Triple P and diversity in parenting in The Netherlands

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This presentation

I. Parenting (support) and diversity
   - Sensitivity to diversity: a necessity
   - Needs of support of immigrant families

II. Parenting support, diversity and Triple P
    - Triple P in the Netherlands: debate
    - Triple P and the needs of immigrant families
I. Parenting support and diversity

Diversity sensitivity: a necessity

- ‘Super-diversity’: 180 nationalities, ongoing influx of immigrants (labour, marriage, asylum), diversity between and within groups (ses, culture, religion, generation)
  - Majority relatively poorly educated, muslim

- Service use:
  - underrepresentation of minority youth/families in preventive and lighter support/care
  - overrepresentation in more serious forms of care and in the judicial system (e.g. Health Council, 2012)
I. Parenting support and diversity

Distance families - (preventive) support services: demand-supply-interactions

- Demand-side factors
  - Families: knowledge, social capital, attitude (shame, modesty, mistrust), fear of lack of sensitivity, language barrier, material circumstances
I. Parenting support and diversity

Distance families - (preventive) support services

- Accessability of services:
  - Structural conditions (e.g. high threshold, procedures)
  - Social-cultural conditions (mono-lingual/cultural staff, lack of sensitivity of professionals and interventions)
  - Informal/grassroot services play an important role in family support, but there is a disconnection between them and formal services (reach, fit, trust)
    - (Pels et al., 2009)
I. Parenting support and diversity

Needs of migrant parents in the Netherlands

- Large variety between and within groups (country of origin, cultural and religious background, level of education and migration generation)

- Similarities between largest groups of labour and asylum migrants:
  - Adverse social context of parenting (low educational level, poverty, single parenthood)
  - Frame of reference (family collective, ethnic/religious community, transnational relations)
  - Positioning in Dutch society: discrimination, polarized context (e.g. stigmatization, islamofobia, radicalization)
I. Parenting support and diversity

Relatively high uncertainty about child rearing
(Van den Broek, Kleinen & Keuzenkamp, 2010)

- Parental style/skills
  - Less authoritarian parenting, more open communication (Triple P)

- Diverse themes
  - Education, multilingualism, coordination between father-mother, coping with poverty, single parenthood

- Moral guidance
  - Moral dilemma’s (e.g. strict vs. liberal morality, religious rules)
  - Integration strategy: assimilation, dual loyalty
  - Coping with stigma and humiliation; ‘ethnic' socialization: equality, bias, or mistrust
  - Prevention of children’s marginalization/radicalization
(review Pels, Distelbrink & Postma, 2009)
I. Parenting support and diversity

Example: ‘Ethnic’ socialization and radicalization, recent findings

- Parental socialization of social distance / distrust is associated with radicalism among both Muslim and indigenous youth; socialization of 'egalitarianism' is positively associated with egalitarianism in youth.

- Quality parent-child relationship and communication: reacting responsively, reflecting critically on children’s radical behavior / expressions, guiding them actively when they experience micro-aggressions due to stigmatization/exclusion: buffer against radicalization. Looking away, responding by strictness and sanctions, and lack of responsiveness are risk factors.

- Parents are often not aware of the impact of their example/messages on children (in general; aggressive behaviour/attitudes toward 'the other')
  (e.g. Van Bergen, Pels & De Ruyter, in review; Doosje et al., 2013)

Support with: pedagogical style, awareness raising within community, moral education.
I. Parenting support and diversity

Type of support preferred by parents

- Support based on own definitions of problems and solutions
- Informal context: peers, informal parent groups (facilitated, supported by (semi-) professionals)
- Professional support familiar and close (e.g. sensitive professionals, location at schools, community centers, grassroot organizations)

(Pels et al., 2009)
I. Parenting support and diversity

- Parents/family
- Informal network/community
- Accessable formal services
II. Parenting support, diversity and Triple P

**Triple P in debate**

- **Do parents need ‘professionalization’?**
  (Ramaekers & Vandezande, 2013)
  - Increasing flexibilization life course, individualization, globalization, IT: increasing parental uncertainty and need for (professional) support
  - Awareness and reflection more important in migration context (e.g. Pels & De Haan, 2007)

- **Effectiveness of Triple P?**
  - Theoretically founded (NJi-database, 2015)
  - Evidence base (e.g. Van Rijn & Okma, 2013)
II. Parenting support, diversity and Triple P

☐ Is Triple P ecologically valid?
  - Are the goals and underpining theory valid for everyone?
  - Do goals and methods match with the capabilities, expectations and needs of parents?
  - Are the conditions/delivery appropriate to their potential?
  (Criteria in Diversity Developmental Tool, Pels, Distelbrink & Tan, 2009)

☐ Universal principles?
  - Triple P addresses behaviour regulation (skills, parental style), not other questions (e.g. moral education)
  - Triple P implicitly assumes an individualistic morality (development of autonomy, achievement) and might thus not be suitable for some (more collectivistic) migrant groups (Hopman, De Winter & Koops, 2014)
II. Parenting support, diversity and Triple P

Ecological validity?

- Little is known about validity in (lower educated) migrant groups, but Dutch studies show:
  - Good reach among migrant target groups (care avoiding/isolated families to a lesser extent)
  - Positive parenting principles agree with migrant parents’ needs (of skills for behaviour regulation): they want to extend their horizons
  - Conditions: adaptations needed (tempo, language, use of visual means and role play, cultural sensitivity of professionals)

(Winkelman, Distelbrink & Ketner, 2015)
II. Parenting support, diversity and Triple P

Triple P addresses needs:
- Parents share questions/problems regarding behaviour regulation/communication

Professionals should be aware of differences in:
- Phase of transition from authoritarian to authoritative parenting
- High tempo of change across generations in migrant groups

(Pels et al., 2009)

And of other parental needs (awareness of parents’ influence, moral education, other themes)
II. Parenting support, diversity and Triple P

Examples of migrant parents’ questions:

- My mother in law wants me to keep my daughter at home after school; I want to give her more freedom than I have had as a girl. How do I deal with this?
- My child is sad when he is scolded for "Turk". How can I protect him from this pain?
- How do I learn my child pride of her background and to integrate at the same time?
- My child is increasingly hostile towards Dutch society and withdraws from the family, what should I do?
II. Parenting support, diversity and Triple P

Conclusion

- In addition to building a positive relationship with children
- Parenting support should encompass:
  - moral questions; dilemmas of parenting in the context of migration/diversity
  - strategies of acculturation and ethnic socialization
  - awareness raising (impact of parents’ messages, examples, behavior)
  - by culturally sensitive professionals
  - in cooperation with grassroot organisations with: a wider reach, confidence of parents and experiential knowledge
II. Parenting support, diversity and Triple P

Recommendations to organisations/local government:

- In addition to Triple P, professionals/organisations should offer supplementary support
  - by diversity sensitive professionals
  - in cooperation with grassroots organisations

- The link between Triple P and these additional services requires further reflection
Sources


