ICDP (INTERNATIONAL CHILD DEVELOPMENT PROGRAMME) IN THE CONTEXT OF INCLUSIVE EDUCATION

ICDP (ULUSLARARASI ÇOCUK GELİŞİMİ PROGRAMI) KAPSAYICI EĞITIM BAĞLAMINDA

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ABSTRACT: This article discusses theoretical foundation for International Child Development Programme (ICDP) as a resource based communication and mediation approach. A kind relation between a child and caregiver is a critically vital point for psychological development of children. Better relations also contribute to the child's healthy growth and intellectual, social and emotional development. Fundamental caregiving skills function as particularly important contribution to the quality and effectiveness all caregiving. A child who is deprived of a competent carer who teaches a child basic necessary skills, that child will suffer from impaired cognitive, social and emotional development. In order to facilitate full development of a child, it is important that the caregiver have a positive conception of the child. In other words, a caregiver should regard a child as a person with potential for development. From this perspective International Child Development Programme (ICDP) function as an effective low-threshold counselling approach which trains caregiver to develop a positive conception of their children and gain wider and deeper insight and confidence about their responsibilities and roles. In order to build more positive and affectionate patterns of caregiver-child interaction, as a counselling approach ICDP proposes eight themes for positive interactions: demonstrate positive feelings; adapt to your child and follow his or her lead; talk to your child about things he or she is interested in and try to initiate a "feeling dialog."; give praise and recognition for what the child accomplishes; help the child focus his or her her attention so that you have a shared experience of things in the surrounding environment; give meaning to the child's experience of his or her surroundings by describing them as you share experiences and by showing feelings and enthusiasm; elaborate and explain a shared event; help your child learn self-discipline by setting limits in a positive way – through guidance, demonstrating positive alternatives, and planning together.

Key Words: ICDP, counselling, caregiver, inclusive education, interaction

ÖZET: Bu makale iletişim ve arabuluculuk yanaşması olan Uluslararası Çocuk Gelişimi Programının (ICDP) teorik temeliden bahsediyor. Bir çocuk ve bakıcı (ebeveyn) arasındaki ilişki çocukların psikolojik gelişimi için kritik önem noktasıdır. Daha iyi ilişkiler de çocuğun sağlıklı büyümesi ve entelektüel, sosyal ve duygusal gelişimine katkıda bulunur. Temel bakıcı becerileri kaliteli ve etkili bakıcılık hizmeti için özellikle önemlidir. Gerekli temel becerileri öğreten yetenekli bakıcıdan yoksun bir çocuk bozulmuş bilişsel, sosyal ve duygusal gelişim yaşayacaktır. Bir çocuğun tam gelişmesini kolaylaştırmak amacıyla, bakıcının olumlu anlayışına sahip olması önemlidir. Diğer bir deyişle, bir bakıcı çocugu gelişim için potansiyeli olan ir kişi olarak kabul etmelidir. Bu açıdan bakıldığında Uluslararası Çocuk Gelişimi Programı (ICDP) çocuğa karşı olumlu bir anlayış gelişmesi için bakıcını eğiten danışmanlık hizmet gibi hizmet veriyor. Bir danışmanlık hizmeti gibi ICDP pozitif ve şefkatli bakıcı-çocuk etkileşimi için sekiz tema (yaklaşım prensipi) önermektedir: olumlu duygular göstermek; çocuğunuzun uyumlu davranın ve onun istekıerini takip edin; çocuğunuzun ilgilendigi şeyler konusunda onunla konuşun ve onunla "duygusal dialog" kurmaya çalışın; çoçuğunuzun başarılarını öven ve takdir edin; çevreyle ilgili ortak bir deneyime sahip olmak için etrafınızdaki şeyler üzerine çoçuğunuzun dikkat vermesine yardımcı olun; çoçuğunuzun çevresindeki şeylerle ilgili deneyimine açıklama ve izah vermek ile katkıda bulunun ve duygu ve coşku göstermekle kendi deneyiminizi çocuklarla bölüşün; ortak yaşadığınız hadiseleri detaylı şekilde anlatmaya çalışın; rehberlik etmekle, olumlu alternatifler göstererek ve birlikte planlama yapmakla pozitif bir şekilde sınırlar koyun ve bu yolla çocuğunuza öz-disiplin öyrenmesine yardımcı olun. ICDP geniş hedefler kapsıyor: çocuğun bakıcısının (yahut ebeveyn) çocukla ilgili olumlu deneyimini etkilemek; bakıcının kendine güvenini güçlendirmek; bakıcı ile çocuk arasında hassas bir duygusal ve anlamlı iletişimi teşvik etmek; bakıcı ve çocuk arasındaki etkileşimi zenginleştirmek ve canlandırmak; yerli (yöreye özgü) çocuk yetiştirme pratikleri ve değerlerini harekete geçirmek; çocuklara destekleyici ve sevgi dolu bir ortam sunmak; çocuklara kendilerini ifade etme ve cevap verme fırsatı vermek; ve ,ocuklara kendi girişimlerini takip fırsat vermek.

Anahtar Kelimeler: ICDP, danışmanlık, bakıcı, kapsayıcı eğitim, etkileşim

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INTRODUCTION

Kind and loving relationship between a child and caregiver is the basic starting point for psychological development of a child. A sound relation also appears as a key factor for the child's healthy growth and intellectual, social and emotional development. This is the case in both across and within cultures. As the basic caregiving skills sensitivity and responsiveness function as particularly important contribution to the quality and effectiveness all caregiving (Armstrong, 2012). If a child is deprived of a carer who loves and teaches a child basic necessary skills to overcome challenges, that child will suffer from impaired cognitive, social and emotional development. So in order to facilitate full development of a child, it is important that the caregiver to have a positive conception of the child. In other words, a caregiver should regard a child as person with potential for development (Christie and Doehlie, 2011). From this perspective International Child Development Programme (ICDP) function as an effective low-threshold counselling approach which trains caregiver to develop a positive conception of their children and gain wider and deeper insight and confidence about their responsibilities and roles. Below follows discussion of this statement and presentation of a theoretical foundation for ICDP as a resource based communication and mediation approach.

Counselling

To argue in favor of the statement International Child Development Programme (ICDP) may be seen as a low-threshold counselling approach, it is necessary to shed light on concept of counseling. The American Counseling Association defines as "a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals." (ACA, 2014) Counseling is collaboration between the counselor and client. A counselor is an expert who assists people to overcome obstacles and personal challenges, identify goals and potential solutions to problems, strengthen self-esteem, improve communication and coping skills, and promote behavior change and optimal mental health (ACA, 2014). For Davis (1995, as cited in Lassen, 2005) counselling is a mutual agreement that one person interacts with another in an attempt to help within a professional setting. Helping is not only an assistance in solving problems, but also is a provision of opportunities for people to help themselves (Lassen, 2000). Counselling is basically a learning situation which leads to improved coping, growth and development (Carkhuff and Anthony 1986, Egan 1998, cited in Lassen 2000). Carl Rogers, who founded person-centered counseling, suggests that counseling is a process to help the individuals or system to help themselves (Holmberg, 2014). Rogers (1967) underlines that unconditional positive regard of the helper for people is a crucial factor in delivering support, and moreover Rogers stresses that the ability to help others mostly depends on helper's skills to provide a comfortable climate so that people feel free to share their concerns. "When counselors act as facilitators rather than as experts, they may better support the autonomous functioning of their clients." (Wichmann, 2011, p. 24).

A professional counsellor seeks to encourage wellness through developmental, preventative, and wellness-enhancing interventions (Myers and Sweeney, 2008 as cited in Wichmann, 2011). Wellness is defined simply as a person's level of happiness as the person perceives it, and a ccounsellor can to help clients improve their sense of wellness by encouraging them to identify and explore their values. Though a counsellor can effectively empower clients to make autonomous decisions, a counsellor can possible also, intentionally or unintentionally, impose his/her own values on the clients (Wichmann, 2011). To avoid this, the ethical counsellor works from a schema of self-awareness and inspects the personal biases which can interfere with the delivery of cross-cultural interventions (Burn, 1992, in Wichmann, 2011). A schema of self-awareness suggests that a counsellor is well aware of his/her own personal issues and how these could affect the way they interact with the client (CHCT Participant's Manual, 2009).

Gladding (2000, in CHCT Participant's Manual, 2009) suggests some basic counseling skills that are necessary in any type of counseling situation: Attending – attending is the use of physical behaviours such as smiling, making eye contact, gesturing, and nodding to show that that the counsellor is interested in and open to the client; Open-ended and probing questions – with these kinds of questions a counsellor gather information, increase clarity, stimulate thinking, and starts discussion. Empathizing – it is a skill to feel yourself in client's situation and remain objective with nonjudgmental, sensitive, and understanding

attitude. Paraphrasing – it is the restatement of client's view. Paraphrasing sends a message to the client that the counsellor is conscious of his/her perspective; Reflective listening – it is the repetition and reflection of client views which help to eliminate possible misunderstanding.

Strong (1968, cited in Gelso and Fretz, 1992) states that counselling is a process of social influence in which a counsellor seeks to influence the client towards attitude and behaviour chance. The counsellor seeks gently to enter the client;s subjective world in order to understand the client from his/her perspective (Gelso and Fretz, 1992). Strong (1968, cited in Gelso and Fretz, 1992) hypothesized that clients perceive their counsellors as being high quality in expertness, attractiveness, and trustworthiness (EAT). In accordance with this propositions, Strong defines counselling as two-stage process. In the first stage, the counsellor enhances the client's perceptions of councellor's EAT, and in the seconsd stage, the counsellor influences client change. Regarding empowerment as a principle and method for counselling, Lassen (2005) highlights that empowerment "denotes helping to increase abilities and strengths to better meet own needs and achieve aspirations in a way that promotes mastery and control over important aspects of functioning." (Lassen, 2005, p. 3) Moreover, Lassen (2005) views empowerment as an ultimate goal within education, health or social welfare practices, and proposes three characteristics of empowerment: 1. ability to access and have control over needed resources; 2. decision-making and problem-solving abilities; 3. acquisition of instrumental behaviour to interact effectively with others.

Proffessionally grounded approach or theory play an important role counselling. Theory must be considered in terms of their effect on the manner the counsellor acts in his professional capacity because they define the shape of relationship and collaboration between the counsellor and client, and their roles and responsibilities. Good theory offers an interpretation of the inner world of the client and helps the counsellor understand the client's behaviour. The theory which the counsellor refers to influence what the counsellor highlights in his analysis of the situation. Besides, the theory can colour both the interpretation and clarification of complex issues in the process of helping (Lassen, 2005). Lassen (2005) suggests four types of counselling approaches: psychodynamic counselling, behavioural counselling, humanistic and existential counselling, and systemic and ecological counselling. Furthermore, there is also low-threshold counselling approach which means, in educational context, that no documentation of any kinds of special needs on behalf of the educational-psychological service or other services is required. A typical example of low-threshold counselling approach is International Child Development Programme (ICDP) which is described by Norwegian Directorate for Children, Youth and Family Affairs as health promotion and prevention program that aims to improve the care and upbringing of children and adolescents (Johnsen, 2014).

International Child Development Programme (ICDP)

"ICDP is a simple community oriented programme with the objective of supporting and promoting psychological care competence in the persons responsible for children's caregiving." (Hundeide, 2010, p.3). "The ICDP is based on recent research on child development, particularly on early communication and the infant's competence and contribution to the interaction with the caregiver." (Christie and Doehlie, 2011, p. 77). ICDP is based on universal humanitarian values about significance of human empathy as a basic factor for taking care of children in need (Hundeide, 2010). By raising the awareness of caregivers about their children's psycho-social needs and by increasing their ability to respond to these needs, ICDP promotes good quality interaction and adult-child relationships and contributes to child's well being. ICDP is based in the philosophy that the most effective way to help children goes through helping the children's caregivers (ICDP, 2014). ICDP can be used both for preventive and rehabilitative purposes (Armstrong, 2012). ICDP embraces a wide range of objectives: to influence the caregiver's positive experience of the child; to strengthen self-confidence in the caregiver; to promote a sensitive emotional-expressive communication between caregiver and child; to promote an enriching, stimulating interaction between caregiver and child; to reactivate positive indigenous child-rearing practices and values; to provide children with a supportive and loving environment; to give children the opportunity to express themselves, to be listened and responded to; and to give children opportunities to follow their own initiatives (ICDP, 2014). Fields of implementation of ICDP also involves several spheres: families and children to prevent neglect or abuse of children and promote peace and dialogue; vulnerable children and orphans to develop minimal standards for human care within a

childcare setting; As an integral part of any primary health care programme; in combination with any content-oriented pre-school programme and schools or children in institutions; and special needs children (ICDP, 2014).

ICDP is based on the idea that when problems appear in the relationship between caregiver and child, intervention can start with focusing on the caregiver's experience and perceptions such as how the caregiver perceives the child, how the caregiver experiences his or her own abilities as a caregiver, and how important the caregiver perceives his or her interaction with the child to be To establish more positive patterns of caregiver-child interaction, as a counselling approach ICDP intervenes with eight themes for positive interactions (Rye, 2001):

1. Demonstrate positive feelings
2. Adapt to your child and follow his or her lead
3. Talk to your child about things he or she is interested in and try to initiate a "feeling dialog."
4. Give praise and recognition for what the child accomplishes
5. Help the child focus his or her her attention so that you have a shared experience of things in the surrounding environment
6. Give meaning to the child's experience of his or her surroundings by describing them as you share experiences and by showing feelings and enthusiasm
7. Elaborate and explain a shared event
8. Help your child learn self-discipline by setting limits in a positive way – through guidance, demonstrating positive alternatives, and planning together

The eight themes can be classified into three main categories. The first category includes the first four themes under name of emotional dialogue. The second category is the meaning dialogue which embraces the themes five, six and seven. The last category is regulative and limit-setting dialogue which involves the last theme with some sub-points and specifications (Hundeide, 2010).

Demonstrate positive feelings (theme 1)

"Even if your child cannot yet understand regular speech, he or she is nevertheless capable of perceiving emotional expressions of love and rejection, happiness and sorrow." (Rye, 2005, p 5) Expression of love is a basic human requirement which creates feeling of security, and sends a message to a child that a caregiver is emotionally accessible, demonstrate affection, loving, and display pleasure and enthusiasm (Rye, 2005; Hundeide, 2010). There are many ways of demonstrating positive feelings such as direct face-to-face contact, touching and embracing, saying openly "I love you". When positive feeling expression happens naturally, it produces effect stronger. Therefore, it is necessary to create intimate situations to express feelings in a more natural way. This process is also called positive communication (Hundeide, 2010).

Adapt to your child and follow his or her lead (theme 2)

While interacting with a child a caregiver needs to be aware of wishes, actions, feelings and body language of a child, and should follow a child's cues adjusting to what a child is concerned with (Rye, 2005; Hundeide, 2010). Very often children take initiative on the basis of their attention and interests and it is a good chance and starting point to initiate interaction in connection with something the child is interested in. Because behaving in accordance with a child's lead is important in terms of development of a child (Hundeide, 2010).

Initiate a "feeling dialog" (theme 3)

"Feeling dialog" with a child is generated through exchanging of gestures and expressions of pleasure, eye contact and smiles which is significant for future attachment and for social and language development of a child (Rye, 2005).

Give praise and recognition for what the child accomplishes (theme 4)

Making children feel worthy and competent and explains to them why something was good support the development of self-confidence of children that is grounded in actual accomplishment. Genuine expressions of acceptance and recognition have a strong influence on positive emotional relationships and function as a prerequisite for the development of self-confidence, initiative, and social and practical competence of children (Rye, 2001).

Help the child focus his or her her attention (theme 5)

Joint focus of attention is a precondition for a meaningful exchange a child and caregiver. Joint focus of attention is not only a passive skill but also a part of communicative action in which one leads and the other follow. Anothet aspect of mutual focus of attention is that in an activity where a child and caregiver joins their attention the child feels understood. Sharing meaning with joint attention motivates children and stimulates them to reach further that their usual level (Hundeide, 2010).

Give meaning to the child's experience of his or her surroundings (theme 6)

"By describing, naming, and demonstrating feelings for what you experience together, the experience will "stand out," and the child will remember it as something important and meaningful." (Rye, 2005, p. 6). "Making the unknown known is exactly what happens through mediation of meaning. Through naming and communicating meaning, the child gains more predictable expectations and control over its experience." (Hundeide, 2010, p. 44).

Elaborate and explain a shared event (theme 7)

Children need support to develop their understanding of the world. To help children in this respect by comparing a shared event to something the child has experienced earlier, by telling stories, by pointing out similarities and differences, and so on. Here the responsibility of a caregiver is to deliver knowledge to a child about the world in which the child grows up in ways that are adapted to the child's level of development, insight, and ability (Rye, 2005). Hundeide (2010) calls this process expansion of the child's experience because it goes beyond the existing situation.

Help your child learn self-discipline (theme 8)

Children learn self-discipline and planning mainly through interaction with caregivers who in a positive way lead the child, make arrangements, help plan step by step, and explain why certain things are not allowed (Rye, 2005). Hundeide (2010) mentions four sub-themes in theme eight. First one is step by step planning which suggests that a caregiver focuses the child's attention to the aspect of the task which is above the child's level so that it forces the child to "stretch" in order to reach the stated goal. Second one is scaffolding which means gradual support. In other words, a caregiver teaches the child with step by step instruction which is reduced as soon as the child starts managing the task. Third one is situational regulation which means directing the child's behaviour by regulating the situation and setting routines. The last one is positive limit setting which means teaching a child self-control and ability to follow common rules for considerate action and behaviour.

Seven principles for sensitization of caregivers

In addition to the themes which promotes positive caregiver-child interaction, there are also seven principles for sensitization of caregivers which make ICDP an effective and productive counselling approach. Sensitization principles describe how to provide guidance to caregivers and make them sensitive and conscious of children's needs and qualities, so that they can improve their interaction with children (Hundeide, 2010). Hundeide (2010) introduces the principles as follows:
1. Establish a close and trusting relationship with the caregiver
2. Promote in the caregiver positive and development-encouraging conceptions of the child
3. Self-initiated activity
4. Pointing out the positive aspects of the caregiver's existing skills
5. Unsing the eight themes to see, practice, analyse and verbalize their own interactive skills

6. Group participation in which caregivers report about home tasks and share their experience with other in the group
7. Communicating the most important principles in the programme such as stories with concrete examples

The idea of basing early psychosocial intervention on increasing the sensitivity of the caregivers to the child's needs and increasing awareness of their own abilities and opportunities for promoting the child's development started a new approach to improving childcare, a resource-oriented approach, which is based on the idea that most caregivers have the potential to care for and be with children, an important foundation for interaction that can build further development (Rye, 2001). From this point of view, it is possible to claim that ICDP can be used as a resource based communication and mediation approach because it takes account of important aspects of psychosocial development of children (eight guiding principles) and caregiver's role, sensitivity, awareness and ability in the development of children.

CONCLUSION

ICDP is based on the idea that human beings are by nature social, and that also means that we, as human beings, are particularly vulnerable in our social relationships because that is the domain of our suffering and our happiness. So when we are deprived of normal human contact, there is suffering and loss, as we can see in institutionalized children. This is where ICDP comes in to restore and revive normal human caring interaction. And this does not only apply to care for babies and young children, it applies at all levels of life from babies to youth, adults and elderly - we are all living in relationships with each other, and the quality of these relationships decides how we feel, cope and develop. Therefore ICDP is in principle applicable at all these levels.

Appendix 1

Facilitator's planning of ICDP dialogue programme with caregivers

The facilitator intends to involve three parents and three teachers in a dialogue programme. The reason of choice is: depending on the levels of parental involvement in the school's educational issues parent can be active or passive participants in addition to care providing at home. Teacher-parent cooperation through common attitudes, norms, and values has a positive impact on the child's well-being, learning, and development. An effective cooperation emerges when integrating home and school environment in a more coherent environment (Rye, 2001). Taking these factors into consideration, caregivers from each environment have been chosen because with the acquisition of the eight guiding principles both the parents and teachers will interact in a more positive way with the children which will boost their learning, and development. The facilitator is planning to inform and motivate the future participants with the following invitation letter.

Dear Participants,

The ICDP programme aims to create a sustainable interaction between caregivers and their children through raising the awareness of caregivers about their children's psycho-social needs and by increasing their ability to respond to these needs. The ICDP counselling approach is founded on the recent studies which imply that the most effective way to help children is possible by helping the children's caregivers. With its culturally adaptable programmes ICDP has been successfully tested out in different countries all over the world and with caregivers with very different educational backgrounds. Along with its three dialogues and eight guiding themes on positive interaction between the caregiver and children, ICDP also provides sensitization principles which help the facilitator deliver best guidance to caregivers in order to make them sensitive and conscious of children's needs and qualities, and train them to be an affectionate and experienced caregiver. Please note that dialogue programme meetings are planned to be held in ICDP office where necessary materials and equipments such as DVD videos, handouts, handbooks, blackboard, pictures, etc. are available. We are happy to welcome in this program and we will be glad do our best so that you take full advantage of this program to become a better caregiver.

Best regards,
Facilitator

Detailed planning of an ICDP dialogue programme with meetings

Ten meetings is planned to be help with the participants. Each meeting will last about two hours. The firs meeting will be of introductory character. Besides, the facilitator will provide positive conception of the child and participants' roles and responsibilities as caregivers. Later, each theme will be discussed in a particular meeting. And the last meeting will be for the celebration with distribution of the diplomas. The meetings will be held in a specially designed room which suggests practical setting with a projector, ICDP videos, handouts, handbooks, blackboard, pictures and other necessary materials.

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Planned implementation of the meetings (Simulation of typical agenda by Hundeide, 2010)

Meetings	Main topic and sub-topics of the meeting	Content and material of the meeting	Activities of the meeting	The role and sensitization methods of the facilitator	The participants' expected roles	Homework for the group
1	Introduction to ICDP, positive conception of the child and insight into healthy development of children	Perceiving the child as a "person", empathecit identification with child, interpretation of the child's expressions, the ability to "mentalize"	Relevant videos, stories, poems or music which relates to the content of the meeting	Give a good explanation of the topic, effective use of materials, stimulate active participation and sharing of real stories with each other, and pointing out the positive aspects of the caregiver's skills	Share their views and ideas and give questions to the facilitator	Tell me stories about your child. Find out what is your child's favourite story or poem
2	Demonstrate positive feelings **(theme 1)**	1. Start with a short summary of the main point from previous meeting. 2. Listen to home tasks and have discussions. 3.Continue with the necessity of positive physical contact and loving touch, the feeling of being loved and sensitive tuning in to the child's state and limit	Stories and videos relating to the topic	Give a good explanation of the topic, effective use of materials, stimulate active participation and sharing of real stories with each other, and pointing out the positive aspects of the caregiver's skills	Share their views on traditional and personal way of positive feelings demonstration and its effect in child rearing practices. Give questions if any	Practice positive feelings demonstration with the children and discuss the result in the next meeting
3	Adapt to your child and follow his or her lead **(theme 2)**	1. Start with a short summary of previous meeting. 2. Listen to home tasks and have discussions. 3.The importance of considering child's wishes,	Show a video relating to the theme and ask the participants how well the theme is practised. Discuss how child benefits	Give a good explanation of the topic, effective use of materials, stimulate active participation and sharing of real stories with each other, and pointing out	Talk about how and to what degree they follow the child's wishes and body language	Follow your child's wishes, feelings, and body language, and take notes of how it affects your relationship with the child

		feelings, and body language, and following them	from it	the positive aspects of the caregiver's skills		
4	Talk to your child about things he or she is interested in and try to initiate a "feeling dialog." **(theme 3)**	1. Short summary of previous meeting. 2. Listen to home tasks and have discussions. 3.The importance and effects of intimate dialogue or "feeling dialogue" with the child	Show a video where a caregiver has an intimate dialogue with a child and how the child reacts. Discuss important points	Give a good explanation of the topic, effective use of materials, stimulate active participation and sharing of real stories with each other, and pointing out the positive aspects of the caregiver's skills	Talk about how they experience a "feeling dialogue" with children with real examples	Have a "feeling dialogue" with children and take notes of how it affects your relationship with the child
5	Give praise and recognition for what the child accomplishes **(theme 4)**	1.Short summary of previous meeting. 2. Listen to home tasks and have discussions. 3. The importance of making children feel worthy by acknowledging and praising their good behaviour as a way of developing self-confidence of children and encouragement for further activities	Show relating video and read relevant story and have discussion	Give a good explanation of the topic, effective use of materials, stimulate active participation and sharing of real stories with each other, and pointing out the positive aspects of the caregiver's skills	Talk about how and for what kind of accomplishment caregivers praise their children and is affects childrens further initiation	Implementation of theme 4 and taking notes for group discussion
6	Help the child focus his or her her attention **(theme 5)**	1. Short summary of previous meeting. 2. Listen to home tasks and have discussions. 3. Explaining joint focus of attention is as a precondition for for a meaningful exchange and	Watching and discussing a video where a caregiver experiences joint attention and has a shared experience of things with a child	Give a good explanation of the topic, effective use of materials, stimulate active participation and sharing of real stories with each other, and pointing out the positive aspects of	Talk about how and on what kind of things caregivers have joint focus of attention and shared experience with children	Implementation of theme 5 and taking notes for group discussion

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		stimulation		the caregiver's skills		
7	Give meaning to the child's experience of his or her surroundings **(theme 6)**	1.Short summary of previous meeting. 2. Listen to home tasks and have discussions. 3.Necessity and ways of communicating meaning in the form of description and being on the child's world of meaning	Showing relevant video by pause at each sequence which demonstrates the guideline under discussion and share reflection with each other	Give a good explanation of the topic, effective use of materials, stimulate active participation and sharing of real stories with each other, and pointing out the positive aspects of the caregiver's skills	Share their experience on giving meaning and shared experience	Implementation of theme 6 and taking notes for group discussion
8	Elaborate and explain a shared event **(theme 7)**	1.Short summary of previous meeting. 2. Listen to home tasks and have discussions 3. Methods of deliver knowledge to a child by effective elaboration of children's understanding of the world and expanding their experience	Watching and discussing relevant video	Give a good explanation of the topic, effective use of materials, stimulate active participation and sharing of real stories with each other, and pointing out the positive aspects of the caregiver's skills	Talk about their own ways of elaboration and explanation of shared events with children	Implementation of theme 7 and taking notes for group discussion
9	Help your child learn self-discipline by setting limits in a positive way **(theme 8)**	1.Short summary of previous meeting. 2. Listen to home tasks and have discussions 3.Sub-themes: step by step planning; scaffolding; situational regulation; positive limit setting	Showing relevant video by pause at each sequence and discussing which sub-theme a caregiver demonstrates	Give a good explanation of the topic, effective use of materials, stimulate active participation and sharing of real stories with each other	Talk about and and how often caregivers experience the sub-themes, and how they evaluate its effect	The participants' feedback, views, discussions and evaluation of the program.
10	Distribution of the diplomas					

Evaluation questions to the participants
1. What is your general impression of this program?
2. How did you benefit from this program?
3. Did the knowledge and skills gained in this program influenced your relationship with your children?
4. Did you learn what you expected from the program?
5. Are you satisfied with the content and structure of the program?
6. Is there something you would like to be improved further?
7. Would you recommend this program to other caregivers?

Evaluation questions to the facilitator
1. What is your strong and weak points as a facilitator?
2. Have these meetings added something to your experience as a facilitator?
3. Are you goint to make any adaptation to the plan or structure of the program?

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