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# Coach Your Child to Success

A seminar for educators and  
pedagogues in Vilnius Lithuania

December 12-23, 2016

Presented by:

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A collaboration of NITZAN–The Israeli Association for Learning Disabilities and ADHD, the Ministry of Education and Science of Lithuania and the Israeli Embassy in Lithuania

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# Day 1 – December 12, 2016

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09:00 – 09:30	Registration and Coffee
09:30 - 11:00	Lecture: <b>“Letting Go With Love”-</b> (Case study)
11:00 - 11:30	Coffee Break
11:30 – 13:00	<p>Lecture: <b>“Coach Your Child to Success” – Caching Parents by Emotional Cognitive Coaching (ECC)</b></p> <p>Developed by Maly Danino PhD, the method is based on humanistic, cognitive, and behavioral theories. It addresses three layers of human existence: feelings, insights, and action.</p> <p>The uniqueness of this method is that it is adapted to the complexity of the dilemmas faced by families of children with learning disabilities and ADHD.</p>
13:00 – 14:00	Lunch Break
14:00 – 15:30	<p><b>Circle of acquaintance</b></p> <p><b>Presenting and explaining the format and essence of the training seminar - Participants introducing themselves to their fellow participants</b></p>

# Day 2 – December 13, 2016

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09:30 - 11:00

Lecture:

## **First Encounter – Getting Acquainted**

Coach and parent become acquainted with each other. The coach ascertains the nature of the main difficulty of the parent's child, the reasons that brought him to the process and what are his expectations therein as he focuses on previous interventions to date.

11:00 - 11:30

Coffee Break

11:30 – 13:00

Workshop:

## **Getting Acquainted; Role playing**

13:00 – 14:00

Lunch Break

14:00 – 15:30

Reflection and Conceptualization:

Questions & Answers (Q&A)

# Day 3 – December 14, 2016

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09:30 - 11:00

Lecture:

## **Second Encounter - Future Picture**

The parent-in-training is asked to visualize in his mind a future picture of his child. Thus the parent is motivated by the “here and now” to envision a realistic future picture anchored in current reality as he experiences it. In addition, the parent-in-training, experiences exercising a minor, achievable goal that would allow him to experience progress and success.

11:00 - 11:30

Coffee Break

11:30 – 13:00

Workshop:

## **Future Picture; Role playing**

13:00 – 14:00

Lunch Break

14:00 – 15:30

Reflection and Conceptualization: (Q&A)

# Day 4 – December 15, 2016

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09:30 - 11:00

Lecture:

## **Third Encounter - Dialogue with the Child**

“Talk with your child and mainly listen”

The parent defines the first training goal following the dialogue he had held with his child. The coach assists him in choosing a modest and attainable objective that would allow him to experience progress and success.

One of the main goals in the coaching method is to create a communication channel between parent and child. Effective communication enables such dialogue, accompanied by thinking and listening, and lets the child feel empathy and that he or she is understood without judgment and criticism; his voice is heard and someone really cares for him.

11:00 - 11:30

Coffee Break

11:30 – 13:00

Workshop:

## **Tools for effective Dialogue; Role playing**

13:00 – 14:00

Lunch Break

14:00 – 15:30

Reflection and Conceptualization: (Q&A)

# Day 5 – December 16, 2016

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09:30 - 11:00

Lecture:

## **Fourth Encounter – The Training Goal**

The parent-in-training shifts from defining an external training goal to outlining an internal one now based on objective reality leading to a change, even a barely perceptible one – as long as it is considered significant as it is experienced by the parent-in-training.

11:00 - 11:30

Coffee Break

11:30 – 13:00

Workshop:

## **The Training Goal; Role playing**

13:00 – 14:00

Lunch Break

14:00 – 15:30

Reflection and Conceptualization: (Q&A)

# Day 6 – December 19, 2016

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09:30 - 11:00

Lecture:

## **Fifth Encounter – Empowerment Model**

The parent-in-training learns about himself: his strength, weaknesses, apprehensions, threats in his reality and the opportunities embodied in all these. Through stories taken out of his life, the coach brings the parent-in-training to meet both successes and failures he has been through, and enables him to understand that a given difficulty can serve as a challenge of great significance in the process of developing coping skills regarding his child.

11:00 - 11:30

Coffee Break

11:30 – 13:00

Workshop:

## **Empowerment Model; Role playing**

13:00 – 14:00

Lunch Break

14:00 – 15:30

Reflection and Conceptualization: (Q&A)

# Day 7 – December 20, 2016

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09:30 - 11:00

Lecture:

## **Sixth Encounter – To What Do I Say “Yes” and to What Do I Say “No”**

### **“Coaching by Values”**

The parent-in-training enhances his awareness of the values guiding him in life, by presenting the following question: To what do I say “Yes”, and to what do I say “No”? Thus, he develops insights that help him see both aspects of the value in which he believes, and comprehend that there are no absolute values.

11:00 - 11:30

Coffee Break

11:30 – 13:00

Workshop:

### **Coaching by Values; Role playing**

13:00 – 14:00

Lunch Break

14:00 – 15:30

Reflection and Conceptualization: (Q&A)

# Day 8 – December 21, 2016

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09:30 - 11:00

Lecture:

## **Seventh Encounter – Assessment of the Advancement**

“The future picture of the Child”

An assessment of the parent-in-training’s progress is conducted. He is asked again to see a picture of his child in the future, then a comparison is conducted between the future picture he envisioned in the second encounter and the one envisioned in this one.

11:00 - 11:30

Coffee Break

11:30 – 13:00

Workshop:

## **The Future Picture of the Child; Role playing**

13:00 – 14:00

Lunch Break

14:00 – 15:30

Reflection and Conceptualization: (Q&A)

# Day 9 – December 22, 2016

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09:30 - 11:00

Lecture:

## **Eighth Encounter – Preparing for the Gym**

The preparation for action is made. The parent-in-training and coach will plan a detailed process of reflection that would enable the coach to examine the training goal, its clarity, its focus on the child and his strengths as well as the needs of the parent-in-training and his strengths and to examine to what extent the mission assists in the fulfillment of the child's future picture and expresses the empowerment model and values the parent wants to have his child acquire.

11:00 - 11:30

Coffee Break

11:30 – 13:00

Workshop:

## **Preparing for the Gym**

13:00 – 14:00

Lunch Break

14:00 – 15:30

Lecture:

## **Ninth-Eleventh Encounters – Training in The Gym**

These are the training sessions (in **The Gym**). During these encounters the parent-in-training undertakes the performance of well-defined missions after he has completed the investigation stage and has developed new insights that would serve to maximize accomplishment of the training goal. Each encounter will be composed of the following stages: Planning, performance and learning improvement.

# Day 10 – December 23, 2016

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09:30 - 11:00

Lecture:

**Ninth-Eleventh Encounters – Training in The Gym  
(cont.)**

This will be followed by an exercise.

11:00 - 11:30

Coffee Break

11:30 – 13:00

Lecture:

**Twelfth Encounter – Summing up the Process**

The coach will sum up the process by getting feedback for the parent-in-training that will allow himself to appreciate the significant events he had experienced and to examine in-depth what he has been through so far, the progress he has made to date, and his connection with the coach. The coach will share with the parent-in-training what he had seen and experienced during the training and will end with words of farewell.

13:00 – 14:00

Lunch Break

14:00 – 15:30

**Summing up the Seminar; Reflections; Q&A**