

The Alberta Triple P: Positive Parenting Symposium

On December 8, 2009, The Alberta Centre for Children, Family and Community hosted a Triple P Symposium in Edmonton. The Triple P: Positive Parenting Symposium, A Promising Strategy to Reduce Child Maltreatment, saw presentations by Triple P founder, Dr. Matt Sanders via video, and Dr. Ron Prinz, Carolina Distinguished Professor and the lead researcher on the impact of Triple P on child maltreatment in South Carolina. Other presentations examined the implications of Triple P for Alberta, the cost benefits of the Triple P system, the Canadian perspective, and implementation of Triple P. The presentations were very informative and very relevant to the work that we are doing with Triple P on Vancouver Island. For practitioners and managers who are interested in seeing the presentations, they are available for viewing on the Alberta Centre for Child, Family and Community Research site:

www.research4children.com

Power point presentations from the conference can also be downloaded from the site.

**TRIPLE P
POSITIVE PARENTING PROGRAM**

Vancouver Island Triple P Newsletter
Issue 4 Winter 2010

I would like to begin this issue by wishing everyone a Happy New Year and the best of health and happiness for 2010. It's been almost a year since our first issue of the Vancouver Island Triple P Newsletter was circulated to practitioners, organizations and communities on Vancouver Island. 2009 was a very busy and challenging year for all. I would like to thank all of you who have contributed ideas for our publication and those of you who contributed your time and expertise and provided material for the newsletter. Finally, I would like to acknowledge all of you for your ongoing commitment to supporting families on Vancouver Island.



Cindy Knott
Vancouver Island Triple P Coordinator

In our Fall 2009 issue, we looked at the many creative ways that practitioners are using Triple P across Vancouver Island. In this issue, we are going to provide some useful information for assisting practitioners in the delivery of some of Triple P's programs.

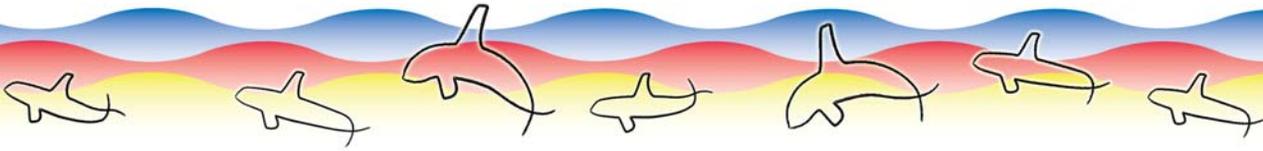
10 Tips for the Parent Educator

- ⇒ Get off that pedestal early: remove yourself from the expert pedestal. This will empower parents to take the lead in their parenting journey.
- ⇒ Make your rules work for you: provide a place where parents feel free to share or ask questions. This helps them engage and encourages them to share.
- ⇒ Fight the urge to know-it-all: deflect it out to the group—ask if anyone else has ever experienced this situation; admit you don't know—suggest where they might find the information; put it on hold—let them know you need some time to think about the question and you can discuss it after the session.
- ⇒ Avoid "dissing" people: phrases that **discourage**, **disengage** and **disempower** i.e. "you know what you did wrong", "your mistake was". Instead, use phrases that encourage, engage and empower i.e. "thanks for your honesty, that sounds like a tough situation", "I applaud your efforts".
- ⇒ Use stories to make it real: sharing your own stories makes you human and provides opportunities for participants to relate to you.

Cont'd on Pg. 2



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The Triple P Canada Network

The Triple P Canada Network is a collective comprised of representatives from across Canada that are actively implementing Triple P, to promote and support planning and implementation of Triple P across Canada. The objectives of this network are to: communicate among sectors, agencies and areas of Canada about implementing Triple P; Coordinate efforts related to implementing Triple P (training, accreditation, promotion, etc.); advocate with stakeholders and funders to ensure sustainability of evidence-based practices in Canada; and to present a collective and coordinated voice to identify ongoing issues related to implementation of Triple P in Canada, to Triple P International (TPI). The Canada Network has been meeting regularly via tele-conference for over four years. Recently, TPI appointed a Program Implementation Consultant for Canada, Debbie Easton, who is based in Canada and has several years of experience as a Triple P Coordinator in the Toronto area. The purpose of her position is: to engage key stakeholders and management of existing and potential organizations for the purpose of disseminating Triple P. Debbie's role will also include managing and directing inquiries from Canadian organizations.



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Cont'd from pg. 1 10 Tips for the Parent Educator

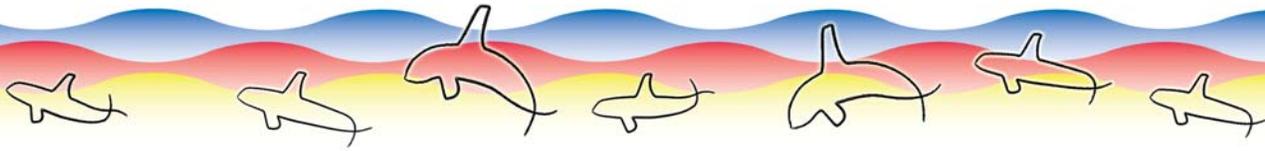
- ⇒ Watch for drifters: people nodding off, shifting in their seats, eyes glazing over, are not engaged. Re-engage with a coffee break, a group stretch, a tool demonstration or by sharing an engaging story.
- ⇒ Narrow it down: People can reach overwhelm if they are hearing a lot of new information. Highlight two major messages.
- ⇒ Give two take home tools: people should go home with at least two tools they can use immediately. To do this they must have heard about the tool (i.e. descriptive praise, spending quality time) in a variety of ways and shown how to use it.
- ⇒ Give permission to reject: when someone is rejecting an idea they are actually resisting change. Don't take this personally as you could become defensive and lose your desire to be helpful. You can say something like "don't take my word for it—try this tool for a full week and see if you notice a difference..." You are giving them permission to reject. This creates a net instead of a wall for them to push against.
- ⇒ Prepare for the worst: be prepared for those situations you fear the most. For example: "I spank and I'm proud of it." "What do you know, you don't even have kids." "Time out preys on a child's fear of abandonment." Pre-plan for these situations and practice your responses until you feel ready.



Taken with permission from: Strengthening our Parent Educator Skill-Set, a presentation by Debbie Pokornik, B.A., B.S.W. at the Triple P Conference in Toronto, April 2009.

Debbie Pokornik works in Manitoba with people who want our future generations to grow up resilient and capable. She helps people put their best foot forward, while forgiving themselves when they lead with the wrong foot. She is the author of *Break Free of Parenting Pressures: Embrace Your Natural Guidance* and the main presenter for her company, Empowering NRG. More of Debbie's articles can be found at her website www.empoweringnrg.com or on her blog at www.dpoko.blogspot.com.

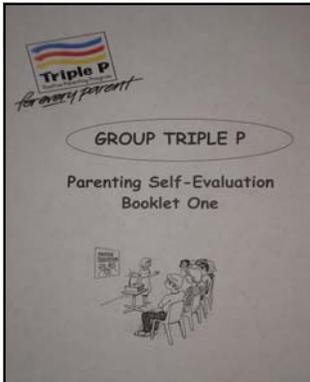




Things We Have Learned About Triple P Groups

A final word on Assessments and Data Collection

In our last two issues of the Vancouver Island Triple P Newsletter, we looked at why collecting data is important, how to make sense of the data collected, and ideas for getting parents to complete questionnaires. Craig Summers, supervisor for Child, Youth and Family Community Health in Port Alberni made a modification to the Triple P Assessment Booklets to make them look less “clinical”. Craig said he changed the title to ‘Parenting Self-Evaluation Booklet’ in an effort to have filling out the questionnaires a less intimidating experience for parents. Parents had conveyed that they didn’t feel comfortable doing yet another assessment for someone. The picture shown here is the adapted cover page. Port Alberni practitioners thought this would be worth the try and feel that it has been successful in allowing parents to feel more comfortable filling out pre and post test questionnaires. Feel free to adopt Port Alberni’s modified cover page.



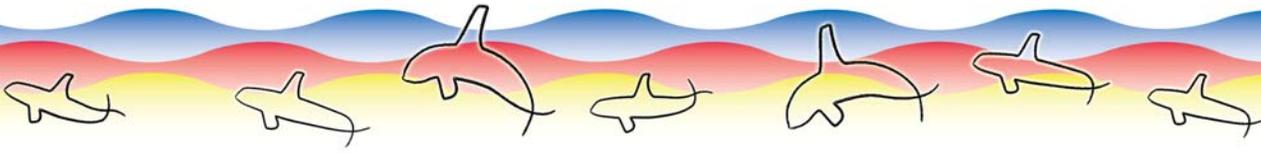
One of the keys to successful implementation of Triple P is the peer network component of the model. Trained practitioners, through networking, can learn from the successes and challenges of their colleagues. Juliana McCaig put together an information sheet based on her experience with facilitating Triple P groups in Port Alberni and based on what other practitioners in the Port Alberni office found. We would like to share this information here:

- ◆ It is much easier to have a co-leader—you can split the work load.
- ◆ The first time you offer a group, it takes a LOT of preparation time.
- ◆ The second time still takes quite a lot of time but it goes better.
- ◆ The third time takes way LESS time and you will start to like the group because it will feel “natural”. You learn what to stress and what you can cut back on. Parents start telling you good stories about the changes they are making and how their children’s behaviour is changing too.
- ◆ By the third group—you will have set up a filing system so you have all the resources and questionnaires easily available.
- ◆ Your attendance will get better because you will get better at leading the group.
- ◆ You might start with 12 parents but expect the group to end up with about 8 parents.
- ◆ Getting parents to practice isn’t easy—but it makes all the difference.
- ◆ Groups take close to 2 hours usually.
- ◆ Sessions 2 and 3 are really long. We have added 1 more session.
- ◆ We have added an “introduction” session and this has improved our attendance. We let parents know what to expect—how many sessions, how long, that there will be homework. We show them parts of the video “Driving Mum and Dad Mad” because it is motivating. We may start with Session 1 material on “what children need to learn”. Parents can decide then if Triple P is right for them at this time. Then we do the Questionnaires at the end of the session.
- ◆ Some groups like the telephone sessions—but many do not. Because the parents are together for 4 sessions, they have started getting to know each other, trust each other, and want to keep supporting each other. Sometimes we keep meeting during those weeks—but still cover the material that you would do in a telephone call. But then the whole group can give positive feedback and suggestions.
- ◆ Having child care available is really important. Try to have well experienced child minders because some of the children will have challenging behaviour.
- ◆ You may find that offering a group at 6:00 pm is the best time for working parents to attend, and they still can get home for their children’s bedtime. A healthy snack will be appreciated as parents may be rushed for dinner.
- ◆ Providing transportation may be crucial for low-income families.



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Using Tip Sheets Effectively

Triple P International recognizes that although different levels of the Triple P system require differences in intensity of parental need, differences in levels of time commitment, and different resources, there are a few situations where some flexibility may be warranted. For example, someone trained and accredited in Level 4 Standard or Stepping Stones Triple P will probably be competent to deliver Level 3 Primary Care, although they cannot call themselves an accredited Level 3 practitioner (Triple P International Pty. Ltd 2006). As such, the following steps for using tip sheets will assist those not trained in Level 3 to effectively use them:

1. It is always best to go over the Tip Sheet with the parent. Research shows that talking with the parent will increase the chances that the parent will use ideas from the Tip Sheet.
2. Follow the order – causes of misbehavior, preventing misbehavior, encouraging desired behaviour, managing misbehaviour, review, and Key Steps.
3. If you believe the parent has literacy difficulties, go straight to **Key Steps** box and explain them to the parent. Model Key Steps if possible.
4. Keep checking with the parent – Is this something that would work for your family? The parent only has to try 1 or 2 things to start making a difference. Assure them they need only use ideas they think will work for them.
5. Asking “when and how” a parent plans to use the ideas from the Tip Sheet encourages the parent to set a goal and follow through. If the parent seems a bit unsure about the ideas – you can prompt, “What would you say” and “What would you do next?” Or model a tip and have the parent show you what they will do.
6. After reviewing the **Key Steps**, ask the parent if they would like to write down 1 or 2 ideas from the Tip Sheet or you could underline or “highlight” the ones the parent chooses.
7. Offer to meet again if the parent has any difficulty using ideas from the Tip Sheet.

Ordering Triple P Resources on Vancouver Island

All of Vancouver Island’s Triple P materials are housed in Port Alberni. If you are wanting to place an order for materials—tip sheets, parent workbooks, etc., please contact Cindy Knott at:

cindy.knott@viha.ca.

An order form will be sent to you via e-mail. The order form is to be sent back to Cindy with your complete mailing address contained in the message. Your order will then be sent on for processing.

Please allow 2 to 3 weeks for the delivery of your resources. And please, only order those resources that you require for the immediate future.

Resources continue to be available to practitioners at no cost.



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From the Vancouver Island Triple P Team