

Positive Parenting of Early Years Down Syndrome Children through Guidance Program and Client Centered Counseling Model

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Positive Parenting of Early Years Down Syndrome Children through Guidance Program and Client Centered Counseling Model

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Abstract

One effort to help parents in addressing a child with down syndrome is to carry out guidance program and client-centered counseling model. The purpose of the study is to realize positive parenting over down syndrome children in early years at one special education school in Bandung. The research method used is a descriptive research method to describe the state of research subject in a current factual condition by ways of observing, and interviewing. Whereas triangulation is conducted to validate the data. The research results model and procedures can be adapted in special education school, they are: client-centered counseling model, counseling guidance processes in school, and its evaluation, report, and follow-up steps. These models and procedures based on need analysis of the common problems in parents-child relationship

Keywords: Positve Parenting, Down Syndrome Children, Guidance Program, Client-centered, Counseling Model.

Introduction

Parenting a child with special needs is challenging. The contribution given by special needs schools in educating children will not be greater than at home. It is because the school only provides coaching and services for down

syndrome children in a predetermined or limited time. Later at home, they were educated and guided by their parents. Since the time spent at home is longer than in school, the learning process and children independence then will definitely take such bigger role. Therefore, the parenting pattern highly

determines down syndrome children's growth. As (Schworer et al., 2019) stated that parenting behaviours influence many domains of child development.

One effort to help parents in addressing a child with down syndrome is to carry out guidance program and client-centered counseling model. The counseling is often considered as non-directive or personal centered. Client-centered as an approach model in counseling is the thought of Carl Rogers. Counselor-client relationship is characterized by warmth and mutual trust. The client is also being treated as adult who can take his own decisions and be responsible for it.

Some researchers have proposed definitions of positive parenting. (María José Rodrigo, 2010) defines positive parenting as "parental behaviour based on the best interest of the child that is nurturing, empowering, non-violent and provides recognition and guidance which involves setting of boundaries to enable the full development of the child. (Hercz et al., 2020) reviewed 120 related articles. The results explained that positive parenting is a constant relationship between parents and children involved in parenting, such as teaching, directing, communicating, and providing children's needs consistently and unconditionally.

Based on preliminary study at one special needs school in 2018, researchers informed that there is yet client-centered counseling model against parents to realize the positive parenting over the down syndrome children. Therefore, client centered counseling model is considered important to teachers and parents, so that parents can find solutions on how to encourage and direct their children to achieve independence. It is essential for parents as well to foster right pattern according to children's needs, so that the children's potential can be possibly accommodated.

The problem of mentoring client-centered model to down syndrome children's parents is supposedly studied more, as the children require guidance and appropriate program to accommodate their needs. Parenting patterns provided by parents do influence their independence. However, children's self-reliance is depending upon the foster pattern applied by the parents at home. The patterns play a role in forming children characters and their independence. Thus, the researchers are

interested in researching about guidance program and client-centered counseling model for parents to realize positive parenting over down syndrome children in one special needs School, Bandung

Methods

The research method used is a descriptive research method to describe the state of research subject in a current factual condition. The problem solving procedure is investigated through describing the state of people, institutions, communities and others which are now based on the facts of what they are.

Data-feeds conducted is observation. It is to observe the teacher in terms of arranging the guidance program and client-centered counseling model. Researchers assist teachers in drafting the mentoring and counseling programs and help down syndrome children's parents overcome foster patterns' problem.

Researchers conducted interviews to class guardians or teachers to gain more information about the adequacy of counseling programs towards down syndrome children. The documentation studies are checked to see the presence of parents over their children's development.

Researchers do triangulation, while testing the credibility towards the data. In other words, researchers check back the findings by a way of comparing the data to various sources, methods, or theories. The subjects are 3 down syndrome students in Bandung

Result and Discussion

1. Client-Centered Counseling Model Results

After counselor done counseling to his counselee, what expected is earning the result. It is difficult to distinguish between processes and counseling results. When learned the results directly, we actually test the differences between two observation devices created at the beginning and end of interviews series. However the counseling results more congruent client; more open to problems and less defensive, which this all looks deeper to find out personal dimensions and behaviors. In this session, teachers as counselor design to explore the parents experinces. As (Poehlmann et al., 2005) stated that they designed the present study to examine the meaning that

8 mothers attribute to their experiences surrounding their son or daughter's diagnosis of Down syndrome, including positive experiences and potential challenges.

Several counselling results include:

- a) Increased in psychological adjustments.
- b) Lack of physical firmness and greater thought capacity to respond to frustration.
- c) Defensive stance.
- d) Greater level of relationship between self-ideal and self-picture.
- e) More mature emotion.
- f) Overall adjustment improvement in vocational exercises.
- g) More creative.

2. Counseling Guidance Process for Client-Centered Model in School

Philosophy underlying the client-centered theory has a direct implementation of teaching-learning process. This study examined the self theory of Carl Rogers in depth that the nature of learning process involved in counseling has also turned to what is happening in education. (Ahmad & Ism³), (2015) .And also (Firdaus & Mariyat, 2017) purpose of humanistic approach in education is the learning process that was started and is intended for the benefit of humanizing mankind. Humanizing humans, is to achieve self-actualization, self-understanding, and self-realization people to learn optimally.. Basically, the philosophy proposed by them is linear to this counseling and therapy's concept: believes that students can be trusted to find out issues relating to their existence. Students can engage in a meaningful learning activity, which can arise in its best form if the teacher creates a climate of freedom and trust.

Teacher's function is similar to client-centered therapist function, i.e. authenticity, openness, sincerity, acceptance, understanding, empathy and willingness which to let students explore meaningful material and create an atmosphere where significant learning activities can run. It influences the perspective of authorian parents to do the same way. The guidance process lead by teacher affects the parents's way.

Rogers's advocated educational renewal and stated that if there were hundred teachers

teaching in student-centered classrooms and allowed to freely pursue relevant issues. It can briefly be formulated that Rogers' theory is based on the evidence that the client has capacity to experience factors that exist in life as unhappiness. Clients also have the ability to direct themselves and make constructive personal changes. Personal changes will arise if the appropriate therapist can build a relationship with the client. A relationship marked by accurate warmth, acceptance, and emphatic understanding. Whereas therapeutic counseling is based on I-you or personal-to-personal relationship in security and acceptance that encourages clients to put off their rigid defenses, to accept, and also to integrate systemic aspects he previously denied or distorted.

3. Evaluation, Report, and Follow-Up

3.1.1 Evaluation

Evaluation is an essential step in Guidance and Counseling Services management. Evaluation is generally aimed at knowing the level of implementation of activities and the achievement of the program objectives that have been established. In guidance and counseling program, there are 2 (two) types of evaluation, namely evaluation process and evaluation results.

- a) Evaluation process is an activity conducted through the analysis of process assessment results during guidance and counseling services. Focus of assessment is in form of elements involvement of the activity.
- b) Evaluation results is an activity conducted to obtain information about the effectiveness of guidance and counseling services observed from the results. The evaluation is aimed at the outcomes achieved by students who establish guidance and counseling services. Assessment focus is purposed for developing:
 - Self-understanding, attitudes, and its forms related to the material or problems discussed
 - Positive feelings as an impact of the process or problems discussed
 - Plan activities implemented after the service to solve the problems.

Implementation steps:

- a) Drafting evaluation plan;
- b) Data Collection;
- c) Data analysis and interpretation;

3.1.2 Report

Reporting is an advanced step after the evaluation. The contents are more describing and providing results analysis which have been achieved in the previous activity. Reporting is essentially an activity to compile and describe all results in the processes and results evaluation created through a report format. It also provides information to all parties involved what success and shortcomings of the mentoring and counseling programs.

There are three fundamental aspects need to be observed in making a report:

- a) Systematics report should be logical and understandable;
- b) Report description compiled should take into account writing and language rules;
- c) Guidance and counseling programs implementation report should be reported accurately and timely.

Steps in drafting report:

- a) Preparatory phase;
- b) Data collection and presentation;
- c) Report writing;
- d) Systematics report.

3.1.3 Follow-up

Follow-ups in evaluation are activities undertaken to analyse further the results of guidance and counseling services implementation. Based on data and information obtained from evaluation, guidance and counseling teachers or counsellors can rethink the implemented program by redesigning or revising entire program or some ineffective parts.

Follow up steps:

- a) Determining enhancement aspects to be made;
- b) Rearranging general program design or guidances, and counseling services either to repair or develop;
- c) Carrying out follow-up activities, in accordance with the aspects repaired or developed as well as allotted time allocation.

The results of this process is teachers as counselors have the profile of parents who benefited most from the programs, analyses of the implementation process, and do the assessment of children development. The information provided will help to increase they knowledge of evidence-based parenting programs for next step.

One special needs school in Bandung does not have a guidance counseling program and client-centered counseling model towards parents administratively, however its implementation has been conducting orally. In practice, this kind of program [2](#) surely needed. (King et al., 2009) stated that families adopted perspectives of optimism, acceptance, and appreciation, and of striving to change the environment or to meet their children's needs as well as possible. These perspectives provided families with a sense of hope, meaning, and control over their situations.

Client-centered model being important model as the pattern to strengthen the families. Parental stress may effect not only the well being of the parents, but also the adjustment of the their children (Al-Yagor [5](#); Margalit, 2012). (He, 2017) also stated that Parents of children with disabilities typically face more stress than parents of children without a disability, and they may also experience grief and loss, guilt and self-blame, social isolation, financial pressure, and mental health problems. So the counseling models focus to their experie [12](#)s. Epecially mother's experinces, because there was an effect of parent gender, with mothers reporting more active-avoidance and problem-focused coping strategies than fathers (Adams et al., 2018) And also (Nurmalita & Febrian Kristiana, 2019) stated that from the literature study reviewed the explanation of the process of finding and applying an appropriate coping strategy is a long process. Beginning with trying to accept the condition of the child when first knowing the results of the diagnosis, adapting to the conditions of different children, starting to manage household affairs more thoroughly and harder because of the increasingly high needs, to try to manage emotions when faced with the fact that in their environment living or activities not all people can accept the condition of children with their Downs syndrome.

The service form provided by the teachers, such as career guidance, learning

guidance, and interest and talent counseling. Teachers and parents usually have mutual trust thus it can help parents to build their own coping strategies. The guidance process led by teachers affect the parents, especially when parents do the authoritarian ways previously. (Phillips et al., 2017) stated Authoritarian parents emphasize parental control by demanding obedience, frequently using punishment, and providing little warmth, affection, or nurturance. Such parents maintain a rigid, and absolute standard for their children and value obedience above all else; they utilize punitive and forceful measures in times when the children's belief contradicts their own. They frequently restrict the child's autonomy and engage in limited communication with the child, instead preferring that the child simply accept whatever they say to be true. So, this kind of guidance helpful as the school support. As (Dabrowska & Pisula, 2010) stated there are three basic types of resources that a family may use to manage a crisis: personal resources of family members, internal resources of the family system and social support from resources external to the family

The school does not devise guidance program and client-centered counseling model towards parents as the school feels lacking in professional competence and assumes that guidance and counseling must be executed by counselors who have special qualifications and competencies in the field. The form of the program in the school does not exist in particular in its administration, since it feels less competent in conducting guidance and counseling so better done by professionals. But the implementation of positive parenting program lead by teachers as counselor lead to positive outcomes. And the follow up steps, related with (Maria José Rodrigo, 2016) that the program will produce the profile of parents who benefited most from the programs, analyses of the implementation process, and the assessment of parenting programs in the community. The information provided will help to increase our knowledge of evidence-based parenting programs

Conclusion

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