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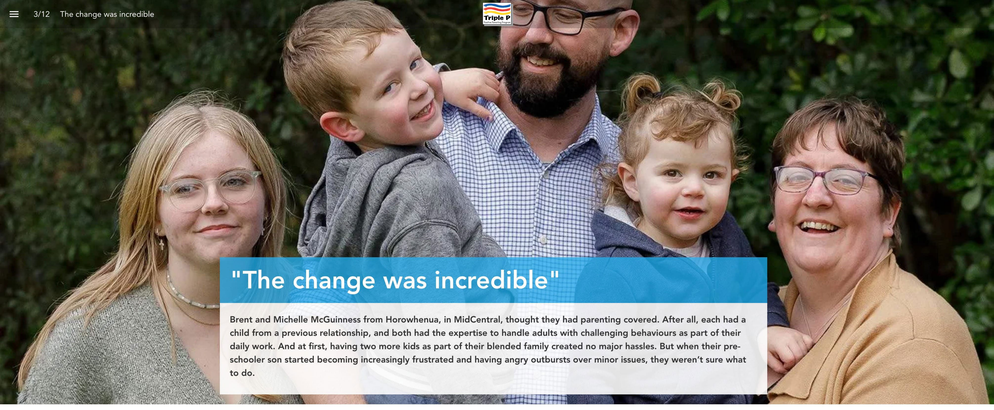


"The change was incredible"

Brent and Michelle McGuinness from Horowhenua, in MidCentral, thought they had parenting covered. After all, each had a child from a previous relationship, and both had the expertise to handle adults with challenging behaviours as part of their daily work. And at first, having two more kids as part of their blended family created no major hassles. But when their pre-schooler son started becoming increasingly frustrated and having angry outbursts over minor issues, they weren't sure what to do.

Michelle and Brent say things reached crisis point when little Wade's reactions got more physical, and he was upsetting himself, too – over the tiniest of things. "Pull here, slap across the face, kick, hit, scream, yell – he would get to a point where he would be hyperventilating and coughing, where you'd almost think that he was going to vomit," Michelle says.

Like most parents in this scenario, they found themselves trying different methods, but nothing seemed to work.

"I didn't really know what else I could do"

"I was quite frustrated at the time because I didn't really know what else I could do," says Brent. "I'd tried to talk calmly, I'd tried to be firm, and I'd tried to give in. I'd tried all these different ways and approaches to get him to respond, but he didn't."

Michelle says they couldn't help getting angry and yelling. "But it wasn't helping the situation, and we knew we needed another way."

The couple had also noticed that two-year-old Lily started to copy her older brother, and their older half-sisters were also being affected by the stress in the household.

"We'd get wound up ourselves ...that attitude and feeling leaked into the rest of the house," says Brent.

It wasn't helping the couple's relationship, either. They each had a different parenting style and each had started to feel like the other was criticising how they were handling the situation – not realising this is a very common problem!

Michelle had also started to worry that Wade may have an undiagnosed disorder. At her before-school Plunket check she was told that any assessments to test for underlying conditions would take months. In the meantime, she and Brent were offered the chance to do some Triple P Discussion Groups, via video call. They were really keen to get new ideas on how to get kids to listen to and follow instructions, manage fighting and aggressive behaviour, and help kids get along with each other.

"It was good to know that we weren't the only ones dealing with the same sort of scenario," says Michelle. Other parents also talked about how they were tired of feeling angry and wanted to find new solutions. "It made it a lot easier to kind of be open and honest," she says.

"Instead of just using a collage of all the other stuff that wasn't working, for me, that was the big change - to have a set plan I can use on every occasion and be consistent with it."

For Michelle, the game-changer was discovering how many common 'parent traps' she'd been falling into. I looked at and went, oh okay…actually…[making hand motion above her head] Ting-ting-ting - light bulb!"

For Brent, it was being able to put together a planned approach and making some small but key changes. "Instead of just using a collage of all the other stuff that wasn't working, for me, that was the big change - to have a set plan I can use on every occasion and be consistent with it."

"Everything else you do in life you get better with training... You've got nothing to lose by giving it a go."

Once they put their plan in place, the changes were "phenomenal" and "incredible", say Brent and Michelle.

There's a much calmer atmosphere at home with no need to yell. And best of all, the couple saw their four-year-old son transform from an angry little boy into a sweet and loving child who was keen to show how helpful he could be and thrived on the positive attention.

"He would actually listen," says Michelle. "After a couple of weeks he was saying: 'I was a good boy, hey mum'; or 'I did a really good job then, hey mum' or 'dad, that was really good of me, hey - is there anything else you want me to do?'"

After doing the Discussion Group on Managing Aggression and Fighting, the family also have a new motto that the two younger children have adopted enthusiastically, Michelle explains: "When they start fighting we'll get down to their level and say: 'Lily, Wade in our family we use our…?' and they'll say 'words'. And they just stop dead in the tracks and then they will ask whoever it is that's not sharing or whatever… it calms the whole situation down."

In fact, Brent was able to defuse an argument between the two children so successfully that it became the talk of the children's childcare centre, he later found out. "After Michelle picked the kids up later that day, she wanted to know what had happened, because the staff wouldn't stop talking about it!"

"You don't have to change who you are…[Triple P] just gets you to look at a couple of things and have a slight change in mindset," says Brent. "I think we were good parents back then as well, before the course. It's just, you know, you're always open to learning new ways of looking at things - you don't know what you don't know."

Michelle says many of the things they've learned also apply to parenting the older kids, too.

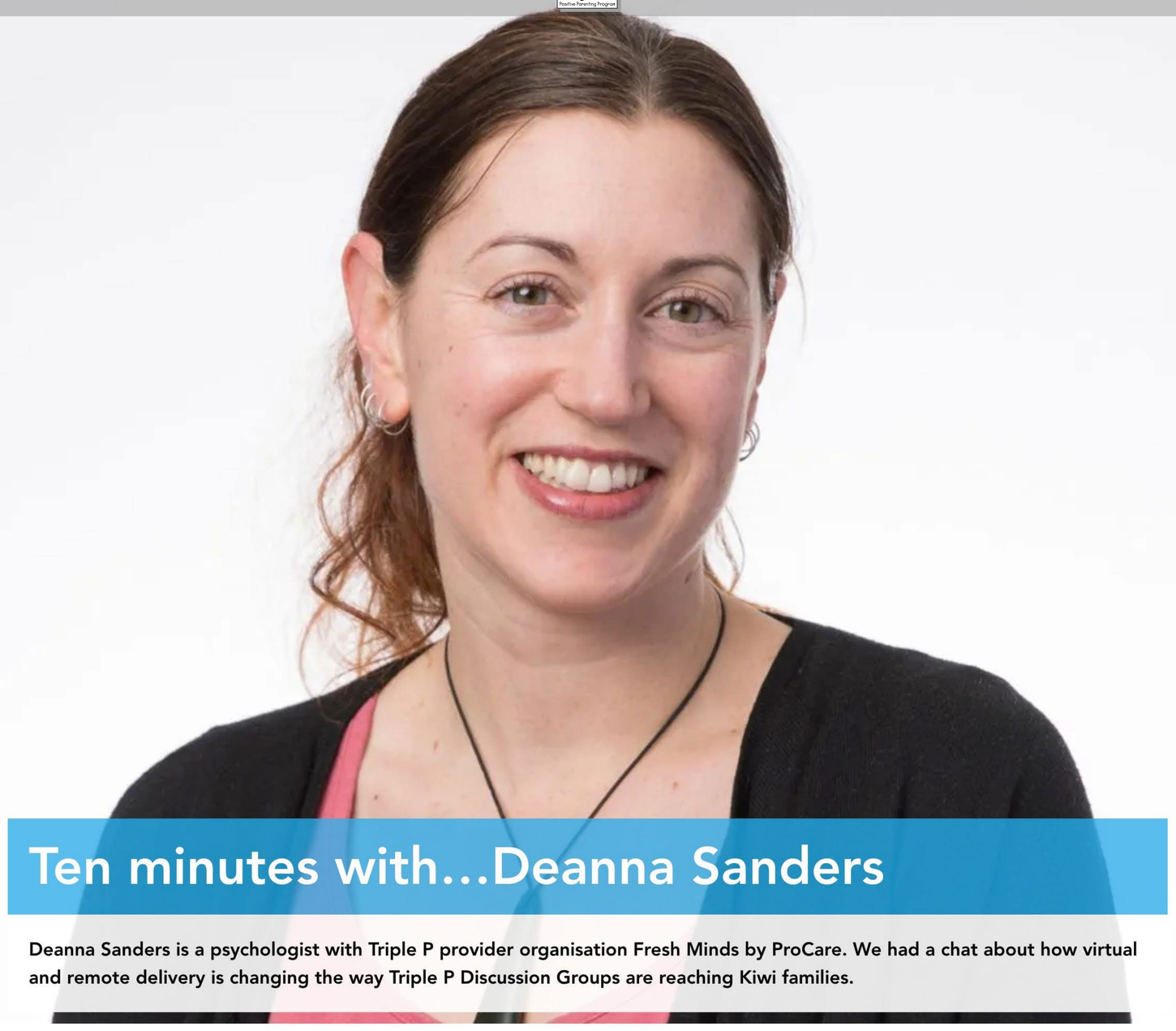
"And they're options that I would have never thought of, to be honest. It takes me outside of the little box that I live in, to realise 'okay well that was actually an easy thing to do, let's do it'. And it works."

"We have a happier child. He's a lot more loving towards his sister too - and she's calmed down as well, so she's not so aggressive. I mean she still has her two-year-old moments like a normal two-year-old does, but they've become a bit closer too, which is quite nice to see!"

Of course, the kids aren't perfect, says Brent, but problems happen far less often. "We're in a much better place. So we're still dealing with normal children stuff, but we're better equipped, more united and we've got the focus and the tactics to deal with it."

Michelle says she used to think that there was no point in doing a parenting course because she felt parents should just put up with difficulties. "But now I'd say to others don't be afraid to ask for help. It'll benefit you and your children. Don't knock it till you try it."

Brent agrees. "Everything else you do in life you get better with training. If you go out and get training you're not being told 'you're bad at it', you're just getting some help to get a bit better, you know? You've got nothing to lose by giving it a go."



Ten minutes with…Deanna Sanders

Deanna Sanders is a psychologist with Triple P provider organisation Fresh Minds by ProCare. We had a chat about how virtual and remote delivery is changing the way Triple P Discussion Groups are reaching Kiwi families.

When did you start experimenting with virtual delivery via video calls?

"It was during our first lockdown. We knew we had to find a way to keep our services. At first, we really weren't sure how much people were going to want online Discussion Groups. And personally, I was a bit nervous too! But more and more people are generally fine with a video consultation. I remember I was pleasantly surprised at how similar to face-to-face a video consult can be."

Does virtual delivery make it easier to reach people?

"Yes – it can help with petrol costs, childcare problems, other things. It meant that we could potentially reach people who might not otherwise be able to access our service. I didn't think it'd be the same as in-person' – and it's not – but it's much closer than I thought it would be. In our Discussion Groups we've had, for example, dads who were on the worksite, but did the group on their mobile phone, in their car. If they'd had to come to an in-person group, they would've had to take a half or whole day off. It would have been much harder for them, or maybe they couldn't have come. For individual sessions, like Primary Care Triple P, video calls are also better than just a phone call."

Do people tend to just do one or two Discussion Groups, or do they do the whole series?

"Some people do the whole series, which is really cool - especially if you have two or three or more of them, by the end you've got a little community where you all know each other. We had a couple attend one group with a three-day-old baby, so it was much easier for them than trying to come along to an in-person group! Then, the next time they came along, some other people in the group were asking 'oh how's your baby doing?'"

More about Triple P Discussion Groups

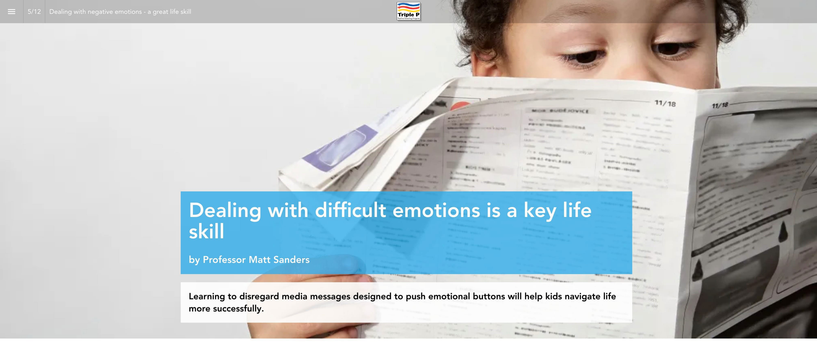
A Triple P Discussion Group is attended by a group of around a dozen parents. You get tips and suggestions for dealing with problems, see short video clips showing other parents successfully dealing with the same issue and be able to share thoughts with others, if you want to. You also get a take-home workbook with simple exercises and information to help you try your new strategies at home.

Triple P Discussion Groups for parents of under 12s

- **Dealing with Disobedience**
- **Developing Good Bedtime Routines**
- **Managing Fighting and Aggression**
- **Hassle-free Shopping with Children**
- **Hassle-free Mealtimes with Children (this topic has only recently been added to the series).**

Triple P Discussion Groups for parents of pre-teens (and teens)

- **Coping with Teenagers' Emotions**
- **Getting Teenagers to Cooperate**
- **Reducing Family Conflict**
- **Building Teenagers' Survival Skills**



Dealing with difficult emotions is a key life skill

by Professor Matt Sanders

Learning to disregard media messages designed to push emotional buttons will help kids navigate life more successfully.

Babies and small children can easily become too cold or too hot because they're not able to regulate their body temperature very well. It takes time for the body and brain and all the nerves, muscles and systems involved to develop this ability. And in the meantime, you have to remind them to keep warm or cool!

Keeping the body at a regular temperature is a physical development issue, and isn't something that can be learned or practised. On the other hand, being able to regulate emotions is something children and teenagers can actively learn to do, with support from you.

Coping with an uncertain and changing world

Learning to regulate emotions has always been important. But now children and adults have to deal with news media and social media platforms that use psychology to 'push our emotional buttons' and create a cycle of fear, anger, and more screen-time.

Learning to avoid this trap is another way to practise our emotional regulation skills as a family, even in times of change and uncertainty.

How media coverage of bad news can affect children

The media plays an important role in sharing information, and it's to be expected that children will be part of that. However, too much exposure to bad news can be distressing and confusing to children, through:

- the direct impact (e.g., children can start to worry, or feel anxious or sad in everyday life);

- the flow-on impact (e.g., when they hear parents talking to one other in worried or angry tones; or because a stressed parent speaks to the child differently);

- the peer group impact (hearing other kids talking about issues, and possibly passing around misinformation).

When bad news becomes almost an obsession

Often, when a crisis hits, we feel compelled to check the latest news. In some ways, this makes sense: good information can help us make good decisions (e.g., listening to the weather report leads you to take shelter if a storm's approaching), and that helps us stay safe.

But it's easy to be drawn into ongoing coverage of a crisis, with its hypnotic-like repetition of images and phrases. It can start to feel like the only way to avoid danger is to constantly check for updates. A cycle occurs: feelings of anxiety until more news is available, momentary relief as the next headline is revealed, followed by more anxiety. The latest version of this is "doom-scrolling" – endlessly perusing the latest bad news via your phone or tablet or TV.

Meanwhile, social media influencers have discovered how to create a similar cycle, where the audience starts to secretly crave feeling angry and superior to anyone who disagrees, while the presenter subtly or directly creates new fears or plays on old ones.

And, of course, the social media platforms themselves are designed to keep us online, all the time.

You can't just bury your head in the sand, though!

This doesn't mean we should always ignore bad news or ban all social media. Keeping our children safe means taking a level-headed approach, getting the facts from a credible source, and taking sensible precautions when we need to.

But we can teach our children to calmly evaluate what they read and what they see. And as adults, we need to lead by example. This includes learning to ask questions such as "who has created this?"; "is this from a reputable source and how can I tell?" and most importantly, "is it trying to make me feel scared or angry, or some other negative emotion?" ("Am I being manipulated?"). It's also important to consider this: "Do I feel uncomfortable if I switch off for a while?" ("Am I hooked?")

Before talking to kids about current events, think about your goals:

Prepare to talk to your children about topical issues by thinking beforehand about what you'd like them to get out of the conversation. This might be:

- **To help your children feel informed and get fact-based information.**
- **To set the emotional tone – understanding your child or teenager's feelings, calmly but briefly reassuring, then changing the focus to encourage their problem-solving skills and believing they can cope. (Be aware that too much reassurance can backfire if children start to need more and more of it.)**
- **To help children understand that even though there may be risks to be managed, there are many positive, interesting, and wonderful things going on in the world.**

TOP TIP: Get your own emotions in check first

- **We want to set an example of emotional self-regulation for our children. (This can take extra practice if this wasn't modelled for us as children.)**
- **Learn to be aware of your own emotions: our stress, anxiety, or anger can affect how we interact with our kids (or our partner, or other people).**
- **If you're feeling anxious or panicked yourself, this isn't the best time to talk to kids.**
- **Having said that, it's understandable that kids sometimes see their parents feeling stressed or upset. Let them know that emotions pass and you'll feel better again soon.**
- **It can help to use simple relaxation and self-care techniques such as getting enough sleep, deep breathing, sticking to regular routines, getting enough exercise and doing things that are enjoyable.**
- **Extra support can really help both your and your kids deal with these kinds of emotions.**

Solving mealtime issues – and much more

A new 2-hour parenting group session that helps with typical family mealtime problems is just one of many ways Triple P – Positive Parenting Program® is making life happier for Kiwi whānau.

"If you're wondering how to get your child to sit at the table, eat their vegetables or behave better during mealtimes, this Discussion Group is for you," says Rochelle Cave, Project Manager Whāraurau.

"The new Hassle-Free Mealtimes Discussion Group is a relaxed group session with a dozen or so other parents," says Rochelle.

"It covers things like influences on children's mealtime behaviour, as well as positive ways to effectively set limits and teach children good mealtime habits. There are also tips on increasing food variety and developing a personal plan for your family's mealtimes."

Rochelle and her team manage the delivery of Triple P programmes in the four regions of the North Island where they're free for families with children aged 3 to 12 years.

In the Bay of Plenty, Mid Central, Waitematā and Counties Manukau regions, government funds the training of more Triple P practitioners at a wide range of agencies, so they can bring positive parenting support to families either face-to-face or via video calls (including in parents' preferred languages where possible).

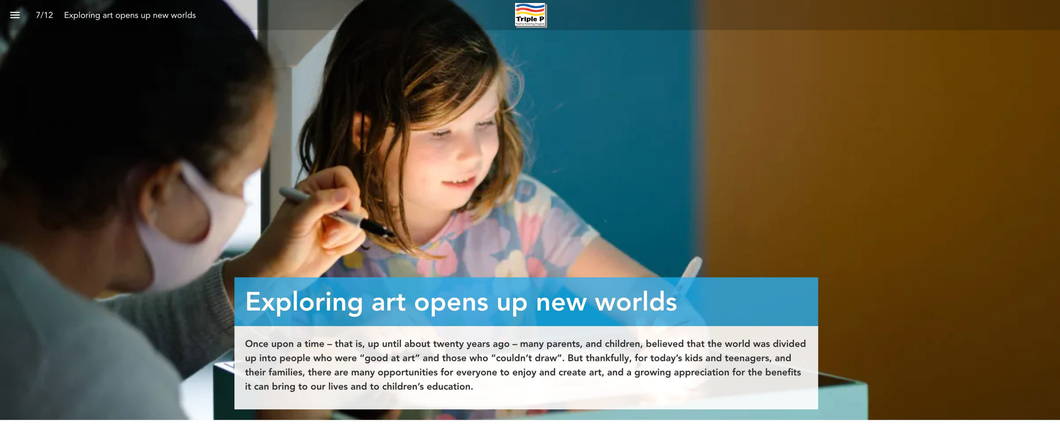
There are other Triple P Discussion Groups besides Hassle- Free Mealtimes, too. Each one is based on a particular topic, and offers simple ways to solve common parenting problems. Parents get tips on teaching kids to be more cooperative and follow instructions, share and be gentle, and have healthy bedtime and sleep routines. Parents and caregivers can also do Primary Care Triple P, working individually with a practitioner to get support and tackle particular parenting issues with positive strategies.

Families can find more information about these programmes under "Get Started" on the parent website (www.triplep-parenting.nz/north-island).

Already, more than 10,000 parents have done Triple P programmes in the four regions – and now, a further 10,696 parents have registered for either Triple P Online, Teen Triple P Online (for parents of teenagers), or Fear-Less Triple P Online (for parents of children with anxiety).

"Having online access as an option makes it easier for more and more families to get this practical and positive support," says Rochelle.

Figures for online programme registrations are based on data available at date of publication



Exploring art opens up new worlds

Once upon a time – that is, up until about twenty years ago – many parents, and children, believed that the world was divided up into people who were "good at art" and those who "couldn't draw". But thankfully, for today's kids and teenagers, and their families, there are many opportunities for everyone to enjoy and create art, and a growing appreciation for the benefits it can bring to our lives and to children's education.

Best of all, you don't have to know your Matisse from your Michelangelo to get involved.

Michelle Wilkinson was a science technician before she had kids, "stumbled into" a jewellery course, then experienced a "shift in her brain" that led her do her Masters in creating artwork through natural history stories. Now she's passionate about helping everyone from truck drivers to toddlers understand that art is for everyone, in her role as the Family Public Program Producer at Auckland Art Gallery Toi o Tāmaki.

"Art is a way to unpick the world and understand things: how we're feeling, what we're seeing, our histories – it's really cool," she says.

Like many adults, Michelle remembers that when she was young, she never went to an art gallery. It's part of what makes her so passionate now about her job, which involves taking the mystery out of art and making it fun for children, teenagers, and adults.

"It's not about fancy paintings by names that mean nothing to you - it's a real, living experience for everybody"

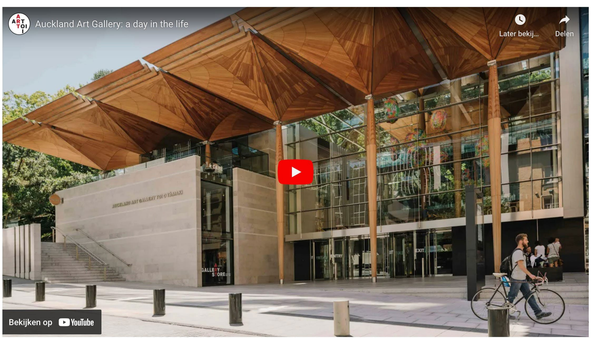
"It's not about, you know, fancy paintings on the walls by names that mean nothing to you, from Europe in the 1600s or whatever. It's about making art a real and a living experience for everybody," she explains.

Rather than simply wandering around the gallery passively looking at paintings, these days, there are hands-on art activities for everyone.

Art helps people communicate across cultures and language barriers. For children, learning to think more creatively isn't just important for those who want to be designers or artists themselves. This type of inventive thinking is key to success in science, technology, engineering, mathematics, medicine and even sport. Plus it's fun!

It also gets kids away from screens and working with their hands. "I really love the offline nature of sitting down at a table with paper and felt pens and crayons and the tactile involvement," says Michelle. "We always really strongly promote that it's not kids sitting at the table while parents hang around or go for a wander; it's a family experience, so you sit down together and you make something together."

"We do our best to promote a little bit of silliness within the making spaces"



Michelle says the gallery offers "a little oasis of making in the middle of the city" and that small children, busy adults, teenagers, and seniors all enjoy themselves equally.

"We do our best to promote a little bit of silliness within the making spaces," Michelle laughs.

While there's often an artwork that loosely inspires ideas, there's a table full of materials and it's up to each person whether they want to try to produce something similar or go off on a completely different tangent.

"It doesn't matter what you produce - it's all about the process," Michelle adds. "What happens when you mix this and this together or stick these here…it's about letting go of the idea that it has to look a certain way at the end and just trying to embrace the process and having fun and giggles."

Because families often visit the gallery frequently, there are always new ways to engage with art. Self-guided activity sheets for families help engage kids with current exhibitions, suggesting fun ways for kids to think about and create games or actions, based on what they're looking at. Then there's the new ArtLab space, where visitors of all ages and abilities can experiment and explore. While it looks a bit like a futuristic science lab, it features deliberately old-school tech and simple, traditional techniques. There are low light tables, overhead projector activities which can also create a backdrop for impromptu performances, and craft-based activities.

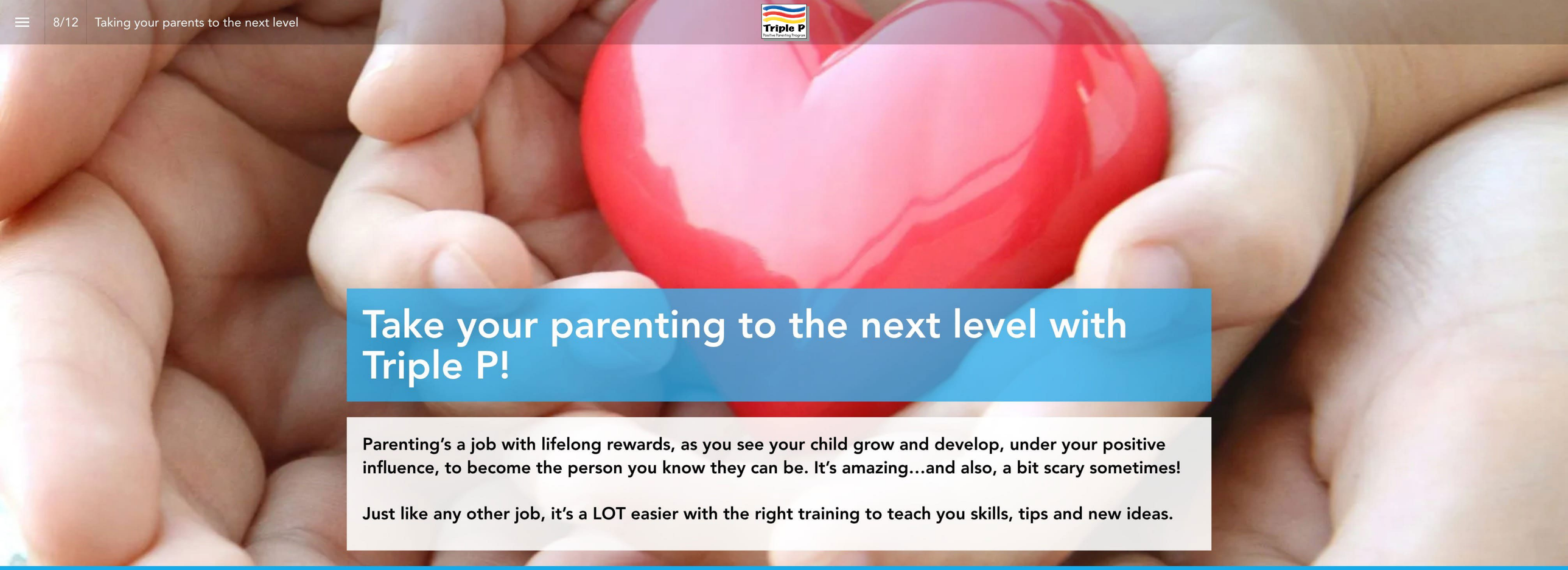
There's also comfy seating and ample room for pushchairs and wheelchairs.

The current ArtLab theme at time of publication is **"Zinging Rhythms: Texture and Pattern" | Ngā Ūngeri Ngangahau: Te Kaitara me te Tauira*.**

Visitors are invited to explore, feel and see a world of bold, fun, and playful patterns and textures, and create some of their own!

For those who can't get to the gallery in person, there are some online activities to download that give instructions on how to use materials you probably have at home to create some fun new artworks. Michelle is also looking at ways to expand the gallery's outreach program to areas further afield.

For more information about Auckland Art Gallery Toi o Tāmaki programs for children and whānau, visit: www.aucklandartgallery.com



Take your parenting to the next level with Triple P!

Parenting's a job with lifelong rewards, as you see your child grow and develop, under your positive influence, to become the person you know they can be. It's amazing…and also, a bit scary sometimes!

Just like any other job, it's a LOT easier with the right training to teach you skills, tips and new ideas.

Start right now - it's free!

Read more

You can do different kinds of free Triple P in Waitematā, Counties Manukau, Bay of Plenty, and MidCentral. This FREE access to one of the world's leading parenting programmes is available to parents and carers, to support them with new ideas and tips. Choose the programme to suit you, and go on your own or with a partner. Your friendly practitioner is there to support you along the way, and you can build a closer relationship with your children. You could say it's free training for the most important job you'll ever have!

School support made life easier

Auckland mum Rochie Mead's busy household includes a loving husband, a pet rabbit and two very lively daughters, aged 4 and 10. But she still made time to attend the whole series of Triple P Discussion Groups when they were offered through the local school.

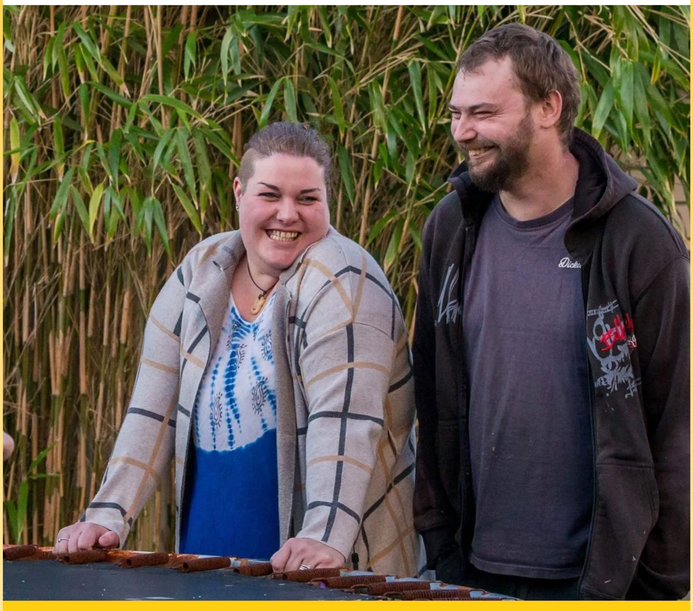
"I did all the 'under 12' ones, and all of the 'teen' ones," she explains.

Triple P Discussion Groups are based around typical parenting problems or issues, but you don't have to be experiencing those issues to come along to one. There are five topic-based groups for parents of under 12's, and four for parents of teenagers. And you choose how many you want to attend, and which ones.

"It was the sleep and bedtime one we got the most out of, especially for our younger one," says Rochie.

"Because of the age gap, they tend to fight, so I learned quite a bit from that one also," she says.

"And even though our older one's not quite a teen, she's heading in that direction, so I was getting something out of the teen ones as well."



"My husband's pretty supportive in trying to get on the same track as me, so that's really helpful."

Rochie found one of the key benefits of attending the Discussion Groups was that it helped she and her husband approach parenting problems consistently.

"My husband's pretty supportive in trying to get on the same track as me, so that's really helpful," she says.

"It worked well when we went to the Discussion Groups, because my mum would come to look after the girls, so we could go and not be distracted. It was good for both of us."

Rochie says this date-night-with-a-difference was actually kind of fun. "I quite enjoyed [Pakuranga College's] Jordyn and Sam's way of delivering the information – they're both really cool chicks." [See separate story here.]

"It was good to actually hear some of the other parents' issues as well – even though their kids were older, they were facing some of the same situations."

Rochie says one of her big takeaway points was developing a positive plan to deal with problems, rather than falling into the trap of focussing on negatives and getting caught in a cycle.

"It was just giving us new ways of dealing with stuff that you wouldn't have thought of," she says.

"I think it's good for parents to get a better understanding that they're not the only ones dealing with the same issues."

Rochie says initially, the bedtime strategies she learned worked amazingly. But after disruption due to lockdowns and with the kids entering new phases as they get older, she's keen to go back for a refresher course, and has also started doing the online programme.

"Now I hear my daughter trying to negotiate – she sounds like me when I was little!" laughs Rochie, while also acknowledging she's glad to have many more parenting tools and skills than what her own parents were offered.

"Parenting can certainly be a challenge, and I think it's good for parents to get a better understanding that they're not the only ones dealing with the same issues. It helped our relationship too – I love my kids, but you also need that time to yourself."

Early help is best for later school success

How do you support high school students before the kids even get to high school? For Jordyn Rouse, head of Pakuranga College's Optimal Learning Centre, and her colleague, Behavioural Psychologist Samantha (Sam) van der Werff, the answer was to think outside the square. By engaging directly with families and offering positive parenting support, and working across the entire community rather than just within their own school, they're building support for families right from the early years.

Two years ago, Sam and Jordyn started planting the seeds for a project that's now starting to bear fruit. The first step was doing their training to deliver both Primary Care Triple P and Triple P Discussion Groups. Last year, they set a goal to roll out delivery across their entire kāhui ako [community of learning] – a collaborative partnership of schools. But there were no guarantees.

"We had no idea if it would work," says Jordyn. "Would parents sign up? How would we advertise? But all the schools were on board and by Term 2, everything was full. We just grew and grew! Even with COVID disruption we've made a lot of progress in a really quick amount of time – and all the feedback was really positive."

By making connections with families when children are young, and reaching parents via a number of different 'feeder schools', the pair are paving the way for a smoother transition to secondary school.

"It's helping us build those relationships…when they come to high school, we're going to have those strong connections"

Sam explains that both she and Jordyn focus on early intervention, so although they also offer support for parents of teenagers, they also want to give support for kids and families who want to boost learning and emotional wellbeing right from those early primary school years.

Within their local area, and as part of their kāhui ako, Jordyn and Sam got help from a Mandarin-speaking colleague to help reach the large population of Mandarin-speaking families. They're keen to find more ways to connect to Māori and Pasifika families, too.

"It's about trying to reach all of our cultures and all of our nationalities. If we aren't reaching them, we want to know how do we move across those barriers...to make sure that everybody has the chance to learn about Triple P and parenting"

Now the idea is taking off, says Jordyn, with many schools outside the Pakuranga College area and community of learning asking about how parents can do Triple P programmes. "It started off with just our community but it's gone so much bigger than that."

In almost every group, the topic of screen time comes up. As Sam explains, "using devices needs to be considered in the same way that any other behaviour is considered". In other words, the knowledge and strategies parents learn can be applied to many different areas – including how to get kids to manage their time on their phones, tablets and computers.

Another common issue is parents struggling to build stronger relationships with their children. Sometimes, it's another parent saying 'this is what works for our family' that helps make a difference.

Jordyn laughs as she explains that although the Bedtime Routines Discussion Groups had slightly fewer participants, it was the one that most surprised parents with its effectiveness.

"When they actually went home and did the intervention it didn't take them as long as they thought it would – they were like, 'wow'!" adds Sam.

"I think parents recognising that they're not the only ones is really powerful," says Sam.

"One of the most frequent pieces of feedback we got was, 'it was just so nice to hear that we're not the only ones struggling with this'. So it definitely helps break down some of those barriers, and parents don't feel like they have to worry behind closed doors."

"As a parent, there's always more learning you can do," Sam continues.

"So much of our training was around that idea that no parenting is bad - it's just 'let's give people some tools that they can potentially try to enhance or improve a specific area'. I think if more parents knew that was the philosophy of Triple P, they would be much more willing to kind of give it a go and learn from it."

"Just give a Discussion Group a go, right?" adds Jordyn. "You can sit in the back and not say anything if you don't want to. And because it's a series, as well – you can come to just one or all. We build those relationships, and get to know families so well. So I think that's another positive thing, too."

Like to talk to a Triple P practitioner?

As well as online programmes, you can do different kinds of free Triple P in Waitematā, Counties Manukau, Bay of Plenty, and MidCentral. See below for more information.

Waitematā

To be put in contact with a practitioner from one of the following organisations please contact Te Whānau O Waipareira.

Te Whānau O Waipareira 0800 924 942

referrals@waiwhanau.com

Organisations delivering Triple P in the Waitematā region:

- ALAC Aotearoa Latin American Community Incorporated
- Asian Family Services
- Auckland Kindergarten Association
- Kindercare
- New Lynn Medical Centre
- Steps Forward Family Services
- The Family and Whānau Project
- The Fono

Counties Manukau

Please contact triplep@freshminds.co.nz or the Freshminds Triple P Administrator on 0800 356 111 to be put into contact with a practitioner near you, or for a full list of organisations delivering Triple P in Counties Manukau. These may include the following:

- Barnados
- IOSIS Family Solutions
- Marama Hou Ministries Trust
- New Shoots Pakuranga
- Pakuranga College
- Pillars
- Plunket
- Refugees as Survivors
- Sir Edmund Hillary Collegiate
- Sowers Trust
- Turuki Healthcare

Bay of Plenty

To find a practitioner please contact Kaitiaki Nursing Services.

Kaitiaki Nursing Services 47 Fraser St, Tauranga 3110 Ardell Unsworth

07 571 0144 or 027 311 2140

ardell.triplep@kaitiakiservices.co.nz

MidCentral

Triple P is available in Palmerston North, Feilding, Tararua and Horowhenua regions (In person or via video call – see details below). You can contact agencies directly or contact the MidCentral Triple P Co-ordinator.

MidCentral Triple P Co-ordinator – Prue Savill 06 356 7486 (ACROSS)

021 029 32347 or reception@across.org.nz

Video calls (Zoom)

Sessions available morning, afternoon, or evening. To book, call the MidCentral Triple P Co-ordinator.

Palmerston North

- ACROSS – Ph. 06 356 7486 Prue Savill, (Mid Central Co-ordinator)
- Barnardos Palm. Nth – Ph. 06 358 9429
- Best Care Whakapai Hauora – Ph. 06 353 1884 (ask for Teri)
- Homes for People – available to "Homes for People" residents
- MidCentral DHB Paediatric Social Worker – available to paediatric clients
- Parentline Manawatu – Ph. 06 355 1655
- Palmerston North Plunket – ask your Plunket Centre
- Red Cross Refugee Support – available to Red Cross clients
- Ruahine Kindergartens – ask your Kindergarten teachers
- Salvation Army Social Worker – Ph. 027 234 2681 (Fiona)
- Te Aroha Noa – Ph. 06 358 2255

Feilding

- Manchester House – Ph. 06 323 7191
- Plunket Feilding – ask your Plunket Centre
- Ruakawa Whānau Ora Ltd – available to clients

Tararua

- Pahiatua Community Services Trust – Ph. 06 376 7608
- Tararua REAP – Ph. 06 374 6565
- Te Kete Hauora O Rangitāne – Tamariki Ora – Email: ellen.gray@rangitane.co.nz

Horowhenua

- Pahiatua Community Services Trust – Ph. 06 376 7608
- Barnardos Levin – Ph. 06 368 1668
- Plunket Levin – ask your Plunket Centre
- Ruakawa Whānau Ora Ltd – available to clients

Triple P
Positive Parenting Program

FIND A SESSION

See what's coming up
in your area

DISCUSSION GROUPS

SEARCH ON THE MAP

Who delivers
Triple P near you?

FIND A PRACTITIONER