



# Parenting Across Cultures

## Strengthening

## Multi-Ethnic Families and Communities A VIOLENCE PREVENTION PARENT TRAINING PROGRAM

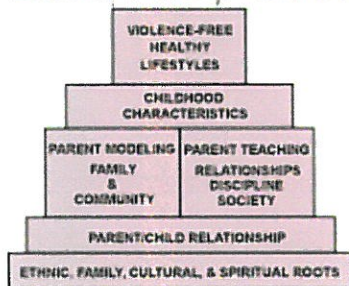
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## Programs

**Parenting Across Cultures** is the home of **Strengthening Multi-Ethnic Families and Communities: A Violence Prevention Parent Training Program**. The Strengthening Multi-Ethnic Families and Communities Program is a strength-based **prevention-intervention** parent training program for parents with children between 3 and 18 years that addresses violence against the self (drugs/alcohol, depression/suicide), violence in the family (child abuse, domestic violence), and violence against the community (juvenile delinquency, crime, gangs).

The **Parent Training Curriculum**, structured into an Orientation and twelve weekly 3-hour sessions, or **Parent Workshops**, organized by topic areas. Every idea that is presented in the curriculum is tied into the *Building Blocks for Success*. Participants learn how each program strategy can assist them in helping their children achieve a violence-free healthy lifestyle.

### *Building Blocks for Success*



The importance of **ethnic - cultural - family - spiritual roots** is emphasized from the very beginning as the driving force behind our attitudes, beliefs and behavior. Presenting information within a cultural framework encourages parents to explore the impact of their experiences and values on their current child-rearing practices. Parents learn that strong positive ethnic, cultural, family and spiritual values assist children in achieving and maintaining healthy lifestyles.

A variety of teaching methods are utilized, including modeling, role-play, lecture, and discussion. Reading is a requirement as facilitators are expected to *read* everything presented on transparencies, and all follow-up exercises consist of specific parent/child activities. Parent Materials are written on two levels. A high-school reading level is used when describing the rational behind the concept, and an eight-grade reading level is used when listing the steps to implementing each method.

The Program's enormous success in positively impacting parents from different ethnic/cultural backgrounds is based, in part, on the way in which information is presented. A *facilitative-discussion format* is used to *raise parent level of consciousness* by encouraging parent discussion of curriculum concepts. The effectiveness of this process is based on the belief that *true learning comes from within*. Parents will take responsibility for making good choices when given information on both negative and positive consequences of different parenting strategies and techniques in raising children to function effectively in the 21st century.

The Program's message, *keep the value - change the process*, provides a non-threatening environment that encourages parents to try new methods to teach traditional positive family, cultural and spiritual values. Parents are supported in their efforts, as they are continuously reminded there is *no one best way* and *each parent must decide what is right for them and their children*.

Curriculum information promotes positive family relationships. This information

enhances parent and child self-esteem, self-discipline and social competence. It is integrated throughout the program and is presented in **five program component areas**.

### **CULTURAL/SPIRITUAL COMPONENT**

To assist parents and children in understanding how family, ethnicity, culture, and spirituality influence their values and behaviors. The program encourages parents and children to reconnect to the positive aspects of their past. Parents also share their traditions and customs as both a celebration of who they are and as a vehicle for bringing our diverse communities together.

### **RITE OF PASSAGE COMPONENT**

To provide parents with information and activities to assist their children's development in ten Rite of Passage areas (Personal, Spiritual, Physical, Mental, Cultural, Historical, Emotional, Economic, Social and Political) in order to successfully make the transition from childhood to adulthood.

### **ENHANCING RELATIONSHIPS COMPONENT**

To enhance the parent/child relationship, information is provided on a variety of positive communication strategies, including Special Time, Developing Empathy, Managing Anger and Solution Building. Causes of Behavior and Developmental Information on how children think about rules and right/wrong is also presented.

### **POSITIVE DISCIPLINE COMPONENT**

The Strengthening Program helps parents to understand how they can use a variety of different techniques to increase respectful behavior and decrease disrespectful behavior.

### **COMMUNITY INVOLVEMENT COMPONENT**

The Strengthening Program seeks to enhance parent awareness of violence against the self, family and community. To empower parents to become more involved in community prevention efforts, parents are guided in accessing and utilizing community resources and in developing leadership skills to actively participate in community groups that promote violence-free healthy lifestyles.

### **THE PROCESS OF DISCIPLINE**

After parents learn that *discipline means to teach*, they learn a variety of alternative discipline methods and the **process of discipline** to assist them in balancing their need to control the child's behavior with the child's need to develop high self-esteem, self-discipline and social competence.

When the **Method of Spanking** is discussed in Session Twelve, parents are already aware of many of the potential negative risks associated with its use. (Many of the harmful effects associated with the use of physical punishment and emotional abuse are presented and discussed through the presentation of information in each of the Program Component Areas.) Now, at the end of the program, parents are encouraged to evaluate the effectiveness of Spanking, both from their own personal experiences growing up, and as it relates (or rather does not relate) to enhancing the parent-child relationship, or in assisting children in developing high self-esteem, self-discipline and social competence.

The Program **does not** promote or endorse physical punishment. For those parents who continue to believe that Spanking is an option, the Program suggests that it be used as a **last resort** in life threatening situations, while at the same time presenting more positive alternatives that parents can use instead. Anger management techniques and developmental information are also integrated throughout the curriculum.

In addition to an overview on various types of family and community violence issues, the curriculum provides for **two community speaker sessions**, empowers parents to utilize community resources, and encourages parents to become more involved in community activities. Flexibility in implementing the curriculum is ensured with the sessions, giving facilitators and agencies the opportunity to include information and activities that also provides the curriculum with the built-in flexibility facilitators and agencies can use to meet the specific needs of parents in every group.

MODELING  
CLEAR INSTRUCTIONS  
ATTENTION  
PRAISE  
IGNORING / PRAISE  
FIRST...THEN  
(to get attention)  
CONFRONTATION  
LOGICAL CONSEQUENCES  
FIRST...THEN  
(before anything else)  
FAMILY RULE DISCUSSIONS  
TIME OUT  
INCENTIVES - CONTRACTS  
SPANKING