

Strengthening Single-Parent Families With Customized Training Program



Project for Empowering Single-Parent Families with Customized Education Program

EDUCATOR'S HANDBOOK 2023

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1. Section: Introduction

What is a single parent family:

Single-parent and unmarried families with children/children are in this group. It is the family structure formed as a result of the divorce of the parents, not living together, or the death of one of the parents. At the same time, there are dispersed family structures formed by other relatives who do not have a parent-child relationship and in which the child is taken care of by people such as grandparents and aunts in the household (Family Education Program Single Parent Families [AEP], 2018, p. 14). A single-parent family is defined as a family consisting of a child or children living with one parent. Although single parenthood is most commonly a result of divorce, death and choice, there may be other reasons as well. For these reasons, four types of single-parent families can be mentioned:

- Single parent family resulting from divorce
- Single-parent family formed by the deceased parent and their children
- Single-parent family formed as a result of spouses living separately
- Single-parent family with a child out of wedlock (Family Education Program Single-Parent Families [AEP], 2018, p. 20-24)

In broken families, sometimes the parents of children have married, died, or are in trouble with the law, and in cases where they cannot take care of their children, other relatives fulfill the parenting obligations of the children.

Suggestions to families regarding the developmental characteristics of children;

It is important for all parents to have information about their children's physical, spiritual, social and mental development in terms of raising healthy children. Families need to be aware of their children's developmental needs and show parental attitudes appropriate for this period. For this purpose, suggestions for single-parent families that should be known in child development were created according to the characteristics of the developmental period their children are in.



PRE-SCHOOL PERIOD (2-6 YEARS):

Although they frequently fall in order to support their motor development, they should be allowed to develop these skills not to be overprotective about going up and down stairs, jumping, climbing and jumping.

- In the preschool period, children should be allowed to use

independent spoons and forks while eating in order to

develop their independent eating skills.



- They can undertake some tasks related to their self-care. Such as combing your hair, soaping your body in the bathroom, washing your hands, brushing your teeth. Children should be given the opportunity to fulfill such responsibilities.

- Talk to your child at every opportunity to support language development. You can read books, tell fairy tales or sing nursery rhymes whenever you have time. When the mother speaks two words like water or one word like water, complete the sentence that the child cannot say by saying "You want to drink water."

- Although personal factors vary for each child and family, it is recommended that children around the age of 4 at the latest sleep in separate rooms with their parents. At the beginning of this period, it is not inconvenient for your 3-year-old child to sleep in the same room as you, but an environment suitable for the needs of your child from the age of 4 should be prepared. Preparing your child to sleep in a separate room, having a safe room and bed, and checking several times a night will support the transition.

- To facilitate the transition to sleep, you can create routines such as warm shower, toilet, tooth brushing, and reading.

- Some children may prefer to use a sleeping companion. This is usually a blanket or a toy. There is no harm in using sleeping companions that do not contain harmful and small parts.

Methods such as leaving the child alone and crying during the transition to sleep are useless methods that have no basis. Instead, it is best to be with the child until they fall asleep, to make contact and show your support.

- Name emotions so children can recognize emotions. Make sentences like you are happy that I bought you the toy you wanted.



Feelings such as pride and guilt can be experienced frequently in preschool children. These feelings can be largely caused by the attitudes of the parents towards an event. If the parent supports the child against a successful initiative, the child will be able to experience a sense of pride, such as "you hit the ball very well, you are a great player"... Or, when the parents warn the child about a behavior that he should not do, the child may experience guilt and shame: 'It's all because you stepped on the flowers in the garden. faded, don't step on them again'...

- Identify what new rules are based on your own home layout and explain the reason for the rules.
- Teach that someone else can use their belongings with permission. This toy is yours, the wallet is like mine.
- Patiently answer the why questions, if you do not know, express that you do not know. You can explore together
- Children learn by imitating the behavior of adults. You have to be a good model for him.
- Provide information about safety at home and abroad. Such as vehicles in the house that can harm him, traffic rules, communicating with strangers.

SCHOOL TERM

- At the beginning of primary school years, hand muscles may be weak and they may tire quickly. In this regard, you



can get help from pen support apparatus that provides ergonomic grip.

- Around the age of 6-8, they can take a bath under the supervision of their parents or alone. At the end of this period, you should support difficult self-care skills such as nail clipping and bathing by the age of 10-11, to become completely independent.
- Children in this age group may have a resistance to going to bed when it's time to sleep. To facilitate the transition to sleep, you can create routines such as warm shower, toilet, tooth brushing, reading a book.
- Social comparison is very important for children. They may tend to evaluate their achievements according to the performance of others, not their own development. A child who considers himself unsuccessful as a result of this comparison may develop low self-esteem. Therefore, children should not be compared with others. Recognize the achievements and appreciate their efforts.



- Children aged 6-12 can easily recognize their emotions and describe what emotion they are experiencing. They are aware that more than one emotion can be experienced in certain situations.
- Over time, they also gain skills in understanding the actions that cause emotional intensity. Like 'I felt this way because these things happened today'...
- They are much better at hiding and suppressing negative emotional reactions than younger children. When they are angry with their friend, they may continue to sit in class without saying anything. Therefore, try to notice their feelings.
- In this period, empathy skills have also developed. When you or a friend experiences a distressing event, they can understand how you feel and be supportive.
- Children in this age group obey the rules set by their parents and institutions. In general, the purpose of children who act according to their parents' rules is to be appreciated by their parents and society. Remember that the family environment is also a school.
- Give him the opportunity to socialize with his friends.
- Give him the opportunity within your means in the work and hobbies he wants to do on his own.
- Every child's learning style is different. Therefore, discover which method (visual, verbal, logical, etc.) your child learns more easily and allow them to work with methods that support this.
- You should be a model for him to gain the habit of reading. Observing that you are reading a book can make him more willing to read.

ADOLESCENCE (12-18 YEARS)

- Inform about changes in physical appearance during adolescence.

Explain that they are not something to be afraid of, that they are a

natural part of their development.

- During this period, the interest and awareness of the adolescent towards his own body and personality increases. This is called adolescent egocentrism. Teenagers in adolescence desire to be seen and appreciated for their own existence, and for this reason, they may act as if everyone around them is interested in them, just as they take care of themselves. For example, an adolescent may think that all eyes are on him when he enters a classroom, restaurant or takes the subway, and the people there immediately notice the changes in him. Try to understand it.





- Teenagers may believe that especially their parents know nothing and that they do everything very well and properly. You often hear a teenager say, 'You don't understand me.' 'What do you know?' or 'Nothing will happen to me. He doesn't say this to spite you or to piss you off. He says it because he truly believes it. The third of these sentences is a harmful thought that encourages adolescents to engage in risky behaviors. 'He drives fast because he believes he will never crash. Give him the opportunity to share with you by establishing a close relationship with him.
- There may be an increase in the time spent with digital tools during this period. However, let the child use these tools by considering their needs. Determine together how much and at what hours the child will use these tools. You can impose safe search restrictions on the devices and applications used for content that is not suitable for their age on the Internet.
- Adolescents have varying interests and tastes during this identity search, and their goals may change. A teenager who wants to be a doctor one day may want to be an engineer a week later. Or you can see a violin in the hands of a teenager who one day grabs it to play the guitar. These are not clutter or temperamentalism, as it is thought, but literally an effort to find answers to the questions "Who am I and what do I like?".
- Adolescence is a period in which intrafamilial conflicts increase. While adolescents struggle to address autonomy because of their self-confidence, parents want to prevent or restrict these attempts to protect both them and the decision maker. In such cases, reacting on a case-by-case basis supports the adolescent's gaining autonomy, while at the same time it enables parents to be in control. For example, while your child's driving without a driver's license is a non-negotiable issue, the time to come home can be stretched a little, provided that the adolescent's request and the environment he or she is going to are known. Being able to meet in the middle on some issues instead of being strict on everything will both support the autonomy of the adolescent and will not lead to a dead end in his communication with you.
- Teenagers in adolescence are closer to their friends rather than family. They care more about their ideas and comments than their parents' comments and they trust them more. It is very likely that you will hear the 'you don't understand' comment from your teenage child. Or you can experience it as an attitude even if you haven't heard it verbally. In such cases, competing for supremacy or taking it personally will only make your relationship more difficult. Instead of saying, 'Yes, I think differently with you on this, but if you really think I don't know, you can explain it to me. Maybe I'll agree with you after I find out.' This will both encourage your child to talk to you and be a role model for admitting that he doesn't know. You can also find a quiet time to express your ideas during the conversation.
- At this age, some peer groups may cause negative effects such as incitement to delinquency, making harmful habits and decreasing school success. Some peer groups may encourage them to join a sports team, achieve academic success, or become a civil society volunteer. Create an environment to get to know your friends better.



SOCIAL SUPPORT AND HARMONY

Social support can take many different forms. It is stated that social support can be realized in five types in terms of the benefit it provides to the individual. Social support can be provided in the form of giving advice and information to the individual, emotional support, financial assistance, appreciation, helping the individual to cope with problems, and being a model for the individual.

They are expected to know the effect of being a single parent family on social life and the problems that a single parent family may face in social life. Below are some suggestions for single-parent families to cope with social adaptation problems and to increase their strengths.

METHODS OF COACHING WITH SOCIAL ADAPTATION PROBLEMS IN SINGLE PARENT FAMILIES

Single-parent families may find it difficult to adapt to changing economic and social conditions. Some of the methods that can be used to reduce social adaptation difficulties in the case of being a single parent can be listed as follows.

- Keep showing your love to your children. Express your love physically (hugging him) and verbally. Spend time with them, play games, read a book, go to a picnic or park, cook together.
- Talk to your child about your own feelings and thoughts. Listen to her fears and worries.
- Do not share with your child the issues related to your own problems, other than the topics that your child should know. Try to be a role model for him.
- Establish a routine. For example, having a routine of daily activities such as getting up in the morning, having breakfast, leaving the house, dinner and going to bed will bring order to your life.
- If someone other than you needs to take care of your child, determine the person who will care.
- Set and follow rules to maintain order in your child's life. If someone other than you will take care of your child, ensure that other caregivers (grandmother, aunt, aunt, caregiver, etc.) know and apply these rules.
- You should not feel guilty for raising a single parent child. Do not spoil your child unnecessarily as a result of this feeling.



- Take time for yourself. Spend time with your friends, plan and practice short times to do your interests or hobbies. Remember, if you are well, your children will be well.
- Do not hesitate to ask your family and friends for help in matters you need. Investigate opportunities to get help from official institutions and organizations. Find out how and where other single-parent families get support.
- Do not expect too much from your environment, do not expect them to understand you, to call you constantly or to come to visit you. Those around you may have a busy life.
- Do not forget that you are an example for your children in social relations. Having a healthy social life will also affect your child positively.
- Participate in various activities, courses, volunteer jobs and hobbies in line with the possibilities of the environment you live in.
- Reading books on single parenthood, watching movies, meeting people who are going through this process will make you feel that you are not alone and that you can overcome this process.
- If you think that you or your child needs psychological help and support, consult a specialist.

4. SESSION PSYCHOLOGICAL PROBLEMS AND COMMUNICATION 1

COMPLIANCE ISSUES RELATED TO BEING A SINGLE PARENT

Problems that may be encountered if the family is single-parent due to reasons such as divorce and death.

Economic problems, loss of income, decrease in living



standards, lack of alimony and its inadequacy, not working or not working of the parent who is responsible for the care. Social problems, changes in living conditions (home, school, social environment change, loss in relationships, prejudices, social exclusion, etc.). Psychological and spiritual problems. Decreased self-perception of divorced or single parents, guilt, resentment, negative emotions (anger, anxiety, anxiety), decrease in social support system over time, emotional emptiness, role confusion, becoming dependent on the child, neglecting the child and neglecting the child by turning to their own personal concerns. Problems such as abuse, violence, self-isolation and



Hyperactivity are the problems faced by parents (AEP, 2018).

What families should do for children in divorce (AEP, 2018)

- The child should be clearly informed about the divorce by both parents.
- The child should be told that the divorce has nothing to do with the child.
- Your child should be allowed to experience and express their emotions in this process, if the child is crying, they should not be prevented and negative feedback should not be given about the child's emotions.
- In order to reduce the child's anxiety about what will be lost in their life as a result of divorce, the responsibilities of the leaving parent regarding the child should be clearly defined.
- The child should not be forced to take sides. The value and importance of the leaving parent for the child should be recognized by the other parent.
- As a parent, support should be obtained from the other parent when necessary.
- It should be ensured that the other parent sees the child constantly and regularly.
- Observation should be made on how the child is coping with what he or she has experienced. There may be a risk of addiction, especially in adolescents.

General recommendations for supporting single-parent children:

- Care should be taken for the child to live in the environment he is accustomed to,

Children should be supported to take responsibility in accordance with their developmental period.

- All feelings should be shared and honest, since the restless family environment will negatively affect the child's personality, causing him to move away from home and make friends that will harm him.
- The child should be introduced to people in the immediate environment who can be role models for him.
- The child should be given the right to choose
- The child should be given the opportunity to express their feelings. The success and positive aspects of the child should be emphasized, rewarded, and failures should not be highlighted.



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- The child should be given the right to choose
- The child should be given the opportunity to express their feelings. The success and positive aspects of the child should be emphasized, rewarded, and failures should not be highlighted.
- The child should not be compared with others.
- If necessary, professional support should be sought for children at risk (children with problems such as shyness, developmental disorders, impulse control disorder and withdrawal).

Strategies used in relations with children:



Shark strategy: Shouting in the face of trouble, Threatening the other side. It is a harmful strategy for the relationship.



Turtle: Ignoring the problem and watching to see what happens. Although there is no problem in the relationship in the short term, it is a useless strategy in the long run.



Teddy Bear: Approaching the other party positively with words of love in the face of a problem. It is not a realistic approach. It is a useless strategy to the relationship in the long run.



Fox: Expressing concerns about the problem. It is a useful strategy for the relationship in the long and short term, which prompts the other party to reflect on the problem.



Owl: Talking about the problem, trying to understand it fully and producing a solution together.

Example: *Your 12-year-old comes home very late without notice after mealtime. How would you act in the situation according to the above strategies?*



Shark Strategy:

- **BEHAVIOUR:**

- *You yell when you come home.*
- *You threaten not to give food when it comes.*
- *You do not serve food.*

- **CONCLUSION:**

- *May start coming home from fear of food (+)*
- *He may not change his behavior no matter what. You don't know why he came late. (-)*

Turtle Strategy

BEHAVIOUR

- *You never make a sound and wait to see how far this will go.*

CONCLUSION

- *The event resolves itself. You can avoid being face to face with your child. (+)*
- *You may face a serious problem, you may be late. (-)Ayıcık Stratejisi*

BEHAVIOUR

- *You treat him very well when he comes home.*
- *You take care to serve the food he likes.*

CONCLUSION

- *He starts arriving on time for food.(+)*
- *You may face a serious problem and be late.(-)*



Fox Strategy

BEHAVIOUR

- *You say that it is too late, that you are curious about him, that you are worried.*
- *You say that it is important for you to eat together.*

CONCLUSION

- *If there is a serious situation, you may have a chance to intervene in a timely manner. (+)*
- *He may reject you, may not want to talk. (-)*

Owl Strategy

BEHAVIOUR

- *You find a suitable time to deal with him and share with him what he is doing. You take great care for it.*

CONCLUSION

- *If there is something serious, it may be possible to solve the problem together with him, to act together, to support him. (+)*
- *It may require a lot of time. (-)*



Problem solving techniques

Defining the problem: What are the symptoms that point to a problem in the environment and ourselves? For example, it is important to recognize the internal indicators such as insomnia, headache, restlessness, tension, anxiety, nail/biting, alcohol/cigarette use, bedwetting, binge eating, or decreased appetite. It is necessary to be neutral and try to understand what the problem is before proceeding to find a solution in defining the problem. For example, instead of directly interfering with the child who starts biting his nails, it is necessary to understand under what conditions he does this, whether there is a problem at school or in the relationship with the other parent.

- 1. Gathering information:** One of the basic approaches used in collecting information is to set off from the 5W1K (Who? What? Why? Where? When? How?) rule. This approach helps us define the problem in detail. At the stage of collecting information, it is necessary to evaluate the quality of the information, the accuracy and authenticity of the sources. Real knowledge is the knowledge that can be perceived by the senses, verifiable and perceived the same by everyone. The blood is the information that reaches through feelings and thoughts. The actual information varies from person to person.
- 2. Handling the problem:** the problem is evaluated with all its dimensions. Causes, effects, long- and short-term consequences are discussed.
- 3. Generating Alternatives:** Families can use the brainstorming method here. With this method, more options are produced, more choices and better solutions can be produced. It is useful to think in as many dimensions as possible while producing alternatives.
- 4. Taking action:** The most appropriate alternative solutions are selected and applied.
- 5. Evaluation:** It is evaluated whether the applied solution is effective or not. The problem continues. One of the alternative solutions can be applied.

Sample Scenarios: *Problem solving techniques can be studied with the families in the group through sample scenarios where the child brought by the parents is late for school, the child gets into a fight at school, comes home late, blames the parents on the school administration, various disagreements between the parents.*



5. COMPLIANCE AND BEHAVIOR PROBLEMS AND PROFESSIONAL SUPPORT

In some cases, the usual conflict and problem-solving skills alone are not enough. Parents can sometimes experience problems such as depression and anxiety that require professional help. They may not be able to overcome them on their own. In order for children to adapt and develop in a healthy way, they must first be able to deal with their own mental problems or get support in this regard. The educator uses the following information to inform the families about this issue.



Parents should be sensitive to the risks such as adaptation and behavior problems and sexual abuse that may be encountered in children, for which professional support should be sought. Some information about the developmental problems, adjustment and behavior problems and mental disorders that may be encountered in children and adolescents are given below. For professional support in coping with these problems, support can be obtained from child mental health clinics, child psychiatrists, psychologists or family therapists:

- Developmental disorders: Mental development problems (intellectual retardation), speech and language-specific developmental disorders, learning disorders, stereotypical movement disorders (eye rubbing, finger snapping, hair pulling, head shaking, etc.), motor development disorders (CP, muscle diseases)
- Pervasive developmental disorders: Autistic disorder, Rett syndrome, Asperger's syndrome.
- Disruptive behavioral disorders: Attention deficit hyperactivity disorder, oppositional defiant disorder.
- Anxiety disorders: Generalized anxiety disorder, panic disorder, social phobia, separation anxiety, specific phobia disorder (insect, animal, height, blood phobia), obsessive-compulsive disorder, post-traumatic stress disorder, reactive disorder
- Mood disorders: depressive disorders, bipolar mood disorder
- Eating disorders: feeding and eating disorders in young children, eating disorders in adolescents (anorexia, bulimia)
- Somatoform disorders: pain disorders, such as conversion
- Other: dissociative, psychotic, impulse control disorders, TIC disorders, gender identity disorders, alcohol substance use disorder, suicide, borderline personality disorders, sleep disorders, psychotic disorders etc.
- Neglect and abuse: Physical abuse (hitting, kicking, biting, wrapping, not meeting physical needs such as clothing, shelter, etc. violence), sexual abuse (using force by an adult to meet the sexual desires and needs of a child or adolescent who has not completed their sexual development).



If the abuse is committed by someone who has blood ties to a child or adolescent, or is convicted of taking care of him, this is called incest, forcing marriage at a young age is also a type of sexual abuse. , to prevent education, to expose to domestic violence, to encourage insensitive behaviors, to threaten, to restrain.), to economic abuse (to prevent education, to work, to expect adult responsibility.

STEPS TO COPE WITH STRESS

STEP 1: Identifying the Purpose

When you start a business, setting goals and recording will help you make the progress you want.



STEP 2: Identifying Sources of Stress

- Stress can arise from the external world that threatens and compels the individual, as well as from the way people view the world and interpret some information from the outside world.
- An event that is a source of stress for some may be a cause of happiness for others. (a child can rejoice while a child who missed the school bus worries)
- **Physical Stress Sources:** Heat, Traffic, Noise, Cold, environmental pollution, technology, Poor working conditions
- **Sources of Social Stress:** Social, political and economic conditions, unemployment, inflation, family environment, rent, taxes, family problems, not sharing the workload, domestic violence, working of values, death in the family, illness

STEP 3: Learn to Breathe and Relax Your Muscles:

• Learning to breathe properly and deeply is the first step towards learning to relax in the face of tensions. Correct and deep breathing expands the veins and allows the blood and thus oxygen to reach the extreme and deep points of the body. Thus, as it causes the decrease and disappearance of substances (adrenaline, noradrenaline) that occur under stress, it calms the person and remains emotionally calm. The lung is given the opportunity to use its full capacity. Thus, blood circulation is accelerated. Also, importance is taken against diseases related to the respiratory system.



- **Diaphragmatic breathing:** When we breathe, there is movement in our abdomen, not in our chest.



- Find a quiet place and sit down.
- Close your eyes and think of the word 'calm down'.
- Take as long and deep breath as possible through your nose.
- Exhale through the mouth.
- As you exhale, concentrate only on your breath.
- If it doesn't go away, try this a few times.
- It is helpful to breathe in this way at least forty times a day and make it a habit.
- You can remind yourself by putting small notes in a part of your home and personal belongings. You can identify some common situations in daily life with breathing. For example, while waiting for the elevator, before picking up when the phone rings, waiting for something to boil, when your car stops at a red light.
- It is important to learn to relax the muscles along with diaphragmatic breathing. Muscle relaxation is done by first contracting and then relaxing the muscle areas of the body.

STEP 4: Do Physical Exercise: As a result of industrialization and urbanization, people use their bodies less for power-intensive tasks. One of the results of this decrease in the use of the body was the effects of inactivity on the cardiovascular system. Cells in every part of the human body are fed with the oxygen and other useful substances carried by the blood. Since tension causes narrowing of the vessels, it inevitably leads to a decrease in the amount of blood entering the cells. This means that the cells are malnourished. Increased and accelerated blood flow thanks to physical exercise helps cells to be well nourished and live.

STEP 5: Eat Healthy

- Eat a variety of foods
- 40 kinds of nutrients are needed for our body to stay healthy. Minerals, amino group acids, proteins, carbohydrates and vitamins.
- Maintain your ideal weight: If you are overweight, you probably face high blood pressure, high blood fat and cholesterol problems.



WAYS TO DEFINE AND COMMUNICATE THE EMOTION OF ANGRY:

- Every situation that will prevent people's unique world is the main cause of anger in people. get angry; In our opinion, it is a natural feeling that arises when we encounter a situation that is not true, honest and fair in the events and personal evaluations we are involved in.



- It is a healthy and normal feeling as long as it does not turn into aggression. What matters is how we express our anger. We often go to great lengths not to express our anger and dissatisfaction. This effort we spend causes the energy that creates anger to be displaced. It is not channeled in a positive direction.

- Anger is a natural emotion such as joy, joy, sadness, grief, all people can get angry. It is a feeling that generally arises in situations such as being blocked, suppressed, being unfairly treated, and inability to express oneself. Anger is a universal emotion. Anyone can get angry. However, anger is an emotion that needs to be noticed and controlled. If it is not controlled, we may encounter some situations such as outbursts of anger, and we may be harmful. As soon as we get angry, we experience some changes in our body... Our thoughts can be more negative. For this reason, the behaviors we will exhibit when we are angry can be destructive. We can harm ourselves and others. He may regret it later.

- Proverbs—he who rises with anger sits with loss! Damage to the sharp vinegar cube! The windmill will either break your lair or your wheel! Alexandra Manzoni. Speak when you are angry and you will see that you will make the most beautiful speech you will regret. Ambrose Bierce, Rage is a great wind that extinguishes the flame of reason. We can use many methods to deal with anger. But first, it is necessary to recognize anger. Let's do an exercise for this.



YOU CAN COPE WITH YOUR ANGER!

- Admit that you are angry,
- Find the real source of your anger, try to understand what makes you angry,
- Deal with anger realistically,
- Do not try to solve problems when you are angry or when the other person is angry. Wait for both sides to be calm.
- Don't be a prisoner of your anger,
- Do not try to suppress your anger

To express your anger constructively:

- Take a moment to calm down before answering. So you can respond with a calmer mind.
- Take responsibility for your feelings. Use 'I' language instead of blaming the other person.
- Instead of saying, "You couldn't understand what you were saying," you can say, "I am troubled by not being able to express myself to you."
- You choose how you want to feel. If you don't want to spend your time doing activities you don't like, say what you want to do before it's too late.
- Have a positive attitude towards the person in front of you.
- Remember, you are not looking for victims, you are looking for solutions to your problems.



6TH SESSION

Active Listening

COMMUNICATION 1

Active listening is listening to the other person by giving our full attention and reacting by understanding what is being said. It facilitates our communication with others. It shows that we respect the other person.



For active listening

- Let go of whatever you are doing, make eye contact with the person you are listening to.
- Don't just listen to their words, but also pay attention to their feelings.
- Show genuine interest in what they are saying.
- Repeat what the person has said in your own words.
- Ask questions to understand better.
- Become aware of your own feelings and opinions.
- If you are going to give your views, speak them out after you listen.

Communication Barriers:

- ORDER, MANAGE; "Do what I say. "Don't talk to me like that"
- WARNING, DO NOT THREAT: May cause resentment, anger, rebellion, "You talk like that again...", "You either do it or..."
- CRITICISM-BLAUSE-JUDICIAL-INFAST: It lowers self-perception and self-esteem. "What do you think?", "You are already lazy"
- NAME-CALLING, MAKING: It can cause the person to feel worthless, not loved. It has a negative effect on the person's self-image.
- CHANGE SUBJECT, NOT INTERESTED

It can give the message that instead of dealing with life's difficulties, it is necessary to avoid them. It can give the feeling that the problems are unimportant, "You forget about it ...", "I can't listen to you now, I have another job"

- ETHICS LESSON, PRAISE: Creates feelings of obligation or guilt, You must always count your elders", "your responsibility..."



- **GIVING ADVICE - BRINGING SOLUTIONS:** It prevents them from thinking about the problem and finding a solution. It can create addiction or resistance. "I think right away... "If I were you..."
- **PRAISE, AGREEING WITH HIS OPINION:** It can be perceived as an insincere maneuver to get the desired behavior done, "You do everything", "I think you are doing a great job"
- **ASKING, RESEARCHING:** The rush to answer questions may cause the person to overlook their problem. "Who put this problem in your head?" ,
- **CONFIDENCE BY LOGIC, DISCUSSION:** Makes the listener feel inadequate, "People will love you more if you learn to take responsibility", "things show..."
- **ANALYZE, DIAGNOSIS:** It can be threatening and unsettling, it can create a feeling of failure, The person may feel that he is not trusted, It can cause interruption of communication with the fear of misunderstanding, "Do you know what's wrong with you? Making the flea a camel"
- **MAKING CONFIDENCE CONSOLIDATING:** It can make the person feel misunderstood and angry, The person may receive the message that it is not okay to feel bad, "These happen to everyone, "Don't worry, everything will be alright, it can create fear or active resistance.

To Express Yourself:

- Reflect behavior without adding comments
- Express the tangible impact of the behavior
- Express the emotion felt

Example: The boy had a fight with his friends at school. I found out that he was fighting with his friends at school. The principal called and I took leave from work and came to school. I was worried something had happened to him.

7TH SESSION COMMUNICATION 2

When Raising a Child:

- *Recognize the risks, ensure that the child learns*
- *Give importance to open communication*



- *Show your love*
 - *Create Rules Together. Explain the reasons for the rules to the child.*
 - *Be the right role model for the child,*
 - *Spend time together and have fun*
 - *Do not give up the parent role*
 - *Follow social media together,*
 - *Try to get to know their friends and family*
 - *Criticize behavior, not personality.*
 - *Get to know your child*
 - *Be consistent in your actions.*
- Praising your child, along with praise for his behavior, is beneficial for the child's self-confidence development. It is useful to use general compliments that express love and care as much as possible. But when you criticize, criticize the behavior. Because generalizations are for personality, so that the personality development of the child is not adversely affected, do not criticize and judge personality.
- Criticism Technique example: SANDWICH TECHNIQUE: While criticizing the child, it is started with a feedback to the child in order to criticize his behavior, not his personality. Then, the expression of emotion is used with the language of ego for the behavior that you do not like. Then a positive ending sentence is used. For example, I like to read a book every night before going to bed. It puts me in a difficult situation when you invite your friends to the house without notice. I believe that we can develop a common solution for this issue.



SESSION FAMILY RITUALS AND ACTIVITIES

New rituals may be needed to strengthen the family structure. Example family rituals for family rituals;

Rituals That Teach Responsibility:

- Ensuring that everyone contributes to food preparation,
- While setting the table, assigning a task to each family member in accordance with their age,
- Setting a time each week for the whole family to come together and clean,
- To give responsibility for the housework they can do in order to ensure the participation of children in housework,
- Sorting red beans, peas, making tarhana, pickles and caring for flowers, etc. that all family members can do together. planning events,

Rituals to Develop Positive Perspective:

- When everyone comes home, smiling and making good wishes such as hello and welcome,
- Strengthening communication by asking each family member what they went through that day and how their day went when they came home,
- If they have something they want to say, listen to it. Considering especially dinner as a chat time,

Rituals to Strengthen Family Ties:

- Eating as a family several times a week, if possible.
- Wishing good night before going to bed every night, using words of love,
- To determine the bedtime, especially for young children,
- Identifying books to read before bedtime,
- To make everyone's favorite meal every week,
- Designate a special themed dinner day, for example, "pie day" once a week.



Rituals to Develop a Feeling of Belonging:

- Wishing each other well,
- Visiting family elders on holidays and special days,
- To see the summary of a year on your birthday, to look at the photos taken together with the family that year,
- Celebrating special days such as birthdays of each family member,
- Going on a picnic or walking in parks at specified intervals,
- Having breakfast prepared from the foods that everyone likes on holidays,
- Planning evening entertainment on the subject, such as theater or movie night,
- Planning new family rituals for the holidays (<https://saltpsychology.com/aile-rituelleri>).

ACTIVITIES TO CONTRIBUTE TO THE FAMILY ECONOMY

For the happiness of the family, their needs must be met regularly. Therefore, the family must be economically strong and self-sufficient. For this reason, it may become a necessity for families living in big cities and having a below-average income group to do additional income-generating jobs.

Jobs that can generate income by working from home

- **Making wedding candy:** You can make souvenir gifts given to guests at weddings and weddings.
- **Cooking:** You can make lunches for schools or small businesses around you and make a profit.
- **Organizing:** You can organize events such as birthday parties, parties for children, engagements. Using the internet and social media for what you can do in this area will be effective in terms of promotion.
- **Babysitting:** One of the jobs that can be done for women is babysitting. You can babysit children of working parents.
- **Pet sitting:** You can also look after the pets of working people.
- **Opening a block:** You can open a block and publish your information that you think will be useful to people in your field of education.



• Individuals can apply to courts, Public Prosecution Offices, Police Domestic Violence Bureaus, Violence Prevention and Monitoring Centers in order to benefit from injunctions within the scope of the law.

Various institutional structures and mechanisms established within the scope of laws also provide various protection, support and consultancy services for family members at risk. These organizations are;

- Social Service Centers (SHM) in every province and many districts
- Violence Prevention and Monitoring Centers (ŞÖNİM) in 81 provinces
- Support and consultancy units affiliated to Women's Guesthouses, Children's Homes, Child Support Centers, Nursing Homes and Elderly Care Centers, Non-Governmental Organizations and Local Administrations
- Other support, notification and emergency aid mechanisms are Alo 183, Alo 155-156 call centers and the Women's Support System (KADES) application.







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