



Thoughts when using the Indigenous Triple P Flashcards

When facilitating the Triple P program, there are many things that run through my mind as a First Nations parent and Group Facilitator. As a Triple P Facilitator, I am cognizant of the trauma that has affected our families in the past and possibly now. I understand there may be concerns of trust, respect, and/or literacy issues. But I also see the songs, dances, and strong cultural connections our families have and always have had in their families and communities.

Culturally, I add as much as I can to our teachings during the Triple P program. Prayers are offered for the Elders, families, and especially the children in our communities. Elders are in attendance to share their teachings and general knowledge about parenting and the land we live on. We talk about what our Elders and grandparents have taught us, and we look at past and present teachings and how they are connected to the Triple P teachings as well as other parenting skills.

I understand and acknowledge that not all parents have the ability to read and comprehend what they are reading, this is why I created the flashcards. Every parent deserves to have the chance to learn new skills and parenting knowledge.

The flashcards are used as an alternative to reading the workbook from beginning to end, the workbook is still given to each parent attending the workshops and it is consulted as needed to confirm and re-affirm the new knowledge the parents are learning. The flashcards are used as a discussion tool to encourage the parents to share their thoughts and feelings on the Triple P parenting strategies and how they would use them.

This is the basic format I use when starting a Triple P Program with my families:

- During the first session of a new program, we watch "The Parenting Path" DVD, which describes parenting from a cultural perspective that incorporates the Triple P core strategies. This DVD was created by the families from the Nuu-Chah-Nulth Nations.
- Next we watch the "Positive Parenting: A survival Guide for Indigenous Families" DVD from the Indigenous Group Triple P Program.
- We then discuss how the program can be run, I offer the original way of running the program, taught by Triple P Canada. I also offer two other ways of learning: 1) Using the DVD and workbook during each session, relying a lot on the Indigenous DVD and role playing; 2) Using the flashcards as the primary way of learning with the workbook given to each person and homework given for the families to read the workbook together at home.

Depending on the group of parents I am working with, if there are parents with disabilities such as FASD, I will offer to use all the formats of the program, giving the families a variety of ways to learn the same information, including role playing and practice sessions of the core Triple P strategies.

- Each program day has a meal as a part of our gathering, we discuss the meal options, any allergies/food concerns, and how the families can help to cook the meal and learn new recipes and ways of cooking.
- We also work together to make a list of parenting concerns the group would like to address during our sessions, discuss child minding options, transportation options, and who to invite as guest speakers to our group.
- We also discuss other topics that the families may want to learn about during our time together. I offer the opportunity to have a variety of speakers come to the group to share their knowledge around parenting and family concerns in general. Examples of topics taught by speakers in the past include: Anger management, grief and loss, healthy communication skills, how to talk to your children about healthy relationships and their changing bodies, sexual health, information on HIV and Hep C, trauma and PTSD information, Brain growth in children and youth, information on FASD, ASD, and other brain based disabilities, car seat safety, and addictions. This is a great way for our families to get new information they may not get without paying fees to attend such workshops.
- Most of my families do not want me to go to their homes, so we have 8 sessions at a neutral location like a band office, health office, or big house. I stretch the program to eight sessions so we can have time to go through the whole workbook, practice/role play strategies, and have guest speakers.
- During the next sessions, after the meal, I randomly hand out the flashcards and we take turns discussing what each card says, role play how it would look like in a family setting, and work together to answer any questions parents may have about the cards discussed. Once these cards have been discussed, they are put into a 'Read' pile and we move onto new cards, until we've gone through all the Triple P flashcards.
- The last session is a celebration party with certificates, games, and cultural crafts with the children and other family members to acknowledge and lift up the parents and their new parenting skills.

I hope this description of how I run First Nations Triple P programs is a help to you. Thank you for being interested in this way of running a Triple P program.

In Friendship,

Michelle Anderson
 Family Support Worker/FASD Key Worker
 NĪ TU,O Child and Family Services Society



NĪ TU,O
 CHILD AND FAMILY SERVICES SOCIETY

1-2475 Mt. Newton Cross Rd., Saanichton B.C. | Phone: 250-544-1400 | Fax: 250-544-1402

STÁUTW | WSIKEM | BOKEĆEN | WJOŁEŁP | SONGHEES | T'SOU-KE | SCIA'NEW