Raising Confident, Competent Children

Conducted by [Practitioner Name]
Today’s Agenda

• Overview of Triple P
• Highlights from Seminar #1
• Getting off to a good start
• Building blocks for success
• Take home messages
• Question time
Overview of Triple P

- Triple P = Positive Parenting Program
- Developed in Australia
- 30 years of research
- Used in 22 countries
- Local program sponsored by First 5 Santa Cruz County
Triple P Services

• **Seminars:** General parenting information
  – The Power of Positive Parenting
  – Raising Confident, Competent Children
  – Raising Resilient Children

• **Workshops:** Brief help with specific and common parenting issues

• **Groups:** Brief (4 sessions) or In-depth (8 sessions)

• **One on One Consultations:** Brief (1-4 sessions) or In-depth (10 sessions)

• **Additional Triple P Support**
Seminar 1: 5 Principles

1. Creating a safe, interesting environment
2. Having a positive learning environment
3. Using assertive discipline
4. Having realistic expectations
5. Taking care of yourself
Seminar 1: Take home messages

- Make your family a priority
- Create a warm, loving, safe environment
- Encourage your child’s learning
- Use assertive discipline
- Have reasonable expectations
- Take care of yourself:
  - look after your own needs
  - balance work and family responsibilities
  - talk back to negative thinking
  - work as a team
A good start

• Parents choose the values, skills and behaviors to encourage
• Foundations for social and emotional skills are laid in the early years
• Children are more likely to:
  – develop confidence
  – reach their potential
  – get on well with others
• Parents can help children develop skills
Building blocks

- Showing respect to others
- Being considerate
- Having good communication and social skills
- Having healthy self-esteem
- Becoming a good problem solver
- Becoming independent

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FOR EVERY PARENT
Building block 1

Showing respect to others
Why respect is important

Children get on well with parents, peers, teachers, and others when they:

• speak politely
• use appropriate names or titles
• cooperate with parents’ and teachers’ requests and instructions
• follow family, school and classroom rules
Encouraging politeness

- Model speaking politely, in a pleasant tone of voice
- Prompt your child to ask politely
- Praise your child for being polite and speaking pleasantly
- Do not give your child what they want when they ask in a rude or unpleasant way
Cooperation

Children need to be able to:
• stop what they are doing
• listen and understand what is being said
• follow an instruction without complaining
• join in class or group activities
• cooperate with other children
Encouraging cooperation

- Get close
- Use your child’s name
- Give the instruction clearly in a calm, firm voice
- Pause (5 seconds)
- Praise your child if they do as you ask
- Repeat the instruction once if necessary
- Back up the instruction with a suitable consequence
Building block 2

Being considerate
Being considerate helps

Children find it easier to make friends and get along with others if they:

- listen
- let others have a turn
- ask what others would like to do
- wait while others are busy
- think about others’ feelings
- help others
- are friendly and welcoming
- help out at home
Encouraging consideration

- Model being considerate yourself
- Avoid criticising others
- Point out others’ good points
- Provide opportunities to show caring
- Praise your child for being kind or helpful
- Ask your child about feelings
- Encourage your child to make amends
- Provide a consequence for inconsiderate or hurtful behaviour
Building block 3

Having good communication and social skills
How social skills help

Children who develop good social skills:
• find it easier to make and keep friends
• are liked by their peers
• get on well with others
• have fewer arguments and disagreements
Encouraging friendship

• Show an interest in your child’s friends and their family
• Talk about being a friend and making friends
• Suggest your child invites a visitor
• Expect appropriate behavior from your child and from visitors
• Use consequences for misbehavior
If your child hurts others

- Listen to what your child has done
- Discuss it with your child
- Say it is a serious problem
- Discuss how it affects others
- Explain the consequences for your child
- Watch how your child plays with others
- Praise your child for playing well
- Provide a consequence for hurting
- Work with your child’s school
Building block 4

Having healthy self-esteem
How self-esteem helps

Children with healthy self-esteem often:
• are happy
• cooperate
• succeed
• make friends easily

Children with low self-esteem often:
• feel inadequate
• are reluctant to try anything new
• give up easily
Positive self-esteem

Children’s positive self-esteem is influenced by:

• thinking and believing good things about themselves
• receiving lots of praise, affection and attention from parents
• having achievements recognized
• having clear limits and appropriate discipline
Low self-esteem

Children’s low self-esteem may be caused by:

- unfavorable comparisons with siblings
- lack of self-care and hygiene
- lack of regular exercise
- low fitness and being overweight
- negative thinking
- frequent arguments and conflict between parents
- neglect or abuse
Building self-esteem

- Create a safe, predictable world
- Encourage an active lifestyle
- Be affectionate and say *I love you*
- Encourage your child to set goals
- Help your child be a good friend
- Help your child see their achievements
- Encourage your child to express ideas
- Encourage laughter
- Let your child make decisions
Building block 5

Becoming a good problem solver
How problem solving helps

• Problem solving is an important life skill
• Problem solving skills are related to:
  – personal development, self-esteem and confidence
  – schoolwork and academic learning
  – skills in other areas (e.g. hobbies)
  – social development and relationships
Helping problem solving

- Set a good example
- Play games that promote thinking
- Encourage your child to find answers
- Prompt your child to work at solving problems
- Congratulate your child when they solve a problem on their own
- Involve your child in family problem solving
Problem solving steps

• Define the problem
• Come up with solutions
• Evaluate the options
• Decide on the best solution
• Put the plan into action
• Review how it worked and revise the plan if necessary
Building block 6

Becoming independent
How independence helps

Learning to be independent helps children:
• prepare for later life
• participate in family life

Becoming independent involves:
• learning basic self-care and hygiene skills
• increasing responsibilities
• feeling confident in their abilities
Showing independence

Behaviors that show independence include:

• getting ready to go out
• completing simple household chores
• self-care skills
• looking after their own things
• tidying up after themselves
• getting ready for school
• cooking under supervision
Example: morning routine

Children need to be able to:
• get out of bed at a suitable time
• get dressed
• eat breakfast
• have everything they need for their day’s activities
• arrive at school happy and alert
• greet their teacher and peers politely
Morning traps

• Getting up late
• Rushing
• Not being organized
• Taking over and doing everything for your child
• Giving too many prompts and reminders
Strategies

- Plan ahead
- Be organized and have everything ready
- Avoid distractions
- Discuss ground rules
- Start an activity schedule
- Prompt your child to use their schedule
- Praise and reward your child
- Gradually reduce prompts and rewards
After school traps

- Too many activities
- Not enough routine
- Too much change from one day to the next
- Children being rewarded for avoiding or delaying doing homework
Strategies

• Have a predictable routine that your child understands
• Allow your child to unwind and relax
• Give your child a healthy snack
• Decide on a time to start homework and stick to it
• Allow play, television and computer games after homework is done
Take home messages
The values, skills and behaviors to encourage are the choice of each parent.

Some core skills are the building blocks to help children:
  - develop confidence
  - reach their potential
  - and get on well with others

Parents can encourage children to develop their skills.
Take home messages

- Encourage your child to show respect
- Encourage your child to be considerate
- Help your child become a good communicator and develop social skills
- Help your child develop self-esteem
- Teach your child to problem solve
- Encourage your child to take responsibility and do things for themselves
Tip Sheet

• Review it with your partner or by yourself.

• Review it this week!

• Choose one strategy you learned today to try at home.
Next Steps

- Attend the next seminar [insert date]

- Contact [insert name] for more services [insert info]

- Contact First 5 Santa Cruz County for more services (831) 465-2217 or sbluford@first5scc.org or visit www.first5scc.org
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Question time
Positive Parenting…

Small changes,  
Big differences