



## Overview of Triple P--the Positive Parenting Program www.triplepct.com

### 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

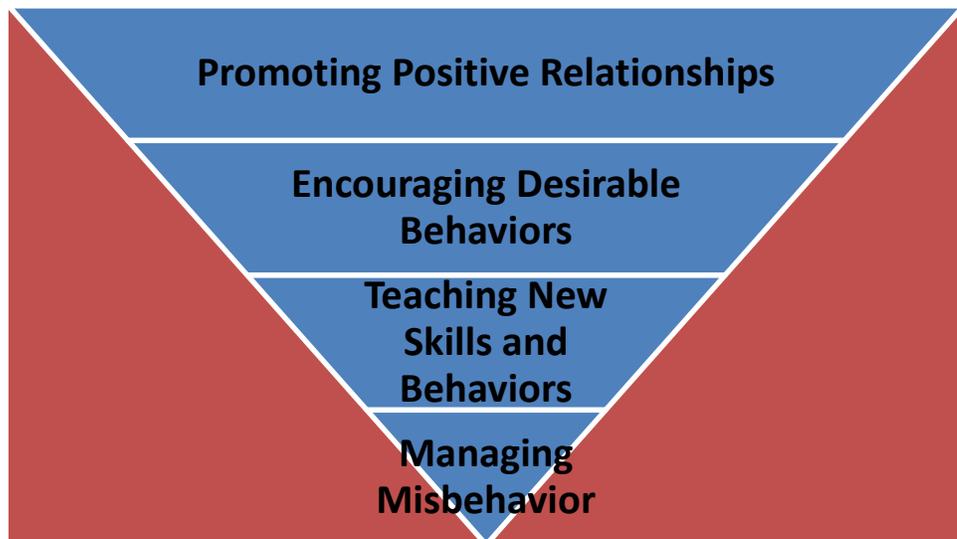
The Triple P system is based on five core principles of positive parenting:

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.

<b>Strategies for Promoting Children's Development</b>		<b>Recommended Age</b>
<b>Developing Positive Relationships</b>		
Spending quality time with children	Spend frequent, brief amounts of time in activities that the child is interested in	All ages
Talking to children All ages	Have conversations with children about their activities or interests	All ages
Showing affection All ages	Provide physical affection (e.g. hugging, cuddling, tickling, etc.)	All ages
<b>Encouraging Desirable Behavior</b>		
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	
<b>Teaching New Skills &amp; Behaviors</b>		
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	All ages
Using Ask, Say, Do	Use verbal and physical prompts to teach new skills	All ages
Using Behavior Charts	Use a chart to set goals and reinforce skill development	All ages

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.



<b>Strategies for Promoting Children’s Self-control</b>		<b>Recommended Age</b>
<b>Managing Misbehavior (Challenging Behaviors)</b>		
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 have not worked, move the 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 Connecticut

Triple P CT is a program of the Division of Family Services at the Office of Early Childhood, with funding and support from the Hartford Foundation for Public Giving. As of June 2014, over 100 practitioners in Hartford and 35 practitioners in 5 towns in Eastern CT-- Pomfret, Putnam, Killingly, Woodstock and Thompson-- are able to provide Levels 3 and 4 of Triple P. Practitioners work in various settings including community organizations, public schools, libraries, family resource centers, homes, hospitals, preschools, guidance offices, and faith-based settings.

## TO FIND TRIPLE P SERVICES:

Visit—[www.triplepct.com](http://www.triplepct.com)

Contact: Alice Ellovich at OEC--Alice. [Ellovich@ct.gov](mailto:Ellovich@ct.gov) or 860-424-5287

Diane Farquharson at TEEG—Diane [F@teegonline.org](mailto:F@teegonline.org) or 860-923-3458