential and sensitivity, providing support for parents' active involvement in stimulating a child's development and learning earlier results in more lasting positive effects on the child. To ensure equality and synergy between parental and educator practices, it is essential for parenting support Programmes to be integrated into existing pre-school institution Programmes, as specific and diversified (PARENT COUNCELING CENTER). Such parenting support encourages the early development of every child, contributes to the successful achievement of pre-school institution programme goals, improves and enhances services, and forms the basis for quality collaboration and partnership with families by reaffirming the role of parents and investing efforts in building and improving nurturing and caring skills. Parenting support programmes become accessible to all parents, taking into account the specificities of the family context, while also strengthening the capacities and sensitivities of professional collaborators/practitioners in the pre-school setting when working with parents. This affirms the importance of the role of parents and caregivers in creating a stimulating environment in pre-school and at home, enriching children's experiences from the earliest age.

The family support programme for learning and development at home promotes universality, relationship-oriented approaches, adapting the intensity of support, with a focus on family needs and support for the involvement of both parents in childcare. As a concept, it encompasses a set of measures taken with one goal - building quality parent-child relationships, as relationships are the foundation of development. The programme is designed with a universal approach aimed at supporting parents and caregivers in creating a stimulating environment for the child's development in all areas (cognitive, emotional, social, motor, and language development), as a one-time support to improve family well-being and overcome challenges faced by most families in North Macedonia. At the same time, the programme allows for more intensive family support to be planned as a team for families where parental skills for involving the child in routines and learning through play are compromised (e.g. neglect and physical punishment of the child, economically disadvantaged families, families with uneducated or unemployed parents, teenage mothers, especially under 15 years of age, territorially or socially isolated families, families with parents with disabilities or mental health issues, foster and adoptive families). By considering the possibility of implementing a differentiated

approach to family support, the programme respects the family context and cultural diversity of families. The programme particularly emphasizes the harmful consequences of physical punishment. It is also designed to be flexible so that various institutions and organizations (NGOs, associations) in the community can implement and integrate it into existing interventions and services for parents, building a Support Network to establish partnerships within the local community. Therefore, the programme is proactive, providing a new working space with families, not merely “waiting” for families to express problems but aiming at preventing and improving, as well as enhancing the visibility and accessibility of support services for families, raising awareness among the general public and ensuring coordination of services and resources. The programme shifts the perspective of professionals in kindergartens, as it requires reevaluating their own practices and shifting the focus towards family strengths, assuming that all families, even the most vulnerable ones, have the capacity to promote child development. The feeling of effectiveness and competence in the role of parents is one of the programme's outcomes, which requires constant reflection, monitoring, and evaluation of the programme to build practical and reflective competencies and professional responsibility for all kindergarten staff.

Welcome to the Family Support Programme for Learning and Development at Home!

2. Theoretical foundations of the Programme

The significance of the parent-child relationship in early childhood - Research shows that brain development is cumulative and highly sensitive to environmental influences, so early experiences, surroundings, and relationships lay the groundwork for later development. Learning and development cannot be observed in isolation from the physical and psychological environment, where **relationships** play a key role in learning. It is well-known that every interaction (positive, negative, or absent) contributes to the development of a child's brain and sets the foundation for later learning. A child experiences the world through the relationships they establish and develop, and these relationships shape and determine their development and learning. Starting with attachment to the primary caregiver in the earliest stages and through relationships the child forms with other adults and children, relationships are the starting points and pillars upon which all development and learning rest.

How is a relationship built? The ability to establish and develop relationships is a lifelong process, but its initial process somehow begins before the child's birth and can be observed in the first days and weeks of the baby's life. After birth, the child is biologically "Programmed" for social connection. Children are born as social beings - oriented towards others and ready to communicate and engage in interactions with their environment, but also to initiate, expect, and seek such interaction (Shonkoff, Phillips, 2000; Dalli, White, Rockel, Duhn, 2011; Center for developing child, 2004-2020). According to the theory of attachment, attachment develops between parents and the child, starting as a set of innate signals that call the parent into the child's proximity (crying, smiling, eye contact, etc.). Through repeated interactions (signals and parental responses to them), an emotional attachment develops over time, aided by the child's cognitive and emotional abilities and the experience of gentle and caring nurturing (Berk, 2008). The quality of interactions forms the basis for the formation of secure emotional attachment, which is

considered the foundation for developing trust, stable and high-quality relationships throughout life, as well as for healthy emotional and social functioning (de Wolf, van Ijzendoorn, 1997; Cummings, Cummings, 2002; Esposito et al, 2017). Quality relationships that support a child's well-being and competencies involve an emotional connection with another human being, whether it's a parent, another child, relative, neighbor, caregiver, or any other person who plays an important role in the child's life. The absence of such a relationship with at least one person can hinder development and lead to various negative consequences. Establishing strong emotional relationships also supports and enhances a child's readiness to explore, understand, and question different aspects of their immediate physical, social, and symbolic environment, enabling them to develop and learn through this process. Research evidence suggests that the most positive effects on a child's development are obtained when relationships with *the child are warm, nurturing, responsive, and tailored to the child's needs, interests, and characteristics* (Shonkoff, Phillips, 2000).

What is quality care? - Modern parenting approaches in early childhood development through the concept of **responsive care** define the essential components of quality child care. This concept emphasizes that, for a child's development and well-being, it is crucial to have an environment that combines **nurturing care** focused on the child's physiological, emotional, and social needs, as well as their need for autonomy, with **responsive care** that provides opportunities for learning through exploration, play, and engagement.

The concept of **responsive care** (Britto PR, Lye SJ, Proulx K, et al., 2017) highlights five domains of a supportive environment that intertwine with each other: health care, nutrition, responsive parenting, safety and security, and early childhood learning opportunities. At its core, the concept recognizes parents' focus on their child's needs and their ability to notice, recognize, understand, and respond to them, which is known as **responsiveness**. Responsiveness involves not only focusing on the child's physiological needs but also the way a parent meets those needs - how they feed the child, talk to them, involve them, and support their social interactions. This forms one of the foundations for developing emotional security in the parent-child relationship. Besides play, responsiveness is also evident in the language used when addressing the child, the parent's approach to feeding the child (Black, Aboud, 2011), and a range of other interactions that contribute to a supportive environment (Richter, 2004; Eshel, Daelmans, Cabral deMello, Martines, 2006).

Children learn through experiences that are meaningful and personally significant to them. Therefore, it is important for a child to have relationships that provide a sense of security and well-being - as well as the freedom to explore and participate in family life. In early childhood, every situation is seen as an opportunity for learning. A child, therefore, learns through various playful situations (which allow them to explore, be creative, manipulate objects around them). They also learn through various rituals and routines within the family, as well as life situations in which the whole family participates. The family support programme for children's learning and development is based on the fact that learning and development occur throughout the day if there is a stimulating environment. Therefore, it emphasizes the importance of developing parents' skills to create such an environment **at home**, particularly in the following domains: *family leisure time, participation in routines, joint play, talking with the child, and reading with the child.*

2.1. Fundamental values of the Programme - acceptance and participation

Accepting the child as competent involves the skill of *connecting* with the child and *observing/getting* to know them. A parent who is interested in emotionally investing in the child, meaning they are connected with the child, will observe the child: notice and recognize their signals, interpret them appropriately, and respond accordingly; they will create a stimulating environment at home (routines, play, talking with the child, reading with the child, leisure time) and support the child's interests. Only in this way can they accept the child and their behaviors, interests, skills, and themselves in the role of a parent. Accepting the qualities, feelings, and behaviors of oneself and the child, without judgment, helps to understand that parenting carries various challenges. This acceptance does not mean giving up responsibility for parenting and guiding the child, but it means recognizing that challenges and mistakes are integral parts of parenthood. Parents who believe that they are capable and effective create interactions with the child in a way that promotes appropriate development (*Duncan LG, Cootsworth JD, Greenberg MT., 2009*).

The child's *participation* is influenced by the beliefs and values that practitioners and parents have about the child. When the child is perceived as competent and accepted as such, with a focus on their strengths, abilities, skills, and potentials, the practices of adults can offer many opportunities for the child's participation in family and kindergarten life. Through participation, children develop a higher level of competence, which, in turn, increases the quality of their involvement. Children learn through participating in shared activities (family routines, rituals, play) with adults and other children. Children need opportunities to: actively participate; be involved in decision-making and choices; share information and engage in dialogue with other children and adults; experience mutual respect and exchange; be consulted and feel that their feelings and opinions matter; see that their ideas, expectations, and feelings lead to changes; and contribute to something that adults consider important and significant. Besides the way of perceiving the child, the child's participation is also influenced by the knowledge of parents and educators about how the child learns and the quality of the relationship with and around the child.

2.2. What is learning through participation in routines?

Child learning does not involve teaching children knowledge and skills through enrolling them in various schools and courses; rather, it entails the application of parental beliefs and practices within **family routines**. *Routines are daily established activities in the family that are rich in challenges and opportunities for learning*. While adult learning involves teaching and reproductive knowledge, children's learning primarily revolves around the existence and availability of interesting *STIMULI*. Child learns best in relationships characterized by trust, security, warmth, and respect for the child's perspective. Such a bond between parents and the child encourages the child's willingness to learn with adults. Stimuli are "hidden" in the everyday routines of the family, during the family's free time, and in family rituals, as they are abundant with opportunities for learning and development. In this way, most household chores can become opportunities for enjoyment and quality time spent with the child, a time when parents can perform their usual duties while providing the child with valuable stimuli for development. **Meal preparation, sorting and folding dry laundry, operating the washing machine, going shopping** are the activities that most parents perform daily, some of them

even multiple times. When a child gets involved in a developmentally appropriate manner, such as washing vegetables together with the parent and sorting them into different containers by color or shape, or peeling and mashing a banana for a smoothie, taking groceries out of the bag after shopping, or folding socks, numerous opportunities for developing essential skills arise (trust and security in close individuals, social and emotional skills, curiosity and initiative, autonomy, cognitive, and motor skills). On the other hand, in these situations, parents have the opportunity to carry out their usual routines and, at the same time, through small stimuli that do not require additional time or place, promote the child's development.

Activities in which children participate at home can be more or less structured (Jarus et al., 2010). Formal, highly structured routines involving hygiene maintenance and meal preparation not only allow children to "practice" specific skills but also help them understand and recognize patterns, sequences of events, activity components, interconnections between steps, and the importance of cooperation. Every family also has unstructured routines (such as shopping, walks, reading, free time, etc.) that are more flexible, spontaneous, and allow for more child-led guidance.

The effects of children's involvement in family routines and rituals are evident in the development of their socio-emotional skills, especially in the domains of emotional regulation, physical and mental health, as well as the adjustment of children and the entire family during expected transitional points (e.g., starting kindergarten) and academic achievements at all levels of education (Ferretti & Bub, 2017; Chen, 2017; Ren & Fan, 2019). Participation of children in family routines and rituals is less encouraged in families with lower-educated parents (Guichard & Grande, 2019) and families with children with developmental disorders (Mancini and Coster 2004; Rosenberg et al., 2010a). However, for routines to become opportunities for learning and development, parents need to:

- Carefully observe their child's needs, pay attention to how the child expresses them, and better understand how the child reacts in different situations.
- Consistently respond to the child's signals and provide support for meeting their needs.
- Respond to any form of the child's initiative (smile, movement, gaze, pointing) by reciprocating (smiling, imitating, directing attention to the object of the child's interest, naming it). This will further expand interaction and create additional opportunities for encouraging development.
- Pay close attention to what attracts the child's attention, support and encourage their initiative in the direction they lead. For example, if the child points to a picture book, the parent can say: "Look, a picture book, let's read it together."
- Allow the child to be as independent as possible in activities they want to do and provide support in the process just enough to enable the child to achieve their goal, which is different from doing the activity instead of the child. Accordingly, it is important for parents to believe that the child is competent and skilled, ready to learn and develop.
- Engage in conversation with the child, talk to the child (naming things the child does), and describe various situations during changing, meal preparation, going shopping, or any other activity.

Besides having a secure relationship with parents or caregivers, it is important for a child's environment to be stimulating. What exactly does that mean? A stimulating environment is rich in learning and exploration opportunities, providing content that supports the child's development and is age-appropriate.

By involving the child in routines, they have the opportunity to build relationships with adults (at the market, store, or with neighbors), participate in decision-making (choosing to sit and have a snack with an apple, or eating the apple and playing afterward), and contribute to shared tasks and responsibilities (e.g., helping set the table for a meal). Routines in a child's life foster responsibility, independence, and a sense of predictability, security, and belonging to the family. Through routines, a child develops various skills by imitating adults. Routines should be a pleasant shared social experience for the family, offering enjoyment and the joy of communicating with family members. A child's participation in family routines is determined by their age and it is valuable because it allows parents to re-evaluate their perceptions of the child, focusing on their strengths and skills.

As the child grows, their participation in family routines provides more opportunities for learning through play. Routines such as meal preparation, shopping, and other activities can become opportunities for learning and development when based on play with the parent. A parent who enables a child's participation in family routines will facilitate the child's discovery and exploration in a natural way - through play. A child's involvement in family routines is determined by their age, and it is valuable because it allows parents to reevaluate their perceptions of the child, focusing on their strengths and skills. To ensure a child's participation in routines, besides having a flexible but established rhythm for routines, parents should accept the child as a competent member of the family and be able to adapt the child's participation to their age, characteristics, temperament, and interests. A parent's skill in enabling and supporting a child's participation in routines relies on their ability to understand the child's perspective and recognize the learning and interaction opportunities each routine offers for their child. In that sense, it relies on both accepting the child and understanding the child's interests and repertoire of skills for interacting with the environment.

A child's participation in routines creates strong stimuli for the development and use of skills in all five domains of child development. For example, during bath time, a child can learn to pour, pour out, touch water, splash, handle soap and foam, name objects, follow a sequence of actions during bathing, learn about warm-cold, wet-dry, learn to wait, be responsible, curious, and more. However, this situation in which the child participates is actually rich in relationships as it involves exchanging laughter, conversations, closeness with the parent, and is enjoyable and meaningful for the child, the child learns that they are worth attention, that others care for them, and they learn about relationships with others and the world around them. Bathing can be an opportunity for learning and development, but only when there is a parent beside the child who knows how to involve the child in the routine and when the routine has playful characteristics. Therefore, the opportunities for the child to "use" stimuli will rely on the caregiver's skills in caring for the child.

Stimuli for learning and development hide in the family's *free time*, during shared walks, outings, when a parent, for example, plays with words. By participating in

shopping, a child can learn how to plan purchases, make or draw a grocery list, name groceries, practice "shared attention," learn to carry a bag, and learn from experiences about how and what to ask adults at the market, how to seek and wait for a response, how to measure vegetables, how to greet people on the street, what is safe, and more. However, even this situation in which the child participates is rich in relationships as it involves exchange and the child learns about themselves, the world around them, and relationships. Turning shopping into an opportunity for learning and development is a skill of the parent.

Stimuli for learning and development are also found in *holiday rituals*, bedtime preparations, greetings, etc., which are less structured and contribute to a sense of closeness and togetherness.

Routines are specific to each family's context, so professionals working with children need to develop sensitivity to family routines, recognize and support parents in enabling children's participation. Each family has its own routines, and not every routine should be done routinely; rather, routines should be recognized as opportunities for learning and development and should follow a playful pattern. In the modern world, where parents may lack time but still wish to support their child's development, turning routines into play and encouraging development and learning in the family throughout the day is the valuable information, particularly for vulnerable groups of parents.

2.3. What is learning through play?

A child learn - by playing, and **learning through play** means creating situations in which a child can replay acquired experiences. Numerous arguments from contemporary scientific research provide space for acknowledging the multiple significance of play for living, as well as for learning and development, both of children and adults. Play is strongly intertwined with pleasure and the development of human capacity for flexibility (Marjanović, 1987), and further benefits (Krnjaja, 2010). Play is the most natural way for a child to learn; it is an end in itself. Play occupies the majority of a child's time and interest and is the dominant way in which a child understands, develops, and expresses themselves and their world (Lester and Russell, 2008). Through play, a child builds identity and relationships, explores and (re)constructs meaning, creates symbols, and experiences joy and pleasure. Play is driven by a child's curiosity, desire to explore, and build understanding. In that sense, any change, novelty or interesting thing from the environment that captures a child's attention can serve as a stimulus for play, and the child will want to engage with it.

From a child's perspective, play can happen anytime and anywhere; toys are not necessary for play. A child can play with anything, such as fruits, vegetables, pots, spoons, boxes, stones, sand, branches, leaves...but also with words, characters, roles, colors, photographs, books, chairs, and tables. For parents, play often involves purchased toys and designated playtime, with clear structures and specific goals. Today's children engage in more solitary play, as there are fewer peers around, and play mostly revolves around ready-made toys, often indoors. Adults often take on passive or active observer roles in play. Parental support in play ranges from idealization and non-involvement to intervention, where the parent takes the lead in the play. In home settings, children have

limited opportunities to play with other children, making the role of parents as playmates and partners even more crucial for children (Gardašević, 2021). The author states that children nowadays spend most of their time in the family, a significant portion of which is spent playing. Therefore, it is essential to recognize the importance given to children's play, how parents understand the child's need for play, and how they support it. In the game, it is essential to give the child enough time to integrate everything they hear, see, experience, and offer their response as a continuation of the interaction. In this interaction, the parent should not take a leading role, even though they may have more experience and knowledge than the child. The parent should not direct the play but be with the child in the game, not over them. Uncertainty and the course of the game are left to the situation and the child's initiative. Often, parents do not engage in children's play because they see it as mere entertainment and fail to grasp the importance of their involvement (Gardašević, 2021). Sometimes they participate by leading the play, and other times they act as play partners, enhancing the child's competencies and supporting their initiatives, giving them the encouragement to realize their ideas in the game and, in this way, they positively influence the child's well-being and independence. The role of parents in a child's play has been recognized by many authors: "In the family context, involving parents in a child's play leads to a higher qualitative level of play" (Colić, Milošević, 2019: 161). "Numerous authors emphasize the direct and active involvement of adults in children's play as significant for a higher level of quality, longer duration, and greater complexity of the play" (Colić, Milošević, 2019:165).

Supporting parents in encouraging play involves acquiring knowledge, shared understanding of the value and potential of play and its importance in a child's development and learning, as well as understanding the role of parents in play. For example, typical games for children up to the age of 3 stimulate all areas of development: playing with sand and water allows them to explore and experiment with size, shape and weight in a fun way, providing important information and practical knowledge about the world around them; "as if", "pretend" play activities, such as talking on the phone, feeding or taking care of a baby, contribute to language development, speech comprehension and vocabulary enrichment; caring for dolls fosters emotional development and awareness of others and their needs; dress-up and role-playing games contribute to self-awareness; dressing dolls and simply opening/closing containers promote the development of fine hand muscles and coordination of finger and hand movements; wearing others' shoes during dress-up or activities during "cooking" positively affect the development of large leg and arm muscles (Pešikan & Antić, 2012).

The play is a fun and voluntary activity in which the child is active - trying, combining, experimenting and can repeat it whenever the child wants, can also change and introduce something new (do something differently), there is significant social exchange in the play- communication, negotiation, exchange of ideas and similar interactions. The programme promotes the idea that all children have access to high-quality play as an opportunity for learning and developing their potential in a family environment.

A child is an expert in play, and they determine how the game will unfold. Activities such as reading, singing songs and dancing, physical movements, playing on the playground, or going on an outing are all considered play. The child can initiate play (add a toy, some material, approach the parent, point, take an object or toy, handle it, name

it, etc.) and thus invite the parent to play. The child can simply play, and such play is less structured and **more open** and the adult can make it enjoyable, **extend** and expand it through their participation, adding materials, providing toys, creating a play space, and inviting others to join. When the adult offers rules, it provides structure and a goal to the play, but the child still decides whether they want to participate or not, and such a **guided** play can also be very enjoyable (e.g., games like "hide and seek"). Therefore, it is always essential to enable the child to choose the game and make decisions related to it, and to create rules, thereby ensuring meaningful participation and building a sense of respect and security. Through play, the child learns about themselves and the world around them and develops various skills, always in interaction with and guided by parents. Play is an activity that involves discreet leadership from the parent/adult that doesn't suppress curiosity, creativity, and the child's desire to play but helps children organize their experiences. This requires the adult to carefully observe and interpret the child's play, question, deepen and guide it towards acquiring new knowledge and parenting skills.

The readiness to understand and recognize play as the essential language of the child, as the way they best learn about themselves and the world around them, is an important aspect of understanding early development and the significance of developmental stimulation. By gaining knowledge about play, we also gain knowledge about what developmental stimulation actually means, how the child develops and learns. Supporting shared play with the child, by creating a stimulating environment for the child from the first day of life, means wanting to teach parents to create opportunities that enable the child's play (space, time, availability). To enable learning through play, a parent needs to understand how the child learns and be able to assess the pedagogical value of play, finding a balance between idealizing and overly instructing play. A connected parent who accepts and follows the child (notices, interprets the child's signals and provides an appropriate response), understands the child's perspective, is an attentive observer, reacts to the child, comprehends what the child's behavior indicates, appropriately interprets the child's interests, feelings, thoughts and intentions, and is skilled in creating learning through play.

2.3.1. Reading with a child

Reading with a child is one of the rituals that has many more effects than just expanding their vocabulary, as it contributes to the development of quality care for the child. It's a form of learning through play (wordplay, characters, etc.) that serves as a great stimulus, especially when it involves interaction with a parent. For reading, it is not the time spent reading that is important, but the way of reading. Although many parents may understand that reading together is important, they may not understand the importance of quality reading or what quality reading is. *Shared reading* is an interaction in which an adult reads together with a child (involves the child in reading) and talks about what is read or said, during and after reading (van Kleeck, et al., 1997). Shared reading as an opportunity for the child's learning and development fosters literacy development, expressive language, speech comprehension, enriching vocabulary, acquiring complex words, imagination, critical thinking, and also allows the child to initiate, lead, and gain confirmation of being valued by others and the world as a safe place, practice "shared attention," concentration, explore the book, and show interest. Many parents, as well as professionals, see reading as its own activity - the parent reading the text from the book, while the child's task is to be silent and listen carefully. The child's role is not passive, but

active: the child observes and explores the book, grabs it, touches it, throws it, opens and closes it, puts it in his mouth, while the role of the parent is to encourage it. Although at the beginning of the introduction, the parent initiates reading, later participation of the child implies that the child initiates reading (brings, a book, shows, takes), which implies that the availability of a book (which is only a tool for shared attention) on the shelf or on the floor is also important for their participation. Moreover, the child has the right to choose with whom and what they want to read. The parent should skillfully maintain face-to-face contact (eliminate sounds, TV and other distractions), prolong the interaction and ensure physical closeness (so that they can see the child's face) as important characteristics of the interaction that ensures the child's enjoyment of any activity, including reading together. Reading with the child gives the parent the opportunity to observe the child, notice the signals, understand the child's signals and adequately respond to them, practicing their skills and parental competences, to develop the readiness and dexterity to follow the needs and reactions of the child, relying on the child's initiative, to wait patiently the child's response and support their participation, thereby creating the foundations of safe, warm relationships and positive experiences for the child. A parent who knows how to ask questions, make different sounds to accompany the speech, make a game out of the story, and adjust the guidance through reading according to how children gain understanding and solve tasks, will make reading a rich opportunity for development and learning. That's why reading with a child is considered a form of development stimulation, especially important for families at risk (children with developmental disabilities, sensitive groups, non-stimulating and rural environments, etc.). The importance of reading is emphasized to parents of early-aged children already after the birth of the child (several times a week for 15 minutes and/or daily) using age-appropriate black and white books. The materials used for reading can be diverse (newspapers, market brochures, recipes) and don't have to be expensive picture books; what matters most is having a sensitive and supportive adult present during reading to make it enjoyable and playful.

Reading with a child develops reading skills, so it's essential to integrate such programmes into the community's libraries and bookstores (places for family shared reading with children). Creating open-air libraries in parks, kindergartens, post office and bank waiting areas, public transport, health centers, NGOs, etc., known as "Teddybear reading centers," can offer various places in the community for reading with children, reducing inequality, poverty, and ensuring access to books for all families. Campaigns can be organized to advocate reading with children, training professionals/volunteers as readers, and public reading events (book fairs). At the national level, the relevant ministry, in collaboration with other ministries (education, culture), can support library equipment and usage, promote reading, involve public figures, and provide financial assistance to low-income families for purchasing books.

Reading with a child involves various professionals (educators, NGO activists) who are trained to implement programmes that promote quality childcare and support early childhood development, building a support network for parenthood.

2.4. Child and Parent's Right to Support

Every child has the right to a stimulating environment, as it stems from the fact that early development is a period of utmost sensitivity and significant potential for learning and growth. Support for early development has been recognized as a priority in the following documents:

The UN Convention on the Rights of the Child emphasizes that a child has the right to develop "to the maximum extent possible," and signatory states should provide "appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and the development of institutions, facilities, and services for the care of children."

The Convention on the Rights of Persons with Disabilities reminds us that "early identification and support of children with disabilities are likely to result in successful transition to inclusive pre-school and primary education environments." This convention also emphasizes the role of the family in a child's development and the state's role in providing support to families.

The Sustainable Development Goals (SDGs) highlight that investing in early childhood development has become not only a goal in itself but also a precondition for achieving many other SDGs: eradicating poverty and hunger, improving child nutrition, ensuring good health, promoting lifelong learning, achieving gender equality, and reducing inequalities. The SDGs include the specific goal of early childhood development: "By 2030 ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education." In this sense, the SDGs represent a historic opportunity to prioritize investments in early childhood development.

The UN Guidelines for the Alternative Care of Children emphasize that "organizations and competent authorities should make every effort to prevent the separation of children from their parents and primary caregivers unless it is in the best interests of the child" (Article 154).

In the modern age, when parents face numerous challenges, parenting support is more necessary than ever. Parenting support involves a range of different and complex activities aimed at various aspects of parenting. Moran (2004) defines parenting support as any interventions for parents to reduce risks, promote protection, and enhance their social, physical, and emotional well-being. The Family Support Programme for Learning and Development at Home emphasizes that learning about parenting goes beyond education; it helps parents affirm their parental role and improve their parenting. Group programmes are the most common form of providing parenting support, involving expanding insight and understanding, acquiring knowledge and skills about parent and child development and their relationship. In the literature, two models of effective parenting programmes are presented: traditional and contemporary. The primary goal of parenting programmes in the traditional model is to teach parents, while in the contemporary model, the ultimate goal is "capacity building" focusing on activating parents' strengths, abilities, and competencies for change. Influenced by constructivism, parenting knowledge is seen as a social construction, and parenting programmes are

viewed as a collaborative process that encourages parents to reflect on and interpret experiences, as well as search for possible solutions. It is assumed that parental reflexive capacities represent a potential catalyst for changes in the parent-child relationship (Slade, 2006), so reflective parenting, based on understanding the child through reflection on past experiences in various situations, is considered a fundamental approach in understanding the development of parenting competencies. The emphasis is on a deeper understanding of the child through reflection on previous experiences in different situations. In this way, changes in the behavior of parents occur as a result of their thinking not only about the child's behavior, but also about his emotions, intentions, and even their own experiences. (Ibid.).

3. Key Pillars of the Programme

The Family Support Programme for Learning and Development at Home offers parental access, educational concept and specific strategies that support the development of parental values, knowledge, and skills for positive interaction with children.

For a child, the learning primarily means the existence and availability of interesting *STIMULATION* that encourages the child *to wonder*. Then, it also involves opportunities for the child to find answers to their questions by following their *natural curiosity*, interests, applying what they know and can do, *actively exploring*, trying, and manipulating what they consider key factors in the occurrence that sparked their interest. The child *actively manages* their process of cognition. They change reality and adapt it to themselves to better find the "name" for what they are trying to understand, to create circumstances in which they can enjoy learning and where learning leads to secure results. No stimulation alone will lead to a developmental leap if there is no adult who can name it, offer meaning, guide the child through the experience, expand the play, prolong the child's curiosity and exploration. A child learns best in relationships characterized by trust, security, warmth, and appreciation of the child's perspective. Such a connection between parents and the child nurtures the child's readiness to learn with and from someone.

The programme assumes that learning and development *stimuli* are present in routines, play, free time, conversations, and reading with the child at home (*learning in routines and learning through play*), as they are rich in challenges and developmental opportunities, but only when based on interaction with the parent. Therefore, the educational practice should be based on the child's involvement in family life and non-punitive parenting. *The child's participation in family and kindergarten life* requires the existence of the same core values in both the kindergarten and family culture.

As a concept, it encompasses a set of measures taken with one goal - promoting learning and development at home by creating a stimulating environment. Besides the physical aspect (space, time, toys, materials), such an environment includes a less visible but more crucial component, which is the quality of relationships between parents and children, as relationships are the foundation of development. The measures involve various strategies to support parents, *improve their knowledge and skills* about the significance of a stimulating home environment, provide support for learning and child development at home (participation in routines and learning through play), and build a

network of *support for parents' emotional well-being*. Every family has routines, rituals, and free time, so the programme is designed as a universal approach aiming to supporting parents and caregivers in creating a stimulating home environment for the child's development in all areas (cognitive, emotional, social, motor, and linguistic). The programme promotes universality, relationship focus, and support for the involvement of **both parents** in caregiving.

3.1. Who is the programme intended for?

The programme is focused on **parents**, aiming to help them learn about child development, the needs and quality care for their children through shared reading, play with their child, family routines, reflecting on and analyzing their caregiving experiences, learning to create better conditions for their child's development, accepting the child, and developing readiness and skill to respond to their child's needs and reactions based on the child's initiative. The programme also provides opportunities for children to interact and learn about themselves and the world through play, reading, conversation, and free time, creating a foundation for secure, warm relationships and positive experiences for the child.

Parents become active participants in the kindergarten's life by intensifying and diversifying the ways they are involved in the kindergarten's activities. This ensures greater parental involvement and the joint development of appropriate parenting and educational strategies within the institution and the family circle. This is especially crucial for parents with children at risk who, for various reasons, are unable to create a stimulating environment for their child's development and learning.

The programme also focuses on the **local community** - various organizations, public institutions, NGOs, and associations, which can integrate the programme into existing services, provide volunteers, and promote learning and development at home, ensuring that information about the programme reaches every parent.

4. Workshop Programme for Parents

4.1. The aim of the programme is to equip parents with parenting skills to create a stimulating learning and developmental environment for their children **at home** in the following domains: family leisure time, participation in routines, interactive play, communicating with and reading with the child.

During the training, parents will have the opportunity to:

- Reflect on their own parenting practices
- Exchange experiences with other parents
- Learn from each other
- Gain practical experience in interactive play and reading with their child
- Connect and feel a sense of belonging and acceptance
- Engage in open communication and actively participate in the preschool's life

- Acquire skills to create a stimulating home environment
- Understand the importance of "shared" care and fathers' involvement

The outcomes of the programme for parents are as follows:

- Development of parental reflexivity through reassessing the values of their own parenting and analyzing their experiences of caring for the child
- Acquiring knowledge about the significance of early development and early learning of the child
- Acquiring skills to create better conditions for the child's development and learning (accepting the child and their role as parents and engaging the child)
- Acquiring skills for reading with the child, learning through play, and incorporating family routines at home
- Informing about the programmes in preschool and community resources

It is expected that parents will:

- Feel more effective in their parenting role (reducing stress, social support, mental well-being, fathers' involvement)
- Be more involved in developmentally stimulating activities with the child than before the practitioner's training (reading with the child, participating in routines)
- Actively engage in playing with the child
- Adequately recognize and interpret the child's signals.

4.2. Target Group

The programme is intended for all **parents** (mothers and fathers, guardians, foster parents, and adoptive parents) and young **children**. The number of parents in a workshop should not exceed 15, and the sessions should be held once a month at a time agreed upon with the parents. The workshops should not last longer than 1.5 hours.

The training can be conducted by professional collaborators as a facilitating team. They should have undergone training for facilitating the Family Support Programme for learning and child development at home, possess experience and skills in conducting workshops, and be motivated for learning and developing competencies in parental support. The essence of the workshops for parents lies in the focus of the facilitators and participants on achieving the workshop's goals and content while fostering a positive atmosphere through respect and belonging. After the training, facilitators should fully familiarize themselves with the Programme within the next 15 days and, based on the context of the pre-school, organize groups of parents. Preparing the facilitating team involves possessing knowledge and skills in stimulating development at home, clear role distribution, and shared responsibility for the outcomes and goals' achievement. It is beneficial for the facilitators to take turns during the workshops, as it brings dynamics to the process.

The space should be pleasant and spacious enough.

4.3. Inviting parents for training is possible through oral and written communication, posters, flyers, Viber groups, posting invitations on the kindergarten's website, conducting parent meetings, and using informational resources within the local community.

4.4. Training structure

The first 5 sessions are workshops for parents, covering topics related to home situations that can become stimuli for a child's learning and development. During these workshops, parents reflect on their own beliefs and parenting practices.

The structure of the first 5 sessions includes:

Introduction - getting to know each other, introducing the workshop's topic and goals, agreeing on work rules (breaks, mobile phone usage, addressing each other, permission for photography, etc.), as well as rules of mutual respect, active listening, etc.

Central part:

- Brief professional presentation (written handout or presentation)
- Role-playing games
- Activities and exercises (often with worksheets or written materials)
- Sharing experiences, reflections, group discussions, or small group activities (pairs, trios, fours)

Conclusion involves a relaxation game or activity to wrap up the topic and sometimes giving *homework*, which sets the stage for the next workshop.

The topics of the first 5 workshops are:

1. *Early development at home*
2. *The image of my child*
3. *How do we play at home?*
4. *Reading with the child instead of reading to the child*
5. *Routines in our family.*

Topic 1	Early development at home
Objective	Understanding the importance of early development and opportunities for home support
Required material	<ul style="list-style-type: none"> • RL 1: "Scientific insights into child development" – for each small group • RL 2: "What is positive parenting?" – for each participant • Writing utensils – for each small group • Large paper – 2 sheets • Markers – 1 • Scotch tape – 1 • Small ball – 1
Introductory activity (20 mins)	<p>The facilitator and participants sit in a circle. The facilitator introduces themselves and thanks the participants for being present. Then, they briefly explain the programme's goals and how it is planned to be conducted (number of workshops, their duration, working methods, meeting dynamics). Next, they establish common rules that will apply to all workshops to ensure successful work and a good feeling among all participants (being on time, active participation in activities, freely expressing opinions, respecting others' opinions, use of mobile phones, photography, etc.), and these rules are briefly noted on a large paper placed in a visible place in the room.</p> <p>After that, everyone stands in a circle. At a given signal, one person starts by passing a small ball to the next person while simultaneously saying their name. The activity continues in a sequence until the ball returns to the person who initiated the activity without it falling to the ground. During this time, the facilitator measures the time taken. The activity is repeated several times in an attempt to achieve the best result for the entire group.</p>
Main activity (45 mins)	<p>Everyone sits in a circle. The facilitator asks questions, and the group's answers are recorded on a large paper: "Imagine you've moved to another country and need to learn the language spoken there. As adults, what difficulties would you face while learning, and why?"</p> <p>Then the facilitator asks, "If a child moved to that country at an early age, would they encounter the same difficulties? Why?" The facilitator emphasizes that the early developmental period offers the greatest opportunities, and children are highly enthusiastic and motivated to learn during that time.</p>

	<p>Next, everyone is divided into small groups, each receiving an RL 1 question that they must answer collectively. Each group takes turns reading their question and sharing the answer, which can be discussed for accuracy.</p> <p>Each participant receives an RL 2, and the facilitator explains it.</p>
Discussion (15 mins)	<ol style="list-style-type: none"> 1. How important is the early developmental period for a child? 2. What should parents do during that time? Why? 3. When should parents do this - during specific occasions and days or throughout the entire day daily?
Final activity (10 mins)	<p>Everyone stands in a circle. Each person takes a turn sharing an important milestone when their child learned or mastered something, and how they felt as a parent during that moment. Others then celebrate the child's progress by simultaneously raising their left hand in a thumbs-up gesture in front of them, followed by their right hand, and then clapping the hands together once.</p>

Topic 2	The image of my child
Objective	Questioning one's own beliefs about the child
Required material	<ul style="list-style-type: none"> • RL 3: "Bingo" - for everyone • RL 4: "Picture of my child" - for everyone • RL 5: "Description of my child" - for everyone • writing materials - for everyone • crayons - for everyone
Introductory activity (20 mins)	<p>The facilitator welcomes the participants, thanks them for their participation, and introduces the workshop's topic.</p> <p>Everyone sits in a circle. Then each person receives RL 3 and fills it out independently. When everyone finishes, they stand up and, on a given signal, quickly find someone with a different answer from their own in a specific field, and that person signs in the field. Each participant can only sign another person's sheet twice. After collecting one signature, they quickly seek the next signature for another field. Whenever someone collects signatures in a row (horizontal, vertical, or diagonal), they shout "Bingo" out loud.</p> <p>After about ten minutes, the game is interrupted, and a brief discussion takes place:</p> <ol style="list-style-type: none"> 1. Who has all 16 bingos (15, 14... and so on down the row)? 2. For what aspect was it easiest to find someone to sign for you? And for what aspect was it most challenging?

Main activity (40 mins)	<p>All are sitting in a circle. Each receives RL 4 and independently draws their child, then writes a short encouraging or motivational message to the child in direct speech, supporting their journey through life. Then, one by one, they present the drawing to others, saying, "This is ... (the child's name)," and read the message.</p> <p>After that, everyone receives RL 5 and independently fills it out, writing what their child likes/dislikes to see, hear, say, do, as well as what makes them happy, scared, and excited. They share what they wrote in pairs, first discussing one part and then moving on to the next.</p>
Discussion (10 mins)	<ol style="list-style-type: none"> 1. What do you think about how the picture of the child shapes your expectations of the child? 2. How do these expectations influence your behavior towards the child?
Final activity (15 mins)	<p>Everyone stands in a circle but next to the person they previously worked with in pairs. One by one, each pair shares a short positive message related to what they have observed personally about the other or what was written and exchanged during RL 5 activity. The others listen carefully and applaud after each message.</p>
Homework (5 mins)	<p>Parents are given homework to observe their child at home and find a skill, talent, or knowledge the child possesses that they haven't noticed before. They should reflect on how this discovery has changed their relationship with the child and find ways to support them.</p>

Topic 3	How do we play at home?
Objective	Recognizing the importance of play as a learning opportunity
Required material	<ul style="list-style-type: none"> • RL 6: "Learning through play" - for each small group • Writing tools - for each small group • <u>Video recording no. 1</u> • Laptop and projector - 1
Introductory activity (15 mins)	<p>The facilitator greets the participants, thanks them for their participation, and introduces the workshop's topic.</p> <p>Everyone sits in a circle. The facilitator leads a discussion to exchange experiences with the whole group regarding the homework from the previous workshop.</p> <p>Everyone stands in a circle. Each person takes turns sharing a favorite childhood game, explaining why it was their favorite and with whom they played it.</p>

	<p>After everyone finishes, the facilitator points out that children's games nowadays tend to be solitary, with rare interactions with peers. Therefore, it's important for parents to create an environment for play that includes not just space, time, and toys but also a supportive parent.</p>
<p>Main activity (40 mins)</p>	<p>Everyone is sitting in a circle. The facilitator presents video clip number 1 from a child's play and then points out all the things the child could develop during the game (curiosity, independence, motor skills, coordination, initiative, enjoyment, naming things, etc.).</p> <p>After that, everyone divides into small groups, and each group receives one RL 6 (I'm not sure what this stands for) and collectively solves it. Once all groups finish, one by one, each group member reads and answers a question, and if needed, there is a discussion to arrive at the correct answer.</p>
<p>Discussion (15 mins)</p>	<ol style="list-style-type: none"> 1. What does the game mean to the child? 2. When can it truly stimulate the child's development? 3. What should a parent do during shared play with their child to encourage their development? 4. When during the day can a parent play with their child? <p>Note for the facilitator: Through play, the child learns and develops, but only when the parent actively participates, creates a stimulating environment, and knows how to make the game interesting, extend it, and offer challenges. The parent has numerous opportunities throughout the day for short and long games with their child, recognizing play challenges in everyday activities or creating them.</p>
<p>Final activity (10 mins)</p>	<p>Everyone stands in a circle. The facilitator describes each situation, and after each one, the participants have to move around the space and gesture as if they were that person. Situations:</p> <ul style="list-style-type: none"> • A football player scores a goal • A nervous director • A happy child • A driver stuck in traffic jam • A student passing an exam • Someone trying not to miss the bus • A parent watching their child do something successful • A successful parent

Topic 4	Reading with the child instead of reading to the child
Objective	Understanding the importance of reading with the child
Required material	<ul style="list-style-type: none"> • RL 7: "Reading with the child" - for each small group • RL 8: "The Story of the Princess, the Prince, and Olaf" - 1 • Writing materials - for each small group • Books - for each pair
Introductory activity (15 mins)	<p>The facilitator greets the participants, thanks them for their participation, and introduces the workshop's topic.</p> <p>Everyone sits in a circle and forms pairs. Each pair receives one book. One person in the pair takes on the role of the parent, and the other as the child. Within a 3-minute time duration, the "parent" reads the book to the "child." When the time is up, each pair collectively counts how many words were read, and the answers are summed up.</p>
Main activity (30 mins)	<p>The facilitator briefly talks about the importance of reading for a child's development.</p> <p>Then, everyone forms small groups, and each group receives an RL 7 and completes it together. When everyone finishes, each group takes turns reading and answering one question in a circle. Others listen attentively and contribute only if they have something new to add. If needed, discussions are held to explain why certain aspects are important.</p>
Discussion (15 mins)	<ol style="list-style-type: none"> 1. How does the situation look when the child is a passive listener while reading a book, and how does it change when the child becomes an active listener? What does the parent do, and what does the child do in each case? 2. What situation is developed for the child? What messages does the child receive during that time? How does the child feel while participating?
Final activity (15 mins)	<p>Everyone stands in a circle. The facilitator reads the story from RL 8, and the others have to perform specific movements whenever a certain word is mentioned:</p> <ul style="list-style-type: none"> • princess - bowing • prince - saluting • Olaf - hugging

Topic 5	Routines in our family
Objective	Understanding routines as an opportunity for a child's learning and development
Required material	<ul style="list-style-type: none"> • RL 9: "Learning through participation in family routines and rituals" - for each • writing utensil - for each small group • <u>video recording no. 2</u>

<p>Introductory activity (15 mins)</p>	<ul style="list-style-type: none"> • laptop and projector - 1 <p>The facilitator greets the participants, thanks them for their participation, and introduces the workshop's topic.</p> <p>Everyone forms trios and stands in an empty, wide space. First, the two main elements of the activity are explained:</p> <ul style="list-style-type: none"> • "house" - two out of the trio stand with their hands raised high above their heads. • "resident" - one person from the trio stands between the two making the "house." <p>Then, all trios create their "house" shape with the "resident" inside it. One person initially not belonging to any trio stands in the middle and clearly gives one of the following instructions, which others must quickly follow:</p> <ul style="list-style-type: none"> • "Houses change residents!" - The two individuals from each trio forming the "house" release the current "resident" and quickly find a new "resident." Meanwhile, all those who are "residents" remain in place. • "Residents change houses!" - All "residents" leave their "houses" and quickly find new ones, while the "houses" stay in place. • "Earthquake!" - All existing trios disband and form entirely new trios, where two people form the "house," and one person becomes the "resident" in that "house." <p>The person giving the instruction immediately joins a trio (either as a "resident" or part of the "house," depending on the given instruction). The one who is left without a trio becomes the next person to give an instruction.</p>
<p>Main activity (40 mins)</p>	<p>Everyone is sitting in a circle. The facilitator presents video clip number 2 as an example of how routines are opportunities for a child's learning and development. During the video, the facilitator explains the skills the parent possesses (following child's cues, observing changes, interpreting, responding to signals).</p> <p>Then, each person receives RL 9, and the facilitator presents the content in the drawing.</p> <p>After that, everyone divides into small groups, and half of them fill out the second part of RL for one option (bathing), while the other half does it for the other option (grocery shopping). Once everyone finishes, one by one, each group that worked on the same option reads one of the written responses until all answers are exhausted. Others listen carefully to avoid repetition.</p> <p>Some possible acceptable answers are:</p>

	<ul style="list-style-type: none"> • Bathing: pouring water, splashing, playing with water, touching water, touching soap and foam, naming items, noticing activity patterns, learning hot-cold, dry-wet, learning to wait, being responsible... • Grocery shopping: planning shopping, making a grocery list, learning to carry a bag, learning communication skills (greeting, asking, responding...), measuring products, learning safe navigation to specific places...
Discussion (15 mins)	<ol style="list-style-type: none"> 1. What does the child learn through their involvement in family routines and rituals? 2. What messages does the child receive then? How does the child feel about it? 3. How does the parent facilitate the child's participation in family routines and rituals? What do they gain from it?
Final activity (15 mins)	Everyone stands in a circle. Each person pantomimes an activity in the house and names it something completely different (e.g., mimics hanging clothes on a rope and says "Cooking dinner"). The next person then pantomimes what the previous person said and names it as another activity.

The second part of the training (5 sessions) involves **interaction with the child**, working with parent-child dyads on the following topics:

1. *The route from kindergarten to home*
2. *Shared play with the child*
3. *Shared play with the child*
4. *Reading with the child*
5. *Family routine*

The required materials include toys, books, symbolic play sets, blocks, paper, crayons, clay....

Each participant (child-parent) is provided with materials to create the route from kindergarten to home, one game/toy or book, and a family routine suitable for the child's age. They are instructed to engage in play, create the route, read, or perform activities like hanging laundry as they NORMALLY DO. During the interaction with the child in play, reading, or routines, each facilitator individually addresses each parent-child pair. Two facilitators ensure that each child-parent pair is approached. The facilitator duo observes and supports the identified parenting skills ("You're reading together with your child, and see how attentively they look at the pictures," "You're really good at playing together; see how much the child enjoys it," "You enabled your child to participate with you while hanging laundry, making them feel valued and important."). These interventions, spoken aloud by the facilitators, allow other parents to learn from each other and acquire new acceptance and participation skills based on play and routines.

Structure of the next five sessions:

- Greeting and introducing participants (children and parents) and introducing the topic: "Today, we will see together what your journey from home to the kindergarten looks like, and today we will play/read..."

- Distribution of materials
- Facilitators provide feedback on parenting skills in a positive manner, guiding parents in acquiring and recognizing acceptance and participation skills in play and routines.

10 sessions during the training programme have a meaningful flow towards achieving the set goal and cannot be conducted individually or in a different order.

The training report should preferably be compiled immediately after the workshop/sessions are completed.

4.5. Evaluation

At the end of the 10-session cycle, parents are provided with an Evaluation Form designed to assess the effects of the workshops. A separate Evaluation Form is prepared for the facilitator pair, which assesses facilitation skills as well as feedback-giving abilities and monitoring children's participation in play, routines, and reading. Both evaluation methods will be in the form of assessment scales and will be quantitatively processed to further improve the Programme based on the results obtained.

4.6. Programme dissemination involves creating core kindergarten models that will serve as examples for spreading the programme to other kindergartens not covered by the initial training. Professional collaborators from other kindergartens will have the opportunity to implement the programme in their kindergartens through visits and horizontal exchanges, considering the context and culture of their kindergartens.

Recommended programmes:

- Medin Reading Programme, Center for Early Development and Family Relationships Support "Harmonija," Novi Sad.
- Home is My First Playground," Center for Early Development and Family Relationships Support "Harmonija," Novi Sad.

5. Interactive materials

РЛ 1: Научни сознанија за развојот на детето

<p>10. Развојот на мозокот е кумулативен. Развивањето на едни капацитети се основа подоцна да се развијат други.</p>	<p>T H</p>
<p>11. Во раниот период детето има најголеми можности за развој. Кога порано на детето му се овозможува квалитетен развој и учење, се обезбедуваат потрајни резултати.</p>	<p>T H</p>
<p>12. Средината не влијае врз развојот на мозокот. Мозокот кај детето не се развива зависно од тоа дали има позитивно, негативно или отсуство на физичко/психичко искуство со предметите, местата, а особено со луѓето од неговото окружување.</p>	<p>T H</p>
<p>13. Детето се раѓа со потреба за социјално поврзување со други луѓе. Културата понатаму влијае како тоа поврзување ќе се развие – кои правила, начини и природа на социјална интеракција ќе се негуваат.</p>	<p>T H</p>
<p>14. Родителите се најважни учители на детето. Врз развојот и учењето на детето влијаат многу луѓе (роднини, соседи, другари, воспитувачи), но најмногу родителите (мајката и таткото) чија интеракција со него е од најрана возраст и нуди најмногу можности за влијание, а искуството од неа потоа влијае на интеракциите на детето со другите од окружувањето.</p>	<p>T H</p>
<p>15. Детето подобро се развива кога окружувањето со него воспоставило силни афективни односи (грижа, љубов, сигурност, поддршка). Детето е поподготвено да ги открива и преиспитува разните карактеристики на окружувањето и да се развива низ тој процес кога окружувањето со него воспоставило топли, негувачки, респонзивни релации кои се водени од потребите, интересирањата и карактеристиките на детето.</p>	<p>T H</p>
<p>16. Детето не се раѓа љубопитно. Детето не сака да учи и сознава од самото раѓање.</p>	<p>T H</p>
<p>17. Детето се раѓа со компетенции.</p>	<p>T H</p>

Детето не развива компетенции зависно од тоа колку квалитетно окружувањето нив ги бара и дали нивниот развој го поддржува третирајќи го детето како полно со потенцијали за развој.		
18. Кога постои усогласеност во воспитното делување во семејството и градинката, придобивките за детето се поголеми. Градењето на квалитетна соработка и партнерство меѓу семејството и градинката овозможува усогласување на нивните делувања, поттикнување на ран развој на секое дете и поуспешен напредок.	T	H

РЛ 1: Научни сознанија за развојот на детето – одговори

10. Развојот на мозокот е кумулативен. Развивањето на едни капацитети се основа подоцна да се развијат други.	T	H
11. Во раниот период детето има најголеми можности за развој. Кога порано на детето му се овозможува квалитетен развој и учење, се обезбедуваат потрајни резултати.	T	H
12. Средината не влијае врз развојот на мозокот. Мозокот кај детето не се развива зависно од тоа дали има позитивно, негативно или отсуство на физичко/психичко искуство со предметите, местата, а особено со луѓето од неговото окружување.	T	H
13. Детето се раѓа со потреба за социјално поврзување со други луѓе. Културата понатаму влијае како тоа поврзување ќе се развие – кои правила, начини и природа на социјална интеракција ќе се негуваат.	T	H
14. Родителите се најважни учители на детето. Врз развојот и учењето на детето влијаат многу луѓе (роднини, соседи, другари, воспитувачи), но најмногу родителите (мајката и таткото) чија интеракција со него е од најрана возраст и нуди најмногу можности за влијание, а искуството од неа потоа влијае на интеракциите на детето со другите од окружувањето.	T	H
15. Детето подобро се развива кога окружувањето со него воспоставило силни афективни односи (грижа, љубов, сигурност, поддршка). Детето е поподготвено да ги открива и преиспитува разните карактеристики на окружувањето и да се развива низ тој процес кога окружувањето со него воспоставило топли, негувачки, респонзивни релации кои се водени од потребите, интересирањата и карактеристиките на детето.	T	H
16. Детето не се раѓа љубопитно.	T	H

Детето не сака да учи и сознава од самото раѓање.	
17.Детето се раѓа со компетенции. Детето не развива компетенции зависно од тоа колку квалитетно окружувањето нив ги бара и дали нивниот развој го поддржува третирајќи го детето како полно со потенцијали за развој.	Т Н
18.Кога постои усогласеност во воспитното делување во семејството и градинката, придобивките за детето се поголеми. Градењето на квалитетна соработка и партнерство меѓу семејството и градинката овозможува усогласување на нивните делувања, поттикнување на ран развој на секое дете и поуспешен напредок.	Т Н

РЛ 2: Што е позитивно родителство?

Позитивно родителство е:

а) родителска грижа детето да е здраво, безбедно, соодветно исхрането

б) родителот да го **следи** детето и да **одговара** на неговите потреби и интересирања

1-5	ФАЗИ
1	Родителот се поврзува со детето (подготвен е емотивно да се вложи во него).
2	Детето има потреби (за исхрана, безбедност, социјално вклучување, когнитивна стимулација, регулирање и канализирање на емоции).
3	Детето дава сигнали (насмевка, движења, гласови, гестови, вербални барања).
4	Родителот ги следи сигналите кои детето ги дава, нив ги толкува и соодветно реагира.
5	Детето учи и се развива.

Кога родителот го следи детето и одговара на неговите потреби и интересирања, тогаш детето чувствува емоционална сигурност, топлина, доверба, физичко и ментално здравје, наспроти стрес и анксиозност.

в) родителот да го **поддржува** детето да истражува и комуницира со околината

1-5	ФАЗИ
1	Родителот верува дека детето може да развие различни компетенции.

2	Родителот создава можности од најрана возраст детето да учествува во различни активности соодветно на неговите развојни капацитети, искуство и интереси.
3	Детето учествува во различни активности.
4	Родителот го следи учеството на детето во активностите, го охрабрува и не ги потценува неговите компетенции гледајќи ги од сопствен агол.
5	Детето ги развива своите компетенции, а тие му овозможуваат во иднина поквалитетно да учествува.

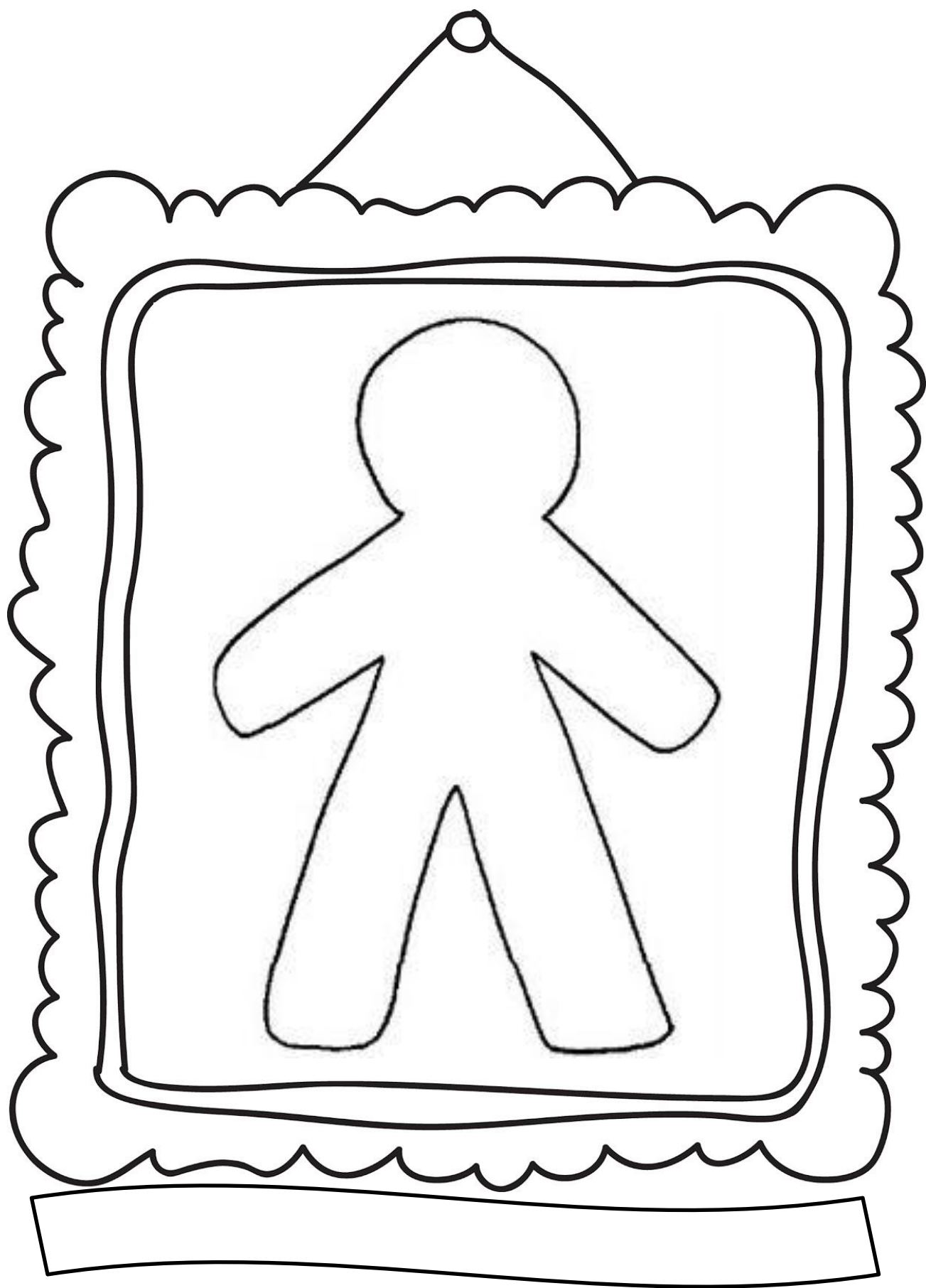
Кога детето учествува во различни активности, тоа чувствува како неговото мислење е битно, развива меѓусебно почитување, гледа дека со своето учество може да доведе до промени, придонесува во нешто што родителите го сметаат за важно, развива самопочитување, расудување, размислување, планирање, предвидување, способност да се изрази, да разбере други, ја сфаќа меѓузависноста, гради одговорност, учи да решава проблеми...

РЛ 3: Бинго

сакате рано да станувате (да или не) _____	имате брат/сестра (да или не) _____	најважен празник во семејството _____	социјална мрежа што најмногу ја користите _____
јадење што најчесто го јадете _____	следите политика (да или не) _____	пиете кафе со соседи (да или не) _____	знак во хороскоп _____

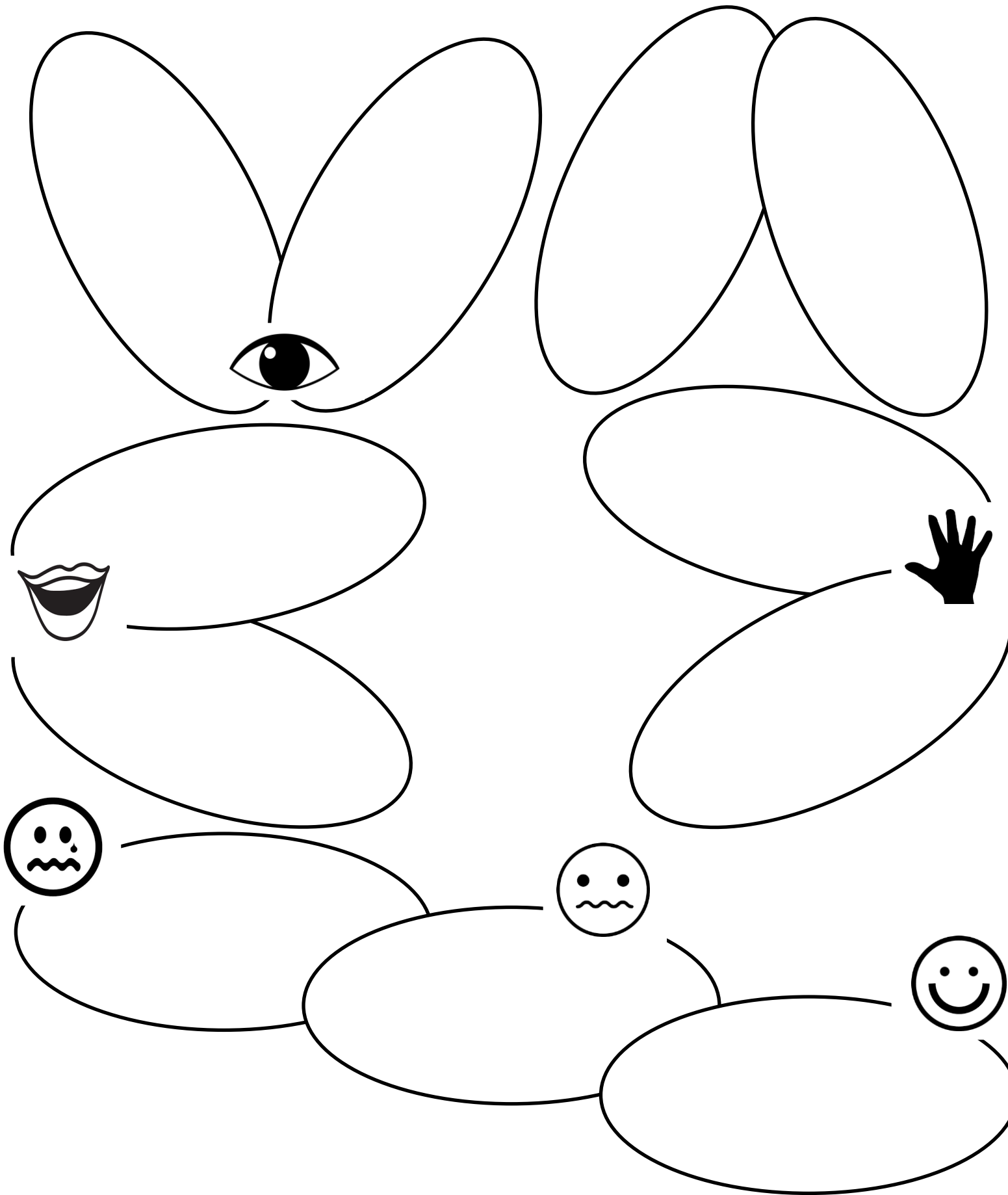
домашна обврска што најмногу ја мразите _____	живеете во куќа или во стан _____	омилена активност во слободно време _____	омилен вид музика _____
најмногу ве нервира кај луѓето _____	земја што сакате да ја посетите _____	пари од „седмица на лото“ би ги потрошиле на _____	најмногу се радувате кога _____

РЛ 4: Слика на моето дете



РЛ 5: Опис на моето дете





РЛ 6: Учење на детето преку игра

1. Детето забележува нешто интересно во окружувањето, па:

- а) ја врти главата на страна и се прави како тоа да не постои.
- б) гледа кон дразбата и му се раѓаат многу прашања заради будење на природната љубопитност.

2. По кратко време, детето:

- а) посакува активно да истражува за да дојде до одговор на прашањата.
- б) си вели, „Баш ми е гајле, што сака нека е тоа!“

3. Родителот го забележува пројавеното интересирање кај детето и:

- а) со радост, доверба, топлина и уважување на неговата перспектива го води низ тоа искуство зашто препознава дека тоа е шанса детето да научи нешто.
- б) се изнервирува и му вели: „Аман, сè живо те интересира, раат да немам. Зар токму сега најде, кога си имам поаметна работа!“

4. Потоа родителот:

- а) отвора компјутер и му презентира на детето сè во врска со тоа што го заинтересирало со доволно стручни термини или му вели: „Кога ќе пораснеш, тогаш ќе ти кажам!“
- б) започнува игра со детето зашто знае дека таа е најприроден начин на учење за него.

5. Играта ја почнува:

- а) секогаш родителот.
- б) може да ја почне и детето повикувајќи го родителот низ различни сигнали (му приоѓа, зема/му додава играчка или некој предмет, покажува со прст, именува...).

6. Ако родителот ја започнал играта, тогаш детето:

- а) доброволно се изјаснува дали сака да учествува.
- б) мора да учествува.

7. Кога детето самото си игра, тогаш родителот:

- а) никогаш не треба да се меша во играта.
- б) може да се вклучи во играта со цел да ја прошири и продолжи преку додавање играчки или материјали, обезбедување простор, повикување на други да се вклучат.

8. При играта, родителот:

- а) има главен збор; само тој зборува и одредува што и како да се одвива, а детето само слуша.
- б) има дискретно водство; ја поттикнува љубопитноста, креативноста и желба за игра на детето, помага тоа да го организира своето искуство преку внимателно следење и набљудување на играта, неа ја толкува, продлабочува и насочува кон тоа да стекне нови компетенции.

9. Додека трае играта, детето:

- а) може да менува – да додава, да одзема.
- б) не смее ништо да менува.

10. Играта на родителот и детето може да се одвива:

- а) во секое време и простор.
- б) во време и простор претходно прецизно договорени.

11. Играта се игра:

а) само со скапи играчки и сликовници.

б) со било што (овошје, зеленчук, садови, кутии, каменчиња, песок, гранки, листови, зборови, фотографии, книги, весници, столчиња...).

12. Играта треба да биде таква да детето:

а) ужива, се радува, се забавува, истражува.

б) се досадува, да гледа на саат и одвај да чека да заврши.

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РЛ 6: Учење на детето преку игра – одговори

1. Детето забележува нешто интересно во окружувањето, па:

- а) ја врти главата на страна и се прави како тоа да не постои.
- б) гледа кон дразбата и му се раѓаат многу прашања заради будење на природната љубопитност.

2. По кратко време, детето:

- а) посакува активно да истражува за да дојде до одговор на прашањата.
- б) си вели, „Баш ми е гајле, што сака нека е тоа!“

3. Родителот го забележува пројавеното интересирање кај детето и:

- а) со радост, доверба, топлина и уважување на неговата перспектива го води низ тоа искуство зашто препознава дека тоа е шанса детето да научи нешто.
- б) се изнервирува и му вели: „Аман, сè живо те интересира, раат да немам. Зар токму сега најде, кога си имам поаметна работа!“

4. Потоа родителот:

- а) отвора компјутер и му презентира на детето сè во врска со тоа што го заинтересирало со доволно стручни термини или му вели: „Кога ќе пораснеш, тогаш ќе ти кажам!“
- б) започнува игра со детето зашто знае дека таа е најприроден начин на учење за него.

5. Играта ја почнува:

- а) секогаш родителот.
- б) може да ја почне и детето повикувајќи го родителот низ различни сигнали (му приоѓа, зема/му додава играчка или некој предмет, покажува со прст, именува...).

6. Ако родителот ја започнал играта, тогаш детето:

- а) доброволно се изјаснува дали сака да учествува.
- б) мора да учествува.

7. Кога детето самото си игра, тогаш родителот:

- а) никогаш не треба да се меша во играта.
- б) може да се вклучи во играта со цел да ја прошири и продолжи преку додавање играчки или материјали, обезбедување простор, повикување на други да се вклучат.

8. При играта, родителот:

- а) има главен збор; само тој зборува и одредува што и како да се одвива, а детето само слуша.
- б) има дискретно водство; ја поттикнува љубопитноста, креативноста и желба за игра на детето, помага тоа да го организира своето искуство преку внимателно следење и набљудување на играта, неа ја толкува, продлабочува и насочува кон тоа да стекне нови компетенции.

9. Додека трае играта, детето:

- а) може да менува – да додава, да одзема.
- б) не смее ништо да менува.

10. Играта на родителот и детето може да се одвива:

- а) во секое време и простор.
- б) во време и простор претходно прецизно договорени.

11. Играта се игра:

а) само со скапи играчки и сликовници.

б) со било што (овошје, зеленчук, садови, кутии, каменчиња, песок, гранки, листови, зборови, фотографии, книги, весници, столчиња...).

12. Играта треба да биде таква да детето:

а) ужива, се радува, се забавува, истражува.

б) се досадува, да гледа на саат и одвај да чека да заврши.

РЛ 7: Читање со детето

Замислете ситуација каде родител и дете заедно „читаат“ книга! Вие сте тоа дете!

Одговорете на прашањата подолу како би сакале тоа да се одвива за вие да се чувствувате пријатно, да ви биде забавно и да ги развивате вашите компетенции!

1. Како да изгледа просторијата во која заеднички ќе „читате“?

2. Како би сакале да седите со родителот?

3. Кој да ја држи книгата?

4. Што би сакале вие да може да правите со книгата?

5. Како родителот да го чита текстот за да ви биде интересно?

6. Дали би сакале да се разговара за она во книгата? Дали би сакале слободно да се поставуваат прашања? Кој да ги поставува? Кој и како да ги одговара? Кога – за време и/или по читањето?

7. Дали би сакале секогаш само родителот да ве повикува на заедничко „читање“ или и вие да се чувствувате слободно тоа да го иницирате? Како би го иницирале? Од кои ваши знаци родителот може да види дека сакате заедно да „читате“?

8. Кој би сакале да одлучува што и кога да се чита?

9. Каде би сакале да стојат книгите? Во која просторија? На која висина?

10. Дали би сакале да видите книга преку која ќе запознаете некоја друга култура од вашата и деца со различни карактеристики и способности?

11. Што ќе добиете вие како дете од самата содржина на книгата, а што во врска со родителот со кого сте „читале“ заедно така како што погоре сте напишале дека сакате?

12. Освен книги, што друго може да „читате“ заедно со родителот?

13. Освен во домот, на кои други места во средината може заедно да „читате“?

*Читајте со детето
од самото раѓање
барем по 15 минути
неколку пати неделно!*

РЛ 7: Читање со детето – одговори

Замислете ситуација каде родител и дете заедно „читаат“ книга! Вие сте тоа дете!

Одговорете на прашањата подолу како би сакале тоа да се одвива за вие да се чувствувате пријатно, да ви биде забавно и да ги развивате вашите компетенции!

1. Како да изгледа просторијата во која заеднички ќе „читате“?

Исклучен телевизор, отстранување на други дистракции...

2. Како би сакале да седите со родителот?

Близу еден до друг; двајцата да може убаво да ја гледаат книгата, но и нивните лица...

3. Кој да ја држи книгата?

Двајцата.

4. Што би сакале вие да може да правите со книгата?

Покажување, вртење страници, ставање во уста...

5. Како родителот да го чита текстот за да ви биде интересно?

Со соодветна брзина и интонација, менување на гласот каде е потребно...

6. Дали би сакале да се разговара за она во книгата? Дали би сакале слободно да се поставуваат прашања? Кој да ги поставува? Кој и како да ги одговара? Кога – за време и/или по читањето?

Да, разговор и прашања за време на читањето и по него, слободно двете страни да може да поставуваат прашања, да се сочекува одговорот од детето, да се даваат јасни одговори од родителот.

7. Дали би сакале секогаш само родителот да ве повикува на заедничко „читање“ или и вие да се чувствувате слободно тоа да го иницирате? Како би го иницирале? Од кои ваши знаци родителот може да види дека сакате заедно да „читате“?

Да може и детето да иницира така што вербално ќе го повика родителот или ќе ја покаже/донесе книгата...

8. Кој би сакале да одлучува што и кога да се чита?

Детето.

9. Каде би сакале да стојат книгите? Во која просторија? На која висина?

Во било која просторија каде детето може слободно да им пристапи и на соодветна висина за да може да ги дофати.

10. Дали би сакале да видите книга преку која ќе запознаете некоја друга култура од вашата и деца со различни карактеристики и способности?

Да, се запознава детето со различности и гради нивно прифаќање како нормален дел од секојдневието и светот.

- 11. Што ќе добиете вие како дете од самата содржина на книгата, а што во врска со родителот со кого сте „читале“ заедно така како што погоре сте напишале дека сакате?**

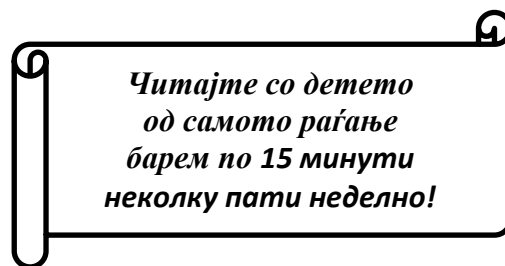
Ширење на речник, развивање на писменост, експресивен јазик, развој на говор, фантазија, критичко мислење, вежбање на концентрација, поттикнување на решавање проблеми, запознавање со сопствената и други култури, со деца со различни карактеристики и способности...; чувство дека е вредно за внимание, чувство дека родителот се грижи за потребите и интересите на детето, забава...

- 12. Освен книги, што друго може да „читате“ заедно со родителот?**

Проспекти од продавница, весници, списанија...

- 13. Освен во домот, на кои други места во средината може заедно да „читате“?**

Во парк, во библиотека, во супермаркет, во книжара, во јавен превоз...



РЛ 8: Приказна за принцезата, принцот и Олаф

Некогаш одамна си живеела една **принцеза** и еден **Олаф**. **Принцезата** многу сакала да облечува убави фустани, а **Олаф** сакал многу да се гушка.

Еден ден во шумата се појавил еден **принц**. На **Олаф** не му се допаднал **принцот** зашто тој не сакал да се гушка, носел ловечка пушка и се правен важен.

Но, на **принцезата принцот** многу ѝ се допаднал и таа се заљубила во него.

Олаф бил многу тажен и осамен.

Кога пристигнала зимата, **Олаф** здогледал една снегулка. Таа светела и била преубава, а открил дека и таа многу сакала да се гушка.

Принцезата забележила дека **Олаф** се заљубил и го замолила **принцот** да направи зимата засекогаш да трае. **Принцот** купил дворец на Северен пол, па таму среќно си живееле заедно до крајот на животот **принцезата, принцот, снегулката и Олаф**.

РЛ 9: Учење на детето преку учество во семејни рутини и ритуали



**ПРАШАЛНИК ЗА РОДИТЕЛИ ЗА ЕВАЛУАЦИЈА НА ПРОГРАМАТА
„ПОДДРШКА НА СЕМЕЈСТВОТО ЗА УЧЕЊЕ И РАЗВОЈ НА ДЕЦАТА ДОМА“**

Почитувани родители,

Пред Вас е Прашалник за евалуација кој е анонимен, па Ве замолуваме да дадете искрени одговори. Одговорите ќе се користат исклучиво само за евалуација и унапредување на Програмата. Ве молиме, за секое тврдење подолу да заокружите една бројка на скала од 1 до 4 која најдобро го изразува Вашето мислење.

1-не се согласувам

2-делумно се согласувам

3-многу се согласувам

4-целосно се согласувам

Ви благодариме однапред!

	Тврдење	Оценка
1.	Програмата ги исполни моите очекувања	1 2 3 4
2.	На работилниците го преиспитував моето родителство	1 2 3 4
3.	Научив нови вештини (поврзи, следи, прифати)	1 2 3 4
4.	Разменив искуства со други родители	1 2 3 4
5.	Се чувствував пријатно и прифатено на работилниците	1 2 3 4
6.	Сликата за моето дете сега е поинаква	1 2 3 4
7.	Почесто читам со моето дете	1 2 3 4
8.	Јасно ми е како да го поттикнувам учењето и развојот на моето дете дома	1 2 3 4
9.	Моите блиски гледаат промена	1 2 3 4
10.	Чувствувам дека сум поуспешен родител	1 2 3 4
11.	Подобро ги препознавам потребите на моето дете	1 2 3 4
12.	Почесто си играм со моето дете	1 2 3 4
13.	Гледам сили кај моето дете кое не ги препознавав порано	1 2 3 4
14.	Моето дете гледа промена	1 2 3 4
15.	Знам како стресот влијае на моето родителство	1 2 3 4
16.	Кога нешто работам дома, знам како да го вклучам моето дете	1 2 3 4
17.	Ја разбрав штетноста на физичкото казнување	1 2 3 4
18.	Ги увидувам сопствените сили и силите на нашето семејство	1 2 3 4
19.	Ја препознавам важноста двајцата родители да се грижат за детето	1 2 3 4
20.	Размислувам како да се грижам за себе како родител	1 2 3 4
21.	Знам што е и зошто е важен раниот развој на детето	1 2 3 4
22.	Како родител, имам повеќе самодоверба	1 2 3 4
23.	Во моето место на живеење има многу луѓе и ресурси на кои може да се потпрам	1 2 3 4

На колку вкупно работилници сте присуствувале? -----

SPECIFIC SUPPORT PROGRAM FOR PARENTS OF CHILDREN WITH DEVELOPMENTAL
DISABILITIES

1. Introduction

Support for parents is based on equal dignity of both parents and children, as well as quality interactions of children and parents on one end and the practitioner with parents on the other. The specific program of support for parents of children with developmental disabilities (hereafter referred to as Program) was created as a program whose key aspects include positive parenting and creating a stimulating environment for learning and development at home. As a component of this concept, the Program includes theoretical starting points and specific strategies which will help parents of children with developmental disabilities develop parenting skills for positive interactions with children and create opportunities for development and learning based on play and home routines. There is a strong consensus that parents are the primary and most important teachers from birth, and every family is included in the child's development and learning. The Program's starting point is understanding that a child's earliest learning and development happens in the family, and the familial context builds the foundation of the child's learning and development in all other context, such as preschool. The Program promotes the importance of early development, since it is a period of highest possibility and sensitivity. Consequently, the earlier one secures support for quality parental participation in the child's growth and learning, the more permanent the positive effects become. Even though this age is extremely important, it seems that developmentally disabled children and their families are often not visible enough, nor are they recognized by the system as users who need support in fulfilling the role of a parent. That way, both the parents and the children lose the support in achieving their full potential. Therefore, aside from the following values: inclusion, focus on relationships, care for the parent, non-violent upbringing strategies and supporting the inclusion of both parents in giving care, the Program also promotes availability and inclusion in the education system of Northern Macedonia. The Program envisions house calls with the goal of reaching out to families of developmentally disabled children and supporting parents. In order to ensure equality and synergy of upbringing methods of parents and educators, it is necessary the program of support for parents of children with developmental disabilities be integrated into the existing preschool program, as a specific and diversified (ADVISORY CENTER FOR PARENTS). That kind of parental support encourages the early development of the child, contributes to the successful achieving of the foals set by the preschool program, and improvement of provided services. It is also the basis of quality cooperation with the family, active participation and building a network of social support for parents of developmentally disabled children. That way, the support program becomes available to every parent while respecting the specificity of the parental context, through strengthening the capacity and sensitivity of expert associates and preschool educators to work with parents of children with developmental disabilities. The Program gives new room to work with families which does not rely on "waiting" for families to express their problems; rather, it is proactive and directed towards preventing social isolation and improvement, visibility and availability of support services so that the entire public becomes aware of them and ensures the coordination of services and resources.

The Program is designed so that different institutions and organizations (NGOs, societies) in the community can carry it out and integrate it into existing interventions and services for parents, building a support network for parents of developmentally disabled children in the local community. The Program changes the perspective of educators and associates in preschools, because it requires questioning of practices and a change of focus towards the strengths of the families, with the assumption that all families, even the

most vulnerable, have the capacity to encourage the child's development. The feeling of efficiency and competence in the role of a parent is one of the results of the program, which demands constant reflection, tracking and evaluating the Program with the goal of building practical and reflective competence and professional responsibility of everyone a preschool might employ.

Welcome to the Program of support for parents of children with developmental disabilities!

2. Theoretical basics of the program

2.1. Relationships and quality upbringing are the cornerstone of a child's development

The importance of the parent-child relationships in early childhood – research has shown that brain development is cumulative and very susceptible to environmental influence, therefore early experiences, surroundings and relationships set the foundation for later development. Learning and development cannot be considered outside of the physical and psychological environment, in which **relationships** have a key role in learning. It is known that every interaction (positive, negative or absent) contributes to the development of a child's brain and sets the basis for future learning. The child experiences the world through relationships it establishes and develops, and these relationships shape and direct its development and learning. Starting with the attachment to the primary caregiver at the earliest age through relationships the child builds with other adults and children, relationships are the starting point and foundation on which all learning and growing is based on.

How are relationships built? According to the theory of affectional bonding, attachment is developed between a parent and a child, and it begins as a collection of innate signals which call the parent to the child (crying, smiling, eye contact, etc). With constant repetition of these interactions (the signals and the parents' responses), an affectional bond is developed, which contributes to the child's cognitive and emotional capabilities and the experience of gentle and caring upbringing (Berk, 2008). Evidence from research reveals that you get the most positive effects on a child's development if these relationships are *warm, nurturing, responsive and led by the needs, interests and characteristics of the child* (Shonkoff, Phillips, 2000). The caregiving system, which develops in the parent along with the attachment system, has the goal to protect the child and ensure quality care (Bowlby, 1980 according to Pianta, Marvin, Britner & Borowitz, 1996). The system contains inner models on the role of the parent and the child and determines when it needs to activate and give protection to the child and when to deactivate (when the child is appeased and protected), as well as which behaviors will be appropriate to use. In the context of a child with developmental disabilities, the successful functioning of the caregiving system can be disrupted, as is the development of a secure affectional bond, because the knowledge that the child has a disability is stressful and traumatic. The parental system activates in order to do its basic function, which is to protect the child, but the parent cannot shield the child from a diagnosis or a disability. As a result, the caregiving system is forced to *defend itself* (George & Solomon, 2008). Therefore, some parents of developmentally disabled children minimize the disability, or they overstate it, but in either case they become less sensitive, which leads to uncertain patterns of connection.

What is quality upbringing? - The modern perspective on parenting in early

development via the concept of **supportive care** defines the most important qualities of childcare. This concept emphasizes that, for the development and good of the children, it is important from earliest childhood to build an environment that combines **nurturing upbringing**, directed towards the child's physiological, emotional and social needs and their need for autonomy with **supportive upbringing**, which ensures learning opportunities based on exploring, play and participation. The concept of supportive care (Britto PR, Lye SJ, Proulx K et al., 2017) differentiates between five domains of a supportive environment, which intersect: care for health, care for nutrition, responsive care, safety and security, learning opportunities in early childhood. Additionally, the key of the concept is the parents' focus on the needs of the child, their skill in noticing, recognizing, understanding and answering them, aka **responsiveness**. Parents of developmentally disabled children (certainly not all) who don't manage to redefine their function are less focused on the needs of the child, because they either don't see the signals or they misinterpret them. The quality of care is lower because the parents either care too much with constant support (uncertain/preoccupied pattern) or they have expectations that are too high and they demand independence and self-reliance (uncertain/avoidant pattern). What gets lost is the experience of the child's trust in the availability and interest of the parents and the ability to rely on their leadership and support in exploring the world around them, which is the cornerstone of the child's development and learning. At the same time, the failure to interact with the child prevents the parents to get to know the child better, become more skilled and develop parental competence.

At an early age, every situation is seen as a learning opportunity. The child, therefore, learns in different situations – play (which allows them to explore, be creative, manipulate objects around them), different rituals and family routines, and life situations in which the whole family participates. The Program starts from the fact that learning and development happen throughout the whole day, if there is a stimulating environment. Therefore, it underlines the importance of developing parental skills to create such an environment **at home** into the following categories: *family free time, participating in routines, playing together, talking to the child and reading with the child*. In the context of parenting a child with developmental disabilities, who are subject to various treatments and interventions, the fact that the parents can encourage development at home all day through daily routines and playing is important, because it affirms their role and motivates them to learn skills to create a stimulating environment at home.

2.2. Core values of the program

Inclusive education is the core value of the Program, which is based on the social model of education for children with developmental disabilities. In this model, the disability is not viewed solely as a problem of the individual, but of society and inadequate work of relevant institutions which need to be changed in order to provide adequate conditions for development and social inclusion of the disabled child (Radoman, 2003). Research results point towards gains in social, emotional, cognitive and speech development in developmentally disabled children who are included in the early education system, leading to a lesser feeling of being stigmatized and higher capacities to initiate and maintain lasting interaction with children from the general population (Henninger, Gupta, Henninger, & Vinh 2014; Banda, Hart, & Liu-Gitz, 2010). The availability of early education for developmentally disabled children secured cooperation, partnership, exchange, feeling of belonging and acceptance, being introduced to methods of stimulation and support for the child's development and learning.

Tolerance, in the wider sense is defined as “respect, acceptance and appreciation

of the rich diversity [...] of human existence.” (Alzyoud et al., 2016: 35). Learning about tolerance and learning tolerance, that is learning in order to know, learning in order to work, learning in order to live together and learning in order to be (Delors, 1998) includes keeping already learned but also acquiring and developing new competences and experiences. The Program strongly supports social participation and including all children and their families in a community, support to families and children and building an atmosphere of acceptance and appreciation. Therefore, informing about the Program and promoting the Program has in its essence a building of common values in all families, including the families of children with optimal development.

Accepting a child as competent is preceded by the skill to *connect* with and *follow/get to know* them. A parent who is prepared to invest emotionally into a child, or connected to the child, will follow them: the parent will notice and recognize the child's signals, interpret them correctly and give the appropriate answer. Connecting, following and accepting the child are the cornerstone on which the parent's skill to create opportunities for learning and development is built. Connecting and observing the child as parental skills can be disrupted by the inability to recognize signals and interpret them correctly, which makes giving the correct response more difficult for a parent of a child with developmental disabilities. Accepting the child is negatively associated with *parental stress*, which can come from the child (their characteristics caused by the disability or diagnosis, the severity of the illness) or from the parent (feeling incompetent in the role of parent, lack of social support, economic status, cultural context).

Finding out that a child has a disability is one of the most traumatic experiences, which influences the functioning of the parent, but also the relationship towards the child, with lower sensitivity. The phrase “grieving the loss of a perfect child” is often used to describe the process during which the parents change their ideas of the expected child and accept the idea of their child with chronic health difficulties (Marvin & Pianta, 1996). The process of accepting requires cognitive and emotional dealing with the trauma caused by the revelation. The process of adjusting and accepting the child's condition requires the parent's to deal with the experience both cognitively and emotionally. Cognitively, they need to understand the implications of the child's diagnosis. Emotionally, they have to live through, accept and express the feeling of disappointment, sorrow, sadness, anger and guilt to understand the implications of the fact that their child has a developmental disability. (Barnett, Clements, Kaplan-Estrin, Fialka, 2003). Accepting parents become cooperants and partners focused on the child, their strengths and ways to support learning and development in the context of the disability. Non-accepting parents have not worked through the crisis by finding out about the disability, and they develop uncertain patterns of affectional bond, either avoidant or overprotective. They have difficulties interpreting the child's signals, and so cannot adequately fulfill their role as caregiver. Focused on the disability, they either have low or overly high expectations from their child. All families who experience more intense stress in general, and especially the stress caused by taking care of a child (chronic illness, developmental disability) are at risk of being unaccepting. It is necessary to work intensely on accepting the child in these families, but also accepting oneself as a parent, keeping in mind that with every new phase of development (speech, learning to walk, etc), the parents experience new painful emotions about the child's condition (Barnett et al., 2003).

Understanding the (non)acceptance of the disability as a factor that influences the relationship towards a professional is very important in accepting and connecting to parents of developmentally disabled children. Accepting such parents as being in the process of looking for a solution ensures that the professional can understand the parents'

perspective when working with them, as well as the cause of unpleasant emotions and behaviors, and therefore normalize, distance themselves emotionally and protect themselves from professional burnout. Knowing about the concept redirects the professional towards the family's strengths, which is to say, those qualities that can ensure the family successfully conquer the challenges standing in their way (Mackay, 2003).

Parents of children with developmental disabilities are faced with many high-stress challenges. These challenges include both physical demands that come with a higher necessity of caring for the child and emotional demands, due to the extremely difficult emotions these parents experience. While the parents of children with optimal development face developmental crises and related stresses, such as with starting preschool, parents of children with disabilities face the same stresses and additional ones, caused by developmental challenges. At every developmental milestone (the child is not speaking, hasn't begun walking), they face unpleasant emotions (fear, worry, sadness), as well as the fact they must once again redefine their expectations and care. Research has shown that redefining is the most often used strategy for overcoming stress with parents of children with cerebral palsy, because it helps them redefine their situation and make it more meaningful and acceptable (Krstic & Oros, 2012). Feeling sorrow and fear, altering hopes and expectations for the future, experiencing guilt, shame and responsibility, pronounced anger with experts working with the child, lead to an erosion of the parents' self-respect and self-confidence, as someone who is supposed to protect and care. All this leads to a constant confrontation with the child's needs, the inability to recognize those needs in a sensitive manner and a lower quality of care for the child, as a result of not accepting the diagnosis or the disabilities.

Accepting the child's characteristics, feelings and behaviors, as well as oneself as a parent, without judgment, helps people understand that parenting carries different challenges. This acceptance does not mean giving up on the responsibilities of rearing and guiding the child, but it does mean recognizing that challenges and mistakes are a part of parenting. Non-accepting parents are in constant confrontation with the needs of the child, unable to sensitively recognize the child's needs, which leads to a lower quality of care. Failure in interactions with the child damages the self-confidence and self-respect of parents as caregivers and protectors. The negative assessment of parental competence leads to the parents not accepting themselves, which consequently leads to distancing from interactions with the child and therefore an even lower quality of the care given.

The child's *participation* hinges on the beliefs and values the parents have about the child. When the child is accepted as they are, with the focus on their strengths, abilities, skills and potential, the adults' child rearing practices can offer many opportunities for the child to participate in both family life and in the preschool. Children learn through participating in collective activities (family routines, rituals, play) with both adults and other children. Aside from the way they view the child, their participation is also influenced by the parents' knowledge about how a child learns and the quality of the relationship with the child and relationships around the child. In order for a parent to accept a child with developmental disabilities and ensure participation, it is necessary for them to redefine their function into a coherent framework (what it means to be a parent of a developmentally disabled child). It is equally important to focus on the actual child, here and now, and directed towards their strengths. If the parent's expectations are too high, the environment around the child will be too demanding and the child cannot participate. Conversely, if the parent presents the child with stimulation that is below their abilities, the child's participation has no point, is not challenging enough, and the child does not participate. The skill of a good balance between autonomy and support, the

known and the unknown, is demanding for parents of children with optimal development. Participation is a key concept in approaching education based on human rights. Even though the Convention on the Rights of the Child underscores the right to an education for every child, by entering preschool, the child gets access to education. Only with active participation in play, exploring, learning, rituals and routines in the preschool can we begin to talk about fulfilling the right to education. Seeing as how the child's participation in the present moment determines future participation greatly and the process which allows for learning, it is important to remove impediments to participation. The type of participation is determined by the children's capacities, their experience and interests, age, in the context of the disability. Responsiveness and respect from close adults that a developmentally disabled child comes across increase and support the developing of competence. Directing the parents towards the child's capabilities and capacities in the here and now is support for accepting and participation of the child.

Impediments to participation can therefore come from adults; more specifically, their beliefs and how they see the child. Participation can also depend on the knowledge of parents and educators about how the child learns (their specific style of learning, exploring, expressing themselves) and the quality of the relationships with and around the child (over-protectiveness, rejection). Over-protecting the child makes participation impossible, as does rejection, because the parents' expectations in either case are incongruous with the child's needs. Sometimes, the impediments come from the child, depending on the severity of the disability, which is why it is necessary to direct the parents to the child's strengths. This leads to accepting the child and developing skills to create an environment in which the child can participate. Having in mind that family routines and functioning are often interrupted when caring for a disabled child, it is important for experts to understand the family's context and be sensitive.

Along with participation and accepting the disabled child and the parent-child relationship experts must also develop skills of accepting and participation for parents themselves in the parent-expert relationship, as a parallel process. Acceptance necessitates abandoning of the traditional approach and the role of an "expert" that provides knowledge in favor of a more modern approach and the role of a partner. The partner approach to parents means that they are included in decision making, their viewpoint is valued because they are the experts who know their child best. In that sense, communicating with parents includes monitoring and connecting their reactions in order to understand their perspective.

The Program focuses on the important role that the parents or caregivers have in shaping a stimulating environment, and inadequate parental skills are the primary causes of *corporal punishment*. Research has shown that children with developmental disabilities are at a higher risk of corporal punishment. Not accepting the child and focusing on the disability leads to parents' expectations that are too high or too low, which makes parents more prone to reacting violently. Positive parenting supports parents in using non-violent strategies of upbringing by developing two crucial skills – *accepting the child* and *guiding the child through situations* (offering structure). *Accepting the child* means that the child feels loved (showing love) no matter the circumstances. Parents of developmentally disabled children often cannot see the child for the disability. It is therefore important that the parent knows and understands their child's behavior and emotions and can put themselves in the child's position and recognize their needs, as well as recognize needs, initiative and interests in the child's behavior. *Guiding the child* through situations means giving the child clear instructions for expected, safe and useful behaviors, explaining the reasons for certain demands, supporting the child and helping them to successfully

complete challenges, being a positive role model and solving challenges together. Educators and care providers can teach parents these skills and model the appropriate non-violent strategies and problem-solving skills.

Finding out that the child has a disability is traumatic and stressful for the family. Some individuals experience positive psychological growth from hard life experiences, which is not a miracle, but rather the result of being determined to overcome stress and misfortunes as much as possible (Lazarus, 2003). In some parents, the stress becomes so intense that it leads to a feeling of complete powerlessness. Everyday stressors connected to parenting a child with developmental disabilities increase, so parents feel more and more depressed, helpless and worthless (Crnic, Friedrich, & Greenberg, 2002). The increased demands around caring for a disabled child can have consequences for the physical and **mental health of the parents**. Parents of children with developmental disabilities need support in mastering the strategies of overcoming unpleasant emotions: Channeling them, asking for help from the wider family and resources in the community, having someone they can trust, which can be an expert in the preschool, as the first line of support. It is important to be one step ahead of the parent and work with the stress they are going through (giving them strategies to overcome anger) and facilitate interaction, connection and a quality relationship between the parents and the child. Parents of a disabled child are uncertain of the child's current health situation and the prognosis of their future development, burdened by frequent medical procedures and checkups, as well as the specific demands caused by the child's illness. The family's stress can be increased by negative social attitudes towards disabled persons, the necessities of prolonged physical care, unrecognized sadness in parents caused by unrealized expectations, as well as financial burdens, responsibilities and worries about the child's future in later life (Dyson, 1993, according to Krstic, 2013). On top of that, there is a redefining of familial roles, such as whether the mother will go back to work and have a role outside of motherhood. This can lead to lower income, but also the lessening of the mother's independence (Langridge, 2002, according to Krstic, 2013). Preoccupied with caring for a child with developmental disabilities, parents are prone to disregarding themselves. It is important to understand that one cannot create good conditions for a child to grow if one does not care for the parents and guardians and care providers and stand by them as much as they need. There is evidence that the emotional well-being of the parent/guardian and their mental health is of key importance for quality care and a child's development. In order for parents to adequately care for developmentally disabled children, they must have others who support and care for them. Parents who use institutional aid have an easier time overcoming stress, especially if their child has a more severe disability (Krstic & Oros, 2012). Therefore, caring for the emotional well-being of parents and their mental health includes encouraging them to care for themselves, seek out support and build their skills in overcoming the challenges of parenting.

2.3 Family routines and play as opportunities for development

A child learns best in relationships characterized by trust, security, warmth and respecting the child's perspective. This kind of connection between parents and a child nurtures the child's readiness to learn with adults. These encouragements "hide" in *everyday familiar routines, family free time, familiar rituals* because they are rich in challenges and opportunities to learn and develop. That way, most household chores can become a chance to enjoy and spend quality time with the child; time when the parents can do their usual tasks while providing the child with a series of precious incentives to

grow. The participation of children in familial routines and rituals is not encouraged as often in families of children with developmental disabilities (Mancini and Coster, 2004; Rosenberg et al, 2010). The ability of a child to “use” encouragements will depend on the skills of the care provider, so it is imperative to support parents in mastering the skills that will improve the quality of the parent-child relationship, as well as the quality of the care give, which sets a new foundation for further development and learning of the child. The skills a parent should have in order for routines to become opportunities for learning and development are the following:

- Carefully observing the child's needs, monitoring how the child exhibits them, and getting familiar with the ways the child reacts in different situations.
- Answering the child's signals consistently and offering the child support to fulfill their own needs.
- Responding (smiling, imitating, directing attention to the object of the child's interest, naming) to any form of the child's initiative (smiling, movement, looks, pointing). This leads to widening interactions and provides additional opportunities to nurture development.
- Carefully following what has gotten the child's attention and supporting initiative in the direction the child is leading. For example, if the child points towards a picture book, the parent might say: “Look, a picture book, let's read together.”
- Enabling the child to be as independent as possible in the activities they want to do and providing support in the process only in order to ensure that the child has what it needs to reach their goal, which is the opposite of doing the activities instead of the child. It is important that the parent believes the child to be competent and skilled, ready to discover and develop.
- Conversing with the child, speaking to them (naming things the child is doing) and describing different situations when changing clothes, preparing meals, going shopping, or any other activity.

On top of the parenting skills used to build a stimulating environment, it is important that the physical environment suits the child's strengths. A sensitive parent can adjust the child's participation in the context of the disability, which is not an impediment towards developing quality relationships; it demands a different physical environment. The parent's skill to facilitate and encourage the child's participation in routines hinges on accepting the child and knowing their interests and their skill set they have for interacting with the environment. For example, a child with impaired vision can feel, recognize and name articles of clothing while taking them out of the washer, what's small, big, heavy, light, wet and so on, with a warm and encouraging parent that will turn it into an enjoyable game. That kind of routine is rich in relations, laughter, conversation, closeness to the parent; the child finds it fun and it makes sense to them, and it stimulates learning and development. The child participating in routines as an encouragement for growth is certainly new to parents with developmentally disabled children, and it motivates parents to master the different ways they can make many incentives available to their child. Routines becoming games and the daily encouragement of development and learning in the family, throughout the whole day, is important information for parents of disabled children. Mastering these skills initiates more interactions with the child, leads to reassessing of one's image of the child (focusing on their strengths), builds parental competence and gives opportunities to the parent to get to know their child and reaffirm their role. For the child, participating in routines helps build a relationship with the parent,

helps them feel like they belong and contribute, develops their skills and communication with adults in a pleasant social setting of the family.

The child learns by playing, and *learning through play* means creating situations in which the child can play through their acquired experiences. An instigator to play can be any change; something new or interesting in the environment that catches the interest of the child and makes them want to engage with it. The Program promotes the idea that all children have access to high-quality play as an opportunity to learn and develop their potential in the family setting. Activities like reading, singing, dancing, movement, playing in the playground or on a picnic are play. The child will learn about themselves and the world around them and develop various skills through playing, always with parents and while interacting with them. Playing is an activity that requires discreet guidance from the parent/adult that does not step on curiosity, creativity and the child's desire to play, but rather helps children to organize their experience. This in turn requires the adults to carefully follow and monitor the playing, interpret, question and deepen it and direct it towards acquiring new knowledge and parenting skills. The parent that is connected with the child, accepts the child, follows the child (notices and interprets their signals and offers the adequate response) and understands the child's perspective is a careful monitor, reacts to the child, understands what the child's behavior means, is adequate at interpreting the child's interests, feelings, thoughts and intentions and is skilled at creating learning through play. In the context of rearing a child with developmental disabilities, the parents sometimes cannot see the child for the disability, meaning that they cannot tell the difference between the need for caring from the need for supporting development. Playing that does not have learning or solving a puzzle as the goal, but rather is a chance for interaction, closeness and enjoyment, supports a child's development. Reading with the child as one of the rituals is a type of learning through play (playing with words, characters, etc) that has the full effect of encouragement only when it includes interacting with the parent. The book is only a tool for shared attention, and the child can choose what and who with to read. Even though at the beginning the parent initiates reading, future participation includes the child initiation reading (bringing the book, pointing to it, taking it), which means that the availability of the book (which is only a tool for shared attention) on the shelf or floor is also important. Also, the child has the right to choose what they read and who with. The parent should maintain face-to-face contact (removing sounds, TV and other distractions), prolong the interaction and ensure physical closeness (so that they can see the child's face). These are important characteristics of the interaction that ensures the child enjoys any activity, including reading together. Reading with a child gives the parent an opportunity to follow the child, notice signals, develop readiness and competence to follow the child's needs and reactions, leaning into the child's initiative and patiently waiting for the child's response while encouraging their participation, thereby creating foundations of secure, warm relationships and positive experiences for the child. A parent that knows can ask questions, make different noises that follow speech, make a game out of the story and adapt guiding through reading according to how children gain understanding and complete tasks will make reading rich with opportunities to grown and learn. That is why reading with a child is considered a form of stimulating growth, especially important for families of developmentally disabled children.

2.4. The right of the child and parents to support

The right of every child to a stimulating environment arises from the fact that early development is the period of the highest sensitivity and opportunity to learn and grow.

Supporting early development is recognized as one of the priorities in the following documents:

The UN Convention on the Rights of the Child points out that a child has the right to achieve “the fullest possible” development and that signing countries should secure “appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.”

The Convention on the Rights of Persons with Disabilities reminds us that “if little children with disabilities are identified early and get support, they are more likely to have less trouble moving into the environment of preschool and primary inclusive education.” This convention also emphasizes the role of the family in the child's development and the role of the state in supporting the family.

Sustainable Development Goals (SDG) emphasizes that investing into the early development of children has become not just a goal in itself, but also the condition for achieving many other Sustainable Development Goals: rooting out poverty and hunger and improving children's nutrition, ensuring a healthy life, securing lifelong education, achieving gender equality and lowering inequality. The goals of sustainable development include the following specific goal in early childhood development: “by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.” In that sense, Sustainable Development Goals presents a historic chance to prioritize investing into early childhood development.

The UN Guidelines for the Alternative Care of Children points out that “Organizations and authorities should make every effort to prevent the separation of children from their parents or primary caregivers, unless the best interests of the child so require” (article 155.).

Parents of children with developmental disabilities or chronic illnesses face great challenges, such as securing adequate treatments and therapeutic procedures for the child, but also challenges of a social nature, like social support, isolation, inclusion (Leonard, Brust, & Nelson, 1993). Also, families of disabled children often face social isolation due to stigmatization. Some parents have difficulties in their environment because of their child's condition, which influences their own sense of identity. Those parents could benefit from meeting other parents of developmentally disabled children in order to lessen their feeling of alienation and slowly lead to acceptance of the special circumstances of their lives (Boström et al., 2010). In modern times, all parents face numerous challenges, to which one then must add the many and diverse challenges of a family with a disabled child. The Program emphasizes the process of learning about parenting much more than education, because it helps parents affirm themselves in their role of parent and improve their parenting skills. The way to provide support is through a group program, which is a process that includes broadening insight and understanding, acquiring knowledge and skills about the development of parents and their children and their relationship. The parents are viewed as persons that have the capacity to learn from everyday experiences in their role as parent. Therefore, the final goal of the program for parents in the modern model is “strengthening capacities,” directed towards activating the parents' strengths, capabilities and competence to change.

3. Key aspects of the program

This specific program of support for parents with developmentally disabled children offers a parental approach, an educational concept and specific strategies that support the development of parental values, knowledge and skills for positive interaction with children.

For a child, above all else, the situation of learning means the existence and availability of interesting *STIMULUS* that invites the child to *wonder*. It also involves the opportunity for the child to come to the answer to their question following their natural *curiosity*, their interest, implementing what they know and can do, *actively exploring*, experimenting and manipulating what they believe to be the key factors of what has drawn their attention. The child *actively directs* their process of learning. They change reality and adapt it to themselves in order to facilitate finding the “name” for what it is trying to understand in order to create circumstances in which they can enjoy learning and in which learning leads to certain results. There is no stimulus that would lead to a leap in development on its own if there is no adult who can name it, offer meaning and guide the child through the experience, expand the game and prolong the child's curiosity and exploration. The child learns best in relationships characterized by trust, security, warmth and respect for the child's point of view. This relationship between parent and child feeds the child's readiness to learn with and from somebody.

The Program postulates that *stimuli* for learning and development lie in routines, play, reading with the child at home (*learning through routines and learning through play*), because these are rich in challenges and opportunities for development, but only when they are based on interaction with the parent. Therefore, the child-rearing practice must be based on *the child's participation in family life and non-punishing parenting*. The Program of support for parents with developmentally disabled children is conceived on the basis of the Program of positive parenthood, so it has the same starting points, basic values and goals seen through the lens of parenthood and caring for a developmentally disabled child. Taking into account the challenges and difficulties these parents face, the Program represents a more intense level of support for parenting. *Caring for a disabled child, mental health of the parents, parental stress, rejecting the child and the role of parent* are only some of the causes that damage their skills of creating a stimulating environment for the child to develop and learn. On top of the usual demands of parenthood, families raising a child with a developmental disability or chronic illness find themselves in front of many additional, specific tasks due to the child's condition.

Starting with the importance of *relationships and quality care for the child*, the Program strongly emphasizes the importance of creating learning opportunities at an early age, providing opportunities to play, converse and read with the child, participating in routines and activities of the household and the family, as well as securing the availability and participation in early learning programs (preschool education).

As a concept, it contains measures taken with one goal – promoting learning and development at home through creating a stimulating environment. Aside from the physical (time, space, toys, materials), such an environment also contains a less visible but more important component, which is a quality parent-child relationship, because that is the foundation for development. The measures include different strategies to support parents, which *improve the knowledge and skills of the parent* regarding the importance of a stimulating home environment, *provides support for learning and development of the child at home* (by participating in routines and learning through play) and builds a network of support for the parents' emotional well-being in the context of caring for a

developmentally disabled child. Every family has routines, rituals and free time, so the Program is crafted as an approach whose goal is to support parents of disabled children to create a stimulating environment at home for every aspect of the child's development (cognitive, emotional, social, speech, motor functions).

The Program promotes emphasis on relationships and support for the involvement of *both parents* in providing care. Most often, the mother takes on giving care to a disabled child, and because it is difficult to find adequate help, many of them stop working after the birth of a child with developmental disabilities, and their engagement is mostly directed towards caring for the child (Krstić, 2013). Including both parents in caring and child rearing has positive effects on both the development and learning of the child and the building of parental skills in both parents. The inclusion of fathers is important in the context of caring for a disabled child and requires support to the parents' union. Methods of support for the mother-father relationships can be: respecting the emotional needs of both parents, including the father in consultations with professionals more often, short-term care and house support for everyday tasks and help with some of the child's particular problems (Bresford et al., 2007).

3.1. Who is the program meant for?

Parents (mothers and fathers) of children with developmental disabilities – so that they can master strategies of overcoming parental stress, care for their mental health, connect with other parents with similar experiences, understand the harm of corporal punishment; develop skills to accept and help the child participate, the ability to create a stimulating environment for the child to grow and learn at home through play and routines; become more active in making decisions and strategies to support the child and the work of the preschool.

Parents of children with optimal development – so that they can develop empathy towards diversity and understand the perspective and challenges of parents with disabled children; in unison with the preschool, help make an environment that secures the participation and inclusion of every child and parent.

The local community – so that the values of inclusion and tolerance can be promoted in the community and a network of social support for parents of disabled children can be built, based on existing and still developing community resources.

4. Program of parent workshops

4.1 The goal of the program and outcomes for parents – strengthening the capacities of parents with disabled children to create a stimulating environment for the child to learn and develop. During the workshops, the parents will have the chance to:

- reevaluate their own parental practices
- exchange experiences with other parents
- learn from one another
- connect and feel accepted and that they belong
- openly communicate and be actively included in the life of the preschool
- gain positive parenting skills
- gain non-violent parenting skills

- care for themselves
 - master strategies to overcome parental stress
 - understand the importance of “sharing” care and the participation of the fathers
- It is expected that the parents of developmentally disabled children:
- feel more successful and competent in their role as a parent (accepting themselves as competent parents, lower parental stress, changing their relationship with the child, changing the behavior of the child, better self-regulation of anger, less unacceptable rearing strategies, recognizing their own strengths and skills)
 - recognize what a stimulating environment and quality care are in the context of disability (developing skills to accept the child and help it participate)
 - feel respected and competent in the preschool
 - feel supported in the community (being informed about resources, including the wider family)
 - develop self-confidence (non-violent strategies, strategies to overcome stress, caring about mental health)
 - spend more time with the child through fun activities (playing, reading, conversations, family routines)
 - recognize their individual strengths and the strengths of the family.

4.2. Target group – the Program is meant for parents (mothers, fathers, caregivers, guardians, adopted parents) of children with developmental disabilities.

4.3. Inviting parents to training – Inviting parents to the training can be done through oral and written communication, fliers, posters, Viber groups, an invitation on the preschool's website, through parent-teacher conferences, using information resources in the local community. If the need arises, it is recommended that the preschool organizes to take care of the children while the workshops take place. The point of the workshops for parents is focusing on reaching the goals and contents of the workshop while building a positive atmosphere through respect and belonging.

4.4. The structure of the training

The subjects of the workshops are:

1. Our journey
2. The picture of my child
3. Mom and dad
4. Spare the rod?
5. We care for the parent – we care for the child

The five workshops have a logical flow towards accomplishing the set goal and cannot be realized individually or in any other order. Preparing the host couple assumes having knowledge and skills connected to positive parenting, a clear division of roles and shared responsibility for the results and achieving goals. It is good for workshop hosts to switch, because it introduces dynamics to the work. It is recommended the report on the workshop be prepared immediately upon finishing. The space should be pleasant and large enough. The number of parents in a workshop should not be over fifteen. The

workshops take place once a month at the time agreed upon with the parents. They should not last longer than an hour and a half.

The structure of the workshop includes:

The introductory part – introductions, introducing the subject and the goal of the workshop, setting the rules of work together (breaks, cellphone use, allowing photos, addressing each other), as well as rules of mutual respect, listening to others, etc.

The central part

- a brief expert presentation (written material or a presentation)
- role-playing
- activities and exercises (often with a worksheet or written material)
- Exchanging experiences, thoughts, discussion either with the whole group or smaller groups (couples, groups of three or four)

The closing part includes a game to relax or an activity that rounds out the subject and giving *homework* with which the next workshop will begin. It is not necessary to insist that everyone “tries” their acquired skills at home, but it would be good that, during the five workshops, everyone has a chance to share their insights with the whole group.

4.5. Evaluation – at the end of the five-workshop cycle, the parents are given an evaluation sheet, made to evaluate the effects of the workshops. The host couple will get a separate evaluation sheet. Both types of evaluation will be in the form of a scale and will be processed quantitatively, in order to further improve the Program based on the results.

4.6. Dissemination of the Program involves creating a core of preschools which will be the model for expanding the program to other preschools not included in the first training. Experts from other preschools will have the chance to implement the Program in their institutions through visits and horizontal exchange, with respect to the context and the culture of the preschool.

4.7. Recommendations

- The program “Our Story”, Center for support for early development and familial relationships “Harmonija” Novi Sad
- The program “Visit Us”, Center for support for early development and familial relationships “Harmonija” Novi Sad

Subject 1.	Our Journey
Goal	Understanding change and ways to adapt to change
Required materials	<ul style="list-style-type: none"> • Worksheet 1: “Welcome to Canada!” - for everyone • large paper – 1 • markers – 1 • sellotape – 1 • small ball - 1
Introductory activity (20 minutes)	The facilitator and participants sit in a circle. The facilitator introduces themselves and thanks the participants for attending. Then they briefly explain the program with its goals and how it is going to work (how many workshops, their duration, work methods, meeting dynamics). Next, jointly establish rules that will apply to all workshops in order to ensure successful work and

	a good feeling for all participants (arrival on time, active participation in the activities, free expression of opinion, respect for other people's opinion, use of mobile phones, photography...). The rules are then written down on a piece of paper which is stuck in a visible place in the room
Main activity (30 minutes)	<p>Everyone sits in a circle. The facilitator initiates a conversation:</p> <ol style="list-style-type: none"> 1. Remember the pregnancy - from the moment you found out about it, during the nine months, until the birth. What were you thinking about, what were you buying, what were you planning? 2. Who was with you, who gave you support? <p>Afterwards, everyone gets Worksheet 1 and reads it</p>
Discussion (20 minutes)	<ol style="list-style-type: none"> 1. What is the first thing you would do in Canada? 2. Which previous experiences would be helpful? 3. What are your skills? What knowledge do you have? 4. Which family members would help and how? 5. Do you believe you would succeed?
Closing activity (10 minutes)	Everyone stands in a circle, and one by one tells what feelings they had during the workshop.
Homework (10 minutes)	Everyone takes Worksheet 1 with them and replaces the word "Canada" with their child's name everywhere in the story.

Subject 2.	Picture of my child
Goal	Questioning their own beliefs about the child
Required materials	<ul style="list-style-type: none"> • Worksheet 2: "Bingo" - for everyone • Worksheet 3: "Picture of my child" - for everyone • Worksheet 4: "Description of my child" - for everyone • writing equipment – for everyone

	<ul style="list-style-type: none"> • crayons – for everyone
Introductory activity (20 minutes)	<p>The facilitator welcomes the participants, thanks them for their participation and states the topic of the workshop.</p> <p>Everyone sits in a circle. Then everyone gets Worksheet 2 and fills it in independently. When everyone has finished, they stand up and at a given sign they quickly look for someone with a different answer than their own in a given field, so the other person signs in the field. The same participant can only sign someone else's sheet twice. After one signature is collected, the next signature is quickly searched for another field. Whenever someone collects signatures in a row (horizontal, vertical or diagonal), shout out loud "Bingo!"</p> <p>After about 10 minutes, the game is stopped and a short discussion follows:</p> <ol style="list-style-type: none"> 1. Who has 16 bingos (15, 14, etc). 2. What was the easiest to get a signature for? What was the hardest?
Main activity (40 minutes)	<p>Everyone sits in a circle. Everyone gets Worksheet 3 and independently draws their child, then under the picture they write a short encouraging or motivational message addressed to the child in direct speech, with which they want to support their journey through life. Then one by one they present the drawing to the others saying, "This is ... (child's name)" and reads the message.</p> <p>Afterwards, everyone gets Worksheet 4 and fills it in independently by writing in the corresponding field what their child does/does not like to see, hear, speak/say, do, but also what makes them sad, scared and happy. Then, in pairs, they share what was written first for one part, and then they move on to the next.</p>
Discussion (10 minutes)	<ol style="list-style-type: none"> 1. How does your image of the child determine your expectations? 2. How do these expectations influence your behavior towards the child?
Closing activity (15 minutes)	<p>Everyone stands in a circle, but next to the person they previously worked with in pairs. One by one, in the pair, they give each other a short positive message related to what they have noticed so far</p>

	in the other person personally or what was written and exchanged while working on Worksheet 4. The others listen carefully and give applause after each message.
Homework (5 minutes)	The parents are given the homework to take the picture of the child they made home.

Subject 3.	Mom and dad
Goal	Understanding the importance of including the father in caring for the child
Required materials	<ul style="list-style-type: none"> • paper – for every small group • writing equipment – for every small group
Introductory activity (20 minutes)	<p>The facilitator welcomes the participants, thanks them for their participation and states the topic of the workshop.</p> <p>Everyone sits in a circle. The facilitator leads a conversation to exchange experiences with the whole group regarding the homework from the previous workshop.</p> <p>Then everyone stands in a circle. One begins, saying, “Dad!” while turning his head to the right. It is a sign that the person to whom the word is addressed should pass it on in the same way. Everyone has the right to say once in the activity: "Squeak!", which is the signal to start using the word “Mom!” in the opposite direction until someone says “Squeak!” again. The activity is over when everyone in the circle has used the right word "Screech!" once and the same word has been transmitted throughout the circle.</p>
Main activity (50 minutes)	Everyone is divided into small groups. Half of the groups are given the task of describing (and writing down as a story) a stereotypical mother and what she usually does (what typical activities she undertakes) that are related to the care and development of the child from birth to starting school. Each sentence should with "She...". The other half of the groups work in the same way, but describe a stereotypical father, beginning each sentence with "He". Some possible activities to include in the description can be: preparing a meal, feeding, teaching the child to eat independently, changing diapers, changing clothes, taking to kindergarten, playing, learning to

	<p>walk, ride a bike, hold a crayon...). Then each group reads their story as written.</p> <p>Then each group reads the same story, but replacing the word "she" with "he" everywhere and vice versa.</p>
<p>Discussion (10 minutes)</p>	<ol style="list-style-type: none"> 1. What did the reverse stories look like to you? Why? 2. Why are mothers usually involved in some activities and fathers in other activities? 3. Are there real differences in their child care abilities? 4. How would it be ideal? When would children feel better? Why? When would they develop more? 5. How can parents help each other in mutual involvement in these activities and in their equal distribution? Also, what would they gain from such shared parenting?
<p>Closing activity (5 minutes)</p>	<p>Everyone is divided into pairs. One from the pair begins to mime various domestic activities, and the other imitates them. After a while, the roles are reversed.</p>
<p>Homework (5 minutes)</p>	<p>The parents are tasked to exchange childhood experiences with each other about how much their fathers were involved in caring for them when they were children.</p>

<p>Subject 4.</p>	<p>Spare the rod?</p>
<p>Goal</p>	<p>Mastering strategies of non-violent parenting</p>
<p>Required materials</p>	<ul style="list-style-type: none"> • Worksheet 5: "Corporal punishment versus positive parenting" – for everyone • Worksheet 6: "What to use instead of corporal punishment?" – for everyone • large paper – for every small group • writing equipment – for everyone • crayons – for every small group • sellotape - 1
<p>Introductory activity (20 minutes)</p>	<p>The facilitator welcomes the participants, thanks them for their participation and states the topic of the workshop.</p> <p>Everyone sits in a circle. The facilitator leads a conversation to exchange experiences with the</p>

		<p>whole group regarding the homework from the previous workshop.</p> <p>Everyone gets Worksheet 5, and the facilitator presents the content of the drawing for reasons for corporal punishment in front of everyone.</p> <p>Afterwards, everyone is divided into small groups, and each one answers the questions in the worksheet, after which one group at a time, in a circle, reads one by one what is written until all the answers to the first and then to the second question are exhausted. Meanwhile, the others listen carefully so that there is no repetition</p> <p>Some of the possible, acceptable answers are:</p> <ol style="list-style-type: none"> 1. Misunderstood, rebellious, scared, unwanted, wrong, hurt... 2. The behavior changes only momentarily because it has no content that will tell the child how to act differently in the future. <p>Then the facilitator presents the second part of the same RL for positive parenting.</p>
Main (20 minutes)	activity	Everyone gets worksheet 6 and answers the requirements in it. Then, for each request, several responses from volunteers are read and analyzed to obtain those that are desirable.
Ending (15 minutes)	activity	Everyone is divided into small groups, so each one makes a poster on the topic: "Stop corporal punishment of children". At the end, each group presents their poster to the others, then the posters are hung in a prominent place in the room.
Homework (5 minutes)		The parents are tasked to bring the child's blanket or scarf that means something special to them.

Subject 5.	We care for the parent – we care for the child
Goal	Helping parents understand how important self-care is in the context of parenting
Required materials	<ul style="list-style-type: none"> • The children's blankets or scarves (brought by the participants) • chairs – more (depending on space)
Introductory activity (15 minutes)	The facilitator welcomes the participants, thanks them for their participation and states the topic of the workshop.

		Everyone sits in a circle. Everyone briefly says who gave him the object and what its meaning is.
Main (30 minutes)	activity	Everyone sits in a circle and covers themselves with the scarf or blanket that they brought, then one by one they tell a story covering the following questions: <ol style="list-style-type: none"> 1. How did that scarf/blanket get in your home? 2. What is the scarf/blanket used for? 3. What memories do you have with it? 4. What feelings does it make you feel?
Discussion (20 minutes)		<ol style="list-style-type: none"> 1. What does it mean for the baby when you wrap/cover it with the scarf/blanket? 2. Who is currently your "cloak of support" in your parenting? How? 3. How important is it to you and why?
Ending activity (20 minutes)		Everyone is divided into pairs. One of the pair is blindfolded with their scarf/blanket, and the other takes them by the hand and leads them safely through a row of chairs laid out in a zigzag fashion. Then the roles switch.
Homework (5 minutes)		The parents are tasked to think about whose cloak of support they are in the family.

5. Interactive materials

РЛ 1: Добредојдовте во Канада!

Јули е, на годишен одмор сте и патувате за Австралија. Очекувате дека сè ќе биде различно, се радувате, долго сте се припремале за тоа. Целото семејство едвај го чека тој настан, сите се возбудени, нетрпеливи. Веќе одамна сте ги купиле сите потребни работи, сте ги спакувале. Куферот е спремен, во него е сè што ви треба. Долго сте ја планирале Австралија. По школувањето и бракот, само Австралија ви беше во мислите. Знаете дека ќе успеете, а и ако има некакви предизвици, сите ќе ви помогнат. Кога ќе дојдете во Австралија, ќе ги видите и сите предизвици, но и сите можности. Можеби нема да стасате сè што до сега стасувавте да направите, нема да имате доволно време, но сепак Австралија е вашиот сон.

Авионот слета, вие излегувате и чувствувате дека сè е некако поинаку, ладно ви е и многу неизвесно. Ви кажуваат дека сте дошле во Канада. Објаснувате дека сте влегле во авион за Австралија, дека таму одите, но никој не ве слуша. Сите ви се смешкаат и ви велат дека сè ќе биде добро. Сопругот/сопругата ве гледа зачудено и тој/таа самиот/ата не верува, прашува каде сте згрешиле. Луѓето во околината се забрзани, никој нема објаснување што се случило. Ве повикуваат да ви честитаат

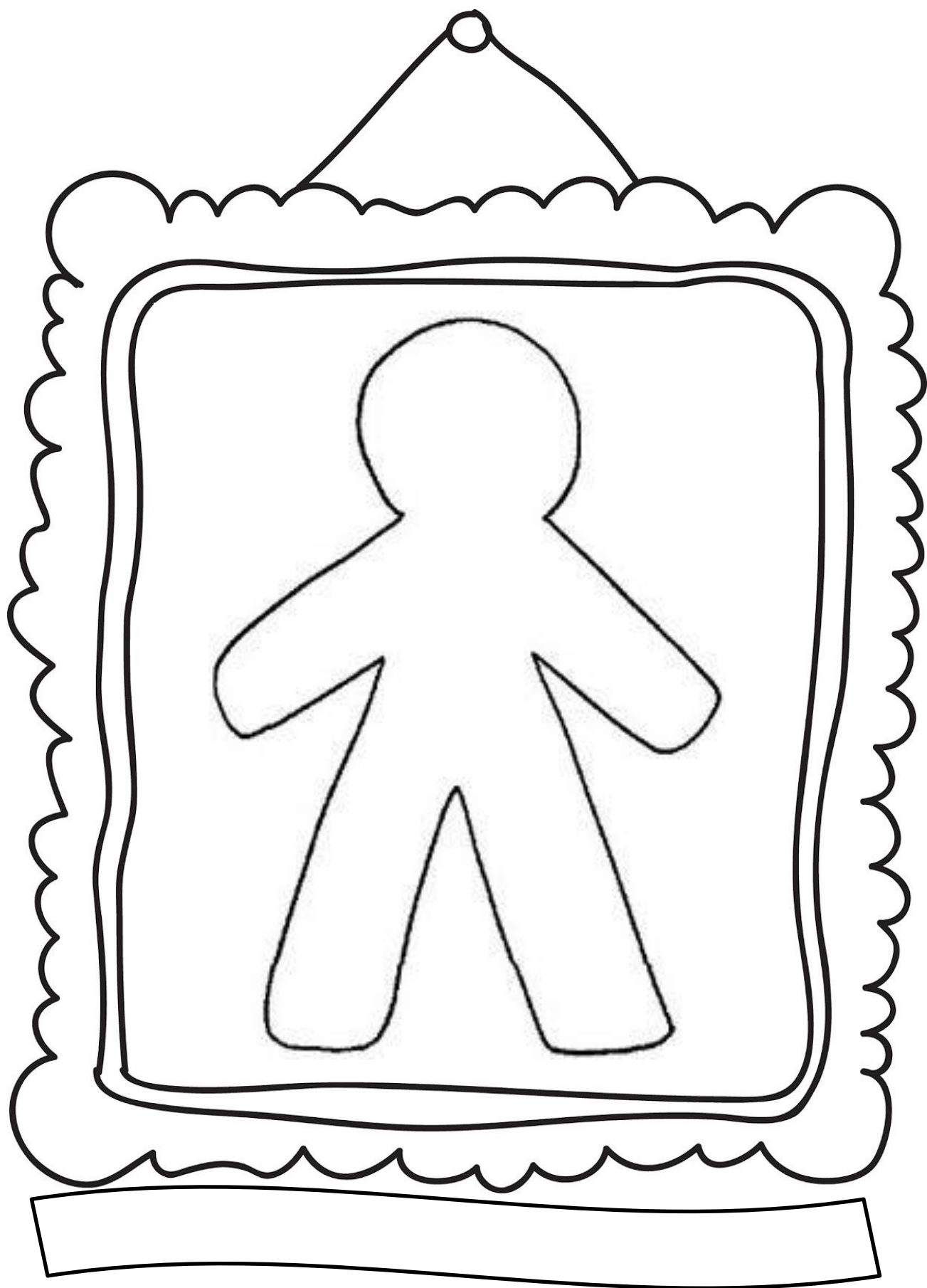
што сте стасале во Австралија. Вие не умеете да им објасните, не ви се пријатни нивните повици. Ви доаѓа да плачете, да викаете. Тогаш, погледнувате околу себе, ја гледате Канада и сфаќате дека е тоа една прекрасна земја. Не е топло како во Австралија, но е многу убава земја, сета е бела и светкава. Има магични моќи да ве задржи, развесели и смири. Во Канада не можете да се сончате, но можете да си играте цел ден на снег. Не можете да ги видите кенгурите, но затоа тука се лосовите. Можете да остварите сè што сте мечтаеле, но треба да ги промените начините како ќе уживате во Канада. Прво ќе го совладате јазикот. Затоа мора да се поврзете со Канада, да следите што ви зборува и да ја прифатите таа држава таква каква што е, со сите свои сили и слабости. Канада ќе ви стане семејство затоа што вие тоа го умеете.

Добредојдовте во Канада!

РЛ 2: Бинго

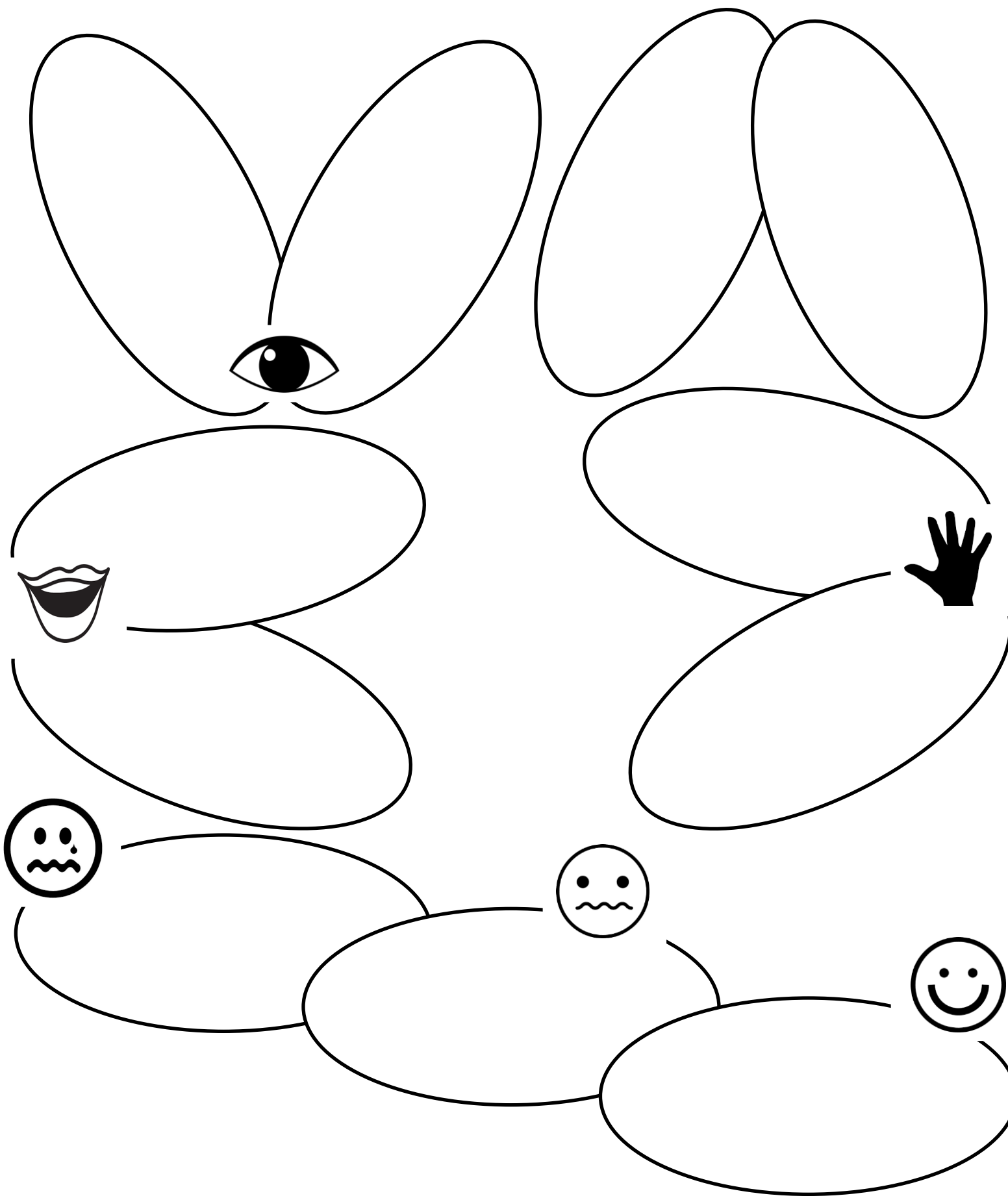
сакате рано да станувате (да или не) _____	имате брат/сестра (да или не) _____	најважен празник во семејството _____	социјална мрежа што најмногу ја користите _____
јадење што најчесто го јадете _____	следите политика (да или не) _____	пиете кафе со соседи (да или не) _____	знак во хороскоп _____
домашна обврска што најмногу ја мразите _____	живеете во куќа или во стан _____	омилена активност во слободно време _____	омилен вид музика _____
најмногу ве нервира кај луѓето _____	земја што сакате да ја посетите _____	пари од „седмица на лото“ би ги потрошиле на _____	најмногу се радувате кога _____

РЛ 3: Слика на моето дете



РЛ 4: Опис на моето дете





РЛ 5: Физичко казнување наспроти позитивно родителство

3. Како се чувствува детето кога е физички казнето?

4. Дали физичката казна го учи детето како правилно да се однесува во иднина и да не го повтори однесувањето за кое е казнето? Зошто?



РЛ 6: Што наместо физичка казна?

Време е за спиење. Играчките се на сите страни во собата и покрај тоа што веќе неколку пати сте му кажале на детето дека треба да ги собере. Тоа одбива да ги стави на место. Како можете успешно да го водите детето низ оваа ситуација наместо да биде физички казнето?

7. Кажете јасно дека сте лут/а, опишете што е проблемот и нападнете го него (објаснете до кои последици може да дојде заради проблемот), а не детето!

8. Кажете ги јасно своите очекувања!

9. Покажете како може да се реши проблемот сега или во иднина (може да се внесе и игровност притоа)!

10. Понудете избор!

11. (ако продолжи несаканото однесување) Предупредете го детето што ќе следи (природна последица од однесувањето, но никако физичка казна)!

12. Доколку и понатаму продолжи несаканото однесување, бидете доследни на кажаното претходно.

РЛ 6: Што наместо физичка казна? – одговори

Време е за спиење. Играчките се на сите страни во собата и покрај тоа што веќе неколку пати сте му кажале на детето дека треба да ги собере. Тоа одбива да ги стави на место. Како можете успешно да го водите детето низ оваа ситуација наместо да биде физички казнето?

7. Кажете јасно дека сте лут/а, опишете што е проблемот и нападнете го него (објаснете до кои последици може да дојде заради проблемот), а не детето!

Многу сум лут/а што неколку пати те замолувам да ги собереш играчките, а тие сеуште се на патосот, на креветот, на масата. Ако вака останат, може некој да се сопне од нив, да нагази некоја и таа да се скрши, а и не може да легнеш убаво во кревет полн со играчки.

8. Кажете ги јасно своите очекувања!

Време е за спиење и веднаш треба да ги ставиш играчките на своето место.

9. Покажете како може да се реши проблемот сега или во иднина (може да се внесе и игровност притоа)!

Може да пуштам една песна и додека таа трае – да ги ставиш коцките во корпата, книгите на полица, боичките во кутија.

10. Понудете избор!

Сакаш прво да ги средиш играчките, па да облечеш пижами или прво пижами, па средување играчки?

11. (ако продолжи несаканото однесување) Предупредете го детето што ќе следи (природна последица од однесувањето, но никако физичка казна)!

Доколку не ги ставиш на место играчките пред спиење и заради тоа некоја се скрши, овој месец нема да се купи нова. Парите за тоа се потрошени.

12. Доколку и понатаму продолжи несаканото однесување, бидете доследни на кажаното претходно.

**ПРАШАЛНИК ЗА РОДИТЕЛИ ЗА ЕВАЛУАЦИЈА НА ПРОГРАМАТА
„ПОДДРШКА НА РОДИТЕЛИТЕ НА ДЕЦА СО ПРЕЧКИ ВО РАЗВОЈОТ“**

Почитувани родители,

Пред Вас е Прашалник за евалуација кој е анонимен, па Ве замолуваме да дадете искрени одговори. Одговорите ќе се користат исклучиво само за евалуација и унапредување на Програмата.

Ве молиме, за секое тврдење подолу да заокружите една бројка на скала од 1 до 4 која најдобро го изразува Вашето мислење.

1-не се согласувам

2-делумно се согласувам

3-многу се согласувам

4-целосно се согласувам

Ви благодариме однапред!

	Тврдење	Оценка
1.	Програмата ги исполни моите очекувања	1 2 3 4
2.	На работилниците го преиспитував моето родителство	1 2 3 4
3.	Научив нови вештини (поврзи, следи, прифати)	1 2 3 4
4.	Разменив искуства со други родители	1 2 3 4
5.	Се чувствував пријатно и прифатено на работилниците	1 2 3 4
6.	Сликата за моето дете сега е поинаква	1 2 3 4
7.	Почесто читам со моето дете	1 2 3 4
8.	Јасно ми е како да го поттикнувам учењето и развојот на моето дете дома	1 2 3 4
9.	Моите блиски гледаат промена	1 2 3 4
10.	Чувствувам дека сум поуспешен родител	1 2 3 4
11.	Подобро ги препознавам потребите на моето дете	1 2 3 4
12.	Почесто си играм со моето дете	1 2 3 4
13.	Гледам сили кај моето дете кое не ги препознавав порано	1 2 3 4
14.	Моето дете гледа промена	1 2 3 4
15.	Знам како стресот влијае на моето родителство	1 2 3 4
16.	Кога нешто работам дома, знам како да го вклучам моето дете	1 2 3 4
17.	Ја разбрав штетноста на физичкото казнување	1 2 3 4
18.	Ги увидувам сопствените сили и силите на нашето семејство	1 2 3 4
19.	Ја препознавам важноста двајцата родители да се грижат за детето	1 2 3 4
20.	Размислувам како да се грижам за себе како родител	1 2 3 4
21.	Знам што е и зошто е важен раниот развој на детето	1 2 3 4
22.	Како родител, имам повеќе самодоверба	1 2 3 4
23.	Во моето место на живеење има многу луѓе и ресурси на кои може да се потпрам	1 2 3 4

На колку вкупно работилници сте присуствувале? -----

SPECIFIC SUPPORT PROGRAM FOR PARENTS OF CHILDREN FROM DIFFERENT
MULTICULTURAL ENVIRONMENTS

1. Introduction

Multiculturalism is a feature of the modern era, which requires delicacy in the creation of every aspect of educational policies, including preschool education, in such a way as to preserve the authenticity of a particular culture. Families differ in many characteristics, including cultures and values, affecting their children's experiences. When choosing adequate ways to support parents, it is necessary to take into account cultural differences in prevailing power relations, work and/or employment, attitude towards kindergarten and/or childhood, social experiences, values, and methods of discipline (Stacy Jork, 2003).

A specific support program for parents of children from different multicultural environments (hereinafter: the Program) was conceived based on the *Positive Parenting Program*, as well as the *Family Support Program for learning and development at home*. The Program contains the same starting points, fundamental values, and goals viewed through the prism of parenting in a multicultural environment, which pays respect to the specificities of each culture present in North Macedonia (Macedonians, Albanians, Roma, Turks, Serbs, etc.). Family involvement in "kindergarten life" is much more than participating in different kindergarten events and activities. Parents are the first "first teachers" of a child, therefore collaboration with parents is important so that children do not have to choose between kindergarten and family cultures, so to say. Learning about the culture of each child strengthens the competence of the professional associate, contributes to understanding the specifics and adapts the program to each child, which in turn develops a sense of acceptance and belonging in children and, consequently, prevents social exclusion. Attitudes and beliefs of adults are often colored by prejudices that diminish not only the expectations of children but also the parents' role and competence. Each family's involvement in the planning and decision-making concerning their children, such as the daily welcome greeting, participation in activities that improve the learning and development of children, the acceptance of parental initiatives, etc., represents ways for parents to become part of the "learning community". In addition to the opportunity for professionals to get to know the family and learn from them, it is ensured that the family's interests, knowledge, values and culture are an integral part of the children's learning process.

Welcome to the Specific program for parents of children from different multicultural backgrounds!

2. Theoretical foundations of the program

2.1. Relationships and quality care are the foundation of a child's development

Starting from the **importance of relationships and quality child care**, the Program strongly emphasizes the importance of creating learning opportunities at an early age, providing circumstances to play, talk and read with the child, participating in family routines, household and family activities, as well as ensuring accessibility and inclusion in early learning programs (preschool and education).

The importance of parent-child relationships in early childhood Research shows that brain development is cumulative and very sensitive to environmental influences, thus

early experiences, environment and relationships form the basis for later development. Learning and development are intertwined with physical and psychological environments and cannot be observed independently, with the addition of relationships playing a key role in the learning process. It is known that any interaction (positive, negative, or absent) contributes to the child's brain development, laying the foundations for later learning. A child experiences the world through the relationships it establishes and develops, and these relationships shape and determine its development and learning. These relationships are the starting points and a support system on which all development and further learning rest, beginning with an early-age attachment with a primary caregiver, through the relationships a child establishes with other adults and children later on in life.

How to build a relationship? According to the theory of affective attachment, an attachment evolves between parent and child and begins as a set of innate signals that invite the parent to the child's vicinity (crying, smiling, visual contact, etc.). Through constant repetition of interactions (signals and parents' responses to them), affective attachment grows over time, to which the child's cognitive and emotional abilities and the experience of tender caring contribute significantly (Berk, 2008). Research evidence indicates that the most positive effects on child development are obtained if relationships with the child are warm, nurturing, responsive, and guided by the child's needs, interests, and characteristics (Shonkoff, Phillips, 2000).

What is quality care? Through the concept of **responsive caregiving** contemporary observation of parenting in the field of early development defines the most important components of quality child care. This concept emphasizes that, for the development and well-being of children from the earliest childhood, it is essential to create an environment that combines **nurturing care**, focused on the child's physiological, emotional and social needs, as well as its needs for autonomy, and **encouraging care**, which ensures opportunities for learning based on inquiry, play and participation. The concept of responsive care (Britto PR, Lye SJ, Proulx K, et al., 2017) distinguishes five domains of enabling environments, which are overlapping: health care, nutrition care, responsive care, safety and security, and early learning opportunities in childhood. At the same time, the focus of the parent on the child's needs, his ability to notice, recognize, understand and respond to them, i.e. responsiveness, is identified as the key to the concept.

At an early age, every situation is seen as a learning opportunity. The child, therefore, learns through different occasions - play (which allows it to explore, be creative, and manipulate objects that surround it), then it learns through various rituals and routines in the family, as well as in life situations in which the whole family participates. The program is based on the fact that learning and development take place throughout the day provided there is a stimulating environment. It is, therefore, of great importance that the parents develop the skills to create such an environment at home in the following domains: family free time, participation in routines, joint play, talking, and reading with the child. In the context of families from different multicultural environments, the fact that a parent can encourage development at home — throughout the day, through daily routines and play — is significant because it affirms his role and, at the same time, motivates him to adopt the skills of creating a stimulating environment at home. When choosing adequate ways of supporting parents, it is necessary to take into account cultural differences in the relations of power, balancing work and/or employment, attitude towards kindergarten as well as attitude towards childhood, social experiences, values, and methods of discipline (Stacy Jork, 2003). This implies that cultural differences are embedded in the program strategies, that is, that the cultural context of the family is respected. Although the parenting skills developed by the Program are the

same for everyone, the opportunities for learning and development of the child, i.e. toys, books, family routines, and family rituals, are adapted to the culture to which the family belongs.

2.2. Core values of the program

Multiculturalism implies that several different cultures coexist in the same area. This diversity of cultures, languages and traditions is considered valuable. Taylor (2003) argues that to recognize the dignity of people, we must recognize the cultures to which they belong. To better understand culture, the Program uses a distinction between several levels of manifestation of cultural characteristics (Hidalgo, 1993). The first is the *particular level* of manifestation of cultural characteristics and refers to all the easily observable components such as clothes, music, food, games, etc. The second is the *level of behavior* recognized by the existing social roles in one culture, by verbal and non-verbal communication, by the way of treating members of another culture or members of the same culture but of the opposite sex or a different social position, etc. Behavior is a reflection of everything that makes up the deeper, symbolic level of a given culture. The third is the *symbolic level* which includes all the values and beliefs characteristic of a given culture. Those deep components of culture are manifested in the behavior of its members: in how they play certain social roles, in what and how they speak, etc.

Tolerance is broadly defined as "respect, acceptance and appreciation of the rich diversity [...] of human existence" (Alzyoud et al., 2016: 35). Learning about tolerance and learning tolerance, i.e. learning to know, learning to work, learning to live together and learning to be (Delors, 1998) implies nurturing the acquired ones, but also adopting and developing of new competences and experiences. The program strongly supports social participation and the participation of all children and their families in one community, offers support for families and children, and builds an atmosphere of acceptance and appreciation. Therefore, informing about the program and promoting the program signifies building common values among all families.

Acceptance of the child, its skills, interests, and reactions are preceded by bonding with the child (parent's willingness to emotionally invest in the child), as well as monitoring the child's behavior (signals) and thus getting to know the child. Connection, observation, and acceptance of the child are the basis on which the parent's skill to create opportunities for learning and development is later built. The capability of accepting a child is strongly influenced by the images of a child, childhood, upbringing, and the level of education that a certain culture fosters. When a culture defines childhood as the period up to the child's 5th year, the educational practices of the parents in families will imply fewer opportunities for the child's participation and contribution to the family routines. If independence is valued in the upbringing of a certain culture, parents will create fewer opportunities for joint play, expecting the child to play as it is. If a family advocates individualism as a value, parental acceptance of the child "being the way it is" should not be interpreted as a lack of parental interest.

Participation is a key concept in a human rights-based approach to education. Although the Convention on the Rights of the Child emphasizes the right to education for every child, by enrolling in kindergarten, the child gains access to education. Only through active and meaningful participation in play, research, learning, routines, and rituals in kindergarten, the child's rights in education are fulfilled. Therefore, the environment in the kindergarten should respect the diversity and specificity of each child and family. Given that a child's participation in the present largely determines participation in the

future and the learning process, it is essential to remove barriers to participation. The children's participation method is defined by the developing capacities of the children, by their experience and their interests, for that reason professional associates must develop sensitivity to the specificity and appreciation of the culture of each family. The visibility of certain family routines, games and rituals, allows professionals to ensure the child's participation both in the kindergarten and in the family. In doing so, one should not proceed from diversity, but from the similarity of goals and ways of supporting parents, which will be integrated into the family culture. Certain cultures strongly emphasize the importance of community, children's contribution and participation in routines, so children grow to be very independent and take care of each other. Such independence should also be supported in the kindergarten because it ensures meaningful participation of the child (minding nurseries, materials, plants, etc.) and the comforting feeling that the child is a part of the kindergarten community. Family free time, vacations, and walks are also an opportunity for children to get to know other cultures through joint play. Reading with a child of another culture implies the sensitivity of professionals to books, stories, and fairy tales specific to a certain culture so that reading is based on quality interaction between teacher and child, or parent and child. When the family does not have books, and the culture fosters oral transmission of traditions and knowledge, children are used to listening to songs, telling stories, and often singing, and strengthening parental skills during storytelling and singing rituals is of great importance in this case. The family's free time and various rituals can become an opportunity for learning and development when the professional recognizes the peculiarities, connects with the parent and adopts the facts. In certain cultures, adults do not play with children, and parents' attention is focused on mastering concrete work skills (collecting secondary raw materials, family crafts, etc.), but such situations can become an opportunity for development and learning as well. A professional associate supports parents through a shared understanding of the value of play. The game does not require additional time, the parent can encourage the child's development and learning at home throughout the day and support skills broadening so that each of the routines becomes a chance for the child's improvement knowledge-wise.

For families from *multicultural environments*, it is necessary for professional associates to develop an understanding of the family context, culture, language and tradition, and accordingly plan children's learning in routines and learning through play, respecting the specificity of culture. Specific characteristics that represent a subtle form of culture can already be spotted during playtime, while reading with a child (type of books, language), or through certain routines. Thus, while playing, the main specifics can be identified, starting with the type of dolls and toys, conversations between teammates, the roles they get, the play materials, the inclusion or exclusion of an adult, the environment that is created, determining whether the play is appropriate or inappropriate and so on. According to representatives of the cultural-ecological theory, these characteristics deem visible and measurable the uniqueness of the game in different cultural contexts. Each game and book contain the so-called "hidden values", i.e. points of view, approaches and relationships that depend on different socio-cultural relationships. The game and types of toys also reflect the culture and traditions of a family, which the professional should consider in creating a stimulating environment for the child's development and learning at home, as well as in kindergarten. All the mentioned activities are an opportunity for parents to enhance their parenting skills and to learn about their children. Obstacles to participation can therefore come from adults,

that is, from their beliefs and ways of understanding the child, but also from roles in the family and approaches to understanding the child.

To understand the environment in which a child grows up, professional associates and practitioners must go beyond the confines of the kindergarten, enter the family and learn something about the uniqueness of each family. One of the ways to get to know the family's culture, routines, roles, and dynamics is achieved through **home visits**. This form of cooperation with the family aims to intensify information exchange with the family in order to strengthen the family's educational function, achieve the continuity of a stimulating environment, and support the child's learning and development. Home visits provide the opportunity to improve parents' knowledge and information, achieve changes in parents' attitudes or behavior, promote the health and development of children as a priority in the family, and improve the quality of life of caregivers (reduction of stress, social support, physical health, material condition, education (Home visitation, 2005; Gomby et al., 1991). In the context of the Program, home visits enable the visibility of the family environment in which the child dwells (games, toys, routines, rituals, roles), assessment of the family's needs and strengths, building a partnership with the family (connection, monitoring, acceptance, participation), along with supporting the child's development through counseling and modeling skills to create a stimulating environment for the child's participation in routines and play.

2.3. Family routines and play as development opportunities

A child learns best in relationships characterized by trust, security, warmth, and respect for the child's perspective. This kind of connection between parent and child encourages the child's willingness to learn with an adult. Incentives are "hidden" in the daily routines of the family, in the family's free time, and in the rituals of the family, because they are rich in challenges and opportunities for learning and development. In this way, most household duties can become a stimulus to enjoy and spend quality time with the child, a time when parents can perform their usual duties and at the same time provide the child with a series of valuable incentives for growth. Children's participation in the routines and rituals of family life is less encouraged in the poor and in families of children with disabilities (Mancini and Coster 2004; Rosenberg et al. 2010a). The child's ability to "utilize" stimuli will rely on childcare skills — it is, therefore, imperative to support parents in mastering skills that will improve the quality of the child-parent relationship and the quality of care, which will in turn be the backbone for the child's further growth and learning. The skills a parent needs to have to make routines and opportunities for learning and development are as follows:

- Carefully observes the child's needs and follows how the child expresses them in order to familiarize himself better with the way the child reacts in different situations.
- Consistently responds to the child's signals and supports the child to meet its needs.
- To any form of the child's initiative (smile, movement, look, pointing), the parent reciprocates (smiling, imitating, directing attention to the object of the child's interest, naming). In this way, the interaction will be further expanded and provide additional opportunities to encourage development.

- Carefully follows what has attracted the child's attention, and supports the child's initiative. For example, if a child points to a picture book, the parent can say: "Look at the picture book, let's read together."
- Enables the child to be as independent as possible in the activities that it wants to do, and offers support in that process just enough to enable the conditions for the child to achieve his goal (which is the opposite of doing the activities instead of the child). Accordingly, the parent needs to trust that the child is competent and skillful, prepared to learn and improve.
- Talks to the child, names the things the child does and explains different activities, such as changing clothes, preparing meals, going shopping, or any other activity.

Apart from the mentioned parenting skills which are used to create a stimulating environment, it is also important that the physical environment reflects the cultural specificities of the family. For example, if the dressing routine includes many different scarves, these can be an opportunity to play dress-up, act, and create clothes; the morning coffee ritual is an opportunity for the child's contribution in the making; preparation of a specific meal is an opportunity to name foods, etc. Such routines and rituals abound in relations, exchanges of laughter, conversations, and closeness with the parent; they are meaningful and fun for the child, and they encourage development and learning. The child's participation in routines as an incentive for development is certainly a novelty for parents, which further motivates parents to master ways of exposing the child to as many incentives as possible. Mastering the skills in return initiates more interactions with the child, leads to a re-examination of the child's image, builds parental competencies and provides an opportunity for the parent to get to know the child and reaffirm his role. For the child, participation in the routines will enable the building of a relationship with the parent, a sense of belonging, contribution, development of skills, and communication with adults in a pleasant social family experience.

A child learns by playing, and *learning through play* means creating situations in which the child can breach the obtained experiences. The stimulus for play can be any change, novelty, or interest from the environment, which attracts the child's attention and engages it. The program promotes the idea that all children have access to high-quality play as an opportunity to learn and develop their potential in a family environment. Activities such as reading, singing songs and dancing, exercising movement, playing on the playground, or a field trip are all considered play. The child will learn about itself and the world around it, and develop different skills through play, almost always with and in interaction with his parents. Play is an activity that implies the discreet guidance of a parent/adult that does not extinguish the child's curiosity, creativity, and desire to play, but rather helps children gather their experience. This requires adults to carefully monitor and observe the child's play, interpret, review, deepen it and direct it towards acquiring new knowledge and parenting skills. A parent who is connected to the child accepts the child, follows the child (notices, interprets the child's signals and provides an adequate response), understands the child's perspective, is a careful observer, reacts to the child, understands what the child's behavior indicates, is an adequate interpreter of the child's interests, feelings, thoughts and intentions, and is adept at providing learning through play. In the context of children growing up in different multicultural environments, play and games are different. The wealth of diversity offers more opportunities for the child to acquire skills important to the community. Playing with a child, which does not aim to teach the child specific knowledge or, for instance, how to put together a puzzle, can be perceived as an opportunity for interaction,

exchange of closeness, and enjoyment, which is an incentive for the child's development as well. Reading with a child as one of the rituals is a form of learning through play (playing with words, characters, etc.), but it is a full incentive only when it involves interaction with the parent. A book is just a tool for shared attention, and the child can choose what and with whom it wants to read. When introducing books, in the beginning, the parent initiates reading, but later participation of the child implies that the child initiates reading (brings, books, shows, takes), which implies that the availability of books on the shelf or the floor is also important for his participation. Also, the child has the right to choose with whom and what it wants to read. The parent should skillfully maintain face-to-face contact (turn off sounds, TV, and other distractions), prolong the interaction and ensure physical closeness (so that he can see the child's face) — these are important characteristics of any interaction that ensures the child's enjoyment, including reading together. Reading with the child allows the parent to follow the child, notice the signals, comprehend the child's signals, and adequately respond to them. At the same time, this activity practices their skills and parental competencies, establishes readiness and dexterity to follow the child's needs and reactions, teaches them to rely on the child's initiative, to wait patiently for the child's response and support its participation, thereby creating the foundations of safe, warm relationships and positive experiences for the child. A parent who knows how to ask questions, make different sounds that follow speech, make a game out of a story, and adapt reading guidance according to how children gain understanding and solve tasks, will make reading into a productive chance for development and learning. That is why reading with a child is considered a form of developmental stimulation.

2.4. Child's and parents' right to support

Every child's right to a stimulating environment stems from the fact that early development is the period of greatest sensitivity and greatest opportunities for learning and mental growth. Early development support is recognized as one of the priorities in the following documents:

The UN Convention on the Rights of the Child states that the child has the right to develop "to the fullest extent possible" and that the signatory states should provide "adequate assistance to parents and legal guardians in fulfilling their obligations to raise children and the development of institutions, facilities and services for the care of children".

The Convention on the Rights of Persons with Disabilities reminds us that "if young children with disabilities are identified early and receive support, it is more likely that they will easily transition to preschool and basic inclusive education". This convention emphasizes the role of the family in the development of the child and the role of the state in providing support to the family.

The Sustainable Development Goals (SDGs) emphasize that investing in children's early development has become not only a goal in itself, but also a condition for achieving many other Sustainable Development Goals: eradicating poverty and hunger and improving child nutrition, ensuring healthy lives, ensuring lifelong learning, achieving gender equality and reduce inequality. The Sustainable Development Goals include the following specific early childhood development goal: "By 2030, ensure that all girls and boys have access to quality care, as well as preschool education so that they are ready for

primary education." In this sense, the Sustainable Development Goals represent a historic opportunity to prioritize investments in early childhood development.

The UN guidelines for alternative care for children emphasize that "organizations and competent authorities should make every effort to prevent the separation of children from their parents and primary caregivers unless the best interests of the child so require" (Article 154).

The Program emphasizes that the process of learning about parenting is beyond education, as it helps parents to assert themselves in their parental role and improve their parenting. The method of providing support to parents is implemented through a group program that is defined as a process that includes expanding insight and understanding, acquiring knowledge and skills about the development of parents and their children, and the relationship between them. Parents are seen as having the capacity to learn from everyday experiences in their parenting role. Therefore, "strengthening of capacities" is highlighted as the ultimate goal of the program for parents in the modern model, with a focus on activating parental strengths, opportunities, and competencies for change.

3. Crucial elements supporting the program

A specific support program for parents from different multicultural environments offers a parental approach, educational concept, and specific strategies that support the development of parental values, knowledge, and skills for positive interaction with children.

For a child, a learning situation means, first of all, the existence and availability of an interesting INCENTIVE that leaves the child wondering. Then, it also includes opportunities for the child to find the answer to its question by following its natural curiosity, its interest, applying what it knows and can do, *actively researching*, trying, and handling what it considers to be the key factors of the phenomenon that aroused his interest. The child *actively manages* its learning process. It changes reality and adapts it to itself to more easily find a "name" for what it is trying to understand, to create circumstances in which it can enjoy learning and in which learning leads to certain results. There is no stimulation that by itself would make significant progress in the development with no actively engaged adult to denote and describe, offer meaning, lead the child through the experience, expand the game, and extend the child's curiosity and research. A child learns best in relationships characterized by trust, security, warmth, and respect for the child's perspective. This kind of connection between parent and child nurtures the child's willingness to learn with someone and from someone.

The program implies that incentives for learning and development are found in routines, play, and reading with the child at home (*learning in routines and learning through play*) because they are abundant in challenges and opportunities for development, but only when they are based on interaction with the parent. Therefore, educational practice should be based on the *child's participation in family life and non-punitive parenting*.

Based on the *importance of relationships and quality child care*, the Program strongly emphasizes the importance of creating opportunities for learning at an early age, providing opportunities to play, talk and read with the child, participating in family

routines, household and family activities, as well as ensuring accessibility and inclusion in early learning programs (preschool and education), in the context of a multicultural environment.

As a concept, it contains a set of measures that are undertaken with one goal, which is to promote learning and development at home, through the creation of a stimulating environment. Apart from the physical (space, time, toys, materials), such an environment contains a less visible but more important component — quality relationships between parent and child, since it's the relationships that are the foundation of development. The measures include various support strategies for parents that *improve parents' knowledge and skills* about the importance of a stimulating environment at home, *provide support for the child's learning and development at home* (participation in routines and learning through play) and build a support *network for the emotional well-being of parents*, in the context of a multicultural community. Every family has routines, rituals, and free time, and the program is designed as an approach that aims to support parents from different multicultural backgrounds in creating a stimulating environment at home for the child's development in all areas (cognitive, emotional, social, motor and speech).

The program promotes a relationship focus and supports the involvement of both parents in caregiving.

3.1. Who is the program intended for?

Parents (mothers and fathers): to develop the skills of acceptance and participation of the child, to be able to create a stimulating environment for the child's learning and development at home, through routines and play; become actively involved and participate in decision-making, and the life and work of the kindergarten; contribute to the development of an environment that ensures the participation and involvement of every child and parent.

Local community: to promote multiculturalism as a value in the community and build tolerance for diversity.

4. Program of workshops for parents

4.1. Program's goal and outcomes for parents. Strengthening the capacity of parents of children from multicultural environments in developing a stimulating environment for the child's development and learning.

During the workshops, parents will have the opportunity to:

- question their parenting practices
- share experiences with parents
- learn from each other
- connect and feel belonging and acceptance
- communicate openly and be actively involved in the life of the kindergarten
- acquire positive parenting skills
- acquire the skills of non-violent strategies

- take care of themselves
- master strategies for overcoming parental stress
- understand the importance of "shared" care and participation of fathers

Parents of children from diverse multicultural backgrounds are expected to:

- feel more successful and competent in their role as parents
- recognize what is a stimulating environment and quality care in the context of multiculturalism (develop the skills of acceptance and participation of the child)
- feel respected and competent in kindergarten
- feel supported in the community
- develop self-confidence
- spend more time with the child through fun activities (play, reading, conversation, family routines)
- recognize their strengths and the strengths of the family

4.2. Target group. The program is intended for parents (mothers and fathers, guardians, foster parents, and adoptive parents) of children from different multicultural backgrounds.

4.3. Inviting parents to train. Inviting parents to train is possible through oral and written communication, posters, flyers, and Viber groups, publishing invitations on the kindergarten's website, parent meetings, and using information resources in the local community. If there is a need, it is advisable to organize childcare in the kindergarten during the workshops. The essence of workshops for parents is a focus on achieving the goal and content of the workshop while building a positive atmosphere through appreciation and belonging.

4.4. Training structure.

The topics of the workshops are:

- We in the community
- Our children in the community
- Early development at home
- A picture of my child
- How do we play at home?
- Reading with a child instead of reading to a child
- Routines in our family

The 7 workshops have a meaningful flow toward the achievement of the set goal and cannot be implemented individually or in a different order. Workshop administrators/facilitators should possess knowledge and skills about positive parenting, there should be a clear division of roles and joint responsibility for the outcome and achievement of the goal. It is good that the workshop administrators/facilitators rotate, which alters the dynamics of the process. It is preferable to write a report on the workshop immediately after its implementation. The room should be pleasant, and spacious. The number of parents at the workshop should not exceed 15; the method of implementation is once a month, at a time agreed together with the parents. Workshops should not last longer than 1.5 hours.

The structure of the workshop includes:

Introductory part:

Getting to know each other, introducing the topic and goal of the workshop, jointly agreeing on work rules (breaks, use of mobile phone, address, permission to take photos, etc.), as well as rules of mutual respect, listening to others, etc.

Central part:

- short professional presentation (written contribution or presentation)
- role-playing games
- activities and exercises (often with a worksheet or written attachment)
- exchange of experiences, reflection, discussion at group level or in small groups (pairs, threes, fours)

The final part:

Includes a relaxing game or an activity to wrap up the topic and give homework, which starts the next workshop. It is not necessary to insist that everyone "try" the acquired skill at home, but it is desirable that during the 7 workshops, everyone has the opportunity to present their insights and learnings about the child at the level of the whole group.

4.5. Evaluation. At the end of the cycle of 7 workshops, the parents are given an Evaluation sheet created to evaluate the effects of the workshops. A special evaluation sheet was prepared for the workshop administrators/facilitators. Both methods of evaluation will be in the form of assessment scales and will be processed quantitatively, to further improve the Program based on the obtained results.

4.6. Dissemination of the program implies the creation of a core of kindergartens, that will serve as models for spreading the program to other kindergartens which were not included in the first training. Through visits and 'horizontal exchanges', professional associates of other kindergartens will have the opportunity to implement the program in their kindergartens, respecting the context and culture of the kindergarten.

4.7. Recommendation

Program "Posetite nas", Center for Support of early development and Family relations "Harmonija", Novi Sad

Topic 1.	We in the community
Goal	Acquainting and developing a tolerance for diversity
Required material	Worksheet 1: "What is culture?" – for each small group WS 2: "Cultural Quiz" – for each small group stationery – for each small group large paper – 1 markers – 1 duct tape – 1
Introductory activity (20 min.)	The facilitator and participants sit in a circle. The facilitator introduces himself and thanks the participants for their presence. He briefly explains the program with its goals and

	<p>how it is planned to work (how many workshops, their duration, work methods, dynamics of meetings).</p> <p>Then jointly establish rules that will apply to all workshops to ensure successful work and a positive feeling for all participants (arrival on time, active participation in the activities, free expression of opinion, respect for other people's opinion, use of mobile phones, photography...) and the same are written down briefly on a large piece of paper that is stuck in a visible place in the room.</p> <p>Everyone stands in a circle. One by one, everyone says their name and makes a certain movement or gesture. The movement can be small (with only one part of the body, for example: only with a finger, with a hand, or with some other part), and it can be large (with the whole body). After each, the others simultaneously say "Hello, ... (participant's name)" and repeat the shown movement.</p>
<p>Main activity (30 min.)</p>	<p>Everyone is divided into small groups and each gets one WS 1. The facilitator presents the drawing in the WS, then reads the quote. He then leads a discussion with everyone on how they understood the quote.</p> <p>Then each group gets one WS 2 and fills it in together. If anyone does not know the answer to a question, they can ask for help from another group. Then, for one question at a time, the groups alternately present the answers, and the facilitator checks.</p>
<p>Discussion (10 min.)</p>	<ol style="list-style-type: none"> 1. Did you learn something new from the quiz? What? 2. Why is it useful to you? 3. What else would you like to learn about other cultures living in our country?
<p>Final activity (20 min.)</p>	<p>Each group should agree on how they will briefly act out a domestic situation of a family conversation to deal with one situation they will be assigned from the list below.</p> <p>Situations:</p> <ul style="list-style-type: none"> ● You've been invited to a Chinese dinner and you don't know how to use chopsticks ● You are going to Brazil and you don't know the language ● You've been invited to a Thai wedding and you don't know the customs ● You need to buy a gift for a friend from Russia ● You want to make friends with your new neighbors who are from Japan <p>When all groups have finished acting, the facilitator asks the following questions: How did you feel? How important is it to get to know other cultures? Why is that</p>

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Topic 2.	Our children in the community
Goal	Realizing the importance of building tolerance for diversity in children
Required material	WS 3: "Teaching children in the family to respect other cultures" – for each small group large paper – 1 paper – for everyone writing utensils – for everyone markers – 1 duct tape – 1
Introductory activity (20 min.)	<p>The facilitator welcomes the participants, thanks them for their participation, and states the topic of the workshop.</p> <p>Everyone sits in a circle. Everyone independently writes an answer on a sheet of paper for each question that the facilitator will ask:</p> <ol style="list-style-type: none"> 1. How many years does childhood last? 2. How long should a child sleep with his parents? 3. How many songs should a 4-year-old child know? 4. How many friends should a 5-year-old child have? <p>Everyone says the answer to each question and the facilitator summarizes them in a table on a large piece of paper, then asks the following questions: Do we have the same answers? Why are there so many different answers, what do you think?</p>
Main activity (45 min.)	Everyone is divided into small groups, so each gets one WS 3 and fills it together. The groups are encouraged to give concrete positive examples wherever they can (concrete books, shows...). Then each group reads an answer to a question, and the others listen carefully and only add if they have written down something new.
Discussion (15 min.)	<ol style="list-style-type: none"> 1. When there are the same books in the nursery and at home, how does it affect the children? 2. Which toys and activities would you like for children to have at the nursery, which promote familiarization and respect for different cultures?

Final activity (10 min.)	Everyone stands in a circle. Everyone says their child's name and the meaning it bears.
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Topic 3.	Early development at home
Goal	Understanding the importance of early development and opportunities for support at home
Required material	WS 4: "Scientific knowledge about child development" – for each small group WS 5: "What is positive parenting?" – for everyone stationery – for each small group large paper –1 markers – 1 duct tape – 1 small ball – 1
Introductory activity (20 min.)	The facilitator welcomes the participants, thanks them for their participation, and states the topic of the workshop. Then everyone stands in a circle. On a given cue, one begins by passing a small ball to the next while simultaneously saying his name and so on until it returns to the one who started the activity without falling to the ground. During this time, the facilitator measures the time. The activity is repeated several times in an attempt to achieve the best possible result for the whole group.
Main activity (45 min.)	Everyone sits in a circle. The facilitator asks, and the group writes down the answers on a large piece of paper: "Imagine that you have moved to another country and you have to learn the domicile language. As adults, what learning difficulties would you have and for what reasons?" Then he asks: "If a child moved to that country at an early age, would it have the same difficulties?" Why?" The facilitator summarizes by emphasizing that the early developmental period has the greatest opportunities and the child then has the greatest enthusiasm and motivation for learning. After that, everyone divides into small groups, and each gets one WS 4 and has to answer it together. Then one group at a time reads one question and says the answer, which is discussed if necessary to arrive at the correct one. Everyone gets WS 5, then the facilitator explains it.
Discussion (15 min.)	1. How important is the early period of child development?

	<ol style="list-style-type: none"> 2. What then is important for parents to do? Why? 3. When should parents do this – on some special occasions and days or all day every day?
Final activity (10 min.)	Everyone stands in a circle. Each one in turn states an important event when his child learned something, mastered it, and how he as a parent felt then. The others then welcome his child's progress by simultaneously straightening the left hand into a fist in front of them, then parallel to it the right hand into a fist and then the fists hit each other once.

Topic 4.	A picture of my child
Goal	Examining one's own beliefs about the child
Required material	<p>WS 6: "Bingo" – for everyone WS 7: "Picture of my child" – for everyone WS 8: "Description of my child" – for everyone writing utensils – for everyone crayons – for everyone</p>
Introductory activity (20 min.)	<p>The facilitator welcomes the participants, thanks them for their participation, and states the topic of the workshop.</p> <p>Everyone sits in a circle. Then everyone gets WS 6 and fills it in independently. When everyone has finished, they stand up, and at a given sign all of them quickly look for someone with a different answer than their own in a given field, after which the other person signs in the field. The same participant can only sign someone else's sheet twice. After one signature is collected, they all quickly look for the next signature for another field. Whenever someone collects signatures in a row (horizontal, vertical, or diagonal), he must shout out loud "Bingo!"</p> <p>After about ten minutes, the game is stopped and a short discussion develops:</p> <ol style="list-style-type: none"> 1. Who has all 16 "Bingos" (15, 14... and in descending order)? 2. What was the easiest thing for you to get someone to sign for you? And what was the hardest for you?
Main activity (40 min.)	Everyone sits in a circle. Everyone gets WS 7 and independently draws their child, then under the picture they write a short encouraging or motivational message addressed to the child in direct speech, with which they want to support their journey

	<p>through life. Then one by one he presents the drawing to the others saying, "This is ... (child's name)" and reads the message.</p> <p>Then everyone gets WS 8 and fills it in independently by writing in the corresponding field what their child does/does not like to see, hear, speak/say, do, but also what makes the child sad, scared, and happy. Then, in pairs, they share what was written first for part one, and then they move on to the next.</p>
Discussion (10 min.)	<ol style="list-style-type: none"> 1. How do you think the image of the child determines your expectations of the child? 2. How do these expectations determine your child's behavior?
Final activity (15 min.)	<p>Everyone stands in a circle, but next to the one with whom they previously worked in a pair. One by one in the pair they send each other a short positive message related to what they have noticed so far in the other person personally or what was written and exchanged while working on WS 8. The others listen carefully and give applause after each message.</p>
Homework (5 min.)	<p>Parents are given homework to observe their child at home and find some ability, skill, or knowledge that the child has that they have not noticed until now. In addition, they ought to think about how this changed their attitude towards the child, and in what way to support the child.</p>

Topic 5.	How do we play at home?
Goal	Recognizing the importance of games as learning opportunities
Required material	<p>WS 9: "The child's learning through play" – for each small group stationery – for each small group <u>video recording no. 1</u> laptop and projector – 1</p>
Introductory activity (15 min.)	<p>The facilitator welcomes the participants, thanks them for their participation, and states the topic of the workshop.</p> <p>Everyone sits in a circle. The facilitator leads a conversation to exchange experiences with the whole group regarding the homework from the previous workshop.</p> <p>Everyone stands in a circle. Everyone takes turns telling a favorite game from their childhood, explaining why it was their favorite and which of the adults and other children played with</p>

	<p>them.</p> <p>When everyone has finished, the facilitator says that today children's games are quite companionless, they rarely play with peers, so it is important for parents to create a game environment that, apart from place, time, and toys, also includes a parent who knows how to support the game.</p>
<p>Main activity (40 min.)</p>	<p>Everyone sits in a circle. The facilitator presents video no. 1 of a child's game, and it states everything that the child could develop during the game (curiosity, independence, motor skills, coordination, initiative, to enjoy, to be happy, to tell objects apart...).</p> <p>Then everyone divides into small groups, so each gets one WS 9 and solves it together. When all the groups have finished, each group in turn reads and answers one question. If necessary, it is discussed until a correct answer is reached.</p>
<p>Discussion (15 min.)</p>	<ol style="list-style-type: none"> 1. What does play mean to a child? 2. When can it really encourage the child's development? 3. What should a parent do when playing together with a child to encourage his development? 4. When in the day can a parent play with his child? <p>Note to the facilitator: Through play, the child learns and develops, but only when the parent who creates a stimulating environment is actively involved in it and knows how to make the child's play interesting, continue it, and offer challenges. The parents have countless opportunities throughout the day for short and longer games with their child, recognizing play challenges in everyday life or creating them.</p>
<p>Final activity (10 min.)</p>	<p>Everyone stands in a circle. The facilitator tells one situation at a time, and after each one, the participants have to move around the place and gesticulate as if they were that person.</p> <p>Situations:</p> <ul style="list-style-type: none"> ● A football player scores a goal ● Nervous director ● Cheerful child ● A driver stuck in a traffic jam ● A student passed an exam ● A person tries to catch the bus ● A parent sees his child doing something successfully ● A successful parent

Topic 6.	Reading with a child instead of reading to a child
Goal	Understanding the importance of reading with a child
Required material	WS 10: "Reading with the child" – for each small group WS 11: "A Tale of the Princess, the Prince and Olaf" – 1 stationery – for each small group books – for each pair
Introductory activity (15 min.)	The facilitator welcomes the participants, thanks them for their participation, and states the topic of the workshop. Everyone sits in a circle and divides into pairs. Each pair gets a book. One of the pair is in the role of a parent, and the other is in the role of a child, so at a given signal for 3 minutes, the "parent" reads the book to the "child". When the time is up, each pair counts together how many words were read, and the answers are summed up together.
Main activity (30 min.)	The facilitator briefly talks about the importance of reading for the child's development. Then everyone divides into small groups, so each gets one WS 10 and fills it in together. When everyone has finished, each group in the circle takes turns reading and answering one question. Others listen carefully and add only if they have something new. If necessary, a discussion is conducted as to why some aspects are so important.
Discussion (15 min.)	<ol style="list-style-type: none"> 1. What is the difference between the situations when a child is a passive listener and an active listener while reading a book? What does the parent do, and what does the child do in these circumstances? 2. Which situation develops the child? What messages does the child receive then? How does it feel?
Final activity (15 min.)	Everyone stands in a circle. The facilitator reads the story from WS 11, and the others should make a certain movement every time a given word is mentioned in it, namely: princess – bowing prince – saluting Olaf – hugging

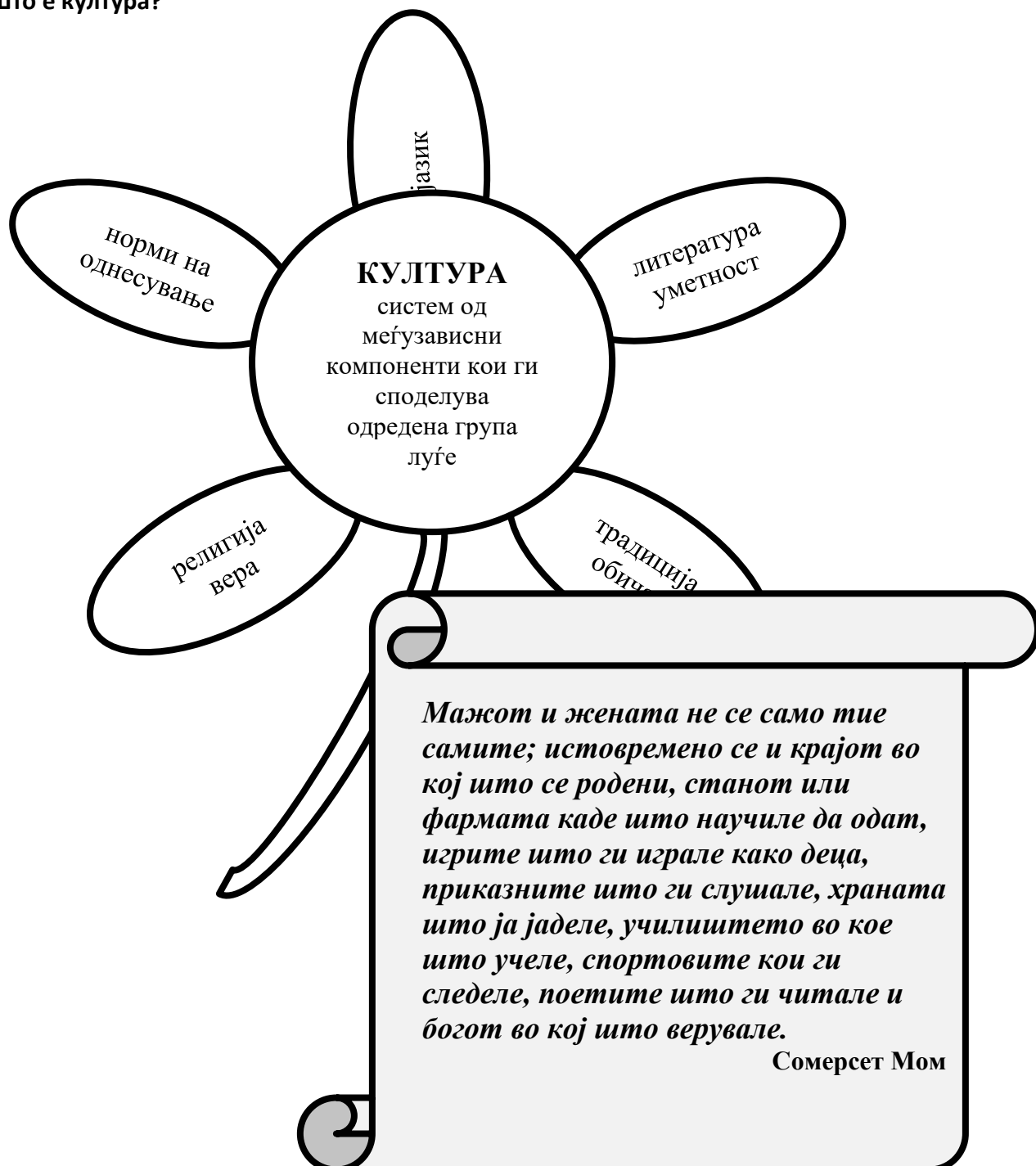
Topic 7.	Routines in our family
Goal	Understanding routine as an opportunity for learning and child development

<p>Required material</p>	<p>WS 12: "Child learning through participation in family routines and rituals" – for everyone stationery – for each small group <u>video recording no. 2</u> laptop and projector – 1</p>
<p>Introductory activity (15 min.)</p>	<p>The facilitator welcomes the participants, thanks them for their participation, and states the topic of the workshop.</p> <p>Everyone splits into threes and stands in an empty, wide space. First, the two basic elements of the activity are explained: "house" – two of the trio stand holding each other with their hands raised high above their heads; "tenant" – one of the three stands between the two who make the "house".</p> <p>Then all the triplets make their figure of a "house" with a "tenant" in it. One who does not initially belong to any of the three stands in the middle and gives one of the following instructions which the others must quickly comply with: "Houses change tenants!" - the two of each trio who make the "house" while still holding hands leave the "tenant" they have and quickly look for a new "tenant"; during that time all those who are "tenants" stand still. "Tenants change houses!" – all "tenants" leave their "houses" and quickly look for a new "house"; the "houses" in this instruction stand in place. "Earthquake!" - all existing triplets are separated and completely new triplets are formed in which two are the "house" and one is the "tenant" of that "house".</p> <p>The one who gives instruction, immediately after it is given, rushes to enter a triple himself (as a "tenant" or as part of a "house", depending on the given instruction). The one who will not be in any three is next to give instructions.</p>
<p>Main activity (40 min.)</p>	<p>Everyone sits in a circle. The facilitator presents video no. 2 as an example of when the routine is an opportunity for the child's learning and development. During the video, he explains the skills that the parent has (following the child's signals, observing changes, interpreting, and responding to signals).</p> <p>Then everyone gets one WS 12, and the facilitator presents the content in the drawing.</p> <p>Everyone is divided into small groups, so half of them fill in the second part of the WS for one of the options (bathing), and the other half - for the other one (shopping). When everyone has finished, one group at a time, that worked on the same option in a circle, reads one by one from what was written until all the answers are exhausted. Others listen carefully so that there is</p>

	<p>no repetition.</p> <p>Some possible, acceptable answers are:</p> <p>For bathing: pouring, rummaging, splashing, touching the water, touching soap and foam, naming things, noticing traces of activities, learning hot-cold, dry-wet, learning to wait, to be responsible...</p> <p>For shopping: how to plan a shopping trip, draw a grocery list, learn to carry a bag, learn communication skills (greeting, asking, answering...), how to measure products, how to get to a certain place safely...</p>
<p>Discussion (15 min.)</p>	<ol style="list-style-type: none"> 1. What does the child learn through his involvement in family routines and rituals? 2. What messages does the child receive then? How does it feel? 3. How does the parent ensure the child's participation in family routines and rituals? What does the parent get out of it?
<p>Final activity (15 min.)</p>	<p>Everyone stands in a circle. Everyone takes turns pantomiming an activity in the home and naming it as something completely different (eg: showing hanging clothes on a clothesline and saying "I'm making lunch"). The next one shows what the previous one said, naming it as some other activity.</p>

5. Interactive materials

РЛ 1: Што е култура?



РЛ 2: Културен квиз

1. Што значи <i>Шукар диве</i> ?	
2. Како се вика месецот на пост кај муслиманите?	
3. Како се вика ликот од македонските народни приказни што постојано ги надмудрува другите?	
4. Кое животно најчесто се јавува во албанските симболи?	
5. Наведете барем два инструмента што се користат во традиционалната ромска музика!	
6. Кое е вистинското име на Скендербег?	
7. Како се вика градот Битола на турски?	
8. Каква храна не смеат да јадат православните верници додека постат?	
9. Како се вика традиционалната облека што ја носат жените Ромки?	
10. Наведете едно македонско традиционално оро!	
11. Во кои етнички заедници во Република Северна Македонија се подготвува баклава за свечености?	
12. Која азбука има најмалку букви помеѓу македонската, албанската и турската азбука?	
13. Во кој месец од годината се слави Ѓурѓовден?	
14. Дали муслиманите смеат да пијат вода во текот на денот, додека постат?	
15. Што значи <i>Merhaba</i> ?	

РЛ 2: Културен квиз – одговори

1. Што значи <i>Шукар диве</i> ?	<i>Добар ден</i> (на ромски)
2. Како се вика месецот на пост кај муслиманите?	Рамазан
3. Како се вика ликот од македонските народни приказни што постојано ги надмудрува другите?	Итар Пејо
4. Кое животно најчесто се јавува во албанските симболи?	орел
5. Наведете барем два инструмента што се користат во традиционалната ромска музика!	тапан, дајре, хармоника
6. Кое е вистинското име на Скендербег?	Ѓерѓ Кастриот
7. Како се вика градот Битола на турски?	Манастир
8. Каква храна не смеат да јадат православните верници додека постат?	од животинско потекло
9. Како се вика традиционалната облека што ја носат жените Ромки?	шалвари
10. Наведете едно македонско традиционално оро!	Пајдушко, право, Елено моме
11. Во кои етнички заедници во Република Северна Македонија се подготвува баклава за свечености?	сите
12. Која азбука има најмалку букви помеѓу македонската, албанската и турската азбука?	турска (29 букви)
13. Во кој месец од годината се слави Ѓурѓовден?	мај
14. Дали муслиманите смеат да пијат вода во текот на денот, додека постат?	не
15. Што значи <i>Merhaba</i> ?	<i>Здраво</i> (на турски)

РЛ 3: Учење на децата во семејството за почитување на другите култури

Какви треба да се книгите?

Какви треба да се играчките и игрите?

Што може да се прави во слободното време?

Со кои деца да се има контакт и каков да биде тој?

Како самите родители да бидат позитивен модел за идентификација?

РЛ 3: Учење на децата во семејството за почитување на другите култури – одговори

Какви треба да се книгите?/Какви треба да се играчките и игрите?

Да се вклучени ликови од различни култури прикажани во компетентна улога, со позитивна интеракција меѓусебе, со откривање и на сличностите и на разликите меѓу културите...

Што може да се прави во слободното време?

Да се гледаат серии за деца во кои има припадници на различни култури, ТВ емисии за нив, посета на објекти и знаменитости важни за различни култури, слушање музика од различни култури...

Со кои деца да се има контакт и каков да биде тој?

Да се има контакт со деца кои припаѓаат на различни култури, да се гради рамноправна интеракција со нив, контактот да биде колку што може на поредовна база и да трае подолго...

Како самите родители да бидат позитивен модел за идентификација?

Да го учат детето и за својата и за другите култури, да реагираат при изразување и/или манифестирање предрасуди, да стимулираат контакти на детето со деца од други култури на колку што може поредовна база и со подолго времетраење, самите да се позитивен модел за идентификација на детето, да поведуваат отворен разговор за сличности и разлики меѓу културите секогаш кога за тоа ќе се појави прилика и без вреднување...

РЛ 4: Научни сознанија за развојот на детето

<p>19. Развојот на мозокот е кумулативен. Развивањето на едни капацитети се основа подоцна да се развијат други.</p>	<p>T H</p>
<p>20. Во раниот период детето има најголеми можности за развој. Кога порано на детето му се овозможува квалитетен развој и учење, се обезбедуваат потрајни резултати.</p>	<p>T H</p>
<p>21. Средината не влијае врз развојот на мозокот. Мозокот кај детето не се развива зависно од тоа дали има позитивно, негативно или отсуство на физичко/психичко искуство со предметите, местата, а особено со луѓето од неговото окружување.</p>	<p>T H</p>
<p>22. Детето се раѓа со потреба за социјално поврзување со други луѓе. Културата понатаму влијае како тоа поврзување ќе се развие – кои правила, начини и природа на социјална интеракција ќе се негуваат.</p>	<p>T H</p>
<p>23. Родителите се најважни учители на детето. Врз развојот и учењето на детето влијаат многу луѓе (роднини, соседи, другари, воспитувачи), но најмногу родителите (мајката и таткото) чија интеракција со него е од најрана возраст и нуди најмногу можности за влијание, а искуството од неа потоа влијае на интеракциите на детето со другите од окружувањето.</p>	<p>T H</p>
<p>24. Детето подобро се развива кога окружувањето со него воспоставило силни афективни односи (грижа, љубов, сигурност, поддршка). Детето е поподготвено да ги открива и преиспитува разните карактеристики на окружувањето и да се развива низ тој процес кога окружувањето со него воспоставило топли, негувачки, респонзивни релации кои се водени од потребите, интересирањата и карактеристиките на детето.</p>	<p>T H</p>
<p>25. Детето не се раѓа љубопитно. Детето не сака да учи и сознава од самото раѓање.</p>	<p>T H</p>
<p>26. Детето се раѓа со компетенции. Детето не развива компетенции зависно од тоа колку квалитетно окружувањето нив ги бара и дали нивниот развој го поддржува третирајќи го детето како полно со потенцијали за развој.</p>	<p>T H</p>
<p>27. Кога постои усогласеност во воспитното делување во семејството и градинката, придобивките за детето се поголеми.</p>	<p>T H</p>

Градењето на квалитетна соработка и партнерство меѓу семејството и градинката овозможува усогласување на нивните делувања, поттикнување на ран развој на секое дете и поуспешен напредок.	
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РЛ 4: Научни сознанија за развојот на детето – одговори

19. Развојот на мозокот е кумулативен. Развивањето на едни капацитети се основа подоцна да се развијат други.	Т	Н
20. Во раниот период детето има најголеми можности за развој. Кога порано на детето му се овозможува квалитетен развој и учење, се обезбедуваат потрајни резултати.	Т	Н
21. Средината не влијае врз развојот на мозокот. Мозокот кај детето не се развива зависно од тоа дали има позитивно, негативно или отсуство на физичко/психичко искуство со предметите, местата, а особено со луѓето од неговото окружување.	Т	Н
22. Детето се раѓа со потреба за социјално поврзување со други луѓе. Културата понатаму влијае како тоа поврзување ќе се развие – кои правила, начини и природа на социјална интеракција ќе се негуваат.	Т	Н
23. Родителите се најважни учители на детето. Врз развојот и учењето на детето влијаат многу луѓе (роднини, соседи, другари, воспитувачи), но најмногу родителите (мајката и таткото) чија интеракција со него е од најрана возраст и нуди најмногу можности за влијание, а искуството од неа потоа влијае на интеракциите на детето со другите од окружувањето.	Т	Н
24. Детето подобро се развива кога окружувањето со него воспоставило силни афективни односи (грижа, љубов, сигурност, поддршка). Детето е поподготвено да ги открива и преиспитува разните карактеристики на окружувањето и да се развива низ тој процес кога окружувањето со него воспоставило топли, негувачки, респонзивни релации кои се водени од потребите, интересирањата и карактеристиките на детето.	Т	Н
25. Детето не се раѓа љубопитно. Детето не сака да учи и сознава од самото раѓање.	Т	Н
26. Детето се раѓа со компетенции. Детето не развива компетенции зависно од тоа колку квалитетно окружувањето нив ги бара и дали нивниот развој го поддржува третирајќи го детето како полно со потенцијали за развој.	Т	Н

<p>27.Кога постои усогласеност во воспитното делување во семејството и градинката, придобивките за детето се поголеми.</p> <p>Градењето на квалитетна соработка и партнерство меѓу семејството и градинката овозможува усогласување на нивните делувања, поттикнување на ран развој на секое дете и поуспешен напредок.</p>	<p>Т Н</p>
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РЛ 5: Што е позитивно родителство?

Позитивно родителство е:

а) родителска грижа детето да е здраво, безбедно, соодветно исхрането

б) родителот да го **следи** детето и да **одговара** на неговите потреби и интересирања

1-5	ФАЗИ
1	Родителот се поврзува со детето (подготвен е емотивно да се вложи во него).
2	Детето има потреби (за исхрана, безбедност, социјално вклучување, когнитивна стимулација, регулирање и канализирање на емоции).
3	Детето дава сигнали (насмевка, движења, гласови, гестови, вербални барања).
4	Родителот ги следи сигналите кои детето ги дава, нив ги толкува и соодветно реагира.
5	Детето учи и се развива.

Кога родителот го следи детето и одговара на неговите потреби и интересирања, тогаш детето чувствува емоционална сигурност, топлина, доверба, физичко и ментално здравје, наспроти стрес и анксиозност.

в) родителот да го **подржува** детето да истражува и комуницира со околината

1-5	ФАЗИ
1	Родителот верува дека детето може да развие различни компетенции.
2	Родителот создава можности од најрана возраст детето да учествува во различни активности соодветно на неговите развојни капацитети, искуство и интереси.
3	Детето учествува во различни активности.

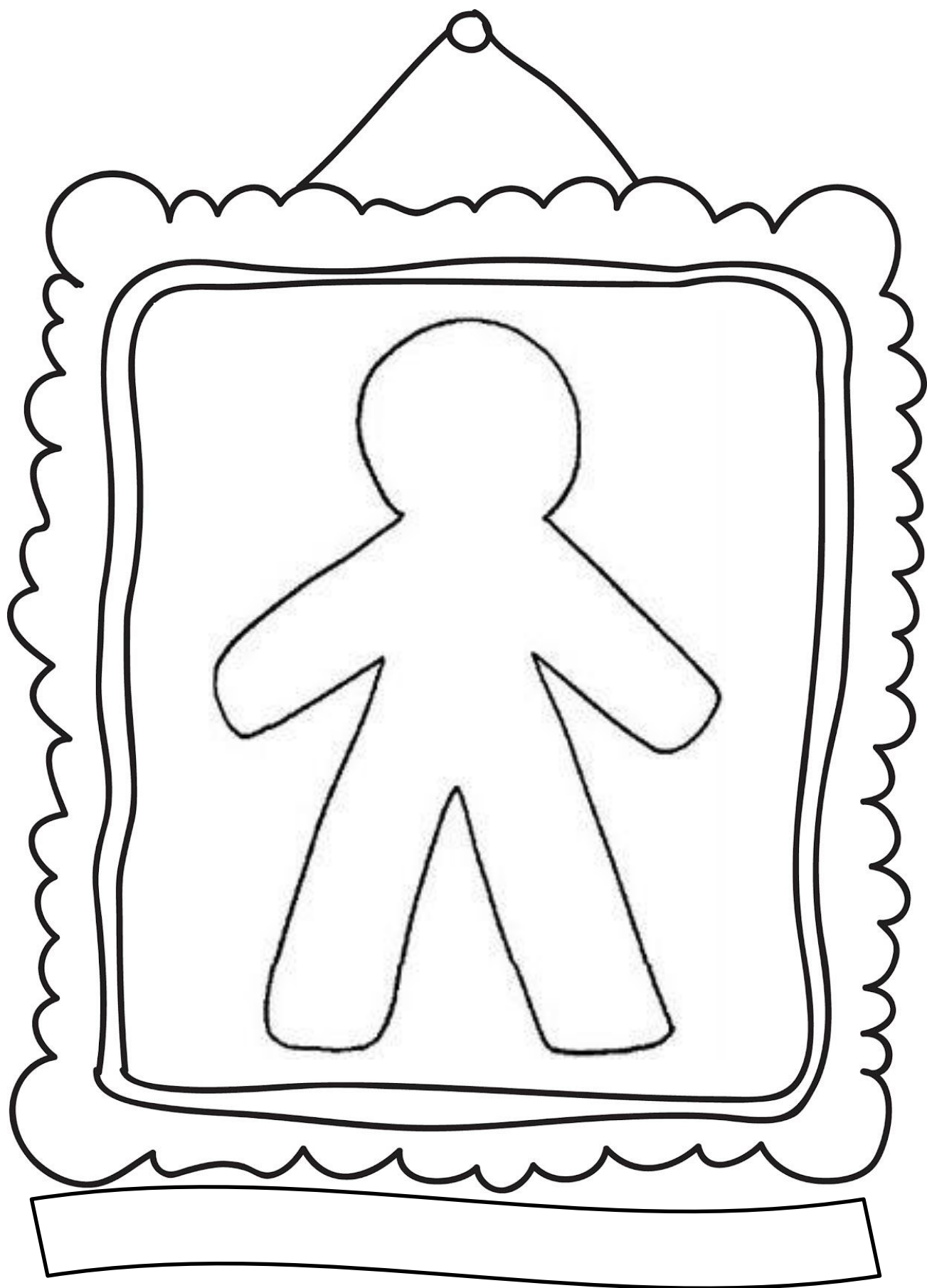
4	Родителот го следи учеството на детето во активностите, го охрабрува и не ги потценува неговите компетенции гледајќи ги од сопствен агол.
5	Детето ги развива своите компетенции, а тие му овозможуваат во иднина поквалитетно да учествува.

Кога детето учествува во различни активности, тоа чувствува како неговото мислење е битно, развива меѓусебно почитување, гледа дека со своето учество може да доведе до промени, придонесува во нешто што родителите го сметаат за важно, развива самопочитување, расудување, размислување, планирање, предвидување, способност да се изрази, да разбере други, ја сфаќа меѓузависноста, гради одговорност, учи да решава проблеми...

РЛ 6: Бинго

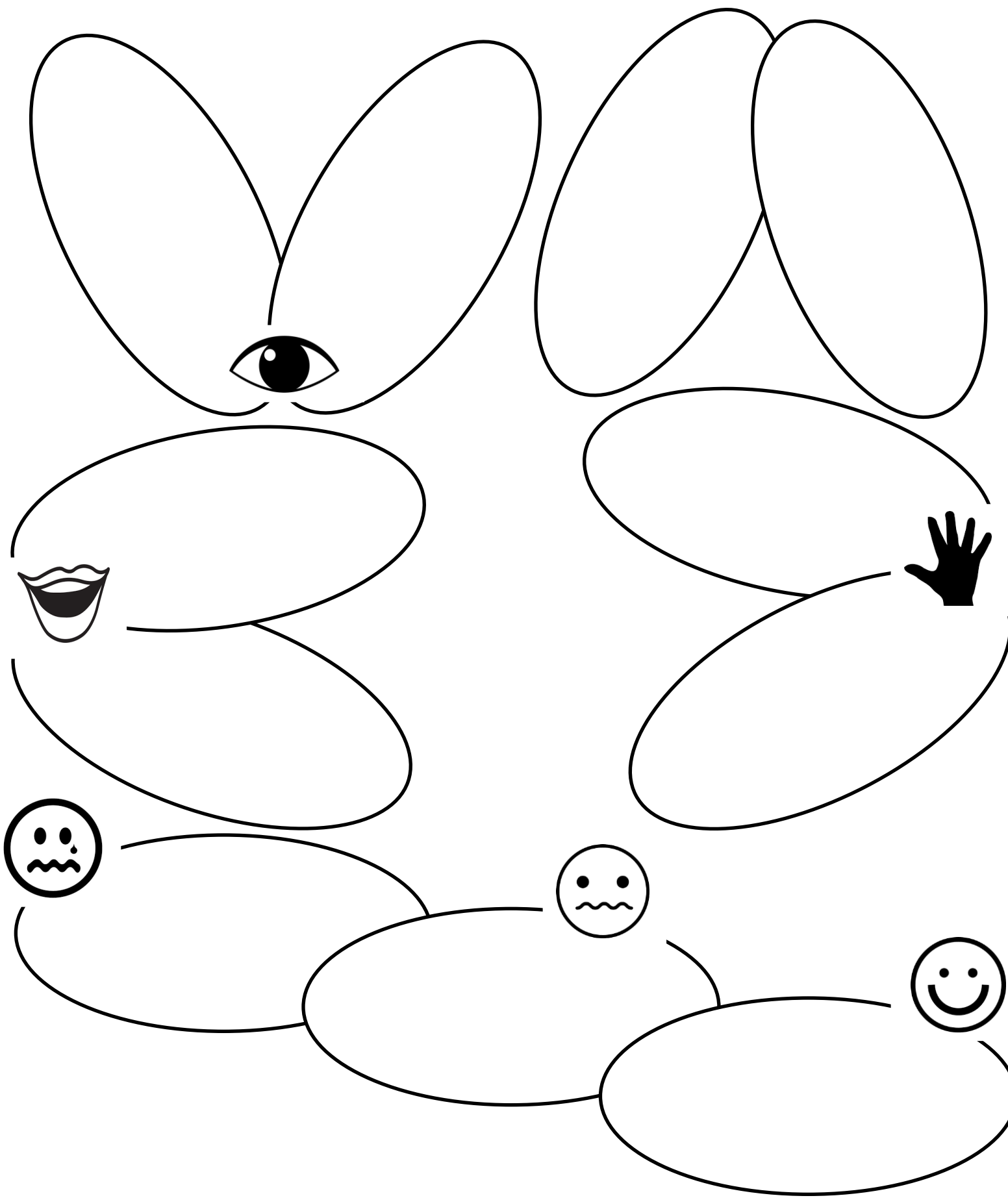
сакате рано да станувате (да или не) _____	имате брат/сестра (да или не) _____	најважен празник во семејството _____	социјална мрежа што најмногу ја користите _____
јадење што најчесто го јадете _____	следите политика (да или не) _____	пиете кафе со соседи (да или не) _____	знак хороскоп во _____
домашна обврска што најмногу ја мразите _____	живеете во куќа или во стан _____	омилена активност во слободно време _____	омилен вид музика _____
најмногу ве нервира кај луѓето _____	земја што сакате да ја посетите _____	пари од „седмица на лото“ би ги потрошиле на _____	најмногу се радувате кога _____

РЛ 7: Слика на моето дете



РЛ 8: Опис на моето дете





РЛ 9: Учење на детето преку игра

4. Детето забележува нешто интересно во окружувањето, па:

- а) ја врти главата на страна и се прави како тоа да не постои.
- б) гледа кон дразбата и му се раѓаат многу прашања заради будење на природната љубопитност.

5. По кратко време, детето:

- а) посакува активно да истражува за да дојде до одговор на прашањата.
- б) си вели, „Баш ми е гајле, што сака нека е тоа!“

6. Родителот го забележува пројавеното интересирање кај детето и:

- а) со радост, доверба, топлина и уважување на неговата перспектива го води низ тоа искуство зашто препознава дека тоа е шанса детето да научи нешто.
- б) се изнервирува и му вели: „Аман, сè живо те интересира, раат да немам. Зар токму сега најде, кога си имам попаметна работа!“

13. Потоа родителот:

- а) отвора компјутер и му презентира на детето сè во врска со тоа што го заинтересирало со доволно стручни термини или му вели: „Кога ќе пораснеш, тогаш ќе ти кажам!“
- б) започнува игра со детето зашто знае дека таа е најприроден начин на учење за него.

14. Играта ја почнува:

- а) секогаш родителот.
- б) може да ја почне и детето повикувајќи го родителот низ различни сигнали (му приоѓа, зема/му додава играчка или некој предмет, покажува со прст, именува...).

15. Ако родителот ја започнал играта, тогаш детето:

- а) доброволно се изјаснува дали сака да учествува.
- б) мора да учествува.

16. Кога детето самото си игра, тогаш родителот:

- а) никогаш не треба да се меша во играта.
- б) може да се вклучи во играта со цел да ја прошири и продолжи преку додавање играчки или материјали, обезбедување простор, повикување на други да се вклучат.

17. При играта, родителот:

- а) има главен збор; само тој зборува и одредува што и како да се одвива, а детето само слуша.
- б) има дискретно водство; ја поттикнува љубопитноста, креативноста и желба за игра на детето, помага тоа да го организира своето искуство преку внимателно следење и набљудување на играта, неа ја толкува, продлабочува и насочува кон тоа да стекне нови компетенции.

18. Додека трае играта, детето:

- а) може да менува – да додава, да одзема.
- б) не смее ништо да менува.

19. Играта на родителот и детето може да се одвива:

- а) во секое време и простор.
- б) во време и простор претходно прецизно договорени.

20. Играта се игра:

а) само со скапи играчки и сликовници.

б) со било што (овошје, зеленчук, садови, кутии, каменчиња, песок, гранки, листови, зборови, фотографии, книги, весници, столчиња...).

21. Играта треба да биде таква да детето:

а) ужива, се радува, се забавува, истражува.

б) се досадува, да гледа на саат и одвај да чека да заврши.

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РЛ 9: Учење на детето преку игра – одговори

4. Детето забележува нешто интересно во окружувањето, па:

- а) ја врти главата на страна и се прави како тоа да не постои.
- б) гледа кон дразбата и му се раѓаат многу прашања заради будење на природната љубопитност.

5. По кратко време, детето:

- а) посакува активно да истражува за да дојде до одговор на прашањата.
- б) си вели, „Баш ми е гајле, што сака нека е тоа!“

6. Родителот го забележува пројавеното интересирање кај детето и:

- а) со радост, доверба, топлина и уважување на неговата перспектива го води низ тоа искуство зашто препознава дека тоа е шанса детето да научи нешто.
- б) се изнервирува и му вели: „Аман, сè живо те интересира, раат да немам. Зар токму сега најде, кога си имам попаметна работа!“

13. Потоа родителот:

- а) отвора компјутер и му презентира на детето сè во врска со тоа што го заинтересирало со доволно стручни термини или му вели: „Кога ќе пораснеш, тогаш ќе ти кажам!“
- б) започнува игра со детето зашто знае дека таа е најприроден начин на учење за него.

14. Играта ја почнува:

- а) секогаш родителот.
- б) може да ја почне и детето повикувајќи го родителот низ различни сигнали (му приоѓа, зема/му додава играчка или некој предмет, покажува со прст, именува...).

15. Ако родителот ја започнал играта, тогаш детето:

- а) доброволно се изјаснува дали сака да учествува.
- б) мора да учествува.

16. Кога детето самото си игра, тогаш родителот:

- а) никогаш не треба да се меша во играта.
- б) може да се вклучи во играта со цел да ја прошири и продолжи преку додавање играчки или материјали, обезбедување простор, повикување на други да се вклучат.

17. При играта, родителот:

- а) има главен збор; само тој зборува и одредува што и како да се одвива, а детето само слуша.
- б) има дискретно водство; ја поттикнува љубопитноста, креативноста и желба за игра на детето, помага тоа да го организира своето искуство преку внимателно следење и набљудување на играта, неа ја толкува, продлабочува и насочува кон тоа да стекне нови компетенции.

18. Додека трае играта, детето:

- а) може да менува – да додава, да одзема.
- б) не смее ништо да менува.

19. Играта на родителот и детето може да се одвива:

- а) во секое време и простор.
- б) во време и простор претходно прецизно договорени.

20. Играта се игра:

а) само со скапи играчки и сликовници.

б) со било што (овошје, зеленчук, садови, кутии, каменчиња, песок, гранки, листови, зборови, фотографии, книги, весници, столчиња...).

21. Играта треба да биде таква да детето:

а) ужива, се радува, се забавува, истражува.

б) се досадува, да гледа на саат и одвај да чека да заврши.

РЛ 10: Читање со детето

Замислете ситуација каде родител и дете заедно „читаат“ книга! Вие сте тоа дете!

Одговорете на прашањата подолу како би сакале тоа да се одвива за вие да се чувствувате пријатно, да ви биде забавно и да ги развивате вашите компетенции!

14. Како да изгледа просторијата во која заеднички ќе „читате“?

15. Како би сакале да седите со родителот?

16. Кој да ја држи книгата?

17. Што би сакале вие да може да правите со книгата?

18. Како родителот да го чита текстот за да ви биде интересно?

19. Дали би сакале да се разговара за она во книгата? Дали би сакале слободно да се поставуваат прашања? Кој да ги поставува? Кој и како да ги одговара? Кога – за време и/или по читањето?

20. Дали би сакале секогаш само родителот да ве повикува на заедничко „читање“ или и вие да се чувствувате слободно тоа да го иницирате? Како би го иницирале? Од кои ваши знаци родителот може да види дека сакате заедно да „читате“?

21. Кој би сакале да одлучува што и кога да се чита?

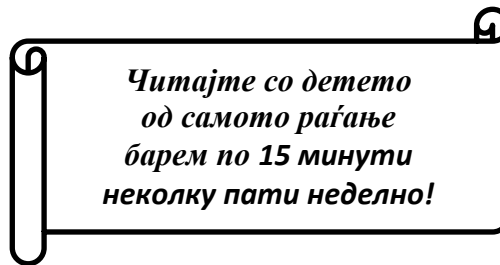
22. Каде би сакале да стојат книгите? Во која просторија? На која висина?

23. Дали би сакале да видите книга преку која ќе запознаете некоја друга култура од вашата и деца со различни карактеристики и способности?

24. Што ќе добиете вие како дете од самата содржина на книгата, а што во врска со родителот со кого сте „читале“ заедно така како што погоре сте напишале дека сакате?

25. Освен книги, што друго може да „читате“ заедно со родителот?

26. Освен во домот, на кои други места во средината може заедно да „читате“?



РЛ 10: Читање со детето – одговори

Замислете ситуација каде родител и дете заедно „читаат“ книга! Вие сте тоа дете!

Одговорете на прашањата подолу како би сакале тоа да се одвива за вие да се чувствувате пријатно, да ви биде забавно и да ги развивате вашите компетенции!

14. Како да изгледа просторијата во која заеднички ќе „читате“?

Исклучен телевизор, отстранување на други дистракции...

15. Како би сакале да седите со родителот?

Близу еден до друг; двајцата да може убаво да ја гледаат книгата, но и нивните лица...

16. Кој да ја држи книгата?

Двајцата.

17. Што би сакале вие да може да правите со книгата?

Покажување, вртење страници, ставање во уста...

18. Како родителот да го чита текстот за да ви биде интересно?

Со соодветна брзина и интонација, менување на гласот каде е потребно...

19. Дали би сакале да се разговара за она во книгата? Дали би сакале слободно да се поставуваат прашања? Кој да ги поставува? Кој и како да ги одговара? Кога – за време и/или по читањето?

Да, разговор и прашања за време на читањето и по него, слободно двете страни да може да поставуваат прашања, да се сочекува одговорот од детето, да се даваат јасни одговори од родителот.

20. Дали би сакале секогаш само родителот да ве повикува на заедничко „читање“ или и вие да се чувствувате слободно тоа да го иницирате? Како би го иницирале? Од кои ваши знаци родителот може да види дека сакате заедно да „читате“?

Да може и детето да иницира така што вербално ќе го повика родителот или ќе ја покаже/донесе книгата...

21. Кој би сакале да одлучува што и кога да се чита?

Детето.

22. Каде би сакале да стојат книгите? Во која просторија? На која висина?

Во било која просторија каде детето може слободно да им пристапи и на соодветна висина за да може да ги дофати.

23. Дали би сакале да видите книга преку која ќе запознаете некоја друга култура од вашата и деца со различни карактеристики и способности?

Да, се запознава детето со различности и гради нивно прифаќање како нормален дел од секојдневието и светот.

24. Што ќе добиете вие како дете од самата содржина на книгата, а што во врска со родителот со кого сте „читале“ заедно така како што погоре сте напишале дека сакате?

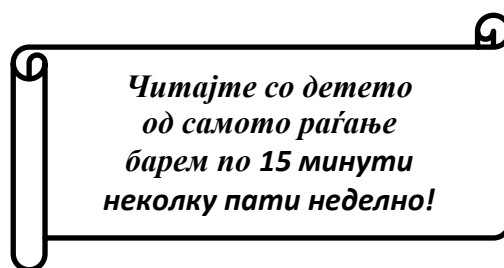
Ширење на речник, развивање на писменост, експресивен јазик, развој на говор, фантазија, критичко мислење, вежбање на концентрација, поттикнување на решавање проблеми, запознавање со сопствената и други култури, со деца со различни карактеристики и способности...; чувство дека е вредно за внимание, чувство дека родителот се грижи за потребите и интересите на детето, забава...

25. Освен книги, што друго може да „читате“ заедно со родителот?

Проспекти од продавница, весници, списанија...

26. Освен во домот, на кои други места во средината може заедно да „читате“?

Во парк, во библиотека, во супермаркет, во книжара, во јавен превоз...



РЛ 11: Приказна за принцезата, принцот и Олаф

Некогаш одамна си живеела една **принцеза** и еден **Олаф**. **Принцезата** многу сакала да облекува убави фустани, а **Олаф** сакал многу да се гушка.

Еден ден во шумата се појавил еден **принц**. На **Олаф** не му се допаднал **принцот** зашто тој не сакал да се гушка, носел ловечка пушка и се правен важен.

Но, на **принцезата принцот** многу ѝ се допаднал и таа се заљубила во него.

Олаф бил многу тажен и осамен.

Кога пристигнала зимата, **Олаф** здогледал една снегулка. Таа светела и била преубава, а открил дека и таа многу сакала да се гушка.

Принцезата забележила дека **Олаф** се заљубил и го замолила **принцот** да направи зимата засекогаш да трае. **Принцот** купил дворец на Северен пол, па таму среќно си живееле заедно до крајот на животот **принцезата, принцот, снегулката и Олаф**.

РЛ 12: Учење на детето преку учество во семејни рутини и ритуали



**ПРАШАЛНИК ЗА РОДИТЕЛИ ЗА ЕВАЛУАЦИЈА НА ПРОГРАМАТА
„ПОДДРШКА НА РОДИТЕЛИТЕ НА ДЕЦА ОД РАЗЛИЧНИ МУЛТИКУЛТУРНИ
СРЕДИНИ“**

Почитувани родители,

Пред Вас е Прашалник за евалуација кој е анонимен, па Ве замолуваме да дадете искрени одговори. Одговорите ќе се користат исклучиво само за евалуација и унапредување на Програмата. Ве молиме, за секое тврдење подолу да заокружите една бројка на скала од 1 до 4 која најдобро го изразува Вашето мислење.

1-не се согласувам

2-делумно се согласувам

3-многу се согласувам

4-целосно се согласувам

Ви благодариме однапред!

	Тврдење	Оценка
1.	Програмата ги исполни моите очекувања	1 2 3 4
2.	На работилниците го преиспитував моето родителство	1 2 3 4
3.	Научив нови вештини (поврзи, следи, прифати)	1 2 3 4
4.	Разменив искуства со други родители	1 2 3 4
5.	Се чувствував пријатно и прифатено на работилниците	1 2 3 4
6.	Сликата за моето дете сега е поинаква	1 2 3 4
7.	Почесто читам со моето дете	1 2 3 4
8.	Јасно ми е како да го поттикнувам учењето и развојот на моето дете дома	1 2 3 4
9.	Моите блиски гледаат промена	1 2 3 4
10.	Чувствувам дека сум поуспешен родител	1 2 3 4
11.	Подобро ги препознавам потребите на моето дете	1 2 3 4
12.	Почесто си играм со моето дете	1 2 3 4
13.	Гледам сили кај моето дете кое не ги препознавав порано	1 2 3 4
14.	Моето дете гледа промена	1 2 3 4
15.	Знам како стресот влијае на моето родителство	1 2 3 4
16.	Кога нешто работам дома, знам како да го вклучам моето дете	1 2 3 4
17.	Ја разбрав штетноста на физичкото казнување	1 2 3 4
18.	Ги увидувам сопствените сили и силите на нашето семејство	1 2 3 4
19.	Ја препознавам важноста двајцата родители да се грижат за детето	1 2 3 4
20.	Размислувам како да се грижам за себе како родител	1 2 3 4
21.	Знам што е и зошто е важен раниот развој на детето	1 2 3 4
22.	Како родител, имам повеќе самодоверба	1 2 3 4
23.	Во моето место на живеење има многу луѓе и ресурси на кои може да се потпрам	1 2 3 4

На колку вкупно работилници сте присуствувале? -----

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