

Submitted to Alaya Nepal
Report on Parenting Training

In collaboration Budhanilkantha Municipality – Ward 11, Kapan

2026



16th of December - 25th of December, 2026, (2th of Push – 11th of Magh 2082 B.S.)

Office of Budhanilkantha Municipality – 11, Kapan Kathmandu, Nepal

Submitted By

Society for Women's Empowerment and Sustainability - SHRISTI

TABLE OF CONTENTS

Sr.No.	Topic	Page No.
1	Rational	2
2	Training Objectives	3
3	Resource Person's Profile	4
4	Participant's Profile	4
5	Language	5
6	Training Management	5
7	Venue and Date	5
8	Proceedings	5-14
	Sessions Session 1: Introduction of Training's Objectives and contents Session 2: Conception of the child (Cultural values and personal values about children Seeing the child as a person and Empathetic Identification), Session 3: Emotional Dialogue (i.Show your child that love him/her ii. See and follow your child's lead) Session 4: Emotional Dialogue continue (i. Intimate dialogue with taking turns ii. Praise and acknowledgement) Session 5: Meaning Creating and Expanding Dialogue (i. Joint Focus and shared attention ii. communicating meaning in the here and now, iii. Expansion of meaning by going beyond the here and now Session 6: : Regulative Dialogue (i. Step by Step planning ii. Scaffolding) Session 7: Regulative Dialogue (i. Step by Step planning ii. Scaffolding iii. Situation Regulation and iv. Positive Limit Setting) Session 8: Closing and Certification Ceremony	
9	Budget Expenses	14
10	Annex I Training Banner Annex II Training Certificate Annex III Participant's list See Annex IV for Revised Training Schedule	15-16

1. Rational

Parenting is a process of raising a child. It encompasses the responsibilities, activities, and methods involved in nurturing and educating children from infancy to adulthood. The way of parenting practices can have a great effect on children development. Therefore, it is crucial for parents to be knowledgeable, convinced, and skilled on better parenting practices.

1.1 Situation of Child's psychology in Nepal is dire

A report of the National Mental Health Survey Nepal-2020 shows that the prevalence of mental disorders among adolescents was 5.2 % in 2020, and the neurotic and stress-related disorders were the most prevalent at 2.8 %. Likewise, the prevalence of current suicidal thoughts among adolescents was around 4%, while suicidal attempt in the same age group was 0.7 %. The same report also shows that 0.6 % children and adolescents were found to have been suffering from depression. The prevalence of suicidality, including current suicidal thoughts, lifetime suicidal attempts and future likelihood of suicidal thoughts, was found to be prevalent in the 7.2 % population. Experts say that mental health problems in children and adolescents could be several times more than what the survey portrays. Children and adolescents could suffer from various types of mental health problems, including attention deficit hyperactivity disorder, anxiety, depression, conduct disorder, obsessive-compulsive disorder, and post-traumatic stress disorder. Parents and teachers lack knowledge and skills to deal such issues. They scold and beat children at home and school.¹

2.2 Parenting Skills in Nepal

Global studies show that misbehavior of children is often associated with ineffective parenting. Ineffective parenting might not solely be the blame for negative behaviors in children, but parenting contributes significantly to children's behavioral outcomes. It was found that a negative parenting style characterized by more harsh, inconsistent discipline was clearly associated with more severe child antisocial behavior. A study carried out by WHO South Asia in Nepal shows that only 68% parents spent quality time with their children. Only 45% parents give child care, love and enough time for their children.² Similarly, a study carried out by Save the children in Nepal shows that child violence by mother is greater than father. More than 60% mothers do physical violence (hitting), around 96% do psychological violence (yelling and shouting), around 26% do neglect (not being able take care). Around 50% mother are incapable to provide food to their children. Among fathers, more than 50% do physical violence (hitting), around 93% do psychological violence (yelling and shouting), around 27% do neglect (not being able take care because of drinking). Around 29% father are incapable to provide food to their children.³ Rearing children always needs effective parenting skills which help to shape the brighter future of the children as well as contribute to the better society and ultimately reshape the future of the nation by producing skilled, well behaved, intelligent citizens. However, neither the government and nor families prioritize on effective

¹ <https://kathmandupost.com/health/2024/08/08/children-and-adolescents-to-be-screened-for-mental-health-conditions>

² Sarder Mahmud Hossain Northan University, Bangladesh, Article Published in WHO South-East Asia Journal of Public Health, 2015, : A cross-sectional study in some selected areas of Nepal

³ Dr. Ane-Marthe Solheim Skar, Study Report Published by Save the Children 2019: A Quantitative Pre- and Post-assessment Study of a Parenting Intervention linked to the Child Grant and Child Endowment Fund in Nepal

parenting in Nepal. There is lack of data in correlation of children's behavior and parenting since research in parenting is very new in Nepal.

In this regard, communities in Budhanilkantha Municipality – 11 and Society for Women's Empowerment and Sustainability -SHRISTI felt a need of capacitating and empowering parents on effective and positive parenting. As a result, SHRISTI purposed to Alaya Nepal for a financial support to implement Parenting Training in Budhanilkantha Municipality – 11 Kapan Kathmandu. Alaya Nepal and SHRISTI both organized made a joint agreement to implement the parenting training in said place

2. Goal and Objective of the Training

2.1 Goal: Goal of the training was to improve relationships with their children, have more enriching interactions with them and promote positive disciplining strategies That will ultimately contribute to children's emotional, social and cognitive development.

2.2 Specific Objectives:

- To make parent's perception towards their children positive whatever physical and mental situation children living in.
- To encourage parents to empathize and show their love in such way that children feel and experience it.
- To encourage parents to find out their children's lead (interest) and support children to achieve it
- To capacitate parents on know how techniques and skills for meaning expansion that satisfy children's curiosity and inquiries about the things around them.
- To capacitate parents on how to set positive discipline (limit setting) with the children for learning.

3. Parenting Training Design: As per the plan the training contents and syllabus were based on theories and methodologies of International Child Development Program-(ICDP) which is globally accepted parenting model, already used by WHO, UNICEF, Save the Children. Visit <http://info.icdp/> for details

4.Trainer's Profile: As per the training criteria, trainer was hired by SHRISTI who is certified by ICDP International.

5.Participants's Profile:

Based on given criteria, Female Community Health volunteer was mobilized to gather participants for the training. Altogether, 22 women join the training, among them 20 participants were graduated from the training. See Annex III. As per suggestion of 4 Female Community Health Volunteers also joined the training. Age of the participants was around between 30 to 60. They were mothers of children aged 2 years to 17. 3 of them were grandmothers who were taking care of children aged 3 -4 years old grand-children.

5.Venue and Date: The training was rescheduled because of time of participants and code of conduct of national election. So, it was organized from 17th of December 2025 - 25th of January, 2026, (2th of Push –

11th of Magh 2082 B.S.) in ward office Budhanilkantha Municipality – 11, Kapan. See Annex IV for Revised Training Schedule

6.Language: All participants were comfortable in Nepali language so Nepali language was used for facilitation and handouts and other training materials were in Nepali.

7.Training Management: Training Hall and Participants were managed by Ward Office, Training Banner, Printing and Photocopies, Projector, Sound system and photography training materials, Hands out for the participants, Certificate, Training course preparation and facilitation were managed by the SHRISTI. See Annex I for Banner, Annex II for training certificate, Annex III for Participant’s list, Annex III for Schedule. Training Materials are adopted from the ICDP Nepal.

8.Proceedings

Day 1 

16th of December, 2025, Wednesday

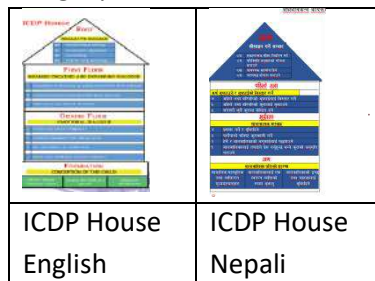
Session 1: Introduction of Training’s Objectives and contents

Day I was began by a formal activity. There was inauguration activity chaired by the chair of the SHRISTI and chief guest was ward chair Mr. Raju Adhikari. Inauguration program was attended by Ward Secretary, other ward office staff, participants, Board members of SHRISTI See Trainer Banner in Annex-I. After formal program, the training was proceeded by registration of the participants. Please see the participants name list in Annex 2


Then, training norms were set as follows:

- Every session will start at 1 pm on every Saturday at training hall of ward office
- Put mobile phone on silent and no phone call during session
- Speak one person on one time
- Respect each other’s view
- Who attended the first session will attend all the sessions, no another person from the family is allowed
- Each participant should do home – work (practice) after session, presents in next session
- Practice with same child from first to last session
- Attend session on time

Then, participants were oriented on the training’s objectives and contents by using ICDP House. Home work: Each participants ask to bring a single photo of their child Then Session was closed.





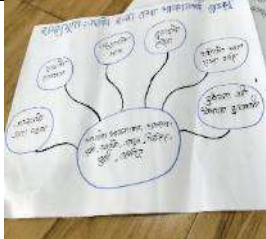

		
Ward chair giving speech	Chair of SHRISTI giving speech	Ward Secretary giving speech
Inauguration Program – 1st Day		

Day 2 

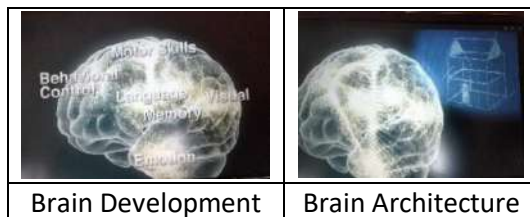
20th of December, 2082, Saturday

Session II: Conception of the child: (i. Cultural and personal values ii. Seeing the child as a person and iii. Empathetic Identification)

After morning greetings, each participant was asked to tell few minutes about their child’s positive qualities. This was the first step to make their concept positive towards their child. Afterwards, topic on Empathetic Identification was discussed. For this, participants watched two video, one was video on Orphanage of Roman as an example of bad communication (communication without empathy) and another video was on an orphanage of Hungary as an example of empathetic communication. After watching two different videos, participants were asked what was the different and how were caregiver’s behavior and communication and how were children reacting on different situation. So, by watching the videos, participants were asked what could be the characteristics of empathetic dialogue. When we communicate with child, your tone of voice, eye contact, your gesture, our body language, your touch waiting child’s reply or re-action, then your response on their reply play, giving full attention to them highly affect to child’s mental status such as happy, eager, motivated, sad, insecure, worried. All your positive responses and re-actions feel child warmth, love, safe and trust. Your predictable and continuous communication build a long term bonding between you and your child. The taking turns with a child is called ‘S’ cycle of communication.

			
Romanian Orphanage, feeding child without talk	Hungarian Orphanage – lots of interaction with child	Characteristics of empathetic dialogue	S cycle of empathetic dialogue

Next activity was discussion on importance of empathetic behavior with child for her or his brain development. It was done by showing videos on Experiences build brain Architecture, Still Face Experiment – Dr. Tronick, Serve and Return Interaction. After watching each video, participants were asked what they understood and what was not clear. From this discussion, participants understood, each harsh communication can damage child’s brain architecture and a warmth and empathetic communication plays highly important role in child’s brain development during early stage even during new born stage.



Addition to it, trainer also told that communicating with child is like dancing with same rhythm, if child does not feel same rhythm, the child won’t trust you and won’t follow you.


Trainer recapped session by telling following conclusion

Conclusion or Learning:

Conclusion of the session was child is not an object to play or enjoy, child is a person, he or she has his or her feeling, emotions. They born with capacity of communication from the very beginning. So, parents should know their child’s feeling and emotions and communicate with them with empathy.

Home work: All participants were asked to practice an empathetic dialogue and share their child’s reaction in next session. Then, session was closed.



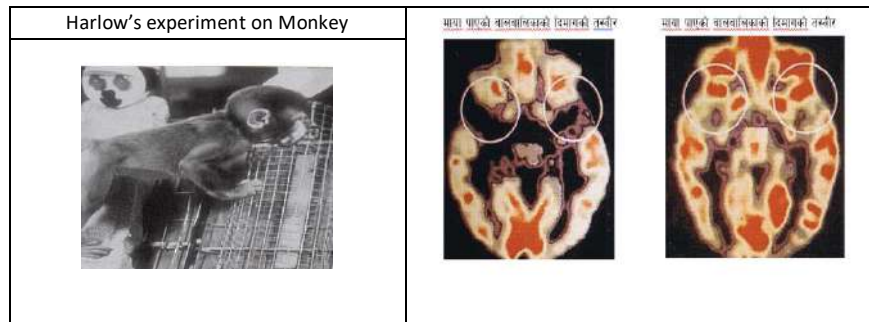
Day 3  **Session III: Emotional Dialogue (i. Show your child that love him/her ii. See your child's lead)**

27th of December, 2025

Each participant was asked what they remember about their last session. If few points were missed, that trainers added.

For new session, a Role Play was performed by Trainer on 'Exam's result'. One scenario, child comes back home from home, he looks happy, he informed his mother that he holds second position in class, but mother gets angry, she was expecting her child holding first position, she scolded her child. The child

becomes sad. Second scenario is, her child gets failed in exam and cries, her mother doesn't get angry, instead she consoles her child, they both sit and reviewed their past practices, they both realize their drawbacks and they both together make plan to improve the child's study. The child gets so happy, mother holds the child and kisses her. Participants realized they should empathize their child when child is in emotional state. Participants were divided into 4 groups and each group discussed when and how can they show their love to the child, then each group shared in plenary what they discussed. Trainer added parents or caregivers should show love in a such way that a child can feel it or experience it. Now trainer explained there could be many ways to show love depending upon the person's love language. Parents should know their child's love language. (See Annex VIII). Then, a video on Harlow's experiment on Monkey was shared to make participants aware on attachment theory. This video was clear enough to understand how much important 'warmth' is for a child for their development. Video was about baby monkey living in a cage with two artificial monkey mothers, one is clothes monkey and next is wired mother monkey. Experiment concludes that for a baby monkey needs 'warmth', and 'touch' to reduce her insecurity. It proved that 'Love hunger is greater than Food hunger'; and same applies in case of human's child. Human's child born with ability to feel love, cared, warmth, attention and communication which make them feel happy, safe, trust. Next activity was, two scan copies of brain were shared with participants.



They were explained that when baby faces neglect, abuse, and violence, neurons get pruned, which part neurons get more pruned, the space will be empty. And you scan the brain, the empty part will be seen black. More neurons pruned means less brain development resulting low development performance. If a baby is raised in love and care, brain will be developed in full potential resulting high development performance in the baby. The brain scan of such child will be less black spot.

Next activity was, 'see and follow your child's lead. It's very important actually 'that parents must know their child's interest and lead and support them for this. Participants were asked what are their child's interest. Some could answer but some couldn't. Then trainer show a role play. In first role play, child wanted to play ball but mother was so busy could n't help the child. In next role, mother gives time her child, plays with her child. Child gets so happy. Then both agreed to end the play, child becomes ready for study and mother gets in kitchen for cooking. Then participants were asked to share their experiences when how they help their child to fulfil their child's interest. So, it's important to know the child's interest and help them to get it. So, conclusion was to know and support child interest or lead is very important for child's growth and development.

She concluded the session by giving following points that to remember

Conclusion or Learning:

- I. Just feel love for child is not enough, it should be realized or experienced by child. If child doesn't know how much you love your child, it is worthless your feeling of love for your child
- II. For child, Love hunger is greater than food hunger'. Children are more hungry for love.
- III. Neglect, abuse and violence damaged neurons in child's brain
- IV. For parents, it is crucial to know their child's lead (interest) and support them to achieve it.

All participants were asked to know their child's love language, child interest and share it in next session. Then, session was closed.

		
Trainer explains about different emotions	Groups are performing role play	Recap of the session

Day 4 

3rd of January 2026 , Saturday

Session IV: Emotional Dialogue continue (i. Intimate dialogue with taking turns ii. Praise and acknowledgement)

After morning greetings, participants were asked to share their child's love language, child interest/ lead. Now each participant knew their child's lead. All of them premised that they will support their child to achieve it.

For new session, a role play was performed by Trainer on Mother and daughter bonding. Scenario was mother is massaging oil on daughter's hair. In role play, daughter seem sad and hesitating to share her problem. Then mother consols, hugs and says 'If you do not share, I cannot help you, tell what happens to you. The daughter says that there are few boys who everyday tease her when she is on the way to school. Mother says, next day she will go school with her and will talk to the boys and headteacher also, she will help the daughter to solve the problem. Then daughter gets happy and tells she will continue her school.

Then participants were divided into 4 groups. Each group performed role play on different context. Participants were reminded about characteristics of empathetic communication and S cycle. After the performance, participants were asked how are they feeling, if this is relevant to their child, what are lesson learns. From this exercise, participants realized that to understand their children's feeling first, empathies as per their emotions and be close friends of their children. 5 emotions that we can see among children are Sad, Happy, Anger, Fear and Curiosity

Next activity was 'Praise acknowledge'. Participants were asked to be in 3 groups and create the situation to praise their child's activity. Each group performed role play in different context. From this exercise, participants realized importance of praise and acknowledgment for their children's effort or development.


Recap: Session was reviewed by concluding as follows

Conclusion or Learning:

- I. Parents should listen, talk, play and enjoy the time with their children so that they can be a reliable friend for their children.
- II. It is crucial to know their child's lead (interest) and support them to achieve it.
- III. Conclusion was parents should never miss to praise the child's activity no matter how simple it is.

Home work: All participants were asked to have emotional dialogue with their child and share their feelings and their children's relation in next session. Then, session was closed.

		
<p>Trainer explaining about importance of praise and acknowledgment.</p>	<p>Child is encouraged to play a ball by her mother sitting on floor.</p>	

Day 5  **Meaning Creating and Expanding Dialogue (i. Joint Focus and shared attention ii. communicating meaning in the here and now, iii. Expansion of meaning by going beyond the here and now**

10th of January 2026

After morning greetings, participants were asked to share their experiences of close communication including appreciation with their child. All participants said they feel very happy when they appreciate their child and have close dialogue. They realized it help to create smooth and peace environment in home.

First activity was Meaning Creating and Expanding Dialogue that includes 3 steps firstly Joint Focus and shared attention, secondly communicating meaning in the here and now, and Expansion of meaning by going beyond the here and now. Trainers performed a role play to practice all these 3 steps in one activity. Two trainers became one adult and one child and adult explained about plastic bottle. All participants were asked to notice and differentiate between these 3 steps. When an adult start explaining any thing to child, joint focus is basic. If adult is talking with child but not looking at the object that s/he talking about or not looking at the child, it will distract the child's attention. This is first step. Then start explaining all aspects of the object as much as possible since child is age of curiosity and explore. They are always eager to learn new thing. This is second step. Then don't miss add more relevant information about the object that is not at presence. For example, if you are talking about plastic bottle that is for drinking water, you can add other plastic bottle that are used for other purposes, like oil, cold drinks etc. This is 3rd step. After that, all participants were divided into each pair and asked to practice it.

	
Joint Focus and Meaning creating	Step by Step planning and Scaffolding

Trainer recapped session by telling following conclusion

Conclusion or Learning: Three points to remember

- When you are going to explain your child about a new thing, you need to have joint focus. Don't force child to learn when you want, be ready to teach when child is ready
- Explain as much as possible about the topic/subject/object.
- Explain about relevant other topics/objects also if child is still interested to learn and listen
- Appreciate or praise the child is showing interest to learn.

Home work: Choose one topic for mean creating and expansion dialogue with your child in home. Share their experience in next session. Then, session was closed.

		
Trainer explaining about the importance and process of meaning creating and expansion dialogue	Participation is practicing meaning creating and expansion dialogue	

Day 6  **Session VII: Regulative Dialogue(i. Step by Step planning ii. Scaffolding)**

17th of January 2082

After morning greetings, participants shared their experiences of Meaning Creating and Expansion dialogue. All participants said they felt very happy and child's reaction was also very exciting.

Then trainer explained how practice step by step planning and scaffolding exercise (skill) with their child. Then trainer performed a role play on step by step and scaffolding skill, she chose to make a tower by plastic rings (toys) and how to teach child to draw picture of fish. Then participants were divided into 8 pairs and each pair was asked to practice the skill. Participants chose topics like to make boat by papers, a draw flowers, to write alphabets etc. They learned the steps and process of when they explain about anything that is new for child and they also importance of 'Scaffolding'. Then, trainers asked each participant what they remember about their last session. If few points were missed, that trainer added.

Trainer recapped session by telling following conclusion


Conclusion or Learning: Three points to remember

- Teach child from easy to difficult, step by step
- Never do all work for children, help them to complete their work by themselves, provide help when needed (scaffolding), be patient when they learn very slow, or do mistakes

- Scaffolding make child feel safe, confident and mastering. S/he feels perfect, expert or master on this. If adult do all process for child, it create dependency, it reduces confident level of child.
- Always praise even in small effort of child When the child completes the activity, celebration for her/his completion or success. It encourage, make her/him feel proud, confident. Here also, after the role play performed and discussed by trainers, all participants were divided into each pair and asked to practice it.

Home work: Choose one topic step by step planning and scaffolding exercise, practice it in home. Share their experience in next session. Then, session was closed.

			
Trainer explain about step by step planning and scaffolding	Participants are practicing step by step by step planning and scaffolding		

Day 7  **Session 7: Regulative Dialogue (iii. Situation Regulation and iv. Positive Limit Setting Dialogue)**

24th of January 2081

After morning greeting, participants shared their experiences of Step-by-step planning and schooling exercise with children. All participants said they felt good that they could support their children without any harsh effort and child’s reaction was also very happy.

Then, trainer explained about how to practice situation and positive limit setting skill. She performed a role play, one negative situation regulation and another positive situation. In first scenario, two children fight for a ball, then mother scolds and beats them. Children also get angry and unhappy. In second scenario, two children fight, mother calmly asked them to stop fighting. She asked elder child to give the ball to younger one and asked older child to go for study. She says when younger child gets tired, then elder son can play ball. This second instruction is the ‘positive limit setting’. Trainer told when child gets angry and fight, it is natural that parents also get angry, but here parents must control the emotions, they must be calm, patient. Then child also get calm, they will learn to control emotion from their parents. Parents should remember that violence damages child’s brain, so make rules positively to solve the problem.

Then, participants were divided into three groups who need to perform role play as a family. Groups created the following situation to practice situation regulation and positive limit setting.


1st group as a family whose teenage girl child was in love and was not regular in school
 2nd group as a family whose two girl children were fighting
 3rd group as a family whose teenage boy child was not interesting in study and following bad friends
 Trainer recapped session by telling following conclusion

Conclusion or Learning: Five points to remember

- Parents must control the emotions, they must be calm, patient when children in negative situation. Then child learn to control emotion from their parents
- Always provide alternative to child that is good for her/him so that s/he can leave the behaviour/interest that is negative for her/him
- Always give several live examples around her/him how that behaviour/interest that can harm her/him
- Prepare join plan as a rule to regulate the situation & praise your child for her/his involvement in preparation the rule

Then, session was closed.

		
<p>Trainer explaining about new session</p>	<p>Participants are performing practicing in form of role play</p>	

Day 8  **Session VIII: Closing and Certification Ceremony**

25th of January, 2026

Because of code of conduct enforced by Nepal government for national election, the training was finished one week earlier as per suggest of ward office.

Last Day was celebration day. It was began by closing activity that was chaired by the chair of the SHRISTI and chief guest was ward chair. Other guests were head of Health section Ms. Sarita Shrestha and representative of Aalaya Nepal Mr. Nabin Raj Adhikari. Head of health section appreciated the initiation in her speech. Aalaya representative explained mission of the Aalaya and CSR as a funding opportunity for wellbeing of Nepalese people. Two of participants spoke about how are thy benefited from the training. He also thanked and congratulated for the successful completion of the program. Ward chair is found impressed by the program, he gave commitment to expand such program in other area of Kapan in coming days. Then, ward chair distributed the certificate to all training graduated. Finally chair of the SHRISTI who is trainer of the training also spoke about her organization’s interest to provide technical support ward chair if the ward office wants to expand the training program in future. She thanked to all participants for their time and active participation. She thanks to ward office and Alaya for their support without it, the program was not possible. And finally she closed the ceremony.

				
Closing Ceremony	Rani Maya Thami as a training participant giving speech	Alaya Representative giving speech	Ward Chair is distributing Certificates	Group photo of Training graduates with Ward Chair

9. Budget Expenses

Activity	Budget	Expenses	Balance	Remarks
Remuneration for Trainer	28000	28000	0	
Tea and snacks for Participants	16000	16322 (16250)	-322 (250)	
Stationaries for Participants	2000	1682	318	
Certificate for Participants and Banner	1000	1400	-400	
ICDP Book for Participants (reading materials)	2400	2640	-240	
Graduation Ceremony (Tea/snacks for guest)	600	0	600	
Total	50000	50044	-44	

ANNEX I- Banner of the Training

बाल स्याहार सम्बन्धि अभिभावक तालिम

(PARENTING TRAINING)

समापन कार्यक्रम

माघ ११ गते २०८३ (25th of December, 2026)

बुढानिलकण्ठ नगरपालिका, -११, कपन



समापन (Coordination)
बुढानिलकण्ठ नगरपालिका
खण्ड नं. ११ कपन



सहयोगी संस्था (Funding Agency)
आस्था, नेपाल



आयोजक (Organized By)
महिला सशक्तिकरण तथा आत्म निर्भरता सञ्चार
समाज (सुस्ति)

ANNEX II - Certificate



ANNEX II – Participant’s List

Sr.No.	Name	Adress	
1	Januka Adhikari	Budhanilkantha Municipality – 11, Kapan	
2	Lila Adhikari		
3	Kamala Dahal		
4	Sharada Budhathoki		
5	Ramila Regmi		
6	Nirmala Tamang		
7	Mishri Khadka		
8	Anita Lama		
9	Goma Tamang		
10	Sumitra Basnet		
11	Urmila Karki		
12	Anupama Pun		
13	Rita Tamang		
14	Durga Bhandari		
15	Radha Budhathoki		
16	Sangita Kuikel		
17	Bhagabati Shrestha		
18	Rani Maya Thami		
19	Bandana Adhikari		

20	Apsara Khadka		
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Revised Schedule

Date	Session	Content	Time Period
17 th of Dec, 2025	1st Session	Opening Ceremony, Introduction to Training, and its objectives and contents	2 hours
20 th of Dec, 2025	2 nd Session	Conception of the child: (i. Cultural values and Personal values ii. Seeing the child as a person and iii. Empathetic Identification))	2 hours
27 th of Dec, 2025	3 rd Session	Session IV: Emotional Dialogue (i. Show your child that love him/her ii. See your child's lead)	2 hours
3 rd of Jan, 2026	4 th session	Emotional Dialogue continue (iii. Intimate dialogue with taking turns iv. Praise and acknowledgement)	2 hours
10 th of Jan, 2026	5 th session	Meaning Creating and Expanding Dialogue (i. Joint Focus and shared attention ii. communicating meaning, iii. Expansion of meaning by going beyond the here and now	2 hours
17 th of Jan, 2026	6 th session	Regulative Dialogue (i. Step by Step planning ii. Scaffolding)	2 hours
24 th of Jan, 2026	7 th session	Regulative Dialogue (i. Step by Step planning ii. Scaffolding iii. Situation Regulation and iv. Positive Limit Setting)	2 hours
25 th of Jan, 2026	8 th session	Closing Ceremony (Certificate distribution)	2 hours