

TRIPLE P POSITIVE PARENTING PROGRAM

Vancouver Island Triple P Newsletter
Issue 6 Fall 2010

Fall 2010 Triple P Training

In the last issue of the Vancouver Island Triple P Newsletter we announced our Fall 2010 training opportunity. The training is currently underway and all 40 spaces for the two Group Triple P courses are filled. The first course is being held from September 13—15, 2010 in Parksville. Participants attending are from various North and Central Island communities: Port Hardy, Campbell River, Courtenay, Parksville, the West Coast, Nanaimo, Ladysmith, Chemainus and Duncan. The second training in Victoria is being held on September 16, 17 & 20, 2010 and will be attended by participants from various South Island communities, including Sidney, Sooke, the West Shore, Esquimalt, Victoria and Salt Spring Island. Participants will be accrediting this coming November.



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Triple P Meets Attachment

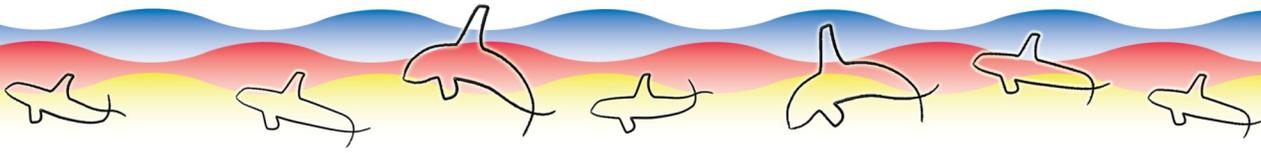
Proponents of attachment theory often ask the question of how Triple P and attachment theory complement or contradict each other. In May of 2010 Professor Matt Sanders addressed this question in his monthly blog. He states that “The Triple P model sees the development of a secure loving relationship between parent and child as being extremely important and that the most basic and fundamental principle of Triple P is to promote a safe, loving and engaging environment for children.” He further explains how “Triple P strategies can strengthen the parent-child bond and, at the same time, allow parents to deal with challenging or difficult behaviour.”

There are many models of attachment and different attachment styles. Irmie Nickel of the Aulneau Renewal Centre in Winnipeg, Manitoba, and Kelly Hutton of Healthy Child Manitoba, prepared a presentation in which they examine the connections between Triple P and Attachment. They emphasize how Triple P fits well with attachment theory and that parent and child attachment styles can be matched to Triple P strategies. It requires practitioner flexibility in choosing which strategies to emphasize. They state that as a practitioner it is important to fit the strategies to a family and that during the assessment phase it is important to know what attachment style the family uses most and what attachment style the child uses most – secure attachment, avoidant attachment, or ambivalent attachment.

The following has been taken, with permission, from Irmie Nickel and Kelly Hutton’s 2009 presentation at the Helping Families Change Conference in Toronto.



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Q and A with Professor Matt Sanders

Did you know that *Q and A with Professor Matt Sanders* is a monthly video blog that addresses practitioners' frequently asked questions? The blog can be viewed on the Triple P Provider Network. Some of the topics discussed are: *Why do Triple P parents have to do homework?; Can we tailor the delivery of Triple P?; Why does Triple P emphasize assessment?; How can Triple P work across cultures?; and Do Triple P strategies affect attachment?*

To see the video blog go to the Provider Network at www.triplep.org. Click on "Your Questions Answered" and go to "Watch Q&A with Prof. Matt Sanders. You must be a Triple P Provider in order to access the Network. If you are a Provider, but do not

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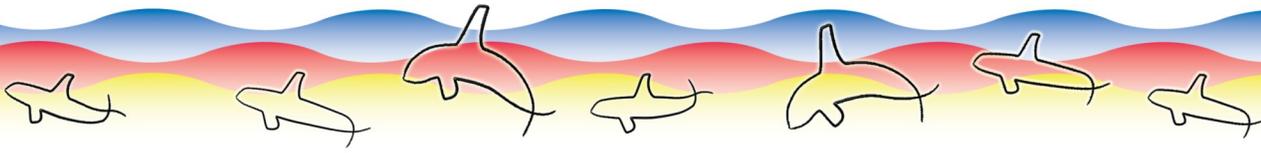
Matching Triple P Strategies to Attachment Styles

Parent – Cognitive Styles: avoid feelings and connections with others; are not in touch with their child's feeling; are uncomfortable with proximity seeking; are dismissive of the child's negative affect; have unrealistic expectations for their child; overemphasize rules; use punitive/severe strategies.

Children – Avoidant Attachment: comply, want to please adults; omit negative affect; become compulsively compliant or compulsively care giving; behaviour doesn't usually lead to time-out; will have occasional outbursts; they need empathy and compassion and a quiet place to calm down; they need support.

Triple P for Children with Avoidant Attachment: children with cognitive style need: safety, support, predictability, and structure; to learn that emotional expression is okay; ongoing affection; encouragement; acceptance; descriptive praise without contingencies; incidental teaching; quiet time and time-out with parent there – validates feelings and integrates into appropriate expression of emotions.

Triple P for Parents who use Cognitive Styles: need to focus on developing positive relationships, encouraging desirable behaviour, and teaching new skills; de-emphasize managing misbehaviour strategies; provide direction on how to relax rules (not too many, room for negotiation, and make sense for the child) and use strategies appropriately; for compliance routines focus on relaxation strategies and learning to decrease anxiety for the parent during the 5-10 second waiting period.



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have a Provider Network login, you can apply for one online.

Professor Sanders also addresses basic parenting issues in a weekly radio segment on the Australian ABC Radio 612 network. His radio topics have included: *Teaching children about money; disciplining other people's children; children and advertising; stranger danger; beating the morning rush; managing homework; and children and lying.* To hear Professor Sanders' radio podcasts follow this link: <http://www.abc.net.au/local/podcasts/triplep.xml>



Parent – Affective Styles: pre-occupied with themselves; ignore or interfere with exploration of the child; inconsistently welcome 'coming back'; may use playfulness at inappropriate times; inadvertently reward child for inappropriate behaviour, make decisions based on own self-state; overall behaviour is inconsistent.

Children – Ambivalent Attachment: here I am, can you see me? Escalate quickly; need safety, predictability, structure; clear, reasonable and logical consequences; learn to moderate expression of negative emotions through modeling and incidental teaching; organize child and give words for expression; need to know that someone 'sees' them.

Triple P for parents who use Affective Styles: focus on consistency; equal emphasis on positive strategies and managing misbehaviour – make sure affection is timely and contingent on child's needs, not parent's needs; need to develop planned activities routines (blueprint for parents).

Parent-Child Combinations:

Parent cognitive/child cognitive = distant relationship – focus on developing positive, supportive relationships.

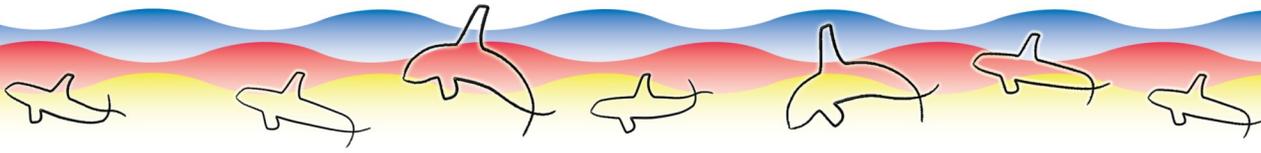
Parent cognitive/child affective = parent distant, child displays a lot of affect (escalation); child pursues parent, parent pushes child away – focus on encouraging desirable behaviour; strategies for misbehaviour used to help child learn to self-regulate; lessen severity of consequences; time out with supportive parent; consistency important.

Parent affective/child affective = escalation a problem; need consistent rules and consequences; equal emphasis on all aspects of Triple P, avoiding escalation traps, planning for high-risk situations.

Parent affective/child cognitive = parent unpredictable; child organizes world to make everything 'okay'; need consistent rules, consequences; focus on developing positive relationships; avoiding escalation traps (parent); child needs parent to be consistent.



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Please share your experience with Triple P

Please feel free to provide feedback on the Vancouver Island Newsletter. In addition, if you have ideas or stories to share for future issues you can contact:

Cindy Knott
 Vancouver Island
 Triple P Coordinator
 cindy.knott@viha.ca
Or
 (250)519-6780

Please also feel free to contact Cindy to obtain back issues of the Vancouver Island Triple P Newsletter, to ask questions about Triple P on Vancouver Island or in other jurisdictions, or to obtain information pertaining to the program.

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Irmie Nickel, BOT, MA is an occupational therapist, a psychotherapist and the executive director of the Aulneau Renewal Centre in Winnipeg, Manitoba. Irmie's career has focused on developing agency and community based crisis mental health and attachment based services for children and families. She has presented nationally and internationally on the subjects of crisis intervention and attachment. The Aulneau Renewal Centre specializes in providing attachment-based counselling services and training programs to individuals of all social service backgrounds. The Aulneau Renewal Centre is founding member of the International Association for the Study of Attachment.

Please see the following resources for more information on attachment and attachment styles: www.patcritenden.com
www.circleofsecurity.org
www.labyrinthjourneys.com

Can Practitioners Be Flexible in How They Use Triple P Resources

Professional training in Triple P emphasizes the flexible way in which program resources are used at each level of intervention. Some of the recommendations include:

- Use a variety of teaching aids and educational strategies to facilitate learning;
- Use highlighters to identify important pieces of information, note Key Steps section, and use other ways of making key messages relevant and personalized (i.e. notes, examples);
- Model and practice strategies rather than requiring parents to read/listen and then role play or apply at home or without demonstration and practice to mastery level;
- Encourage parents to watch the video demonstrations as examples
- Personalize parenting plans and write down a summary of key steps in a routine or procedure;
- Use visual cues, prompts and reminders as required;
- Break tasks down into components;
- Slow down or speed up as required to cover required material;
- Where literacy or vision impairment make parent materials unhelpful, use resources as a prompt for in-session discussion, modeling and practice;
- Put tip sheet information in an audiotape that the parent can take home and listen to when required.



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