Emotional Warmth Parenting modules
Level 3 e-learning courses learning Outcomes and Assessment Criteria
The Pillars of Parenting working in conjunction with KCA

Building confidence, competence and capability through 'Emotional Warmth Parenting' approach to childcare and development

An e-learning programme for adults in a parenting role

Background
The Pillars of Parenting organising is the sole provider of 'Emotional Warmth Parenting'. This approach enables and empowers residential carers and foster or adoptive parents, to understand the complex needs of the young people in their care, provide insightful parenting, supporting their emotional development and to identify and build upon their subtle signature strengths. An applied psychology consultant, who meets with a small group of adults in a parental role on a regular basis (usually fortnightly or monthly). In parallel with the work of the psychologist, training is available either face to face or with online e-learning providing those in the parenting role with the necessary knowledge, theory and practical skills to support and meet the young person's parenting needs and to understand and support emotional trauma.

How it works
'Emotional Warmth Parenting' is based in applied psychology, research and knowledge from best practice. The goal is to empower adults in a parenting role with the knowledge and skills to tap into young peoples strengths and skills and provide insights to the often-complex and challenging behaviour common with children who have experienced emotional trauma from rejection, neglect exploitation and abuse.

It is an individual and child-centred approach aimed at enhancing a strong sense of belonging, forming helpful attachments through supportive relationships, building positive self-esteem, emotional competence, resilience and self-management. Teaching young people about their rights and their personal and social responsibility.

Emotional Warmth Parenting e-learning modules
The main aim of this programme is to provide the background information of the research and theory underpinning the 'Emotional Warmth Parenting' approach to professional care. In other words, the module topics are designed to help learners apply the knowledge base to enable them to understand the young person in their care.

As the learner works through the e-learning modules they fill in a personal journal to reflect on their insights as they relate to each young person in their care. At the end of each module there is a short multiple-choice questionnaire designed to check if the learning outcomes have been achieved.

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

1. To gain a deeper understanding of both the potential, the challenges, the issues and the impact of emotional trauma on the young person in your care by becoming familiar with the knowledge from applied psychology which underpins the 'Emotional Warmth Parenting' approach to professional childcare.

2. To use this knowledge to provide the support needed by a child or young person who has suffered rejection, neglect, exploitation or abuse.

4. To increase your confidence, knowledge and skills as the adult in the parenting role to find and use your own strengths and those of the young people making life more fun and enjoyable as you play a key role in helping them reach their potential.

5. To recognise that you are the person, who by your kindness, positive relationship and psychology-informed support will bring about 'therapeutic' change in the young person's life.

The e-learning modules

1. The impact of **Parental Rejection or Acceptance** on the development of a child or young person and understanding the importance of **Belonging.**

2. Understanding your **Parenting Style** and becoming an authoritative parent and the importance of **Close Relationships** (Attachment).

3. Encouraging the growth of **Self-worth and Emotional Competence** (recognising your own emotions and those of others).

4. Building up a young person's **Resilience** and introducing the importance of **Personal and Social Development**.

5. Understanding **development and emotional trauma** and encouraging Adaptive Emotional Development.

6. Managing and providing support for **Self-defeating Behaviour** and encouraging **Self-management** (understanding and managing your own behaviour).

7: Identifying your own and the young persons **Signature Strengths** and using these more effectively.

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pop1	**Parental rejection or acceptance and the importance of belonging**	CM

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

pop2	**Close relationships (attachments) and parenting styles**	SC / KCA

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

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pop3	**The growth of self-worth and emotional competence**	SM

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

Pop 4	**Resilience and the development of personal and social responsibility**	KCA /SC

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

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

pop 6	**Managing self-limiting and encouraging self-managing behaviours**		SL
Learning outcome (the learner will…)		Assessment criteria (the learner can…)	
1	Understand some of the early experiences which result in self-limiting behaviour	1.1 Identify examples of how a self-limiting behaviour can be an adaptive response 1.2 Explain how a self-limiting behaviour could be a skill deficit	
2	Understand the importance of promoting self-management as a life skill for achievement	2.1 Listing some important self-management skills and explain why it is so important to teach self-management skills to young people in care 2.2 Describe why delayed-gratification so important for educational attainment 2.3 Describe how you would encourage a young person in your care to develop an important self-management skill	
3	Develop skills to both analyse self-limiting behaviours and promote self-management skills in young people	3.1 3.2 Describe how the C+ABCD model helped you analyse an incident of self-limiting behaviour	

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		Consider examples from your work with a child in your care of the underlining communication factor and background to an example of self-limiting behaviour.

pop7	**Signature strengths**		SL

Learning outcome (the learner will…)		Assessment criteria (the learner can…)	
1	Understand your own strengths	1.1	Identify your strengths and your weaknesses
		1.2	Explain how to uncover a young person's unrealised strengths after you have discovered your own
2	Develop skills in that maximise your awareness of finding and using your own and young people's strengths	1.1	Describe 'Flow' and how using our strengths can lead to 'Flow'
		1.2	Explain how you have used the signature strengths of a child in your care and what was the outcome

A reminder of language for Learning Outcomes (LO's) and Assessment Criteria (AC)

Learning outcomes (the learner will) Each learning outcome should refer to individual learners in the 3rd person and begin with: 'know', 'understand' or 'be able to'.	**Assessment Criteria (the learner can)** All assessment criteria: a) specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved b) relate to an individual learning outcome in language consistent with it c) support reliable, valid and consistent judgements that a learning outcome has been achieved d) do not include any explicit references to the methods or instruments of assessment to be used.
1. Understand(knowledge) Know	State, List, Identify, Explain (amount of knowledge depends on verb used) Describe
2.Be able to (competence)	Demonstrate... Appropriate verb : read, carry out, record, confirm etc
Level 3 Analyse Apply Clarify Classify Critically compare Demonstrate Develop (a plan/ idea which ...) Diagnose Differentiate Distinguish Draw conclusions(which ...) Estimate Evaluate Explain Extrapolate Implement Interpret Judge Justify Perform Review and revise Summarise	