

# Triple P and diversity in parenting in The Netherlands

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# This presentation

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## 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

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## Diversity sensitivity: a necessity

- ‘Super-diversity’: 180 nationalities, ongoing influx of immigrants (labour, marriage, asylum), diversity between and within groups (sex, 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

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## 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

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## Distance families - (preventive) support services

- Accessibility 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

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## 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

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## 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

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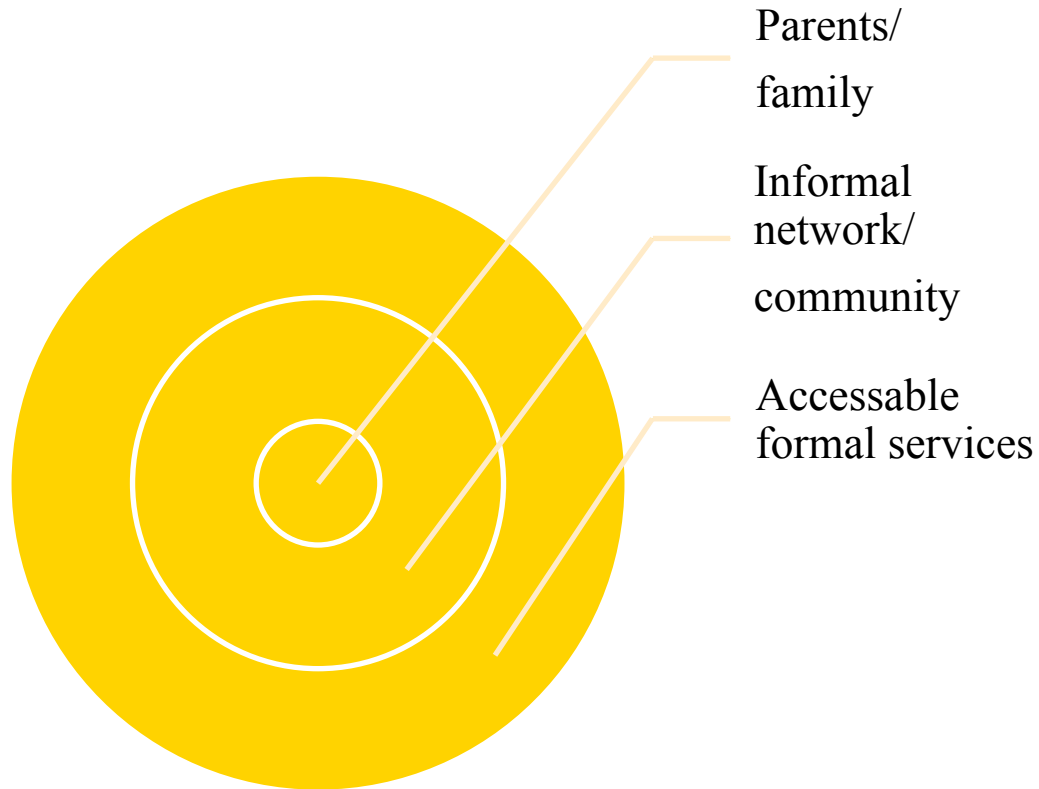
## Type of support preferred by parents

- 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, grassroots organizations)

(Pels et al., 2009)

# I. Parenting support and diversity

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## II. Parenting support, diversity and Triple P

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### 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

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### □ Is Triple P ecologically valid?

- Are the goals and underpinning 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

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### 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

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### Triple P and the needs of migrant families

- 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

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### 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

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### 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

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### 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



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