

# NORTH CAROLINA TRIPLE P (POSITIVE PARENTING PROGRAM)

## **DESCRIPTION OF TRIPLE P:**

The Triple P (Positive Parenting Program<sup>®</sup>) is an evidence-based program that helps parents and/or caregivers build stronger relationships and raise healthy children. The program is designed to help parents learn how to:

- Manage their children's behavior
- Prevent problems
- Build strong relationships
- Respond to their children's requests in a positive way
- Help their children learn to solve problems on their own
- Use effective discipline strategies
- Have realistic expectations for their children's behavior
- Maintain a sense of self-esteem
- Understand the importance of caring for themselves.

In summary, this parenting and family support system is designed to help children to build confidence, manage their own behaviors and realize their potential.

## **PARENTING VALUES/RULES/PRINCIPLES**

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



## **PARENTING SKILLS/PLANS/STRATEGIES:**

These principles are reflected in the **17 parenting skills/plans/strategies** that are taught to parents.

### **In four core areas:**

- **Developing Positive Relationships**
- **Encouraging Desirable Behavior**
- **Teaching New Skills & Behaviors**
- **Managing Misbehavior (Challenging Behaviors)**

<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
<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

**TRIPLE P SUMMARY:**

Explore a parenting support program that teaches parents to use everyday parenting values/rules/principles and plans/skills/strategies. When these principles and strategies are used together parents can assist children with managing their own behaviors and give children more self-confidence.