

## Triple P: An Asset Development Approach to Parenting

Every Kid in Our Communities (Every Kid) functions within a framework of Developmental Assets<sup>T</sup>. Any program supported or implemented by Every Kid should, therefore, be consistent with the positive experiences and qualities detailed in the 20 external assets and the 20 internal assets identified.

Triple P<sup>T</sup> – Positive Parenting provides a practical and do-able agenda of action which Every Kid can implement to support parents to raise asset rich kids. Triple P<sup>T</sup> has over 20 years of clinical and prevention research trials with families. This has resulted in a program that serves to increase the growth of the internal assets of kids in our community by enhancing External Assets they experience, including the knowledge, skills and confidence of their parents. Triple P<sup>T</sup> recognizes that parents come to the task of raising kids with different needs and competencies and provide a five level parenting and family support strategy that aims to prevent severe behavioral, emotional and developmental problems by building the external assets kids need to succeed.

Asset building offers parents a framework of basic positive experiences, qualities and goals against which to make decisions and shape their family life. It reminds parents that their primary role lies in raising caring competent and responsible young people. It affirms their pivotal role in their children’s lives. It affirms the important role of the parents and motivates them to remain actively involved in their child’s life through childhood and adolescence. It focuses on the positive things every kid requires and on the need for quality experiences outside the family. It thus breaks down the stigma of seeking support and guidance. It identifies a shared responsibility in the community for raising asset rich kids and challenges the community to provide the family with supportive and caring networks as they raise their children. It provides a paradigm for action but not the practical knowledge and skills required.

Triple P<sup>T</sup> gives parents and communities the practical, the muscle and the flesh of proven strategies and knowledge to “fit on” the skeleton of Developmental Assets<sup>T</sup>. It is an evidence-based, time-tested program that gives parents and communities the knowledge, skills and confidence to make available, the external assets every child needs to develop the internal assets of a caring, contributing member of their community. Triple P<sup>T</sup> was developed with no reference to the Developmental Assets<sup>T</sup>, yet its goals fit comfortably within the Asset framework. This becomes quickly evident when one compares the aims of Triple P<sup>T</sup> listed on the left with a list of the assets on the right. Though not a one-to-one match, each aim can quickly be shown to have multiple connects back to the framework of Developmental Assets<sup>T</sup>.

Triple P Aims	Developmental Assets -definition for a 6-11 yr old
1) to promote the independence and health of families by enhancing parents' knowledge, skills and confidence.	<p><i>1-20 External Assets kids need to experience</i> <i>21-40 Internal Assets kids need to have.</i></p> <ol style="list-style-type: none"> <li>1. Family life provides high levels of love and support.</li> <li>2. Parents and children communicate positively. Children are willing to seek advice and counsel from their parents.</li> <li>3. Children have support from adults other than their parents.</li> <li>4. Children experience caring neighbours.</li> <li>5. School and other activities provide caring, encouraging environments for children.</li> <li>6. Parents are actively involved in helping children succeed in school and in other situations outside the home.</li> <li>7. Children feel that the family and community value and appreciate children.</li> </ol>

<p>2) to promote the development of non-violent, protective and nurturing environments for children.</p>	<p>8. Children are included in age-appropriate family tasks and decisions and are given useful roles at home and in the community.</p> <p>9. Children serve others in the community with their family or in other settings.</p> <p>10. Children are safe at home, at school, and in the neighbourhood.</p> <p>11. The family has clear rules and consequences and monitors children activities and whereabouts</p> <p>12. Schools and other out-of-home environments provide clear rules and consequences</p> <p>13. Neighbours take responsibility for monitoring children behaviour.</p> <p>14. Parents and other adults model positive, responsible behaviour</p> <p>15. Children interact with other children who model responsible behaviour &amp; have opportunities to play and interact in safe, well-supervised settings.</p> <p>16. Adults have realistic expectations for children development at this age. Parents, caregivers, and other adults encourage children to achieve and develop their unique talents.</p>
<p>3) to promote the development, growth, health and social competencies of children and young people.</p>	<p>17. Children participate in music, art, drama, or other creative activities for at least three hours a week at home and elsewhere.</p> <p>18. Children spend one hour or more each week in extracurricular school activities or structured community programs.</p> <p>19. The family attends religious programs or services for at least one hour per week.</p> <p>20. Children spend most evenings and weekends at home with their parents in predictable, enjoyable routines.</p>
<p>4) to reduce the incidence of child abuse, mental illness, behavioural problems, delinquency and homelessness.</p>	<p>21. Children are motivated to do well in school and other activities.</p> <p>22. Children are responsive, attentive, and actively engaged in learning.</p> <p>23. Parents and teachers encourage children to explore and engage in stimulating activities. Children do homework when it is assigned.</p> <p>24. Children enjoy learning and care about their school.</p> <p>25. Children &amp; an adult read together for at least 30 minutes a day. Children enjoy reading or looking at books or magazines on their own.</p> <p>26. Children are encouraged to help other people.</p> <p>27. Children begin to show interest in making the community a better place.</p> <p>28. Children begin to act on their convictions and stand up for their beliefs</p> <p>29. Children begin to value honesty and act accordingly.</p> <p>30. Children begin to accept and take personal responsibility for age-appropriate tasks.</p>
<p>5) to enhance the competence, resourcefulness and self-sufficiency of parents in raising their children.</p>	<p>31. Children begin to value good health habits and learn healthy sexual attitudes and beliefs as well as respect for others.</p> <p>32. Children begin to learn how to plan ahead and make choices at appropriate developmental levels.</p> <p>33. Children interact with adults and children and can make friends. Children express and articulate feelings in appropriate ways and empathize with others.</p> <p>34. Children know about and are comfortable with people of different cultural, racial, and/or ethnic backgrounds</p> <p>35. Children start developing the ability to resist negative peer pressure and dangerous situations</p> <p>36. Children try to resolve conflicts non-violently.</p> <p>37. Children begin to feel they have control over things that happen to them. They begin to manage frustrations and challenges in ways that have positive results for themselves and others.</p> <p>38. Children report having high self-esteem.</p> <p>39. Children report that their lives have purpose and actively engage their skills.</p> <p>40. Children are hopeful and positive about their personal future.</p>