

Building confidence, competence and capability through the ‘Emotional Warmth Parenting’ approach to professional childcare and development.

An e-learning programme for adults in a parenting role

Background

The Pillars of Parenting Ltd. is the sole provider of the ‘Emotional Warmth Parenting’ approach to Professional Child Care’. This approach empowers residential childcare staff, foster or adoptive parents, and anyone in the parenting role to understand the complex needs of the young people in their care, provide insightful parenting, support their emotional development, and identify and build upon their subtle signature strengths. An applied psychology consultant meets with a small group of adults in a parental role regularly (usually fortnightly or monthly). In parallel with the work of the psychologist, training is available either face-to-face or online e-learning, providing the people in the parenting role with the necessary knowledge, theory, and practical skills to support and meet the young person’s parenting needs.

How it works

‘Emotional Warmth Parenting’ is based on applied psychology, research and knowledge from best practice. The goal is to empower adults in a parenting role with the knowledge and skills to tap into young people’s strengths, talents and skills and provide insights into the often-complex and challenging behaviour expected with children who have experienced emotional trauma from rejection, neglect, exploitation and abuse.

This individual child-centred approach aims to enhance a strong sense of ‘Belonging’, form helpful ‘Attachments’ in supportive relationships, and build ‘Positive Self-Esteem’, ‘Emotional Competence’, ‘Resilience’ and ‘Self-Management Skills’. While helping young people understand their rights and ‘Personal and Social Responsibilities’.

e-learning and your personal journal

This seven-module training programme aims to explain the research and theory underpinning the ‘Emotional Warmth Parenting’ approach. An integral part of this e-learning is the reflective journal, which is there to help turn theory into informed practice. The journal is an effective tool for learners to reflect on their practice.

Mentoring

The journal is shared with the mentor (usually a manager or supervising social worker), who observes how the learner uses theory to change their practice. Even subtle changes in practice can have a positive impact on a child. The mentor supports and advises the learner and confirms that the learner works within the organisation’s policies and procedures. The mentor advocates for the child, ensuring that the learner applies the knowledge base in a helpful and supportive way to meet each young person’s parenting needs. This joint work with mentor and learner can inform and support the psychology consultant, ensuring that any applications are just right for each child and that the team work towards achieving the agreed goals for each child.

The short multiple-choice questionnaires

To check if the learning outcomes have been achieved, the learner completes a short multiple-choice questionnaire at the end of each module.



The objectives of the programme (what you will be able to do)

1. Gain a deeper understanding of the potential challenges, issues, and impact of emotional trauma on the young person in your care by becoming familiar with the applied psychology knowledge underpinning the 'Emotional Warmth Parenting' approach to professional childcare.
2. To use this knowledge to provide the support needed by a child or young person who has suffered rejection, neglect, exploitation or abuse.
3. Increase your confidence, knowledge, and skills as an adult in the parenting role, and find and use your strengths and those of the young people, making life more enjoyable as you play a crucial role in helping the young person reach their potential.
4. To recognise that you are the person, who by your kindness, positive relationship and psychology-informed support, you will bring about 'therapeutic' change in the young person's life.

The e-learning modules

1. The impact of **Parental Rejection or Acceptance** on the development of a child or young person and understanding the importance of **Belonging**.
2. Understanding your **Parenting Style** and becoming an authoritative parent and the importance of **Close Relationships** (Attachment).
3. Encouraging the growth of **Self-worth and Emotional Competence** (recognising your own emotions and those of others).
4. Building up a young person's **Resilience** and introducing the importance of **Personal and Social Development**.
5. **Trauma-informed parenting**. Supporting a maltreated child or young person on the journey from trauma to emotional growth.
6. **Encouraging positive and self-management behaviour** with insight and methods for responding to young people's self-defeating behaviour and understanding and managing your own behaviour.
7. **Building on Signature strengths**: Identify your and the young person's signature strengths and use these more effectively.



Pop 1	Parental rejection or acceptance and the importance of belonging		CM
Learning outcome (the learner will...)		Assessment criteria (the learner can...)	
1	Understand the negative consequences of parental rejection	1.1 1.2 1.3	List behaviours of adults which show parental / carer acceptance or rejection List the behaviours of children which show they feel either accepted or rejected by adults Examine and summarise key theories relating to parental rejections (eg Rohner ParTheory) and theories on belonging
2	Be able to show how children and young people can be helped to overcome the traumas of rejection	2.1 2.2	Describe how you have explored a range of interventions and resources which could encourage a positive sense of belonging for children and young people in your care Explain what you could do if you were aware of adults or peers, rejecting a child or young person in your care

Pop 2	Close relationships (attachments) and parenting styles		CM
Learning outcome (the learner will...)		Assessment criteria (the learner can...)	
1	Understand how important close relationships with positive adults are for children's in public care	1.1 1.2 1.3	Explain why children traumatised by abuse and neglected may have difficulty making new attachments Explain ways that positive attachment relationships can be helpful for a young person in public care Describe some tasks which you can do to help build warm relationships with a child on your care.
2	Understand the three key principles underlying authoritative parenting style	2.1 2.2	Describe the 4 main parenting styles showing the potential harmful consequences of indulgent, neglectful and authoritarian approaches Explain the three key principles of the authoritative parenting style
3	Be able to show how understanding of close relationships and the use of authoritative parenting style enables children to develop self-reliance, self-awareness and decision making skills	2.1 2.2	Show how you have explored your parenting style and used this understanding with a child in your setting Explain how you have empowered a child in your care to make more positive decisions

Pop 3	The growth of self-worth and emotional competence		CM
Learning outcome (the learner will)		Assessment criteria (the learner can...)	
1	Understand the significance of developing an appropriately positive self-perception of children and young people	1.1 1.2 1.3	Explain the different ways in which self-perception develops in children and young people Identify the impact of negative self-perception on children in your care Explain why emotional competence is important in helping children and young people to develop positive self-worth
2	Understand the concept of emotional competence	2.1 2.2 2.3	Consider key definitions of what constitutes emotional competence Explain how understanding your own emotions provides insight into the emotions of the children in your care Show how you seek to enhance the emotional competence of children and young people in your care
3	Be able to show how you work to promote positive self-perception and improve emotional competence in the children and young people in your care	3.1 3.2 3.3	Explain how the environment in which you work promotes or reduces positive self-perception of children in your care Clarify how you provide positive aspirations for the children in your care Explain how the children in your care express that they feel positive and have high aspirations for themselves

Pop 4	Resilience and the development of personal and social responsibility		CM
Learning outcome (the learner will...)		Assessment criteria (the learner can...)	
1	Understand key issues in building resilience throughout childhood	1.1 1.2 1.3	Explain key factors in resilience Identify different levels of the ecology of human development at which resilience factors operate Explain how being resilient contributes to recovery from trauma
2	Understand the balance between rights and responsibilities	2.1 2.2	Identify ways to demonstrate the link between behaviour and consequences, both pro-social and anti-social Describe the views and understanding of moral issues of a child / children in your care
3	Develop skills in working with children and young people to build resilience, including modelling considerate behaviour	3.1 3.2	Explain how you can assess resilience in different domains and at different levels Identify key people who can promote resilience for a child or young person



Pop 5	Trauma-informed parenting.		SC
Learning outcome (the learner will...)		Assessment criteria (the learner can...)	
1	Understand the impact of unregulated stress on brain development and function	1.1 Identify key areas of child development that may be affected by trauma 1.2 Identify the key difficulties that may affect traumatised children and young people 1.3 Explain the phases of recovery from trauma 1.4 Identify key principles in promoting adaptive emotional development through recovery from trauma	
2	Develop skills in promoting recovery from trauma	2.1 Show how you can encourage and support children and young people with their recovery from trauma and help them overcome setbacks 2.2 Explain how working actively with others in the network helps children and young people with their recovery from trauma 2.3 Advocate on behalf of children & young people to ensure their needs are met in relation to recovery from trauma	

pop 6	Encouraging positive and self-management behaviour		SC
Learning outcome (the learner will...)		Assessment criteria (the learner can...)	
1	Understand some of the early experiences which result in self-limiting behaviours	1.1 Identify examples of how self-limiting behaviours can be an adaptive response 1.2 Explain how a self-limiting behaviour might be the result of a young person's skill deficit	
2	Develop skills which enable you to analyse self-limiting behaviour and promote self-management skills in young people	2.1 Describe how the C + ABCD model of behaviour could help to analyse a previous incident of self-limiting behaviour. 2.2 Provide a supportive plan which could be used to manage self-limiting behaviour and self-management for a child or young person who you know well 2.3 Consider a range of personal, social and educational self-management skills and the importance of teaching such skills to young people in care.	

pop7	Building on Signature strengths		SC
Learning outcome (the learner will...)		Assessment criteria (the learner can...)	
1	Understand your own strengths	1.1 1.2	Identify your own realised and unrealised strengths, weaknesses and learned behaviours Explain how to uncover the strengths and weaknesses of a child in your care after you have discovered your own
2	Develop skills in that maximise your awareness of finding and using your own and young people's strengths	1.1 1.2	Identify some of the particular signature strengths which are likely to be found in children and young people in public care. Design a plan for addressing strengths, learned behaviour, and weaknesses of a child or young person in your care and evaluate the outcome.

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