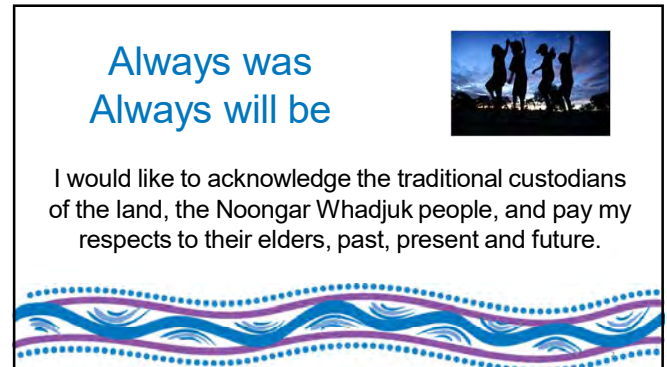
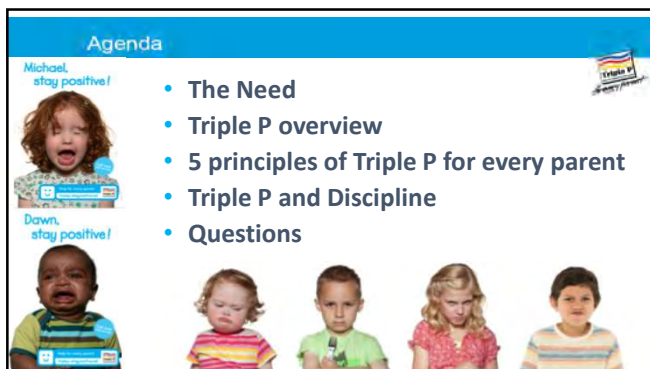




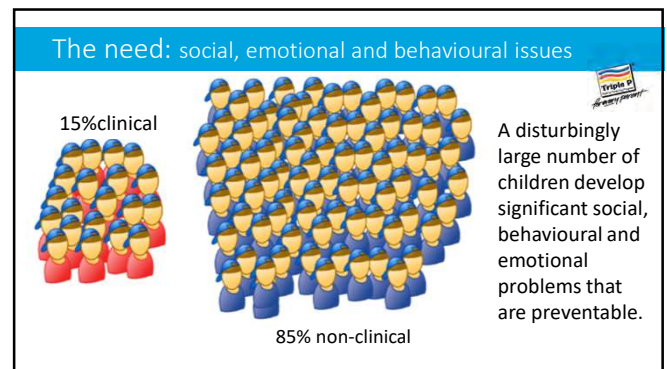
1



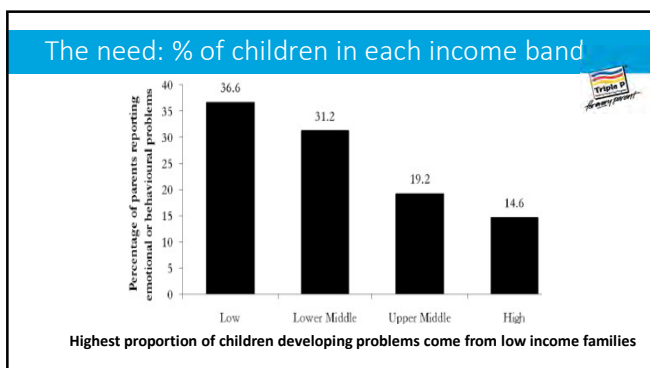
2



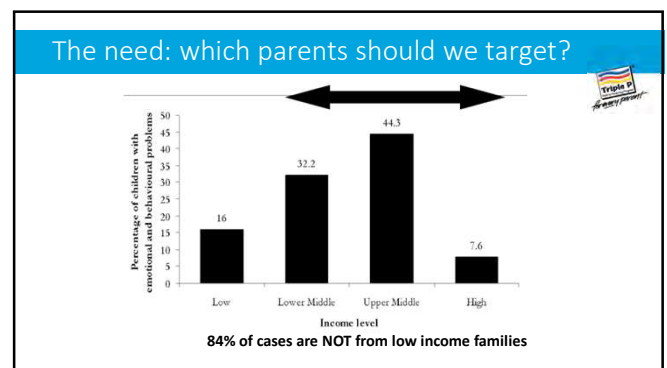
3



4

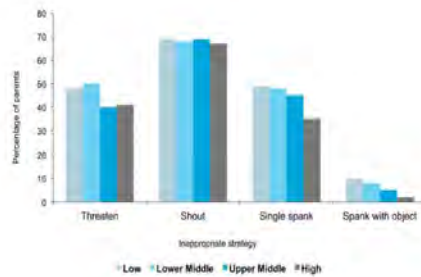


5



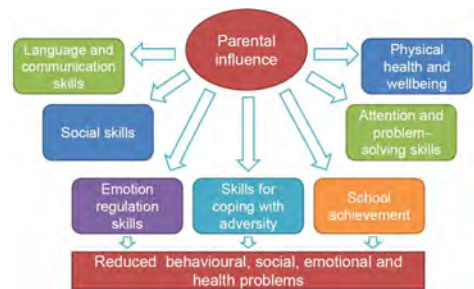
6

The need: No group has a monopoly on either coercive or positive parenting practices



7

The need: parental influence is pervasive



8

What is Triple P?

- Public health model of parenting intervention
- Prevention / early intervention approach
- Evidence based
- Self-regulation framework (self-management, self-efficacy, personal agency, self-sufficiency)
- Based on social learning theory of parent-child interaction
- Functional: parenting in everyday contexts

9

5 key principles of positive parenting

- Creating a safe, interesting environment
- Having a positive learning environment
- Using assertive discipline
- Having realistic expectations
- Taking care of yourself

Watch: <https://www.triplep-parenting.net.au/au-uk/en/blog-and-videos/watch-videos/>

10

What Triple P isn't

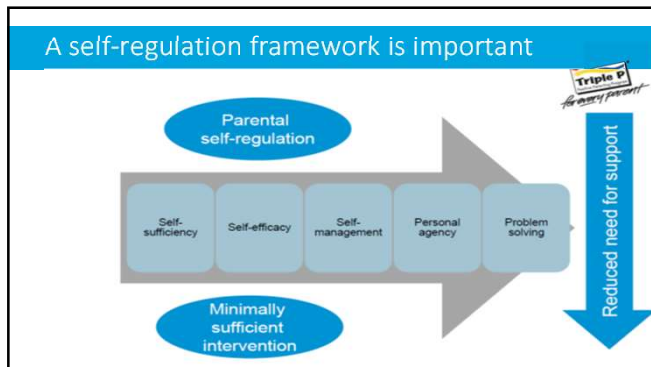
- not a single program from infancy through to adolescence
- a flexible suite of interventions for parents of children birth–16 years
- five levels of increasing intensity, based on a principle of minimally sufficient intervention
- blends universal and targeted programs
- culturally acceptable
- four delivery modalities

11

Program variants



12



13

Triple P parenting in WA

<https://www.triplep-parenting.net.au/au-uk/en/find-help/triple-p-parenting-in-western-australia/> or https://www.healthysa.gov.au/Articles/N_R/Parenting-groups

Triple P online: \$79.95 (0-12yrs; or 10-16yrs)

<https://www.triplep-parenting.net.au/au-uk/en/find-help/triple-p-online/> (access to online community if you have questions)

Triple P Online is an eight-module course with Professor Matt Sanders as your personal (virtual) provider. The modules are a fun mix of video clips, workbook, tip sheets, exercises and goal setting, optional podcasts, SMS and email reminders.

Read more: <http://helpingfamilieschange.org/wp-content/uploads/2013/03/Turner-HFCC-2013-Online-Triple-P-Workshop.pdf>

14



15

Evidence base: small changes, big differences

- Studies conducted on each intervention level and delivery format with consistent results
 - Fewer behavioural and emotional problems in children
 - Greater parental confidence and use of positive parenting
 - Less negative parenting, stress, depression, and anger
 - Less marital conflict over parenting
- Independent replications of main findings across different sites, cultures and countries

16

Evidence base: small changes, big differences

- The Parenting and Family Support Centre welcomes all new research proposals and maintains a database of published research at www.pfsc.uq.edu.au/research/evidence

17

Thomas and Jamie: small changes, big differences

Thomas (Driving Mum and Dad Mad): <https://vimeo.com/77569196>
 Jamie (Driving Mum and Dad Mad): <https://vimeo.com/77569039>

18

17 (25) Core parenting skills			
Promoting positive relationships	Encouraging desirable behaviour	Teaching new skills and behaviours	Managing Misbehaviour
<ul style="list-style-type: none"> Brief quality time Talking to children Affection 	<ul style="list-style-type: none"> Praise Positive attention Engaging activities Other rewards* Activity schedule* 	<ul style="list-style-type: none"> Modelling Incidental teaching Ask-say-do Teaching backwards* Physical guidance* Teaching communication* Behaviour charts 	<ul style="list-style-type: none"> Ground rules Directed discussion Planned ignoring Diversion* Clear, calm instructions Logical consequences Blocking* Brief interruption* Quiet time Time Out

Additional strategies introduced in Stepping Stones, compared with regular Triple P

19

What is Time out?

- A strategy parents can choose to use as part of their discipline routine.
- Can be called: 'sitting in the quiet place'; 'sitting on the thinking chair'; 'calm down time' or 'time-out to calm down', or whatever parents feel comfortable with.
- used only when seriously challenging or dangerous behaviour occurs.
- Parental modelling, incidental teaching (I can stay calm; this big feeling will pass soon), rehearsal, and keeping track and review (after 2 weeks) is important.
- The child is removed from 'time-in' (where there is attention and activity, and perhaps danger of escalation) and taken to a close, safe space to settle down and be quiet for a **few minutes**; usually on the edge of the activity.
- Time-out helps to teach children to regulate strong emotions.
- It is also a way for parents to break the escalation cycle and calm themselves down.
- It can be used from the time children can follow simple instructions and are mobile; usually within their second or third year of life.

20

Time Out: Assertive discipline or Coercive parenting?

Coercive parenting...

What Is It to Discipline a Child? What Should It Be? A Reanalysis of Time-Out From the Perspective of Child Mental Health, Attachment, and Trauma

TIME-OUTS ARE HURTING YOUR CHILD

Parents

Time-In Is the New Time-Out

Quiet time and time-out strategies for guiding child behaviour

21

Coercive parenting practices are common

(Silburn et al 1996; Sanders et al, 1999; Best Start, 2014)

Western Australian survey 4 –11 years
21% parents reported disciplining their children at least daily

Queensland survey
70.8% likely/very likely to shout; 43% likely to give a single smack

Ontario parents survey
43% parents lost their temper due to non-compliance

Adverse child experiences have been associated with:

- Child aggression
- Poorer quality parent-child relationship
- Child mental health issues
- Altered brain development

22

Seclusion as restrictive practice

Seclusion is the sole confinement of a child in a room where the child is not able to leave, or believes that they are not able to leave.

This does not include steps taken by a carer in a parenting role to discipline and respond to developmentally appropriate behaviour. E.g. the short periods of 'time out' type strategies consistent with accepted parenting practices such as those promoted through the Triple P Program.

Care will be taken that these strategies do not continue as the child becomes older and that they do not become seclusion.

Children and young people who engage in at-risk or high risk behaviour will have Positive Behaviour Support (PBS) Plans that provide strategies to assist with responding to the challenging or at risk behaviour early in the escalation where behaviours present lower risk.

23

Interested in training to be a Provider? It's not cheap!!!!

Choose from many different programs:
Different.....

age ranges (birth-12, or teens), large seminars, small groups, discussion groups, brief individual primary care, intensive individual consultation

Also specialist programs:
Stepping Stones (disability), Lifestyle, Early Learning and Care Coach, Family transitions (separating or divorced parents), Pathways (parents at risk of maltreating children).

<https://www.triplep.net/provider-training-find-a-course/en/triple-p-training/>

24

Useful reading

What Is It to Discipline a Child: What Should It Be?
A Reanalysis of Time-Out From the Perspective of Child
Mental Health, Attachment, and Trauma.

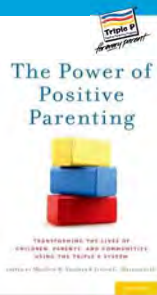
Article in *American Psychologist* · February 2019

DOI: 10.1037/amp0000449

By Mark R Dadds and Lucy Tully

The University of Sydney

Also: *The Power of Positive Parenting*
by Sanders and Mazzucchelli 2018



25



26