Transforming lives through positive parenting

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Can we really transform children's lives in a meaningful way?

Approach must address determinants of parenting

Activation of community-wide processes to support positive parenting

Population level change in parenting is required
Quality of parenting has a pervasive impact on children's development

Parent-child relationship and parenting practices

Healthy brain development
Language, communication, literacy
Executive functions and self regulation
Academic attainment
Conduct problems/antisocial behavior
Anxiety and stress
Attentional problems

Social skills and peer relationships
Obesity
Chronic health problems
Pain management
Sedentary behavior and physical activity
Moral development
Screen time/Online behavior

Attentional problems
Anxiety and stress
Conduct problems/antisocial behavior
Academic attainment
Executive functions and self regulation
Language, communication, literacy
Healthy brain development

We must target modifiable determinants of parenting

- **Interactional processes**
  - Reciprocity, attachment

- **Cognitive factors**
  - Expectations, beliefs, attributions, knowledge

- **Relationship factors**
  - Support, conflict, violence

- **Economic factors**
  - Financial resources, poverty, unemployment

- **Parental mental health**
  - Depression, anxiety, substance abuse

- **Cultural factors**
  - Religion, cultural values, mores, traditions, taboos

- **Characteristics of children**
  - Temperament, preterm, disability, exposure to trauma

- **Self regulation**
  - Exec functions
  - Self management
  - Attention, impulse control

- **Adverse life experiences**
  - ACE’s, trauma
Enhancing Impact

Key themes

Promote self regulation
Enhance relationship capability
Ensure cultural relevance
A multi-level system
Blends universal and targeted interventions

- **Level 5**
  - Individual, Group
- **Level 4**
  - Individual, group, self help, online
- **Level 3**
  - Individual, group, online
- **Level 2**
  - Individual, group
- **Level 1**
  - Universal level

**Breadth of reach**

- Intensive family intervention
- Broad focused parenting support
- Narrow focus parenting support
- Brief parenting advice
- Communication strategy

**Intensity of intervention**

- Low intensity or “light touch”
- Very low intensity
- Medium and high intensity
Principle of “Proportionate universalism” (Marmot, 2010) ensures level of support appropriate to need.
Some core values underpinning Triple P

- Be inclusive
- Create equal opportunities
- Empower parents
- Raise children as a shared responsibility
- Harness broader community influences to support good parenting
- Recognize that children are our greatest resource

Positive trial findings with many different types of children/target problems

Different types of children/problem behavior

- Conduct problems
- Severe feeding problems
- Gifted and talented children
- Conduct problem adolescents
- ADHD
- Recurrent abdominal pain
- Children in natural disasters
- Mealtime problems
- Anxiety disorders
- Peer victimisation
- Children at risk of abuse
- Habit disorders
- Recurrent abdominal pain
- Children with ASD or IDD
- Obese children
- Children with chronic illnesses
in diverse cultural contexts
The continued commitment to evidence

- Number of RCTs=151
- # of service based evaluations=66 (22%)
- Number and % of studies with null findings 13 (4%)
- Number of studies without developer involvement=150 (50%)
**Implementation of Triple P System**

Creates positive changes in parenting and family relationships

Activates community processes that support parenting

Leads to Better Child Outcomes

- Harsh, Coercive Parenting
- Parental Self Efficacy
- Positive Parenting
- Parental Teamwork
- Family Conflict
- Parent Wellbeing

- Community Social Capital
- Social Cohesion and Trust
- Social Support for Parenting
- Collective Efficacy
Better Child Outcomes

- Reduced child maltreatment
  - Fewer cases of child abuse and neglect
  - Lower rates of child abuse related hospitalizations and injuries
  - Fewer out of home placements

- Better mental health
  - Lower rates of serious behavioral and emotional problems
  - Reduced risk for antisocial behavior, substance abuse, serious mental health problems

- Improved school outcomes
  - Improved academic attainments (literacy-numeracy)
  - Fewer conduct problems at school
  - Lower rates of truancy
Enhancing Impact

Key themes

- Promote self regulation
- Enhance relationship capability
- Ensure cultural relevance
Self regulation and parenting

The capacity to self-regulate is a fundamental process underpinning the maintenance of positive, nurturing, non-abusive parenting practices that promote social and emotional well being of children.
Parental self regulation in action

- Has a clear sense of values, behaviors and skills
- Has realistic expectations of child, self and others
- Self-monitors own behaviour automatically
- When valued outcomes are threatened brings behavior under personal voluntary control
- Tunes in to own actions, knowledge and skills to develop plan

- Carries out the plan
- Has positive expectations
- Is reflective, without too being self critical
- Reflections are constructive and increase self efficacy
- Uses self-regulation skills as required
- Mostly enjoys the process

How Triple P can promote self-regulation

- Teaches self management skills
  - Personal goal setting, self monitoring, checking change goals against values
  - Modeling, prompting and fading, reinforcement
- Builds in strategies to promote flexibility, generalization
  - Train “sufficient” exemplars
  - Train “loosely”
  - Reinforce generalization
- Teaches emotion management
  - “Causes”
  - Avoid escalation traps
  - Stress management
- Addresses unhelpful cognitions
  - attributional bias
Key themes

Promote self regulation
Enhance relationships
Ensure cultural relevance
Transforming the lives of children and parents

By enhancing relationship skills

Parents

Parent/s
Sanders & Mazzucchelli (2018)

Grandparents
Kirby & Sanders (2014)

Siblings
Pickering & Sanders (in press)

Peers
Healy & Sanders (2014)

Children

Teachers/ECE/Carers
Poor relationships adversely affects children’s well being

Parent/s

Grand parents and kinship carers

Lack of modeling and reinforcement of prosocial behavior

Poor social skills
Poor conflict management
Poor emotion regulation

Increased risk of behaviour and emotional problems

Children’s teachers/carers/coaches
Enhancing children’s relationships to reduce bullying

Parenting influences children’s peer relationships, social skills, emotional regulation and sibling relationships.
• Children’s social competence (McDowell and Parke, 2009), is a strong predictor of victimization (Cook, Williams, Guerra, Kim & Sadek, 2010).

• Children’s ability to regulate emotions is a risk factor for being bullied (Card, Isaacs & Hodges, 2007).

• The emotional impact of bullying on children (Bowes, Maughan, Caspi, Moffitt & Arseneault, 2010).

• Children’s peer acceptance (McDowell and Parke, 2009), is strongly associated with victimization (Rejntjes, Kamhuis, Prinzie & Telch, 2010).

• Children’s sibling relationships and bullying between siblings predicts increases in peer victimization two years later (Stauffacher & DeHart, 2006).
Facilitative parenting refers to parenting practices that support children’s peer interaction and relationship skills.
Facilitative parenting involves

- Being warm and responsive
- Enabling appropriate independence
- Supporting children’s friendships
- Coaching and enabling children’s social problem solving
- Resolving conflicts effectively in the family
- Maintaining good communication with child’s school
Resilience Triple P

Aims
• To reduce bullying
• Improve peer relationships
• To reduce the adverse emotional impacts of bullying

Structure
An eight (8) session group program for families concerned about the bullying of their child
Facilitative parenting training for parents
(4, 2hr sessions with parents)

Social emotional skills training for children
(4, 2hr sessions with children and parents)
### Specific child and parent skills targeted

<table>
<thead>
<tr>
<th>Child skills</th>
<th>Parent skills</th>
</tr>
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<tbody>
<tr>
<td>• Play skills</td>
<td>• Being warm and responsive</td>
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<tr>
<td>• Everyday body language</td>
<td>• Enabling appropriate independence</td>
</tr>
<tr>
<td>• Responding calmly and assertively to provocation (verbal and non-verbal skills)</td>
<td>• Supporting children’s friendships</td>
</tr>
<tr>
<td>• Resolving conflicts</td>
<td>• Coaching and enabling children’s problem solving</td>
</tr>
<tr>
<td>• Interpreting peer situations</td>
<td>• Resolving conflicts effectively in the family</td>
</tr>
<tr>
<td>• Self-regulatory skills</td>
<td>• Maintaining good communication with the school</td>
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</table>
Video clips used to introduce topic/skill: Responding to peer behavior
111 families of children reported (by parents) to be chronically bullied including approximately 2/3’s “passive” and 1/3 “provocative victims”

- Families randomized to immediate start Resilience Triple P or Active Control
- Assessment points at 0, 3 and 9 months
- Progress monitored by multiple informants (child, parent, teacher, actor role-plays, observational coding)
- Used Intention to Treat (ITT)
Overt Bullying of Child: Teacher report

Bullying of child Teacher report

- Treatment effect size: $d = .57$ (med)

Resilience TP

- 0 months
- 3 months
- 9 months
“I like school”: Child report

“This program worked so rapidly that I already have my first ex-girlfriend.”

Joel 9 yrs
At 9 month follow up compared to controls, RTP children experienced

- Less bullying (child, parent, teacher report)
- Less depression
- Less aggression
- Improved social skills
- Greater liking of school
- Greater liking of same and opposite sex peers
- Less distress from peer behavior

• High levels of program satisfaction from both parents and children
Parents' relationships matter

Partners, Ex partners

Own parents, extended family

Children's teachers/carers/coaches

Lack of support, Criticism, Disapproval, Feeling judged, Violence

High stress, Conflict, Dysregulated emotions, Avoidance

Inconsistent or coercive parenting practices

Peers, other parents, neighbors
Social connections matter and provide a context for parenting support.
Emerging themes

Promoting self regulation
Enhancing relationships
Cultural adaptation
Addressing cultural diversity through partnerships

Collaborative Partnership Adaptation Model (CPAM)
Turner, Sanders, Keown & Shepherd (2018)
Collaborative Partnership Adaptation Process

CPAM process

1. Establishment of collaboration partnerships with Maori organization
2. Review existing evidence on program effectiveness
3. Review evidence on cultural adaptation
4. Assess cultural acceptability of existing program
5. Adapt program
6. Evaluate adapted program
7. Scale up program
Triple P Discussion Groups as brief low intensity intervention

- 2-week, 2 hr per week, level 3 Triple P Discussion group intervention (Being a positive parent, Dealing with disobedience)
- Triple P principles linked to the tikanga (Maori way of doing things) of the local iwi (tribe)
- Culturally appropriate methods used to welcome participants into the group through karakia (prayer), mihi whakatau (welcome) and whakawhānaungatanga (getting to know each other).
- Culturally appropriate examples to illustrate within session exercises.
A. Whānau Motuhake – Whānau are **autonomous** and self-managing. Whānau use their strengths to achieve their goals and aspirations.

B. Whānau Oranga – Whānau are **healthy**. Whānau work together to enjoy healthy lifestyles.

C. Whānau Taki – Whānau are **engaged** and participating in their environment. Whānau are leaders within their communities.

D. Whānau Manaki – Whānau are **nurturing**. Whānau follow Māori values such as tika, ponga and aroha which includes caring and learning.

E. Whānau Haumi – Whānau are **secure** economically. Whānau are able to plan for and work towards meeting their wellbeing economically.

F. Whānau Marama – Whānau are **confident** in Te Ao Māori. The Mena of Whānau and Whakapapa is secure and Te Reo me Ora Tītanga is valued and practised.

G. Whānau Kaitiakitanga – Whānau are **guardians** of the environment. Whānau recognise the relationship between whanau and whakapapa.

H. Whānau Matuaranga – Whānau are **knowledgeable**. Whānau are life-long learners.

1. Safe, interesting environment
2. Positive learning environment
3. Assertive discipline
4. Realistic expectations and boundaries
5. Taking care of yourself as a parent
Effects of Triple P Discussion Groups for Maori Parents

**Number of Disruptive Child Behaviours Perceived to be Problematic**
- Pre: 12.59
- Post: 5.74
- Follow-up: 4.59

**Number of Disruptive Child Behaviours Occur**
- Pre: 11.34
- Post: 9.88
- Follow-up: 9.43

**How Often Problem Occurs**
- Problem never occurs:
  - Pre: 123.76
  - Post: 95.47
  - Follow-up: 100.02

- All 36 problems occur frequently:
  - Pre: 115.64
  - Post: 110.43
  - Follow-up: 112.32

All behaviours were a problem
No behaviours were a problem
## Other outcomes at follow up

<table>
<thead>
<tr>
<th>Outcome measure</th>
<th>Cohen d Effect size at Follow up</th>
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<tbody>
<tr>
<td>Conduct Problems</td>
<td>ECBI Intensity $d=0.53$</td>
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<tr>
<td></td>
<td>ECBI Problem $d=0.73$</td>
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<tr>
<td>SDQ</td>
<td>Emotional symptoms $d=0.88$</td>
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<td></td>
<td>Peer problems $d=0.82$</td>
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<tr>
<td>Dysfunctional parenting (Parenting Scale)</td>
<td>Laxness $d=0.4$</td>
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<tr>
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<td>Over reactivity $d=0.46$</td>
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<tr>
<td>Self efficacy</td>
<td>PTC Setting $d=0.33$</td>
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<td></td>
<td>PTC Behavior $d=0.32$</td>
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<tr>
<td>Parenting conflict</td>
<td>PPC Extent $d=0.54$</td>
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<td></td>
<td>PPC Problem $d=0.72$</td>
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<tr>
<td>Relationship Quality</td>
<td>RQI $d=0.54$</td>
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• Collaborative partnering process was successful in producing brief, culturally acceptable parenting intervention

• Program seems a valuable “light touch” intervention that could be used as universal early prevention parenting program

• Findings presented in Wellington to Minister Peeni Henari
Emerging themes

- Promote self regulation
- Enhance relationships
- Ensure cultural relevance
- Parenting and the environment
Nature and significance

- Over 3 billion people rely on protein from marine ecosystems to survive
- Marine resources contribute hundreds of billions of dollars to the economy every year
- Our oceans sustain the livelihoods of 10-12% of the human population
The Problem

- Approximately 90% of marine ecosystems are being overfished or fished at capacity
- 8 million tonnes of plastic waste is dumped into the ocean each year
  - Plastic waste poisons ecosystems
- Without the support of marine ecosystems, coastal communities struggle to maintain their way of life
Coral reefs are being degraded by

- Fishing using cyanide and dynamite ("bombing" fishing)
- Pollution from sewage and agriculture
- Massive outbreaks of predatory starfish, invasive species
- Sedimentation from poor land use practices
Selayar is located in Sulawesi, Indonesia. 80% of pop reliant on marine resources.
Sample program materials

A guide for promoting family level change to foster ecologically sustainable behaviors in families in coastal households
**Getting rid of garbage**
- Set a golden example
- Use teachable moments to show my family how to get rid of garbage

**Protecting against destructive fishing**
- Buy safe fish/healthy fish
- Talk about safe fishing to my family

**Helping my family be healthy and environmentally friendly**
- Use bigger water bottles
- Encourage my family to not smoke cigarettes

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**Exercise 5 Setting personal goals**

1. 
2. 
3. 

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**Track your goals here**

<table>
<thead>
<tr>
<th>Did you reach Goal 1?</th>
<th>Did you reach Goal 2?</th>
<th>Did you reach Goal 3?</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>No</td>
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<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
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100 bags of plastic collected and donated to local village. Plastic was (A) sorted and properly disposed of (B) sold at garbage banks.

Bontolebang Village nominated for cleanest, healthiest village in Indonesia.
Summary of findings

Following intervention participants

- Increased collection and disposal of plastic waste
- Use of larger vs smaller water bottles
- More likely to check source of fish
- Collected 100 bags of plastic and with recycled or used them to make ornaments
- Cleaned up their village
- Greater problem solving skills
- Life satisfaction
- Action had more impact
- Greater empowerment and personal agency
Future of evidence-based parenting support

- Need for ongoing innovation
- Keep improving positive parenting techniques (e.g. Salmon et al, 2013)
- Responding to individual differences in parental capacity to self-regulate
- Mechanisms of change
- Preparing practitioners to deal with more difficult cases/non responders
- More research on online professional training
Can we really transform children’s lives in a meaningful way?

- Parenting must become a policy priority and be funded accordingly
- Activate community-wide processes that support positive parenting
- Happier, healthier, better adjusted child, parents and communities

WE CAN DO THIS
Disclosure statement

• The Triple P-Positive Parenting Program is owned by the University of Queensland. UQ licensed Triple P International Pty Ltd to disseminate the program worldwide
• Royalties are distributed to the Faculty of Health and Behavioural Sciences, School of Psychology, PFSC and contributory authors
• Professor Sanders is the founder, lead author and a consultant to Triple P International
Thank you for your attention

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