INTERCULTURAL MODEL OF FAMILY MEDIATION

PROJECT NUMBER: 2012-1-PT1-LEO05-11296
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## PROJECT PARTNERS OF FAMILY MEDIATION PROJECT

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INTERCULTURAL MODEL

INTRODUCTION

With family mediation we want to implement different interventions directed to families on a perspective of preventing dropout and promoting academic success. And why work with families? Because family has a primary influence on academic performance of their children. Family could stimulate their children for the importance of school and learning along the different grades.

When we talk about family mediation we often think in situations where parents have some difficulty in understanding the behaviour and attitudes of children. We usually think in the difficulties that parents have to implement strategies to improve the behaviour of children and for them to grow properly adapting to the world around them. But family mediation is not just to intervene in situations of risk. Family mediation is important in any family wishing for more and better relations among its members and in any family who wants better results for their children.

Family mediation is also important in families who are in situations involving violence, economic problems, extreme poverty, and immigration and in ethnic minorities. These are families who by their difficulties or characteristics may experience social exclusion and these should be avoided. It is necessary to implement strategies that allow the inclusion of these groups. So, in these situations it makes sense projects about family mediation.

The school is a privileged context of intervention against school failure because this context aggregates two target groups that are very important to intervene when we want better school results and we talking about families and teachers. These two groups are in constant communication which facilitates the implementation of strategies that lead students to success. So, school is the ideal context to implement family mediation projects.

But it’s not so easy implementing these projects in schools. Among the various reasons that hinder the implementation of these projects, we include the helpless and unable of teachers to fight dropping out and school failure they don’t know how to motivate
parents to get involved in school; there exists a financial dependence for the creation and implementation of educational projects; with the economic crises teachers are less interested in collaborating with this kind of projects.

Also with families is not always easy to intervene. A large number of families have low expectations towards their children’s school and academic success. Therefore this attitude can lead to a disinvestment. Most families don’t participate on the school events promoted for families. It’s difficult to reach the participation of the parents because they don’t know that their participation in the educational process of their children it’s really important for the academic success although they grow old.

Given all of the difficulties it is important that you never give up and we must keep all possible interventions if we want better results. It is necessary to intervene with different groups such as teachers, family and other community members with multidisciplinary working groups to facilitate the intervention and to obtain the best results not only for the families but also for the community.

The project idea was developed by Associação Paredes pela Inclusão Social (Portugal) with the contribution of different partners: Centro de Formação de Associação de Escolas de Paços de Ferreira, Paredes e Penafiel (Portugal), Escola Secundária de Vilela (Portugal), Electronic Compass (Greece), Associazone Culturale Epoca (Italy), Professional Foundation Centre for European Integration (Romania), Kairos Europe (England) and Associació Empresarial L’Alqueria Projectes Educatius (Spain). This project began on 1st of October 2012 and will finish on 30th of September 2014.

The intercultural model (final product of the Family Mediation project) arises from that partnership project among six different countries and aims to create a universal model of intervention in the family and at school. It has a practical application-oriented and can be implemented by trained technicians in the area.

“Education is the most powerful weapon we can use to change the world.”

Nelson Mandela
Family mediation projects are a reality that is growing in some countries with the aim of improving people's lives. These intend to empower families' increasingly effective strategies to deal with their children and in order to provide them better quality of life and better interaction in the world in which they live. It is not always easy to implement these projects since financial resources are weak and often these projects require external financing in order to exist.

Many countries are developing family intervention projects to ensure the basic learning needs of children and young people and to increase compulsory education. Romania and because of the high dropout rates in disadvantaged communities, began a parental education project released by UNICEF and for children in pre-school education. With the program was intended to promote the development of good relationships between parents and children, increase stimulation / early childhood education and prevent problem behaviours in children. The implementation of this program has helped increase the knowledge of the family, attitudes and skills related to early stimulation, positive discipline, interaction between parents and children. The preliminary results of this program show that there were improvements in the development of children whose parents participated in the parenting program.

In England there are some projects running in many areas around the country, implemented by various charities, and funded by local authorities. “One of the methods under scrutiny is the existing Family Intervention Project, which sees people receiving one-to-one guidance to raise their children, run their lives and stay out of trouble.”

“Family intervention projects work to turn around the behaviour of families and reduce their impact on their community. In so doing, they also bring stability to families' lives, prevent homelessness and improve opportunities for children. They combine intensive support with focused challenge – a twin track approach. For these projects, it is not a question of either/or - support and enforcement are systematically linked to provide families with the incentive to change.” (FIP – Family Intervention Project)
Parental intervention proves to be increasingly important, not only by the need for improved strategies for intervention but also because families presenting different characteristics. A growing number of single parent families difficult to follow the learning of their children since the tasks are to be performed only by an element. Are increasingly families, due to the crisis, that are forced to immigrate and this situation causes problems not only to children but also to the spouse who sees more tasks without having anyone to share. Rising unemployment leads many families to lower economic status and with it the education of children becomes of secondary, since the survival of the family is far more important. In England, for example, family interventions were set up to work with some of the most troubled and challenging families to tackle anti-social behaviour, youth crime, inter-generational disadvantage and worklessness. They take an intensive and persistent multi-agency approach to supporting families to overcome their problems, coordinated by a single dedicated ‘key worker’. Family interventions form part of the Prime Minister’s commitment to work with every troubled family – and specifically to turn around the lives of the estimated 120,000 troubled families in England. (FIP, Projects in England, 2011). These England projects had some god results. There was, a reduction in the proportion of families involved in crime, there was a reduction in child who was excluded or behaving badly at school, there was a reduction in the proportion of families experiencing risks associated with poor family functioning including poor parenting, domestic violence or child protection issues. There was also a reduction in the proportion of families with health risks including mental or physical health and drug or alcohol problems.

Why is this so important to the work of family mediation, which also involves the relation with different community groups and can respond too many of the problems that families face today.

Of course the success of these projects depends on a number of factors and is not always achieved the desired result. The longer families worked with a family intervention there was a slightly greater chances that they achieved a successful outcome in all several domains (as the ones we previously saw). The results of FIP (in England) provide the first indication that the positive outcomes achieved by families
can be attributed to a family intervention and go some way to address an important gap in the evidence base. But there are some challenges that prevent parents being involved. The extreme poverty and social chaos and threat in some neighbourhoods, the effects of substance abuse and of domestic violence, the effects of mental health issues, notably depression, the impact of a difficult child and the parental lack of confidence in or knowledge about how to be appropriately involved. In order to maximize the involvement of families and to have better results we need to look at which ones families we cannot intervene and which ones we need and could support.

Therefore, taking into account the characteristics of families we can talk about interventions targeted at specific groups of families and then they are worked separately and according to their characteristics. For example, in situations of economic distress we should be directed to organizations that may respond to this type of problems. Here the mediator has the role to clarify the way that the family must follow. So there are specific situations that do not come in a universal model of family mediation. In these cases we should use a selective intervention and only for that family.

Family mediation also must be based on aspects that are universal, occurring in all countries and families similarly. We can call it universal interventions that are aimed at all parents and other elements of the educational community. This level of intervention is more general and preventive.

As found in the methodology EPIS, intervention can be performed in two main ways that they named universal intervention and selective intervention, and that could be combined together on an adequate way. In these interventions we cannot forget the presence of the mediator that establishes the proper relationship between families and students, families and schools and students and schools. The universal intervention is more general and targeted educational and preventive, aimed at large groups of parents and involving other persons of the school community such as the teachers. Universal intervention suggested by the methodology EPIS main aim family involvement in school motivating for the reflection to appropriate parenting practices between schools and families and between parents and students. Besides if these
actions approaching families to the schools it also will facilitate an individualized intervention if it was necessary.

The selective intervention purposes to work particular problems or situations of a student or family. In general, the aim of this intervention is the family involvement to improve school results of children.

The mediator, knowing the families will know what type of intervention best suited to develop with them. Sometimes a combination of both is necessary for the result to be the most satisfactory as possible.

Although there are some intervention projects, on which we realize that families show resistance to these projects and we can verify this happens when we conduct simple seminars for parents. So, often we consider that these interventions have not the impact we would like. It is necessary to be inclusive and normalize parenting programs; use multiple access points and delivery modalities (not just parenting groups) listen to what parents say they want (when they make that suggestions in some meetings).

For a larger number of parents in interventions is necessary to use different strategies to attend. Strategies like, send invitations by students, send invitations by mail, telephoning, hold seminars at different times (day, night and weekend). We should also pay attention to the fact that many families do not have their own transport for local sessions. In these cases we liaise with social and government institutions so through that partnership we can solve these problems. Often families do not attend because they do not have anyone to leave their children and in these cases we should also contact with the institutions mentioned above to hell providing a service of child-minders so that they can stay in a space near the local we conducted the intervention to caring for the children.

A successful parenting program needs to be very well chosen, be delivered by well training, skilled staff; use engagement strategies and enforcement if needed; have good links to universal services.

“Parenting interventions are amongst the most powerful and cost affective interventions available; good parenting should be the centre piece of efforts to improve developmental outcomes for children.”

Claire Halsey
WHY IS SCHOOL SUCCESS IMPORTANT?

The school attendance was not always viewed the same way. Initially the school was seen as a way to just learn the basics, how to read and write. And throughout history the school was not always open to all. In many countries and different cultures women and lower classes had no access to schooling. Over time this perception was changing although we continue to perceive that certain cultures retain some resistance to school. Obviously those poorer countries have difficulty in implementing education projects and poorer families have difficulty in providing access education for their children. Over time the school and the perception we have of it was changing so much. Certainly for many, the school and the graduation represent a manifestation of the student's school success. It is a success and recognition student-centred, which is receiving a diploma as a reward for their efforts and dedication, sacrifice its value and good preparation. But the school should be understood not only as obtaining compulsory education but as a result that benefits everyone. School should be seen as the effort of families and students to be better people and better citizens. Should also be understood as an opportunity to study further and qualify for better working conditions and even better economic conditions. It should still be understood as a way to improve your skills, values, knowledge that enables humans to the exercise of citizenship in a critical way and responsibly in a changing society. Education allows personal growth in order to adapt to society and improve it. School success increases the opportunity to grow as a person and to build a better society. Education should be flexible and should remain attentive to the needs that arise in the students, in order to ensure equal opportunities. The school success should be understood as the acquisition of skills that promote personal and social growth of individuals. Education is the main way we can ensure better responsiveness to the problems of the future.
FAMILY

Family has a primary influence on the academic performance of their children. They are the primary context to prevent school dropout and failure. As a result, we need to probe very well how families function. We need to know if families have problems and what type of problems they have. Families can face major problems which result in school life becoming a secondary matter. So we know family problems contribute to school dropout and failure. Do we have students from disadvantaged backgrounds? What are the parenting styles from these backgrounds? For different types of styles we have different students too. And we must know how to communicate with them and what strategies we must implement. Sometimes families don’t have the necessary skills to stimulate their children and they should benefit from a skills program. We must make groups in order to teach the necessary skills. It is necessary that families trust in the project but also trust in themselves as actors of change. So we must consider the importance of family routine, rules and quality time with their children. Other challenges families face is how to motivate their children to school success and how to deal with conflicts.

FAMILIES AND SCHOOLS

Education is a complex process that requires a good understanding between families and schools. It is very important that families and schools maintain a good relationship in that both have a common objective the proper development and learning of their children and students. It is necessary that families have confidence in schools feel they are part of the whole educational process. For it is also necessary for schools to create spaces for communication, projects and conferences, groups where parents can participate and thus feel a fundamental part in the development of their children. School and family should share experiences and strategies for action that enable the best development of children.
“La educación es un proceso muy largo que comienza siendo impartida por la familia y luego la escuela y se necesita de ambas as partes para conseguir un pleno desarrollo educativo y personal del niño/a.” (“Education is a very long process which is been thought first by the family and then by school; both are fundamental for the child to reach a thorough educational and personal development”).

“Escuela y familia han de compartir inquietudes, intercambiar informaciones y pensamientos sobre la educación, la escuela, los hijos…. Y ayuda a establecer pactos y acuerdos sobre ciertas actuaciones hacia el niño/a.” (“school and family need to share concerns, exchange information and thoughts as regards to education, school, children, and so on. This helps establishing agreements over certain acting towards the children”. (in Temas para la Educación, Sofia Dominguez Martinez).

According Macbeth (1989) is **important to establish a good relationship between the family and teachers**, according to several aspects:

- Family is the first place of child's development so families are responsible for the education of their children;
- It is important to combine family education (non-formal) with the school formal, creating a consistent and interrelated education. Therefore, teachers and the school should consider education family to create and promote student learning;
- Family education is on the bases and influences the formal education and is a significant factor among the complex of factors associated with the inequality of opportunity in education;
- Teachers should ensure that parents fulfil their responsibilities and obligations and this is necessary to facilitate interaction and cooperation family, through the participation of these at school and a communication smooth and regular;
- As parents are responsible for their children / as they should intervene and take part in the decisions made at school about their operation and organization through their elected representatives by they / them to make it so well;
- This interaction facilitates the knowledge that teachers have about students, their families and other elements on the other hand also allows teachers to inform
families about the characteristics of their children and sometimes parents are unaware.

This information is also corroborated by other authors such as Maria Luísa Barros, Ana Isabel Pereira and Ana Rita Goes in the manual "Educate Successfully - manual for coaches and parents" (2007). The authors here consider that the development is determined by a variety of factors, among which ones are genetic and biological factors, educational factors are and learning experiences and also models that children are being exposed. We cannot have absolute control over development processes, but we can guide our actions and educational options for the overall development of children and young people is done in a balanced and healthy way.

During childhood and adolescence, family and school are two decisive contexts where it is possible to cause changes in order to maximize positive and minimize negative effects on the development process. Finally it is clear that the roles and responsibilities are distinct and different, but the question is to gather these differences and complete them to become them positive contributions.

Many studies demonstrated the existence of a positive correlation between school success and participation of parents in school. Therefore, it is important that parents and teachers have a close and positive relationship with each other. And that it will be closer when talking about the teacher of class. This proximity allows sharing of strategies between parents and teachers and will influence positively the school success.

To establish the proper relationship, it is necessary that teachers know the styles existing parental education and the importance of prevalence the persuasive style (acceptor and involved) (Maccoby & Martin 1983).

**Parenting Styles**
Since the birth of children that families strongly influence their son’s/daughter’s behaviour. The way parents behave influences the cognitive, emotional and social development of children. Parental behaviour has been the subject of several studies aiming to identify parental educational practices associated with promoting the development and successful adaptation of children and youth. Knowledge of these practices is an important tool for self-assessment and reflection, making it possible to change some practices that parents consider less effective.

The personality of the human being is a combination of a number of characteristics related to the genetic background and the environment in which they are exposed. Thus we find children with completely different personalities or attitudes are more sociable or retracted with respect to the interaction with others. We can also speak of restless children, with difficulties in attention and concentration on a particular task. There are even more cheerful, positive and with high levels of encouragement and support and other more prone to sadness and anger and lower levels of stimulation children. This personality is always related to the environment in which the child develops and this will shape the way you act in her surroundings. Thus, this personality will shape academic success. For example, high levels of impulsivity lead to difficulties in concentration and performing the tasks, difficulty in interpersonal relationships can also affect the development since most learning is done in interaction with others. Thus, temperament may make the learning but not mean it cannot be shaped through education. It is here that the family must work in order to prepare the child. Communication, support, affection, nurturing environment, parenting styles, control, rules and limits to behaviour are various aspects that must be taken into consideration if we want better humans and with better results at school.

Based on this information we can say that having an appropriate parenting style has been shown to be a key factor in outcomes for children and young people. Parenting styles is the way in which parents relate to their child. Diana Baumrind has researched into the various types of parental behaviour. She conducted a longitudinal study which assessed the relationship between patterns of
Parental behaviour and child competence in three distinct periods of: development, pre-school, school and adolescence. At the beginning she identified three patterns of parental control, authoritative, authoritarian, permissive, and later she added the negligent.

**Authoritarian Parents**

These parents convey less emotional warmth than authoritative parents. The authoritative parenting style is characterized by the concern of parents in getting ready obedience of the child when the child's behaviour conflicts with the established by parents, often by the threat or punishment. Parents tend to consider their standards and requirements of a rigid and absolutist form, having difficulty in questioning them or adapt them to the characteristics of the child. They establish rules of behaviour without regarding the children’s needs. These parents do not encourage the exchange of views with their children, believing that children should accept the word of parents as what is right.

Children from authoritarian homes are usually strictly controlled, either by punishment or guilt, that they are often prevented from making a conscious choice about particular behaviour because they are overly concerned about what their parents will do. These children tend to be distrustful, withdrawn, unhappy and with lacking in social skills and altruistic behaviours, coercive in dealing with others, hostile, not high achievers, often rebel and defiant.

Regarding the interaction with school, authoritarian parents require too much attention and show little involvement.

**Permissive Parents**

These parents provide a loving, supportive and home environment. The permissive parents are manifested by behaviours of affection and responsiveness toward the child, in the absence of the establishment of appropriate limits of behaviour. They
rarely punish inappropriate behaviour. Parents are seen themselves as a resource for the child to use as a means and not as an active and responsible for shaping the present and change the future of child behaviour agent, doing, for this reason, few requirements to comply with rules and self-control. With this type of parenting; parents allow their children to make many of their own decisions (about eating, bedtime) and to do their own things. So there is little need for order and routine and the discipline is lax.

Children from permissive homes receive so little guidance that they often become uncertain and anxious about whether they are doing the right thing. These children tend to be: least self-reliant, least self-controlled and least exploratory and they tend to be unhappy, unmotivated, dependent on others, demanding of attention, disobedient and impulsive. When interacting with school, permissive parents are involved and go to school meetings but show little concern for their children’s academic growth.

**Uninvolved/Negligent Parents**

The permissive parents provide little if any emotional support for their children. They are little involved with their children and express little responsiveness to the needs and behaviour of the child. These parents hold few expectations or standards for their children’s behaviours. These are parents who are little committed to the their parental roles and long-term components of the parental role tend to decrease more and more, until only a minimal functional relationship between parents and children. They have little interest in their children’s lives and seem overwhelmed by their own problems. This model tends to form children with difficulties in linking and interpersonal relationships, difficulty in understand the point of view of the other and bit worried about him, disregard for the feelings of others and little affection, diminished sense of
respect (for self and others). Children tend to be disobedient, demanding and present low self-control, low tolerance for frustration and lacking long-term goals. When interacting with school, uninvolved and negligent parents are disinterested and tend to not follow the schooling of their children showing low demand.

**Assertive Parents**

The assertive parenting style corresponds to the existence of parental behaviours that involve simultaneously the attending of the needs of children and education, and requiring appropriate standards of behaviour, i.e., they establish freedom with limits. These parents provide a loving, supportive, home environment, they explain why some behaviours are acceptable and others aren’t. The assertive parents will give precedence to their perspective as adults, but recognize individual interests and characteristics of children. Parents do not base their decisions on group consensus but also not considered infallible. Parents include children in family decision making. These parents strengthen and affirm the specific qualities of their children, but also set standards for future behaviour that help them achieve small objectives and progress. Parents hold high expectations and standards for their children’s behaviours.

Children whose parents expect them to perform well, fulfil commitments and participate actively in family duties, as well as family fun are more likely to learn how to formulate goals. They also experience the satisfaction that comes from meeting responsibilities and achieving success. These children are happy, mostly self-reliant, mostly self-controlled, friendly, generous, cooperative, high-achiever’, curious, independent, worried and show respect to others. In school these children usually have success and are less likely to be seriously disruptive or delinquent. When interacting with school, assertive families and school parents show high requirement and are very involved in learning and in all school activities.
The results of studies of Baumrind and other studies later performed with the use of different methodologies, suggest that the assertive standard is the most advantageous and which promotes a more competent development in different areas.

According to these parenting styles; children and young people developed different personality types and considering Cheryl Breck teachers should adopt different types of actuation considering the students that they have. Teachers with students from authoritarian homes should solicit students’ perspectives on classroom rules and procedures and considering students’ needs in developing classroom rules. Children of permissive parents are more likely to hold high expectations on their behaviour and must impose consequences for inappropriate behaviour. When teachers have students from uninvolved/negligent families they should adopt the same measures as in the case of children of permissive parents. In case of children from assertive parents teachers should adopt an authoritative style similar to that of their parents.

In conclusion we can say that children from assertive parents tend to have better results in school. The relationship between teachers and parents should always be underlying this model. This brings with the key for parents to more easily be able to make their child a good student.

“Children tend to do better in families where parents use an assertive parenting style. This means both warm and structured.”

Cowan & Cowan 1992; Marsiglio et al 2000

ASSERTIVE PARENTS

The family can and should promote the development and school success and social integration. But for these parental attitudes to be successful must be echoed in the attitudes of the school and its professionals. For this reason schools should promote strategies that enable greater involvement of families in the school.
What intervention?

If what we want is to get the best relations between elements of the same family, if we want adults confident and capable of responding appropriately to the world, if we want more success and less school dropout, then we must begin intervention as early as possible. If the intervention begins only in adolescence we may lose time and we may not have the results that we want.

Joyce Epstein (1987) identified some strategies that contribute to help families and schools to carry out their responsibilities with education and youth development. Based in this model we summarize the following topics.

1. Affection and support

This topic aims to empower families with skills to ensure the basic conditions of human life; such as health, food, and affection are basic conditions for learning and human development occur. It is important be affectionate, and sensitive to the needs of the young and responding to those needs appropriately. At the same time parents should establish clear rules and limits of what is the acceptable behaviour and enforce these rules consistently. Families should also provide a positive role model (respect for others, conflict resolution, honesty, effort at work). In this we can include some expressions such as: “I love you, accept you as you are.” “I appreciate the positive things you do.” “I know what you need and try to correspond.” “I have time for you.”

In conclusion is need affection, respect, attention to changes, supervision, clear limits and communication.

2. Parental Stimulation

It is important that parents know the perspective of the young about different issues of actuality and enabling the discussion of perspectives through communication strategies.
During human development there are always periods of curiosity, discovery and questioning. The way adults react to this question especially in childhood and adolescence and how they promote or not can encourage or inhibit the development of critical and independent thinking.

With the goal of **stimulate reflection and critical capacity** parents should ask themselves:

- I often talk to my child about topical issues and listen to his point of view?
- I usually answer when my son demonstrates curiosity about some topic?
- How I usually react when my son asks principles and values that he defends?

### 3. Affection and stimulation

The first years of a child's life must be based on the creation of a positive bond with the caregiver (attachment) to provide security, and creating a stimulating environment allowed to experience multiple feelings, awaken their curiosity so you have around you and develop the full potential innate brings. A basic safety and environment stimulating family can have a significant influence on future school achievement. Consider appropriate behaviours for develop some aspects. Parents should show affection for the child, they should be sensitive to signals from the child, taking promptly and appropriately to their needs. Parents must participate in play, in games; they should talk about them, about the world around them, about their interests.

This encourages the child to develop in a safe environment, improve self-esteem and self-awareness, trust more in people, establish good relationships with others, in the future, improve focus and concentration, is constant to finish what have started, discover the joy of learning, and is motivated to discover new things.

With the goal of **encourage interest in reading** parents should ask themselves:

- I've been with my son to a library or bookstore?
- My son has seen me reading?
To encourage exploration of the social environment parents should ask themselves:

- I go with my son to museums?
- I go with my son to shows?
- I go with my son to places of historic and cultural interest?

### 4. Communication

In the day-to-day it is important the existence of family routines to facilitate communication between parents and children, for example: the meal time, without the presence of television and mobile phones switched off, can be a good time for the family to communicate.

Some children are naturally communicative and need only that parents transmit availability, curiosity and interest in sharing experiences and ideas. Others need parents to take more creative initiatives to stimulate the sharing of ideas for instance talking about their own life experiences and their daily lives. At the same time parents can also help the children to communicate: questioning the young about the issue asking him to be more clear and specific (e.g., "describes me what happened exactly?")], using the paraphrase ("What do you mean is that ...? ") and using feelings reflection strategies (" ... it makes you feel offended? "). There are some other strategies that can facilitate an effective communication with their children such as, show availability to talk, keep eye contact and adopt a posture and body orientation that indicate involvement. Empathize with the child and show understand of their points of view and their feelings (even if not agree); listen to the child without interrupting and let him conclude their ideas.

In conclusion, good communication reinforces good relationships. So be always available to speak and remember that all of us communicate using language body - a smile can be enough.
5. Conflicts

Conflicts can be opportunities for the change and growth of all family members. For this reason it is important to find adequate ways to manage them. Parents should ignore minor problems and focus on solving the most important; be consistent with your decisions and make sure that both parents are consistent - even if you disagree do not have to say it in front of your child.

6. Limits and Rules

Children need to explore the world to know and adapt to it, but they also need limits to guide them in this task, that provide security, point them far they can get to that coexistence is not disturbed and not lose respect for others and things. Reasonable limits promote learning and educate. We will be laying the foundation for future in which the child will have to take on established standards school, have to respect those who live with him in his centre, will have to meet a schedule of study, must waive certain desires at times to meet their academic obligations, better tolerate frustrations and improve their self-control. So it’s important that parents set explicit, clear, concrete and positive rules, establish a reasonable number of rules, set the rule to comply and consequences for non-compliance, not establish rules that are unable or unwilling to enforce, try to establish general rules for the whole family and requires the systematic fulfilment of rules.

Parents pass on to children, consciously or unconsciously, the way they think, feel and act. Children note, learn and imitate what they see their parents doing or saying. Parents have an important role as models for their children. So they should be very careful with the messages that communicate and with behaviours exhibited. Children are always attentive to all, sometimes adults teach them things when they talk in front of them and parents show, for example, ways of thinking that do not help children to have a respect and appreciate the teacher. Parents must also be careful about the
attitudes and the value they give to some issues, such as the school. If parents show disinterest about the school education so, their sons also will no longer give due importance. When they have positive behaviours they contribute to a children positive self-esteem and a desire to learn.

To implement limits and rules in a consistent way parents should follow some guidelines:

- Set reasonable rules;
- Set explicit, clear, practical and positive rules;
- Establish a reasonable number of rules;
- Set the rule to comply and the consequences for non-compliance;
- Do not establish rules that cannot fulfil;
- Try to establish general rules for the whole family;
- Require systematic compliance of the rules;
- Do not forget that rules should be negotiated, understood and agreed;
- Note that setting few rules, but well defined, gives better results;
- Praise when the rules are respected and be clear about the consequences when they are not complied with.

7. Monitoring

Parents must be always watchful to the children behaviour and monitoring is an important attitude and indicates security for both (to parents because they know where are their children; to children is shows that parents care about them, even if children feel it as disagreeable).

In adolescence, parents should demonstrate a balance attitude between monitoring and autonomy promotion. Parents can set limits but it is convenient to give freedom of choice to the child (within the settlement acceptable and reasonable). It is important that parents known daily lives of the children ("Where is my son now?"), respecting its progressive and healthy independence to parental figures. It should therefore be a
balanced behaviour by parents, taking into consideration safety, security, autonomy and exploitation needs of children.

To encourage autonomy and respect the children choices parents should ask themselves the key questions:

- Where is he?
- Who is with him?
- What is he doing?
- When does he come back to home?

8. Support in Learning

Quite often we hear parents say they don’t have time to help their children at home and they also don’t understand the contents learned in school to be able to help them. Of course it true that as the children advance in their training, the content become more complex and sometimes parents have no knowledge of them. But help in learning is much more than that is realizing what the child learns to understand how parents can stimulate the same learning. It is important that parents know what the difficulties of children are and then with the teacher know what to do to overcome them. Many of the times, and because there is no knowledge of what can and should do is common for parents to focus on the negatives aspects and this makes the student feel less desire to learn and will fill a loser and with difficulty to invest in himself.

So it is important that parents adopt measures to support the learning of their children. Firstly it is necessary that parents know how their children are studying and what difficulties they find throughout their study. It is necessary to know the conditions of study and understand if it is the most appropriate. Therefore parents should provide a stimulating environment, value school, be aware of school learning, and apply school learning to the aspects of everyday life, subscribe school / study tasks, encourage the acquisition of work habits and study skills and monitoring the acquisitions and school results.
Parents can ask themselves some questions that will notice how their children are studying:

- My son sets targets for study?
- My son can maintain attention and concentration on tasks?
- My son has his own initiative to study?
- My son is integrated in school and participates in the activities performed by the same?
- My son takes questions with the teacher whenever they have difficulties in the subjects?
- My son has the necessary materials and organized?
- My son has a proper study schedule and complies with the schedule?
- My son sleeps well?
- My son feeds properly?
- My son enjoys learning?

The answers to these questions will allow parents to know a little more about their children and their learning and will be a good start to help them on study. So in practical terms and to help their children parents should:

- View occasionally everyday notebooks.
- Establish a study schedule.
- Find a suitable and distraction-free space.
- Help establish learning objectives.
- Encourage the development of a calendar with all tests.
- Plan ahead to study for assessments / tests.
- Keeping attention of the results of evaluations.
- Reinforce upgrades / effort and seek to solve together with the child their difficulties.
- Stimulate interest in reading.
Attending / visiting spaces as museums, libraries and other places with scientific, historical and cultural and that could promote learning.

With this parental attitude children have higher academic achievement, fewer behavioural problems and indiscipline, increase social skills and self-esteem and have lower absenteeism and negative attitudes toward school. This parental attitude allows that teachers have fewer problems with students and understand better the needs, concerns and objectives of the family for the child.

Some questions parents should ask themselves:

- What I think about the role of school?
- What I think about the teachers?
- I show the importance that I give to school?
- What are my expectations for the schooling of my child?
- I know my rights and duties as a parent?
- I talk to my child about what he/she is learning in school?
- I know the school curriculum and what my son should learn in each subject?

To promote organizational skills and responsibility for the attainment of school tasks and encourage gradually their autonomy parents should know if the son:

- Has an organized daily notebook?
- Take notes in class?
- Can be aware during class?
- Raises questions when not understand the matter?
- Performs the proposed work in different disciplines?
- Has a time and an appropriate place of study?
- Sets objectives for study time?
- Identifies the most effective study strategies?

In order to promote academic success parents must monitoring and prepare the evaluation moments of their children knowing if he manages to organize study in
advance for exams and if he organizes a study plan and manages to stick to it. Parents should also seek to identify problems and difficulties in the event of negative results and possible resolution. If results were not satisfactory, parents should try to understand what happened and what they can do to help and praise the strengths and value positive characteristics of son. At the same time it is important to have realistic expectations about the child capabilities and never forget that children are different so never make comparisons between your child and brothers/others.

Concentration and attention are aspects that must be taken into account when we talk about learning. If a student has trouble in concentrating in the classroom he/she can hardly pay attention to what the teacher says and therefore have more difficulty in assimilating the contents. There are various forms of families to improve attention and concentration of their children. Parents should remove from the local of study all the stimuli that make the children waste time. Parents could also stimulate children to playing games that are capable to increase the attention like chess, puzzles, and strategy games, find differences games, and so on.

Following the above, parental involvement is crucial for obtaining academic success. Thus there are several ways for the parents to relate positively to the school one being the time of the parent meetings.

The invitation to parents' meetings must be very careful at the level of invitations and at the level of the room where they will be received. If the meeting is only with the class teacher the remaining teachers shall provide all information about students' behaviour. It is important to choose an appropriate schedule for parents, the best will be the after work hours. Many parents may have small children and it is important to take care of them at school. The contacts should be regular with parents and in case of parents that not attend to meetings teachers must insist in that contact.

Sometimes the relationship between parents and teachers is not the most appropriate, and may even be conflicting, so it can cause problems with students. Therefore, it is important to maintain a good relationship as a way of motivate the
student to meet the desired objectives. **So in the meetings always mention something positive about children.** The first information that the master class give about children should be positive, even in cases where there are just little things to report. The first contact is crucial to have parents on teachers’ side. An example to win parents to help teachers comply with the homework of students can be: “Hello Mrs X, I asked to talk to you because I am depositing so much hope in Y he seems a kid with so much potential, but unfortunately does not take advantage of it and don’t takes classes to develop it, and I thought that with your help we could work together to guide he on the best way to solve this.”

**Still in meetings teachers should surprise and ask parental involvement.** Send messages to parents on positive moments and not only when problems arise. If the student distinguish in some specific task, behaviour, good action, companionship, all of this serves as a pretext to promote a closer relationship with parents and consequently with the student. Invite parents to school events like parties and ask them to help in the organization of events, for example: “Hello Mrs Y, as you know we are organizing the party of the end year and how X told us that you do some cupcakes so good and we wanted to ask you if you could do some cupcakes for the party, the boys would surely love ... ”. If after this speech the parents refuse to cooperate with teachers, certainly they have no heart!

Joyce Epstein has developed an intervention model based on some modalities to help families and schools in their shared responsibility for the education of students. One of them is to **help parents to fulfil their educational obligations**, implementing seminars or flyers about food habits, motivation, study skills, discipline and transition from school cycles. Another one is to **promote different ways to communicate efficiently with family** trough: specific notebook, email, telephone, placards, newsletters, school journal. With this method parents are informed about what happens at school, in the classroom and about the student.
For many years, parent participation was passive. They were called to the school, almost only because of the behaviour of their children or to ask about results or attitudes that they may saw as less fair to their children. Nowadays, the school should promote and encourage the participation of families in the activities inviting them to school celebrations, inviting them to do a typical meal/cake, to do a theatre with puppets, to support at library and to monitor school trips. But attention, "never confuse the roles ... to each his responsibility ..."

It is necessary to give some instructions about how parents can at home enhance or complement what teachers do at school suggesting some ways of family involvement in learning.

It is very important to promote family participation in school, particularly in decision-making issues such as parent associations and other representative structures. This must be taken seriously so that parents have the power to give their opinion and making a part of certain decisions.

The school has a very important role in the community, so it is crucial to promote partnership with local institutions: municipality, parish council, social support institutions, recreational associations and health care. There also could be done partnerships between schools and enterprises. For example the school gives gym and the enterprises rewarded with benefits for the institution or the community.

Based on explanatory theories and the information obtained from family mediation different partnerships it was developed a methodology that can be implemented internationally. This methodology is a guideline adoption of assertive parenting style, focusing essentially on three parameters: having time to be parents, motivation, deal with conflicts, which will be detailed in the next chapter.

**HAVING TIME TO BE PARENTS**

Define priorities each week
Sometimes our lives are so filled by employment, personal goals, daily routines and with the idea of changing the world, that parents spending very little time with their children. Although it may seem a cliché, the truth is that our time with children is so limited and it passes so quickly that parents lose much of their childhood. In this way we suggest some simple ideas to parents dispense quality moments with children. Studies prove that when parents spend quality time with children there is a strengthening family ties and it provides children peaceful and healthy development in order to become successful and responsible adults. All children have qualities and exhibit appropriate behaviour that should be noticed by parents.

Each weekend family should define priorities for the week doing activities that include all members. Some activities that are specially appreciated by children are:

- Picnic.
- Karaoke.
- Reading a story - This is an excellent activity to stimulate reading habits.
- Talking - Every day parents must sit and talk with their children about the day.
- Walking way after dinner.
- Day of the contrary.
- Television program.
- Family film.
- See the sunset.
- Cultural visit.
- Camping (homemade, in the house garden).
- Family meals.
- Tours and Radicals Travels.
- Cook in family.
- Time all its nostalgia – time dedicated to remember past moments trough photos or videos.
- Affection moments – Parents should show affection picking up the children in their arms, hugging and kissing them.
In parental educational programs parents should be invited to nominate characteristics they appreciate in their children. For instance parents should complete de following sentences: “What I like most about my children / my daughter's ...”; “I often praise my son / daughter when ...”; "The last time I praised my son / my daughter was ...”.

**Minimum 15 minutes a day for children**

*Evaluate your responsibility but never blame yourself. Educating a child is the most complex of all arts!*

Quintino Aires, 2010

The day-to-day pressures on your time as a parent can sometimes mean that any time you do have is taken up with household chores, such as cooking, cleaning and washing. Parents only need 15 minutes but those minutes should be of the highest quality in order to build a dialogic relationship. During this time it is important to do what child wants/likes and not what parents want/like and be with the child and not worry about anything else. In order to establish this relationship it is important to consider some rules: parents should never start it if they are worried about any subject; if they don’t have enough time; if they are late for an appointment and if they are angry with their child. But during these 15 minutes what to do? Playing to what the children want and talking about what the children want. It is also important to listen and show interest in what he says and make questions about the topic. With this attitude we can create an excellent opportunity to know what is happening with the child when we are not with him/her.

Use the 15 minutes to speak on topics that interest the children. He/she will like to teach you things and will realize you are interested in what is also important to him/her. Knowing his/her world is not to be confused with someone of the same age or to be "the son's best friend." Friends they need when they are outside but at home they need parents. When parents talk to their children, they should never hiding nor devalue feelings, they should talk about good and bad things and show respect for the quiet moments (especially when the children is older).
In fact, each family is unique and special so has their own routines in their day to day. At the same way, parents have distinct ways of supporting their children and that is a very important aspect in the relationship established between parents and children. For a more practical implementation of this topic parents make a reflection on the following questions:

- From Monday to Sunday, how many times I usually spend with my son?
- What we like to do when we're together?
- What are the issues on which we love to talk?
- When I see that he/she is sad, worried, anxious, angry, how I act?
- How I support - what I say and what I do?

Fifteen minutes a day allow the strengthening of relations between parents and children and gives them more opportunities to learn about the world and the basic starting blocks for their future life at school. This time also prevents many problems in the future such as increase of insecurity, aggression and school failure.

**DACHO – Day of one children only**

After the birth of a second child it becomes difficult to keep the attention given to the first one. According to this it is important that every child is entitled to the day "one-child only", that means one day exclusively for him/her and only for him/her (without sharing with anyone else). On this day parents should focus their five senses in the child in question. This day could be implemented using the following way:

Every two weeks parents should establish what to do on the DACHO, day of one child only. In DACHO, one of the children has his moments just as if he was the only child of the family. Parents will pick him up from school, lunch together, allowing him to share his day without the usual interruptions by the brothers.

According to the statement of Sonia Santos Morais, a mother of three children, in magazine Pais e Filhos, January 2013, "In DACHO day is good to see him get short hops
to the school gate, running happy. It's so good the huge and tight hug without having to be looking to the side, because on that day there aren’t two more sons to embrace with the very same intensity."

The greater the number of children is more complicated dedicating specific time for each one, hence the importance of the DACHO. On this day parents can lunch and also include any special activity in the evening (a film, a walk for example).

Also according to Sonia Santos Morais, "the idea of having us just for him, without having to share the attention with others, let him really happy. The idea that we are there, just to hear him, just for him, with no distractions, confusions and other complications, is a new wonder who truly appreciate." (…) "Because every sheep is different from another. Because each sheep needs specific care. Because if it is true that we love all our baby ewes with the same intensity, it is also true that we love differently. Unique. Single."

**MOTIVATION**

Many times family relationships are adversely affected by the failure of school children. For this reason we consider it is important to address the issue of motivation as a crucial instrument to obtain school and family success. Think in motivation: everything we do is based on a reason. Are the reasons that make us moving, because we define goals and we always look for something. It is therefore important that students feel they have a reason to study. Motivation should be worked every day, at home, in an individual or in a group school work, or in preparation for an exam. In every action of study the student has to understand it is importance and feel that he/she have reasons for its achievement.

A common mistake when we try to motivate students to invest in school is the fact that student don’t understand the usefulness of school and the importance of school
learning to their life goals. For many students, sentences like "If you don’t have positive results you will have difficulty to be someone in the future" does not have any motivational power, since the temporal perspective of these ages is much shorter than that of an adult. So, what should be emphasized is the most immediate benefits of school success (e.g. do not have to repeat the school year, keep the same group of friends in the class, not to be late in relation to colleagues or brothers/sisters, etc.). If an 11/12 years old student doesn’t understand that school and learning in that moment is important to achieve future life goals he can hardly be interested in school subjects. A common mistake in teachers’ motivational approaches is to try to convince students to invest in school for knowledge itself.

An idea to be noted is that instead of the word “Unmotivated”, it should be used the sentence “Motivated to avoid or escape to school”. Students who do not invest in school are motivated to avoid schoolwork because they understand it as stressful, boring, uncomfortable or even painful. This can happen for various reasons related to the individual history of each student such as: family culture, parental styles, group membership, beliefs about himself (they believe they are stupid even if not being, they feel inferior relatively to others in performance, they feel ashamed to show weakness and fear of being excluded and mistreated...). Sometimes there are teachers who cannot motivate students and tend to use strategies that aren’t efficient. These facts contribute to decrease school fundamental and instrumental value.

All theories about motivation can be summarized in two simple principles: we are motivated by the pursuit of pleasure and the avoidance of pain. If school is not a source of pleasure, well-being and achievement, hardly a student or a teacher are motivated to schoolwork. So, work motivation of students and teachers is to make them believe in the advantages, pleasure, satisfaction that school brings to life. Note: Even people who invest in painful tasks (e.g. training of high competition, dancers, mathematicians), are focused on the pleasure that these painful tasks allows to achieve and not in the discomfort they cause immediately. However, students that less
invested in school have difficulty in supporting the delayed gratification so it should always be emphasized their immediately rewards.

To better understand motivation concept, it is important to consider the Cycle of Change. So how changes occur?

The Cycle of Change can be helpful for teachers to understand how changes of habits and patterns in the behaviour of people in general and students in particular occur. A student who does not have study habits and that are not used to endeavour to achieve goals and have the label of “bad student”, already has a number of advantages of such status and believes that the change of attitude will bring many disadvantages. Thus, it is understandable that even with teacher's encouragement, these students resist changing. A common mistake in trying to help others changing is assume that people want to change. These persons would be in preparation, action or maintenance of change stages. With students the cycle is the same one. However we must know very well what the most appropriated approach is for students who are in pre-contemplation or contemplation stages of change (the most resistant).
Pre contemplation

Typical attitudes of a student in pre-contemplation include the refusal of recognize that there is a problem, the minimization problem and the devaluation of the need to help. Sentences like "The school does not matter for anything", "Only geeks/nerds have good grades", "I do not need school to be happy", “There are a lot of people with success in life that were not a good student in school," etc., are typical of a student in a pre-contemplation. Any attempt to help these students by giving them a sermon or showing what is wrong can increase their resistance to change. The best way to reduce the resistance to change is through the no resistance. The goal of counselling at this stage is to make the student realize that only studies if he wants and he only study if he is convinced of the advantages that the school and the school success can bring to him. Instead of the typical moral advice or "counselling adult", the teacher should refer to Socratic questioning leading the student to realize that without success in schooling, hardly achieve what he wants in life. In other words the idea is to show that the school is not a barrier to their personal goals but a mean that facilitates the achievement of those goals.

Contemplation

When we have students that develop an ambivalent attitude towards study, because he left the extreme refusal position and he is not so sure that school does not matter for anything (he shows ambivalent), we have a big opportunity for let him think in the advantages of being well succeed in school. We should promote reflection on the advantages to succeed versus the advantages of not studying. Attention: nomination of the advantages of both conditions must take into account the age and stage of development of the student. Some examples of advantages of studying are: complete the school year; be well seen by parents and teachers, keep friends of class, not having to repeat the same subject the following year. The advantages of not studying are: have more free time to play, do not go through situations of failure, maintain the status of “bad student” among deviant peers, being well known in the school as a student that does not anything. Teacher should guide the student in the reflection
about advantages that exist in both choices obeying the principle of freedom of choice: "freedom of choice is yours ... you decide what is the best for you ... I just want you to take a reflected decision but are you who know what is the best". Only when student internalizes that he wants to work for the success is only in that moment we should help him defining a work plan.

**Preparation**

Only when student has clearly identified the benefits of studying and having good results it makes sense help him doing a plan to change attitudes towards studying and school. As we said a good plan has to fit the characteristics and capabilities of the student. Too demanding and ambitious plans can be frustrating and lead to an early dropout of the same. A good rule to define plans for change is to start with achievable goals and go gradually increasing.

**Action**

When the student begins to implement the plan (study time, study methods, preparing lessons and tests, organizing notebooks, participation in support classes, etc.) must be continuously reinforced by the teacher and parents. This reinforcement should be continued for some time to ensure the persistence and effort of student against difficulties that may arise or goals that are not easily achieved.

**Maintenance**

When we are changing any behaviour (e.g. start to study, stop smoking, get a new habit), the first time is often difficult and the temptation to fall into the old habit is big. It is essential to be aware and encourage students in continuing their efforts. The changes do not happen by magic but by effort and work. A genius is constituted by 1% of inspiration and 99% of perspiration. Only in the dictionary SUCCESS come before WORK.

**Relapse**
An original idea of the model of the Cycle of change is that people do not change in a linear way and the relapse is an intrinsic part of the change process. Thus, relapse is not a dramatic thing but a possibly occurrence when we are trying to install new habits and behaviour. Teachers attitude during the relapse should not be of desperation or give up but encouraging, trying to analyse the events and decisions that led to relapse.

“We only born when we have pain” - Natália Correia

Parents should be aware if their sons are motivated or not. A **motivated child/student** presents some **indicators**: have pleasure and “choose” to learn, persists, studies and have success. To know that parents should ask themselves:

- My son takes the necessary materials?
- He always find other things to do instead of studying?
- Pretend he’s sick and tired for not studying?
- Does he work only for the subjects he likes and forgets the remainder?

When a student is **persistent** he dedicate enough time doing homework, has daily study habits and don’t give up at the slightest difficulty. When he is **engaged** he memorizes the issues and understands it, he is concentrated, he can manage his time in order to successfully fulfil the tasks and independently of the issues and the results he/she always do the best. Parents should recognize their son’s **success** asking if their son’s results are according to their expectations, if they feel proud by his/her performance, if everyone at home feel happy with his/her performance and if success makes him/she trust in his/her capacity.

So to motivate students, parents must value school in general and son’s school in particular and show that the school is a fundamental way to achieve the goals, a preparation for the future and an important means of social learning. To do that parents have to consider some strategies:

- **Establish rules**
At the beginning of the school year parents should talk with their children to define study schedules in the week and other rules they consider relevant and favourable to the study.

- **Establish goals**

  Setting goals makes clear to students what they have to do and creates a sense of commitment. This creates interest and motivation to achieve results as the level of the child.

- **Encourage autonomy and responsibility**

  Defined rules and goals should allowed some flexibility in how children follow what was proposed, also giving space to error because he also brings learning when followed by a negative consequence. This type of learning provides the development of responsibility.

- **To value each effort attitude**

  It is essential parents value the child, whether on an excellent note, whether just for the effort of the child in study for a test or performing a school work. Only then the child will continue to work with motivation to have good school results.

Impulses, needs, incentives, interests, social pressure, values, expectations, among other things, make people feel motivated to a specific action. Depending on the factors involved, there are two types of motivation: intrinsic and extrinsic. Intrinsic motivation simply means the natural tendency to seek and win challenges, based on our own interests and skills, requiring no reward, since they are different to each person and it constitutes a pleasure for her. Extrinsic motivation is what leads us to do something in order to be rewarded or not being harmed. If we focus our interest only in behaviour, it is difficult to distinguish these two types of motivation, being the difference the reason for the person act.
When we talk about education, both motivations are relevant because when we encourage students' curiosity we enhance their intrinsic motivation. However we should not underestimate the importance of reward in certain contexts, or the extrinsic motivation. The reason that a student wants to learn, is not by itself sufficient to perform the success. Having said that, then teacher should promote motivation to learn by engaging students in the proposed activities, taking them later to reflect on the learning achieved.

For this reason, it is important to give some thought about teachers and parents’ daily practice and focus efforts on achieving pleasurable tasks, to both. We can conclude, then, that enjoy learning is a process that develops throughout life, which in addition to the innate potential to each individual, means the help of others in creating the necessary conditions for this process do not stop. This presupposes continuity in stimulating the pleasure of acquiring new experiences and learning, not forgetting that each child has an own learning rhythm.

In practice and taking into account what we have said we should follow the following procedures to motivate students:

1. **Help student to identify a goal** (e.g.: I want to go to the school trip) which involves academic success. Help the student find advantages in school success.

The goals to be achieved are idiosyncratic to each student. So while some students understand that school success is a source of personal development, emphasizing the acquisition of knowledge as an end in itself, other students seek only to avoid failure (trying not to be disadvantaged relative to peers or siblings). For still other students, success in school should only be seen as a way to allows them to fulfil minimum goals of education to have access to have a work. It is therefore important that the elucidation of the goals served by the school success must take into account the characteristics of each student and their life expectations in the development phase in which it lies.
2. **Help define a plan** (e.g., using the method X of study and finished the year without negatives.

A common mistake in motivational approaches of teachers is to help students to define a work plan, without being interested in working. It only makes sense to define a plan when it is already developed their interest in school and success. To define a plan, it must be realistic i.e. should aim to improve the previous student performance and not approach the results achieved by the ideal student. Another common mistake in planning the work of the student is to put very high and difficult goals to achieve, which decreases the expectation of success and consequently the motivation for the effort. To run 5000 meters it takes to run first 100m.

3. **Help to assess clearly the outcome expectations** (e.g. teachers will give me deny because no longer believe in me).

The tasks we choose to engage in, the degree of effort expended towards these tasks and resistance to frustration and adversity depend on self-efficacy expectations. These ones can be defined as the expectation that I have of how I am able or not able to perform correctly a certain task or activity. An example: if a student does not believe he can solve correctly equations of 1st degree, even if he knows that it was necessary to be approved in Maths, hardly will he engaged in this learning. Quite often we do not realize how much students did not believe in their capacities and, therefore, do not try to learn the subject because they believe never could do that. Motivating students with self-efficacy low expectations is to make them believe that they can be well succeeded.

The best source of self-efficacy expectations is the success story of the tasks related to them in the past. We concluded that if we want to motivate students we must reinforce the first efforts they implement to have success. For example: for anyone who does not practicing high jump, we cannot set the bar on 2 meters on the first test. We have to start lower and then progressing.
4. Help to assess clearly the expectations of self-efficacy (e.g., I know that I can learn from the method X).

5. Make a behavioural contract to implement the plan.

6. Teach to monitor the implementation of the plan (under the contract signed by all).

7. Reinforce and teach self-reinforce by small successes, family and friends should praise his behaviour study.

In conclusion, it is necessary that the student understands that success in school is a way that serves their own purposes (it may also serve other purposes in the long term).

CONFLICTS

Often we find that there are students with difficulties to integrate in schools and with no doubt that situation can cause failure and often dropout. Anyone who does not feel well will not want leave in that space. So it is important that situations of social isolation are not overlooked by the school community. So it is necessary to understand the causes of this isolation. Many times it may be a characteristic of personality but in many cases may be conflict between students and with other elements of the school that will cause this distancing. To avoid failure and dropout we must intervene in these situations. But it is not always easy the intervention because of teachers’ lack of skills and of time to solve conflicts.

In a general way we can say that the conflict arises when we are convinced that our interests, needs or values are incompatible with those of another person or group. It is a divergence of perspectives that creates tension in at least one of the parts. Conflicts arise from three main factors: individual differences, resource constraints and differentiation of roles. The first one refers to age, gender, attitude; beliefs, values and experiences that contribute to people see and interpret situations in multiple ways (parents and children, young and old, male and female ...). Where there is individual
difference, conflict is inevitable. The second is related with the fact of the organization, group or family haven’t all the features (financial, technical and human resources are few). An equitable sharing of these resources for all individuals is difficult so that it arises competition. The third factor means that interpersonal conflicts can also arise from the difficulty in determining who can give the order to another (authority). When teacher and student agree to do a task in class time there is no conflict, but if teacher suggests an additional class the student can disagree and it generates the conflict.

Conflict situations are often necessary for our social development or even give rise to new ideas and solutions. The whole issue of conflict arises from how well, or not well, we know how to deal with them. That is why it is imperative to know and manage the conflicts that spontaneously and naturally arise in lifelong. When properly conducted, interpersonal conflicts lead to a healthy and productive dimension without necessarily a winner and a loser, quite the contrary, everyone has to earn.

There are a number of factors that explain how we react to conflict: emotions, perceptions, values and needs of each one as well as the communication that exists between the parts and the environment in which conflict occurs. Of course all emotions are acceptable but the ways of reacting to them is not!

As in another side of society, school is a place where we found lots of relationships and attitudes among all its elements. So naturally arise situations that can cause discomfort in the relationships of its elements such as indiscipline, aggressiveness and violence. It then becomes necessary to create conditions so that the environment becomes enjoyable and that, in conflict situations it may be implemented appropriate ways of dealing with it. According to “Proyecto para la Formación de Equipos de Mediadores” (2006/07) mediation of conflict situations aims to: improve the relationship between the school community; strengthen dialogue as a way of solving conflicts; enable students to self-control strategies, dialogue, self-esteem and responsibility. So these projects have to work many aspects such as social skills, rules, limits and consequences. It is necessary to involve all members of the educational community in this process as the family, teachers and all staff. But despite of that sometimes there
aren’t teachers with skills or time to implement these projects. Therefore, it is necessary the intervention of other technicians to implement it as a mediator. The mediator should be the facilitator of the process. Process that involves he’s neutrality, impartiality and confidentiality for the parts and also the mediator. It should rather promote dialogue, respect for rules, mutual respect and creating convergent ways. In the mediation process all parts should have the opportunity to speak and to be heard. Each part must learn to be assertive, realize and accept the rights of each one; expressing their own feelings and opinions; be responsible for their behaviour and express their own weaknesses and limitations. So be assertive and be true doesn’t mean that we can say everything that we want but express ourselves reaching for a satisfactory change and for a realistic situation. Becoming assertive is to recognize their personal values and act according to them respecting the values of others; is to learn to defend their points of view and learn to say no.

So in a conflict resolution process it is important the negotiation. It’s involves the preparation of the parts, it must be created an environment conducive to negotiation, having a rational attitude and collecting information about the conflict. It involves also the perception of the points of dispute, and here it is necessary to take into account the interest of all parts separating facts from opinions. It also involves the knowledge of how to negotiate, knowing the possibilities of negotiating and finding common points making the first concession. There is still the negotiation itself and the decision-making. Then it should be established a commitment that should be clear, accepted by all and everyone should be aware of the consequences. Finally we should make a realistic, achievable decision that could also prevent future conflicts.

In schools and with students we must attend in some questions that we have to put to the parts: “Are you willing to find a solution to your problem? Tell me what happened. How did you feel? What would you like to let happen? What would you like to do another? Can you do that? What are the alternatives? You agree to act in this way? We need your commitment!” (António Louro, 2007).
Conflicts

- With children

During the teenage years, parents might clash with their child more often than they did in the past. They might disagree about things like what their child wears, what their sons do with their time, how long they’re allowed to be on social media and friendships, dating, school performance, study schedules, relationship with parents, nights out, drugs abuse, food, clothing, sleeping schedules, housekeeping, leisure activities, lack of dialogue with parents, internet. As children thinking and understanding of the world develops, they might start to question and challenge parents more. This is part of their journey towards independence and responsible young adulthood. On top of that, some conflict in relationships is healthy. It shows that parents and their child are individuals with their own views. Conflict can help them to get to know each other as adults and to consider each other’s needs.

But too much conflict isn’t a good thing, so parents need conflict management strategies and skills. Dealing with conflict with children can help to keep stress levels down for the whole family. It can deepen and strengthen the relationship with the child in the end. And if they deal with conflict in effective ways, they help the child learn some important life skills. There are some tips to help parents when they’re dealing with conflicts with their child.

Tips for getting ready to talk

- Try to think back to your feelings and experiences as a young person. This can help you relate to your child.
- Remember that teenage brain development means your child might not be able to see the big picture in terms of risks and consequences. Your child might not be able to see things from your perspective either.
- If you’re ready to be flexible about little issues, your child might be more willing to listen and discuss more important family issues.
Go easy on yourself and don’t expect to be perfect – you’re human too. If you overreact or lose your self-control a bit, just say sorry and start again when you can.

It’s best not to try to deal with conflict when you and your child are feeling upset or angry. Wait until you feel calm instead.

Prepare what you’re going to say and think about the words you want to use.

Try to make sure that not every conversation with your child is about difficult issues. Try to spend some time enjoying each other’s company.

**Tips for talking**

- Stay calm, stop what you’re doing, make eye contact, listen, and treat your child with respect.
- Let your child have her say. Be open to hearing your child’s point of view. When she’s done, you can talk.
- Be open about your feelings. This can help your child to understand why you want him to do or not to do something. For example, ‘I feel worried about your safety when I don’t know where you are’, or ‘I feel that it’s important for our family to carry on celebrating some of our cultural traditions’.
- Explain your view simply and briefly, making it clear that your main concern is for your child’s wellbeing, now and in the future. Teenagers who feel their parents are asking questions because they care are more likely to share the information you need. For example, ‘I need to make sure you’re safe if you’re out at night. It helps if you tell me where you’re going and who you’re with’.
- If you can, be prepared to negotiate with your child and compromise. When you compromise, you demonstrate problem-solving skills. For example, your child might want to paint her bedroom black, and you hate
the idea. A compromise might be painting one wall black or two walls in a
dark colour.

- If you have to say ‘no’, try to do it in a calm, understanding and respectful
  way. For example, ‘I understand that you want a tattoo. But you’re 13 and
  you’ve got a lot of time to think about it. So right now, the answer is no’.

**Tips for dealing with conflict aftermath**

- Despite your best efforts, your child might still feel really disappointed or
  it might take a while for him to calm down. Try to go with it if you can.
- Help your child to calm down by showing your understanding, letting her
  vent a bit or giving her space if she needs it.
- Check later whether your child would like your help to deal with the
  situation, but try not to take it personally if he wants to handle it himself.
- Look after yourself – talking to someone you trust can help you feel better
  about the situation.

**Conflicts**

- **Between peers**

As children become teenagers, they begin to spend more of their time alone and with
friends. By early adolescence, more than 30% of children’s social interactions are with
their peers. This means that teenagers spend less time with their parents, but they
still need them! Parents should use active listening with their child, being interested
and available so that their child can turn to them when they need to. In fact, it can help
parents learn and understand more about what’s going on in child’s life. Active
listening can prevent blocks in communication and even make it more likely that child
will seek parent’s views. It’s also good for child’s thinking processes and can help them
to clarify his thoughts. Good listening is the best way to show their child that parents
are genuinely interested and really care and it also helps to avoid conflicts between
peers caused by misunderstandings.
Active listening to children is more than simply hearing them. Parents can actively listen by:

- looking at the child;
- getting close to the child when he’s speaking and listen to his point of view;
- do not stop and help child to express himself allowing him to finish and do not interrupting;
- avoiding questions that interrupt child’s train of thought;
- demonstrate interest in what child is saying by nodding head, smiling, and making comments like “I see” and trying to understand;
- concentrating hard on what child is saying rather than thinking about what will be say next;
- avoid value judgment;
- demonstrate that conflicts are normal in interpersonal relationships;
- maximizing the use of assertive behaviour taking into account the point of view of the other;
- motivate the use of dialogue as a priority strategy in a conflict situation.

Conflicts

- In school (with the institution and with teachers)

School problems are common; they can arise at any stage throughout a young person’s education. When parents are interested and involved in their child’s learning, they’re in a good position to address any school problems as soon as they arise.

Tips to lead with conflicts in school:

- Teaching children to respect teachers because they are also an authority figure;
- Respect the work of teachers;
Accept what the child says, without judging, encourage him/her to talk about the event and why he/she complains;

Guide the child’s speech to the cause of the problem by making him specific questions about what happened;

If the issue is important show availability for a meeting at the school;

Investigate the perception of the problem on the part of school, but without assigning blame and understand the causes;

Establish a plan of action with son to know what to do;

Maintain good communication with son in order to understand how is being resolved the problem;

Listen to both sides;

Trying to conciliate both points of view;

Find out what is child's responsibility and admit his fault if there is the case;

Value and respect the school;

Find viable solutions;

Establish guidelines for the behaviour of the son.

Steps to Conflict Resolution

Everybody needs to solve problems every day. But we’re not born with the skills we need to do this – we have to develop them. When solving problems, it’s good to be able to:

- listen and think calmly;
- consider options and respect other people’s opinions and needs;
- find constructive solutions and, sometimes, work towards compromises.

These abilities are highly valued in both social and work situations – they’re skills for life. When teenagers learn skills and strategies to sort out problems and resolve conflicts by themselves, they feel better about themselves and more independent. They’re better placed to make good decisions on their own.
Six steps to solving problems

Problems can often be solved by talking and compromising. The following six steps are useful when we can’t find a solution, and can be used to work on most problems – both parents and their child’s.

1 - Define the problem.

The first step is to work out exactly what the problem is. Then put it into words that make it solvable. For example:

- What concerned most the father / mother in this situation?
- To what extent this is a problem for the father / mother? And for the child?
- What are the goals for each one? (Parents and children)

Focus on the issue, not on the emotion or the person. For example, try to avoid saying things like, “Why don’t you remember to call when you’re late? Don’t you care enough to let me know?” Children could feel attacked and get defensive, or feel frustrated because they don’t know how to fix the problem. Parents can also head off defensiveness in child by being reassuring. Perhaps say something like, “It’s important that you go out with your friends. We just need to find a way for you to go out and for us to feel you’re safe. I know we’ll be able to sort it out together”.

2 - Why is it a problem?

Help your child describe what’s causing the problem and where it’s coming from. It might help to consider the answers to questions like these:

- Why is this so important to you?
- Why do you need this?
- What do you think might happen?
- What’s the worst thing that could happen?
- What’s upsetting you?
Try to listen without arguing or debating – this is the chance to really hear what’s going on with child. Encourage him to use statements such as “I need ... I want ... I feel ...”, and try to use them too. Be open about the reasons for your concerns.

3 – Brainstorming

It is important making a list of all the possible ways the problem could be solved. Try to avoid judging or debating these yet. If child has trouble coming up with some, start her off with some suggestions of your own. Parents could set the tone by first making a crazy suggestion – funny or extreme solutions can end up provoking a more serious or feasible option. They should try to come up with at least eight possible solutions together writing all the possibilities.

➢ What?
➢ What solutions are there? (think thoroughly in all that you remember, even if the match may seem nonsense).

4 – Evaluation of the solution

Think of the viability and effectiveness of each of the ideas presented in the previous section. Look at the solutions in turn, talking about positives and negatives of each one. Consider the pros before the cons – this way, no-one will feel that their suggestions are being criticized. After making a list of the pros and cons, parents should cross off the options for which the negatives clearly outweigh the positives. Then rate each solution from 0 (not good) to 10 (very good). This will help parents sort out the most promising solutions. The solution chooses should be one that can be put into practice and will solve the problem. If parents haven’t been able to find one, they must go back to step 3 and look for some different solutions. They might find it helpful to talk to other people, such as other family members, to get a fresh range of ideas.

5 – Put the solution into action

Once they’ve agreed on a solution, plan exactly how it will work. It can help to do this in writing, and to include the following points:
They could also talk about when they'll meet again to look at how the solution is working. Child might need some role-playing or coaching to feel confident with her solution. For example, if child is going to try to resolve a fight with a friend, she might find it helpful to practice with you what she’s going to say.

6 – Evaluate the outcome

Once child has put the plan into action, parents need to check how it is going. There might be obstacles along the way, so parents will need to give the solution time to work because not all solutions will work. Sometimes they will need to try more than one solution. Part of effective problem-solving is being able to adapt when things don’t go as well as expected. Ask children the following questions:

- What has worked well?
- What hasn’t worked so well?
- What could you/we do differently to make the solution work more smoothly?

If the solution hasn’t worked, they should back to step 1 of this problem-solving strategy and start again. Perhaps the problem wasn’t what they thought it was, or the solutions weren’t quite right.

Handling anger in conflict management

As part of conflict management with teenagers, parents might need to be ready to deal with anger from their son. It might help to know that teenagers are still learning how to express feelings and views. Children might feel they need to express their views very strongly for them to be heard. Teenagers are also learning how to handle strong feelings.
So if children/teenagers get angry or use an angry tone, it can help to:

- stay calm;
- take a break to let things calm down, if staying calm is hard;
- let child know he is being listened;
- show care about his thoughts and feelings;
- try to stick to the issue in conflict about, rather than getting onto past events or other issues.

**After hear what children/teenagers have to say** and it is important to show understanding:

- take time to express feelings, thoughts and wishes at the best way;
- keep it simple and short – this can encourage child to listen;
- try to negotiate a decision that can both live with, or at least try to be clear about why cannot agree.

If children/teenagers are angry about something that hurt them, parents should show that understand how it affected them, saying they’re sorry, and then try to ensure the same thing doesn’t happen again.

**BULLYING**

**What is bullying?**

Many examples can be given about what are the conflicts in schools. However we emphasize bullying as a phenomenon that may contribute to academic failure and as something that has been growing in student population. Paul Costa & Beatriz Pereira illustrated in a study published in 2010 about the impact of bullying on school results. They conclude that “the students with school failure have greater involvement in episodes of victimization and aggression, comparatively, students with academic
success. Students with educational failure, showed higher values for the perpetrators (19.7%), the victims and perpetrators (18.9%) and finally the victims (16%), so the condition of school failure is a sign of alert with regard to aggressive practices and intimidation (bullying) in schools.”

Bullying is a continuous, physical or mental violence, perpetrated by an individual or group, directly against another individual who is not able to defend itself in the current situation. Bullying is a form of aggression that occurs in schools, characterized by a systematic abuse of power when the actions of domination by one individual (bully) are over another (victim) through repeated aggressive behaviour that can be physical (with or without contact) verbal, emotional, sexual or racist.

These kinds of situations have more probably to occur in playground, corridors, bathrooms, classrooms, in the way school-house and in every place where surveillance is lower.

How bad can bullying become? The answer is that it can vary widely, as it does have an impact. What might add up to a bad day at school for one child could be devastating for another. While the vast majority of bullying is fairly mild (for example, unpleasant teasing rather than assault or social exclusion), all bullying is hurtful. When it keeps going, it can sometimes cause serious and enduring physical and/or psychological harm.

**Why bullying happens?**

Many children bully others at some stage, but bullying is usually less common as young people grow older. There are several influences on young people that could make them more likely to bully others. These include an aggressive temperament, low levels of empathy, learned prejudices towards certain groups of people and negative family experiences, such as physical or emotional abuse. Young people’s social situation can also have an effect such as parents’ depreciation of school educational
function. Thus child presents lower motivations and expectations from school as well as lower study habits in family. On other side some students are in school because they are forced by family and law and government does not provide alternatives to these students. Sometimes when starting secondary school, some students try to establish their position in a new social hierarchy. Young people who are part of an anti-social friendship group might also be more likely to bully.

In Bullying situations it is possible to identify some actors, namely the victim, the bully (aggressor) and the witness.

**Who is the victim?**

“*Tend to be those children, who are distant from others, isolate themselves more.*”

“*They are young passive people; they do not organize to complain.*” (Margarida Matos, 2009)

Anyone can be bullied, but some children/teenagers are more likely to be targets than others. This can especially take place in times when they’re in an environment where bullying behaviour isn’t managed. It’s often less physical than bullying among younger children. Children might try to hide it from others or might feel ashamed, afraid or might not want to worry or make a big deal. Often young people just want bullying to go away without drawing attention to it. A child/teenager who is being bullied might: refuse to go to school or make excuses not to go; be unhappy or anxious before or after school; say ‘I hate school’ or express fear of school; become more and more isolated from others; have unexplained physical signs of injury – for example, bruises or torn clothing; come home with damaged or missing belongings; change the way home; lower academic performance; show noticeable changes in behaviour or emotions, such as anxiety and high depression; having nightmares and insomnia; nocturnal/diurnal enuresis; regularly tell you she has a headache, stomach ache or other physical problems; loss of appetite; seem low on self-esteem or self-confidence; non-assertive; lacking in social skills; takes or wants to take protection to school (e.g.
knife, fork ...); shown obsessed about their height, weight, physical appearance, etc.; have started bullying behaviours toward other children/siblings; say he/she will (or try to) run away from home; say he/she will (or try to) commit suicide.

It’s important to emphasize that we could find two kinds of victims the passive and the provocative ones. Often the passive victims are: lonely, anxious, sensitive, blurt out signs of "victim", does not have powers of self-defence, are not quick to react to new situations and have few friends for help. Provocative victims tends to be: easily excitable, impulsive, annoying people, that provoke, incite or insult bullies, making themselves targets without, however, being able to defend themselves. Although this is never an excuse for bullying behaviour, we might need to check whether child has been acting in ways that encourage others to react badly or lash out.

Having any or some of these characteristics doesn’t mean child will definitely be bullied. Child might also have ways of protecting himself, such as being assertive and confident. This will make him a less appealing target for bullying behaviour and less likely to suffer serious emotional harm if he does become a target. Some of these strategies will be presented ahead.

**Tips for parents**

If parents suspect that child is being victim of bullying they should ask him and if they confess being victim of bullying parents should believe them. Never confront the bully or their parents; never say to child to "come out fighting"; never blame him and never promise to keep the bullying a secret. Parents should make an effort to spend more quality time with their child remembering that they are the most important teacher to their child and that discipline at home must comply with criteria of justice and conscience, to be age-appropriate and respectful of child. In the dialogue with child, parents should let him releases his anger, to discuss and to give voice to his opinions. It is important to reflect about on the possibility of child make something that
encourages the bullies. If child has no friends, parents should help him to seek social groups, clubs or organizations that interests him.

Facing bullying situations parents and teachers have a crucial role in order to stop it. **The first step is to help child/teenagers to develop resilience skills.** Resilience is the ability to deal with the ups and downs of life, socially and emotionally. Building resilience has important benefits for life. These include reducing the chances of being bullied or being able to cope better if you do experience bullying. All children can benefit from opportunities to build their resilience and assertiveness as a way of combating bullying and developing skills for life. It’s never too late to start working on resilience and life skills with children/teenagers. The earlier it can start the better.

There are some ideas to parents:

- **Show to child lots of love.** Focus on child’s positive personal characteristics, but keep love and praise balanced and realistic.
- **Be supportive.** This can get harder as child gets older – supporting adolescent child is very different from supporting an infant child – but is no less important. Actively listen to how child is feeling, explore options together to help tackle problems, and suggest possibilities that could help.
- **Provide child with freedom.** Young people who have opportunities to meet new people and learn how to get on with them develop their social skills and interests and expand their social circle. Children who are isolated and have few or no friends are among those most commonly bullied.
- **Encourage child to be assertive when necessary.** Teach child from a young age that treating others with respect is the right thing to do. It’s been shown that once children believe that others deserve respect, they’re quick to demand that level of respect for themselves.

Parents are the best role model for their child – many would agree with that. Whether that is at home with their family or in how they relate with other people. If they **show**
respect for others and solve conflicts in a constructive way, child sees this and learns that this is an appropriate way to relate to others.

Good family relationships are very important too. They help children feel loved and secure and build self-esteem. How parents relate to their children at home can have an influence on bullying behaviour. Furthermore, parents might want to consider working with their child’s school, as well as with their child only, to try to combat the bullying.

Schools are required to take bullying extremely seriously. Teachers should be trained in spotting and handling bullying and they can work with parents to try to prevent further situations.

The school should also look at changing the bullying behaviour and preventing others from bullying. The school’s suggestions will depend on the nature and circumstances of the bullying. Parents should discuss with their child or children the benefits of speaking to the school asking him if he would like to be with them when they go the school meeting. At the meeting parents should put forward the facts as they know them, and ask for the school’s views as well as be assertive – not angry or accusatory – and be ready to listen. At the end the meeting it must be established a plan for how the situation will be managed and keep in touch with the school. All interventions by the school should aim at protecting the child/teenager who has been bullied and ensuring their safety. The school’s specific actions might depend on the type of bullying that’s occurred. If the bullying is severe and involves criminal offences, you might also want to contact the police.

In school; if a teacher witnessed a bullying situation, he or she should at the right time and place try to put an end to the incident. If he or she sees a situation of fighting, they must: seek help, alienate the audience but mobilize witnesses if necessary, always try first a verbal intervention, use a distraction (loud noise, glare of lights ...), separate the parts (breaking eye contact), being a good listener, inform parents and provide counselling. When victim looks teachers’ help, he must show
attention, empathize, be patient and maintain eye contact. During the dialogue he could ask questions to encourage victim to talk and to demonstrate that he is being heard: paraphrasing the words and feelings of the speaker and from time to time and summarize what victim is saying.

In the dialogue with parents teachers must transmit the clear message that: child is not guilty of being a victim of bullying and he was not "asking for it"; he does not deserve what's happening to him. At the end teacher should summarize that bullying is not normal and child does not have to face this situation alone because there are people who can help him.

To intervene in bullying situations it is very important to teach assertiveness skills to students. Beane (1999) summarize some strategies that they must adopt to lead with them: keep the body straight and the head up, keep shoulders back, never leave them drooping, look people in the eye and not flinch when talking with someone. Then teachers/technicians should teach skills of power:

- Agree with everything the bully says;
- Disarm the bully with humour;
- Upset the bully with questions;
- Being a "broken record":
  - E.g.: Bully: "You're a wimp." / Student: "That's your opinion"
  - Bully: "Yes, and I'm right." / Student: "That is your opinion."
  - Bully: "So what you going to do?" / Student: "That's your opinion"
- Simply say "No"
- Be evasive. If no result is obtained with assertiveness techniques, we can try to answer with short and soft words/sentences which neutralize the situation. E.g. "Possibly.", "You can be right.", "It's your opinion."

1. Exhaust the topic;

2. Turn the topic into an advantage;

3. Give the bully permission to provoke.

Use “Strategies Replica Punitive” (Ross, 1996; cf. Beane, 1999):

1. Acts as if he didn’t know the name of the bully

2. Answer with a comment like "Only an equal can understand their equal." Then turns around and says "I'll leave you to think about it."

3. Calls the bully by name and asks "What did you say?", "Can you say that again?" At that time the student condescendingly should say "Good, Alberto! You did say it three times!"

4. Causes the bully to make fool of himself, when you say one thing that is obvious. E.g. "He noticed that I have no hair. Amazing!"

5. Makes fun of the bully. "You keep repeating the same thing! Can you say it another way, or even make a song!"

**Important:** The teacher should notify the student that the bully can turn to get back at him for having used any of these strategies. The teacher must work with it to improve their efforts.

**Who is the bully?**

"Typical provoking is described as being physically strong and aggressive." (Margarida Matos)

Often bullies are children that need to feel they have power and bullying satisfies their need. There is no specific reason to explain why a child can become a bully however some researches indicate that bullies have authoritarian personalities, combined with a strong need to control or dominate. It has also been suggested that a deficit in social
skills and a biased point of view of subordinates can be particular risk factors. Additional research has shown that envy and resentment may be reasons for bullying, contrary to popular belief, there is little evidence to suggest that bullies suffer from any lack of self-esteem. It is often suggested that aggressive behaviours have their origin in childhood:

If aggressive behaviour is not challenged in childhood, there is the risk that it becomes normative. Indeed, there is documentary evidence that indicates that bullying during childhood puts children at risk of criminal behaviour and domestic violence in adulthood.

A child/teenager who is bully might:
In the case of bullies the signs may include: behaviour patterns of attack and intimidation; history of disciplinary problems; history of violent and aggressive behaviour; intolerance for differences and biased attitudes, abuse of alcohol and drug use; access, possession and misuse of weapons of fire; serious threats of violence; likes to feel powerful and in control and is often a leader; it is physically bigger and stronger than their peers; bad winner and bad loser; seems that have satisfaction or pleasure for fear, for discomfort or suffering caused against others; seems to feel few or none empathy, seems to have few or none compassion for others; seems unable to see things from the perspective of the other.

Bullies also protect their negative actions - the others "deserved it" and a conflict is always the fault of someone else; seems willing to use and abuse people to get what they want; remains calm during conflicts in which is directly involved; refusal to accept responsibility for their negative behaviours; shows little remorse for their negative behaviours. It is clear that they are lying to avoid problems; attacking before being attacked; has a small group of friends (actually, "companions of the crime") that support him in all he wants to do and sometimes is a gang membership; interpreting ambiguous or innocent acts as deliberate and hostile; tests authority figures and ignores or breaks the rules; looking for attention (even negative); has a strong sense of
self-esteem; seems especially concerned with their own pleasure and well-being and seems to be anti-social or not having social skills.

It can be a shock to parents when they discover that their child is bullying others. But if it’s happening, they need to step in because they have an important role to play in helping their child learn about caring and respectful relationships with others. This is a vital step towards changing the bullying behaviour.

First of all parents must acknowledge that their child is bullying others. This involves talking with children and teenagers. Parents must make them aware that they know about the bullying. Parents must make clear that bullying is always wrong, whatever the circumstances. Not all bullying behaviour is deliberate and some teenagers show bullying behaviour without realising the harm they’re causing.

As it happens in interaction between parents and victims, when we talk about bullies’ families they also are the best role model for their child. They can use their everyday interactions with other people to teach their child about being respectful, empathetic and responsible. Children can learn from parents about expressing anger or negative emotions in healthy and constructive ways. For example, if parents feel angry, they should be encouraged to say something like, “I feel really angry just now. Could we talk about this later when I’ve calmed myself down?” If parents have a conflict with the child or somebody else, it can be a chance to show him how to resolve conflicts constructively. For example, parents should think about how they react when their child breaks the rules or upsets them and use these times to talk through what is happening involving child in alternative solutions.

How parents relate to children at home can have an influence on bullying behaviour. A child who is fearful of the adults in her life might be more likely to bully others to try to get a sense of control and power. On the other hand, a child who is given few boundaries by parents is also more likely to bully others. It’s important to be neither too strict nor too relaxed. How children relate to each other is also important because
bullying among siblings is quite common, and there’s a clear link between bullying at home between siblings and bullying at school.

There are some tips for parents when their children/teenagers bullying others:

- **Share their concerns with their child’s school.** All schools are required to have strategies in place to manage bullying. Working in partnership with child’s school is likely to be the most effective strategy.
- **Discuss their child’s friends and their influence** – both with their child and with the school. Bullying can sometimes be a result of the influence of others.
- **Think about what else is going on in child’s life.** Is there a situation or a recent event in child’s life that could be causing anxiety or fear? Bullying others might be a way to get control over these feelings.
- **Consider whether child is frequently exposed to arguments,** conflicts or relationship problems at home. Some children/teenagers develop inappropriate ways of reacting to and coping with stress when they’re exposed to behaviour at home that models bullying behaviour.
- **Discuss situations that have occurred in real life** or on TV, to explore issues from different people’s points of view. This can help child develop empathy.
- **Think about how handle discipline** with child and how to solve problems as a family. Some children/teenagers learn that negative events can be handled only in physical ways, rather than through talking and working on problems to find solutions.
- **Think about what child is watching.** Is child being exposed to violence or inappropriate images on TV, in video games or on the internet?
- **Consider child’s communication skills.** Is child using bullying to communicate anger or sadness? Speaking with child and a school technician about these issues might be helpful.
➢ Consider child’s social and emotional skills. Is child bullying because she doesn’t know how to interact appropriately with others or how to form friendships? Speak with child and school about these issues.

➢ Help children/teenagers building resilience skills to develop positive relationships and feel good about him.

Whenever we talk about bullying in school, we must talk and create a positive environment in the classroom. Therefore it is necessary for students to define bullying and share facts about bullying. Furthermore, it is important to promote acceptance, establish rules, teach anger management skills, attend appropriately to reports of bullying acting quickly and effectively; change students’ place in the classroom; teach friendship skills; receive new students with special attention; teach students ways to deal with bullies; reward acts of kindness and teach assertiveness skills. It is also important to teach conflict resolution skills as well praising students and teach them to praise themselves; not disclose students’ grades aloud; plan lessons so that students can show their strengths and not their weaknesses (e.g. avoid asking a student who has problems in read to read aloud); give students opportunities to explain and being a good listener.

When teachers have to deal with bullies it is very important show comprehension and never react at the same way (with bullying behaviours). With regards to comprehension attitudes; teachers should take into account that may have family problems and many bullies feel angry (almost) all the time because they are jealous of the success of others. At the same way it is not easy being the most evil kid and rarely do they have true friends but “partners in crime”. At the majority they are bullies because they don’t have adequate social skills to interact with others and with difficult situations.

As we have mentioned before; teachers should never present bullying behaviours with the bullies because: reacting using violence, force or intimidation, reinforces exactly the behaviours that you want to change; severe punishments reinforce the difference of power and show the children that bullying is acceptable; severe
punishments can decrease temporarily a behaviour, but encourage other aggressive behaviours; the child may stop the punished behaviour, but it only happens when there are adults around or in contrast enhance it in other contexts; the angry children, who do not fear authority, may grow even more angry and concentrate their efforts on getting their revenge; frequent punishments can cause some children in isolation, withdrawal and regression in their development; severe punishments are a short term solution that can cause more problems throughout life.

It is clear that bullying situations can also occur from student to teacher and in this case teacher must: remain calm, be assertive and show control in the situation; maintain neutral body language; speak clearly and in normal tone of voice, as it moves closer to the student, without exceeding the minimum distance of an arm's length. Teachers must say what awaits the student and give him a choice, for example: stop with his behaviour and take the consequences or continue his behaviour and cope with even more serious consequences. Thus teachers must not: seem angry, upset or frightened; grabbing the student; raising his voice; maintain a power struggle; cross arms and shout and attacking the student verbally or wedge it to the wall. If the teacher feels that the situation can be a real danger, he should seek help - another teacher, an educational assistant operational.

Witnesses

The audience/witnesses are all those who are not involved directly in bullying but are in the same place in which it occurs. They remain silent because are afraid of becoming the next victims and condemn the behaviour of the offender.

When faced bullying situations everyone has the duty to delate it. The witnesses, who may or may not know what to do in these cases, should be encouraged to report to teachers and the rest of the school community what really happened. So they must talk to the teacher if: see someone being bullied, know that someone is being bullied and suspected someone can become a victim of bullying.
In the case of a teacher witness an act of bullying should intervene immediately, pushing the audience because we know that the bigger the audience is the bully feels stronger (known as Latané effect or audience effect).

Latané developed with John Darley the Theory of Social Impact to explain social loafing and the diffusion of responsibility. Diffusion of responsibility is the concept that each person is only responsible for an equal proportion of effort base on the number of people in a group. If you are one of two people you have a fifty percent responsibility, but if you are one of fifty people around you have a two percent responsibility to the situation at hand. Each individual in a group puts in less effort than if he or she were acting alone. When in a group a person contributes less because everyone is sharing the responsibility of the task.

There are three principles in Latané and Darley's theory of social impact. First, the number of people present and the influence the people have on an individual both contribute to the social effect. For example, a student normally is more anxious when performing in front of teachers then when practicing in front of friends and family. For obvious reasons, in academic setting teacher have more influence over them. The second principle states that the impact of others increases as the number of people increases but the rate of impact does not increase with the number of others added. If a student must perform in front of a teacher and another teacher is added the impact is not twice what it was with only one teacher. This is also true for each additional teacher added to the audience of the student's performance. The third principle is that each person influences others, but as the audience size increases the influence decreases. The smaller the audience the more likely the audience will pay attention and be influenced by what the performer, or individual, has to present.
CONCLUSION

With this work, we build a theoretical framework that aims to create a universal model of intervention in the family and in school that can be implemented by trained technicians in the area. To be able to reduce the school dropout and failure, as well as working directly with students, it is crucial work with families, schools, teachers, social institutions, trainers, psychologists and mediators.

Take into account that it is an intercultural model and “interculturalism” assumes a strong relationship with education in a democratic and transnational way as well as the opposition to the supremacy of some cultures over others during this model we addressed themes that we consider common to all countries’ partners in the project. Thus, it focused the importance of school-family relationship and the benefits of greater parental involvement in children school learning. Regarding the parents it was concluded that parental educational styles assume a major role in the personal development and academic achievement of children and young people, whose the most favourable is assertive style.

Assertive parents answer positively and appropriately to their children needs, showing equitability between support and challenge inherent in their role as educators. The time parents spend with their children should be a unique moment of quality in order to avoid troubled children and teenagers. In what concerns to time for family we emphasize definition of priorities each week, 15 minutes of quality per day and also the importance of the day's only son.

Even with regard to assertive parents we consider that this parenting style is also the most effective regarding the ability to motivate children and youth for the development of school education and to obtain success. Assertive parents support their children in a better conflict resolution regardless of context. In the context of interpersonal conflicts we emphasize the issue of bullying and some ways of prevention and intervention by the family and school.
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