



ABOUT TRIPLE P

Triple P is a comprehensive, evidence-based parenting and family support system designed to:

- Increase parents' confidence and competence in raising children
- Improve the quality of parent-child relationships
- De-stigmatize parenting information and family support
- Make evidence-based parenting information and interventions widely accessible to parents

CORE PRINCIPLES & PARENTING STRATEGIES

The Triple P system is based on five core principles of positive parenting:

1. Ensuring a safe, supervised and engaging environment
2. Creating a positive learning environment that helps children learn to solve problems
3. Using consistent, predictable and assertive discipline to help children learn to accept responsibility for their behavior and become aware of the needs of others
4. Having realistic expectations, assumptions, and beliefs about children's behavior
5. Taking care of oneself as a parent so that it is easier to be patient, consistent and available to children

These principles are reflected in the 17 parenting strategies (skills) that are taught to parents.

| STRATEGIES FOR PROMOTING CHILDREN'S DEVELOPMENT | | Recommended Age |
|---|---|-----------------|
| <i>Developing Positive Relationships</i> | | |
| Spending quality time with children | Spend frequent, brief amounts of time in activities that the child is interested in | All ages |
| Talking to children | Have conversations with children about their activities or interests | All ages |
| Showing affection | Provide physical affection (e.g. hugging, cuddling, tickling, etc) | All ages |
| <i>Encouraging Desirable Behavior</i> | | |
| Using descriptive praise | Provide encouragement by describing the behavior or action that is appreciated | All ages |
| Giving attention | Provide positive non-verbal attention (e.g. smile, wink, pat on the back, etc) | All ages |
| Providing engaging activities | Provide interesting, engaging and age-appropriate activities and materials | All ages |
| <i>Teaching New Skills & Behaviors</i> | | |
| Setting a good example | Model (demonstrate) the behaviors that you want children to learn | All ages |
| Using incidental teaching | Use questions and prompts to respond to child-initiated interactions and promote learning | 1 – 12 years |
| Using Ask, Say, Do | Use verbal and physical prompts to teach new skills | 3 – 12 years |
| Using behavior charts | Use a chart to set goals and reinforce skill development | 2 – 12 years |

Note: The word "parent" referred to in relation to Triple P is used to refer to any person who is a biological parent, adoptive parent, guardian, caregiver, or who is otherwise acting in a parental role in respect to a person who is a minor or adolescent

Parents are taught **Strategies for Promoting Children’s Development** before learning any of **the following Strategies for Managing Misbehavior**, and they are always given the opportunity to select which strategies they would like to try at home. The Triple P curriculum emphasizes that **Strategies for Promoting Children’s Development** help build a positive parent-child relationship, which is necessary in order for any of the **Strategies for Managing Misbehavior** to be effective.



| STRATEGIES FOR PROMOTING CHILDREN’S SELF-CONTROL | | Recommended Age |
|--|--|----------------------|
| <i>Managing Misbehavior (Challenging Behaviors)</i> | | |
| Ground rules | Establish fair, specific and enforceable rules | 3 – 12 years |
| Directed discussion | Identify and rehearse the appropriate behavior | 3 – 12 years |
| Planned ignoring | Intentionally ignore a problem behavior instead of reacting or giving negative attention to the child | 1 – 7 years |
| Clear, calm instructions | Give a clear instruction to start a new task, or to stop a problem behavior and start the appropriate alternative behavior | 2 – 12 years |
| Logical consequences | Remove the activity or privilege at the center of a problem for a brief, set amount of time; Return the activity or privilege so the child can try again | 2 – 12 years |
| Quiet time | When a problematic or serious behavior occurs and the above strategies haven’t worked, move child to the edge of the activity for a brief, set amount of time; Return child to activity when s/he is calm so s/he can try again | 18 months – 10 years |
| Time-out | When the problematic or serious behavior continues and the above strategies haven’t worked, move child to an area away from others for a brief, set amount of time; Return child to activity when s/he is calm so s/he can try again | 2 – 10 years |

LEVELS OF INTERVENTION

The Triple P system consists of five levels of interventions of increasing strength. Many of the levels of interventions can be provided to individual families or to groups of families. The availability of the multiple levels and the flexibility in service delivery method enables parents to receive the intensity and format of services that will best meet their needs.

| Level | Description |
|-----------------------------|--|
| Level 1 – Universal | Media-based parenting information campaign |
| Level 2 – Selected | Information and tips for specific parenting concerns provided in 1-2 brief sessions or in large-group seminars |
| Level 3 – Primary Care | Brief consultations about specific parenting concerns provided in 3-4 sessions |
| Level 4 – Standard or Group | In-depth training in positive parenting skills, offered as 10-week sessions to individual families (Standard) or 8-week groups (Group) |
| Level 5 – Enhanced | Additional support for families where parenting issues are compounded by parental stress and/or relationship difficulties |
| Level 5 – Pathways | Additional support for families at risk for child maltreatment due to anger management and/or negative attributions about their children's behaviors |

AN EVIDENCE-BASED PRACTICE

Many published studies demonstrate the effectiveness of Triple P. Most recently, the Centers for Disease Control funded a population study in South Carolina. Results from this study showed that in the counties where Triple P was implemented, there was a decrease in the rates of substantiated child abuse reports, out-of-home placements and emergency room visits for childhood injuries. <http://www.springerlink.com/content/a737l8k76218j7k2/fulltext.html>

In addition, the California Evidence-Based Clearinghouse for Child Welfare identified Triple P as one of only three parenting programs with a scientific rating of 1 (Well Supported by Research Evidence). <http://www.cebc4cw.org/program/8>

TRIPLE P IN SANTA CRUZ COUNTY

Three local funders – First 5 Santa Cruz County, Health Services Agency and Human Services Department – are implementing the Triple P system in partnership with other agencies that serve children and families. Every level of Triple P will be available in Santa Cruz County so that all families with children have the opportunity to access parenting information and support. As of January 2011, over 80 practitioners are able to provide Levels 2-5 of Triple P.

TO FIND TRIPLE P SERVICES, CONTACT:

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