

What Protects Teenagers from
Engaging in Early Unprotected
Sex, Violence, Drug and Alcohol
Use and Suicide?

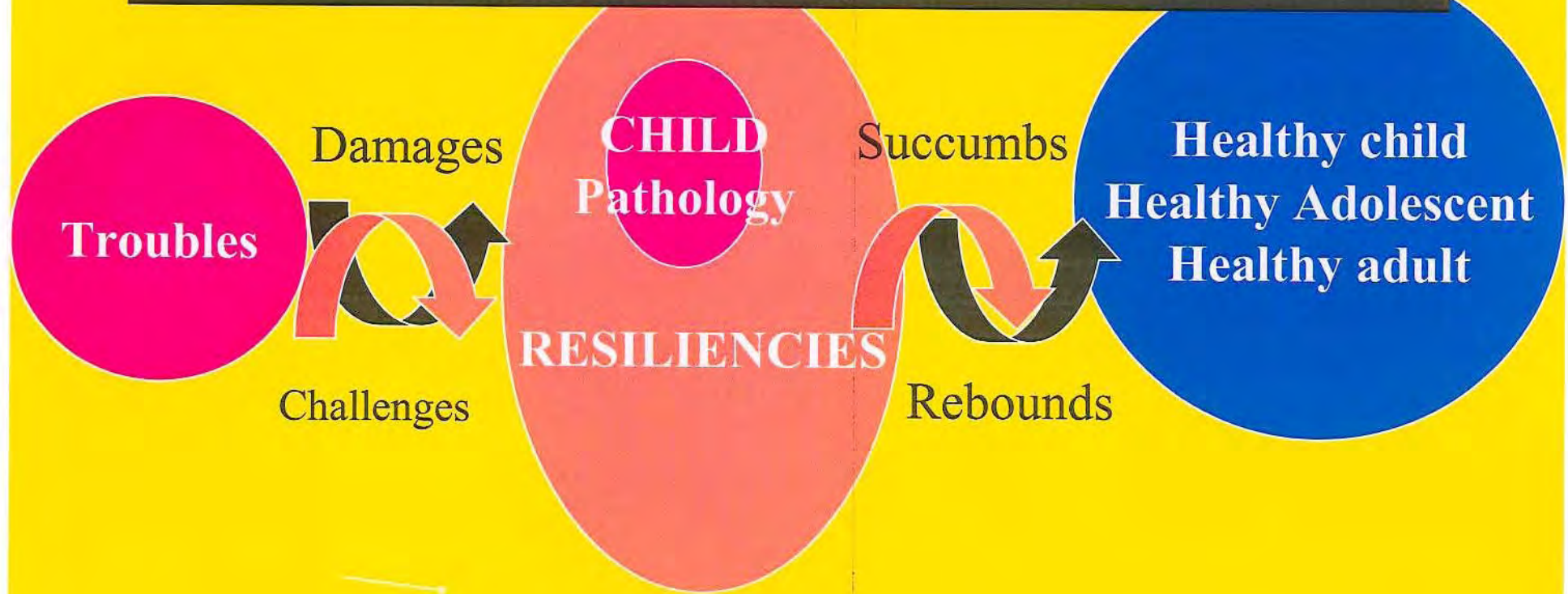
TRIPLE P POSITIVE
PARENTING
PROGRAM

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“The Resilient child and adolescent

- is one who prays well, works well, plays well, loves well and expects well.”
- STOP using drugs !
- STOP drinking!
- STOP dropping out of school !
- STOP having sex !
- STOP getting pregnant !
- STOP being violent!

CHALLENGE MODEL



- Resiliency is the human capacity and ability to face, overcome, be strengthened by, and even be transformed by experiences of adversity

Research question:

Does the provision of environmental supports and opportunities, defined as external assets:

caring relationships,
high expectations and
opportunities for meaningful participation

engage the adolescent's innate resilience and
promote positive outcomes in many aspects of
behaviour?

EXTERNAL ASSETS



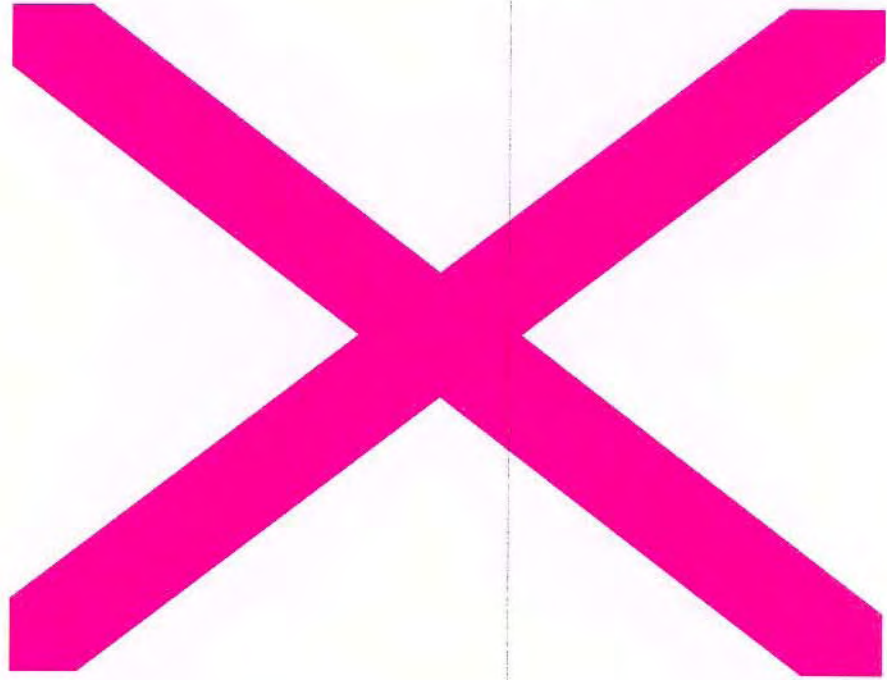
- External assets measured in school, home, community and peer environments
- **CARING RELATIONSHIPS:** supportive connections to others in the adolescents life who model and support healthy development and well-being
- **HIGH EXPECTATIONS:** consistent communication of direct and indirect messages that the adolescent can and will succeed

EXTERNAL ASSETS, CONT'D



MEANINGFUL PARTICIPATION:

The involvement of adolescents in relevant, engaging and interesting activities, which provide opportunities for responsibility and contribution. This fulfils the fundamental need for persons to have some amount of control and ownership over their lives.



RISK BEHAVIOURS

- The prevalence of the following risk behaviours were measured:
 - Early, unprotected sex
 - Cigarette, marijuana and alcohol use
 - Violent and suicidal behaviour



Chart 2
Sexual Risk Behavior: Ever Had Sex By Home Environment:

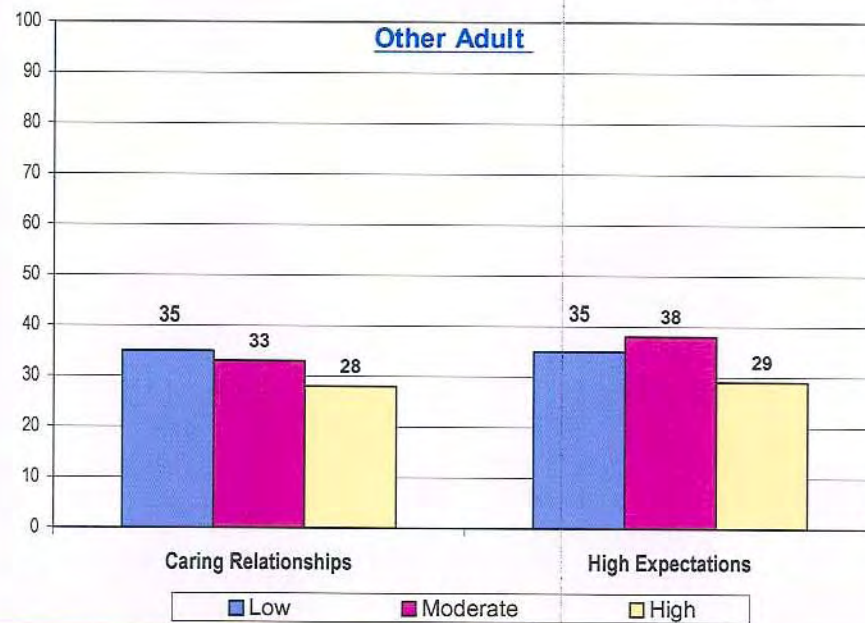
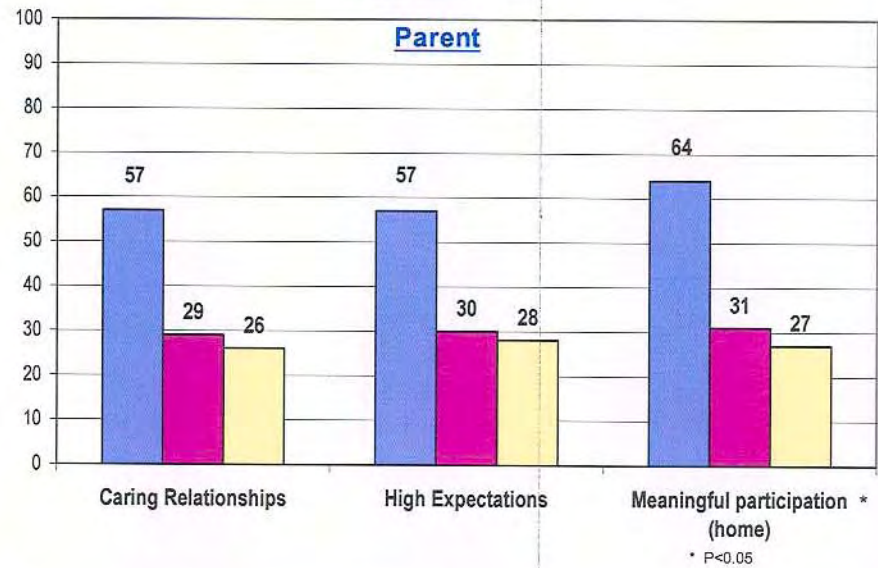
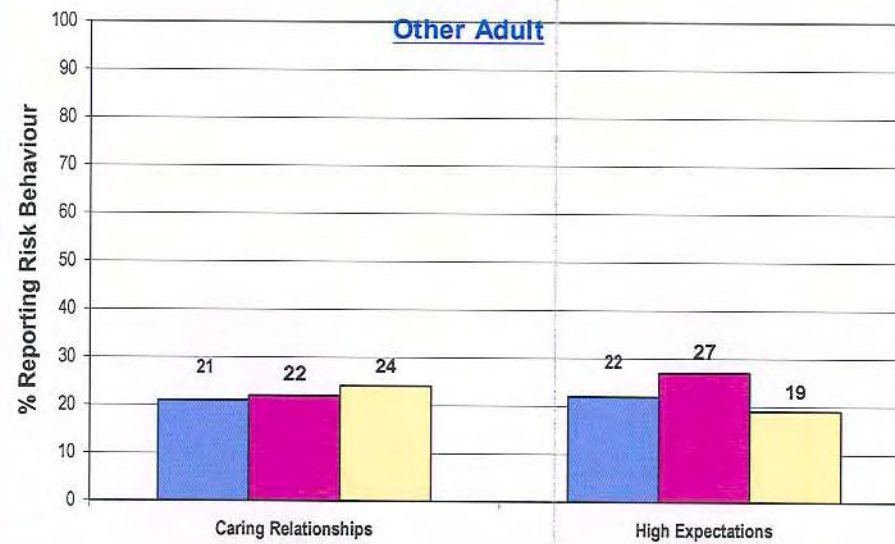
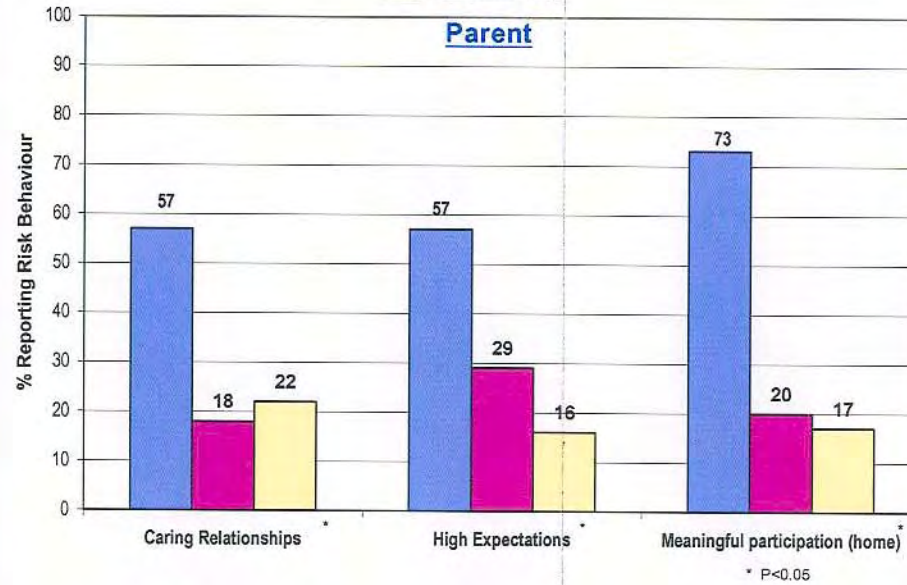


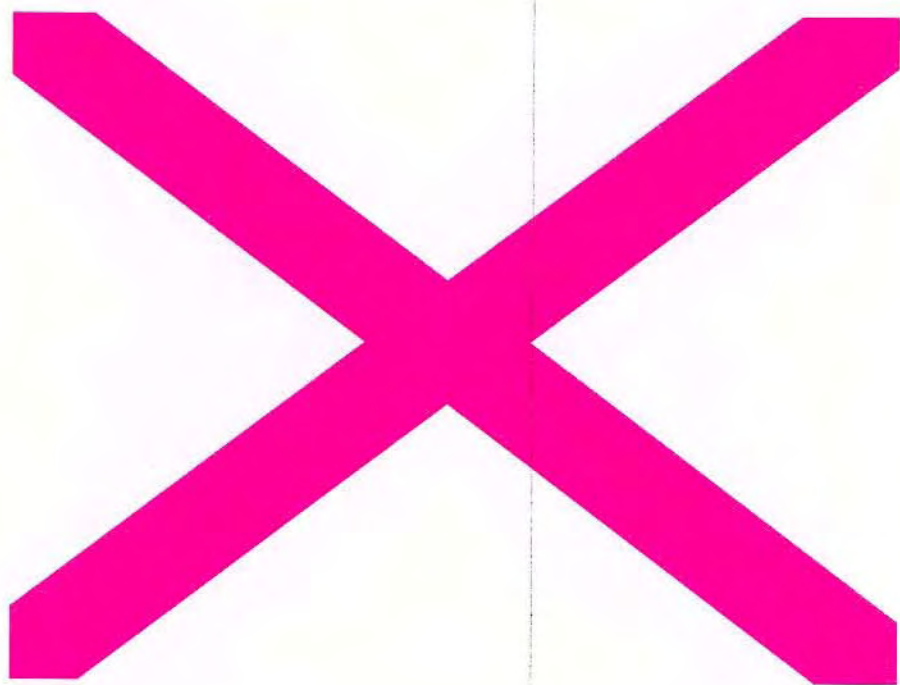
Chart 17
Violent Behavior: Ever Carried a Weapon by Home Environment



Low Moderate High

SUMMARY

- “Perceived” high levels of external assets of parents in the home is associated with
- delayed sexual intercourse ($p < .05$) (no relation to condom use was noted)
- less marijuana and cigarette use, ($p < .05$)
- lower incidences of carrying a weapon and engaging in a physical fight ($p < .05$)
- lower reported incidences of depression and suicide (did not achieve statistical significance)



TRIPLE P (funded by PAHO)

- POSITIVE PARENTING PROGRAM (PPP)
- theme is building on the *STRENGTHS* of adolescents through positive parenting

OBJECTIVES

- To promote the continued shift of focus from adolescents “at risk” to adolescents “at promise” by demonstrating a strength based approach to parenting
- To promote better parenting for positive adolescent development and the preparation for adulthood

OBJECTIVES

- **To establish parent support groups**
- **To develop a skilled cadre of Community Peer Educators capable of implementing and replicating the program**
- **To foster through training the personal development of the CPEs including the development of resiliency**

OBJECTIVES

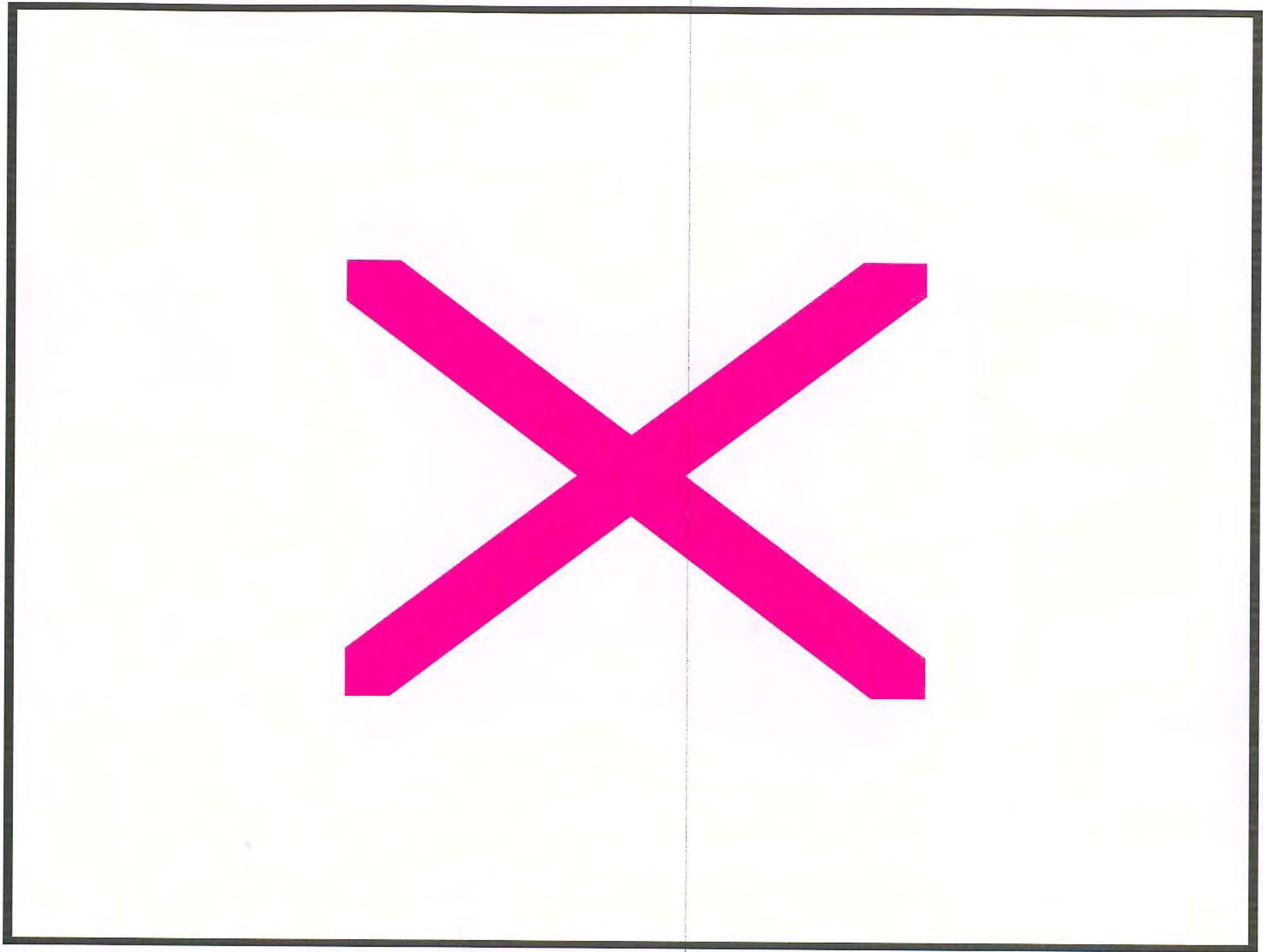
- To increase public awareness of those factors shown to be protective against high risk behaviour in adolescence

PROGRAM DELIVERY

- 21 Community Peer Educators of the BCC Program of the Ministry of Health in the Southern Region trained in this Strength Based approach to parenting the adolescent
- Weekly training sessions to CPEs provided by school guidance counselors in each parish of Clarendon, St Elizabeth and Manchester

PROGRAM DELIVERY

- Each Community Peer Educator (CPE) conducts weekly afternoon home visits to 8 parents and ~ 16 Adolescents age 9-14 years (2afternoons/week)
- They visit homes within the district to which they are assigned ,keeping a record log of families visited, messages given and necessary referrals made.



HOME VISIT MESSAGE THEMES

- The first 4 months is dedicated to building caring relationships between adolescent and parent. The next 4 months focuses on high expectations and the final 4 months on opportunities to participate

Caring Checklist developed

- I hug my adolescent
- I spend time listening to my adolescent
- I am interested in his/her homework
- I praise my adolescent for efforts well done
- I spend time in recreational activities with my adolescent
- I set clear and consistent rules and boundaries for my adolescent

High expectation checklist developed

- I expect my adolescent to do well and to succeed
- I expect my adolescent to follow the rules
- I expect my adolescent to be able to handle his/her anger appropriately
- I expect my adolescent to be honest
- I expect my adolescent to maintain at least a B average

Opportunities for meaningful participation checklist

- My adolescent is given roles and responsibilities around the home
- He/She is part of our decision making processes
- He/she assists in budgeting, meal planning etc
- I encourage my adolescent to be engaged in extra curricular activities at school

HOME VISITS MONTHLY SUBTHEMES

- Over the project period, weekly messages to parents are designed around the following 12 subthemes (one per month):
- Building self awareness and identity formation in Adolescence
- Cooperation and Communication
- Building close and supportive friendships
- Problem Solving and Decision making

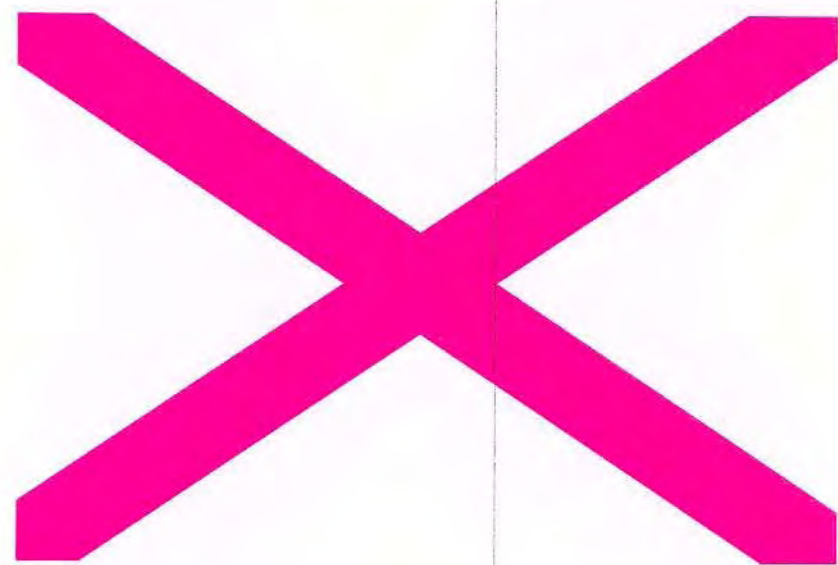
SUBTHEMES cont'd

- Developing moral values, standards and beliefs and empathy
- Meeting the demands of increasingly mature roles and renegotiating roles and responsibilities with adults
- Career exploration, goal setting and aspirations
- Adjusting to sexually maturing bodies and feelings

Parent-Adolescent workshops

- **Quarterly workshops are held with both parent and adolescent .**
- **Parents are reminded of and demonstrate the concepts learnt over the past 3 months of home visits.**
- **At this time particular problems/needs arising in the family are discussed for example issues of sexual abuse and incest.**
- **Acts as a source of renewal for CPEs for the months ahead**

Getting to know each other



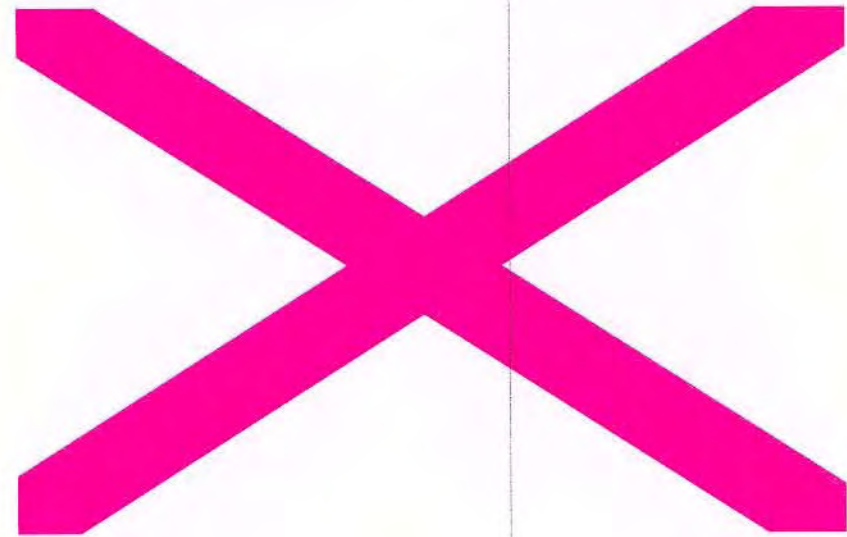
Parents and adolescents listen and learn together



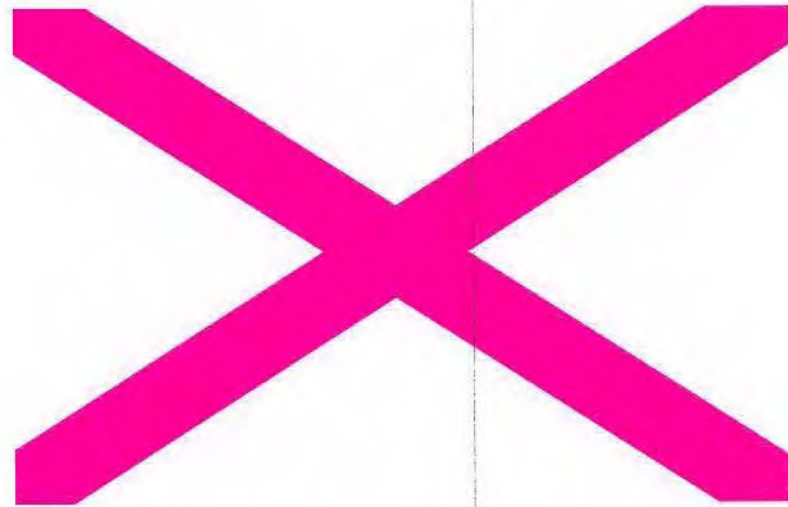
Adolescents alone listen and learn



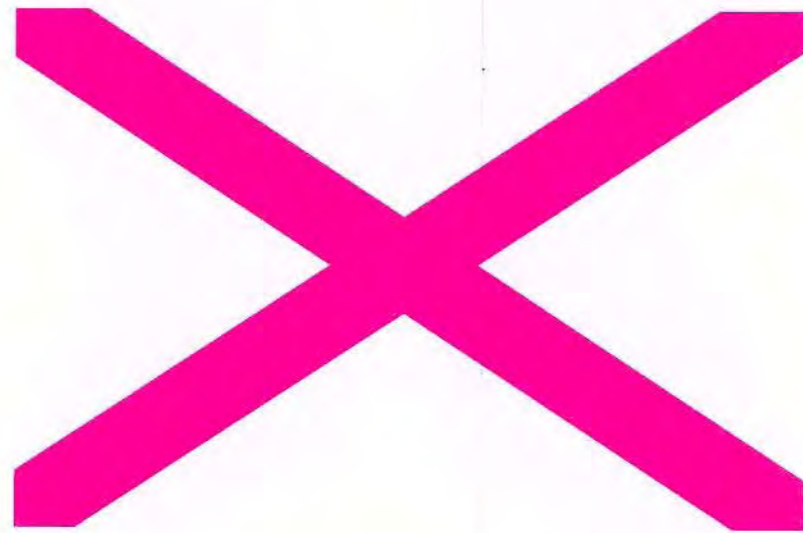
BREAK TIME!



Adolescents break into small groups
for discussion



Adolescents Identify their strengths



Parents alone listen and learn



Parents break into small groups for discussion



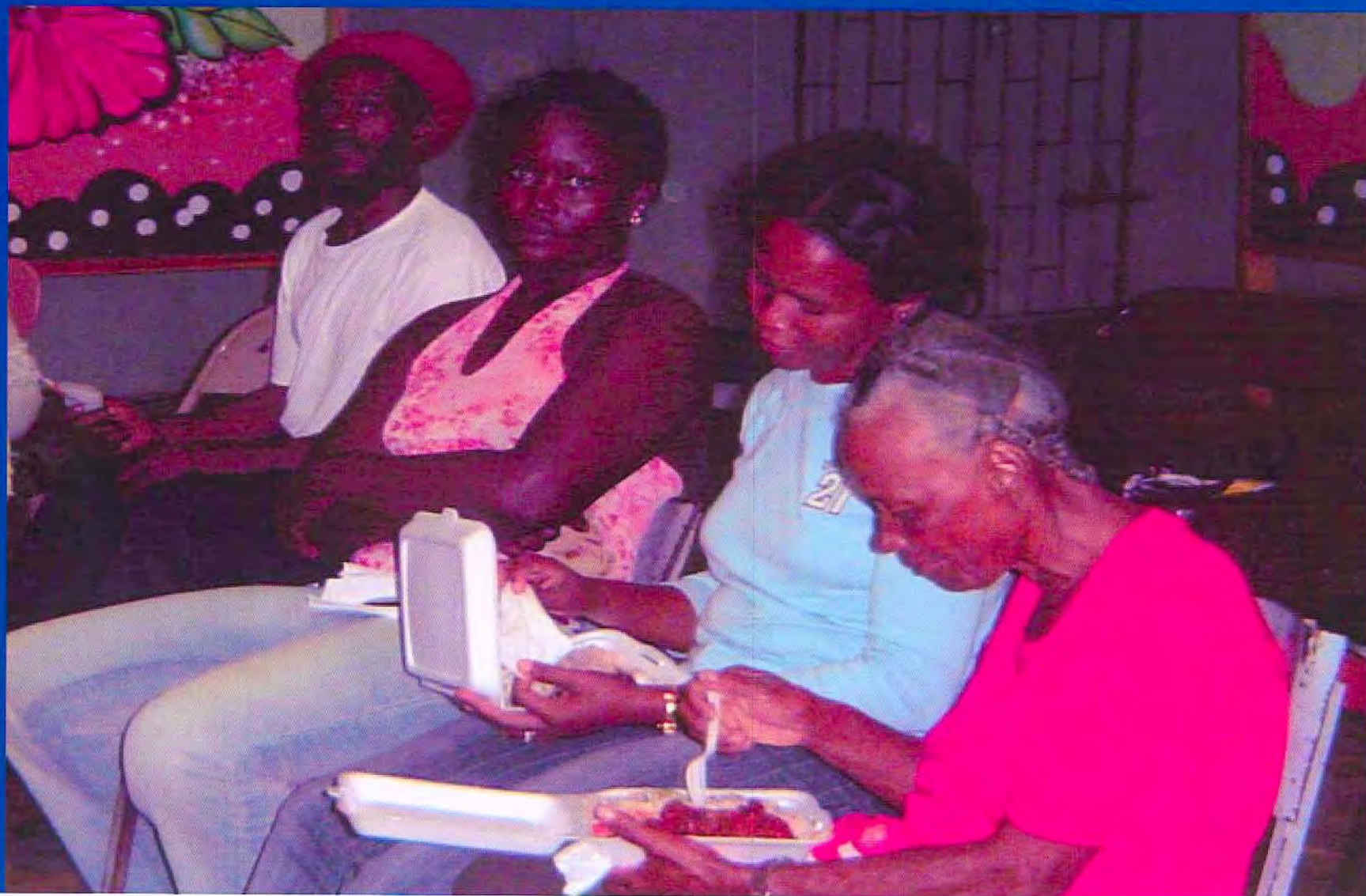
CPEs and parents demonstrate concepts through role play



ROLE PLAY

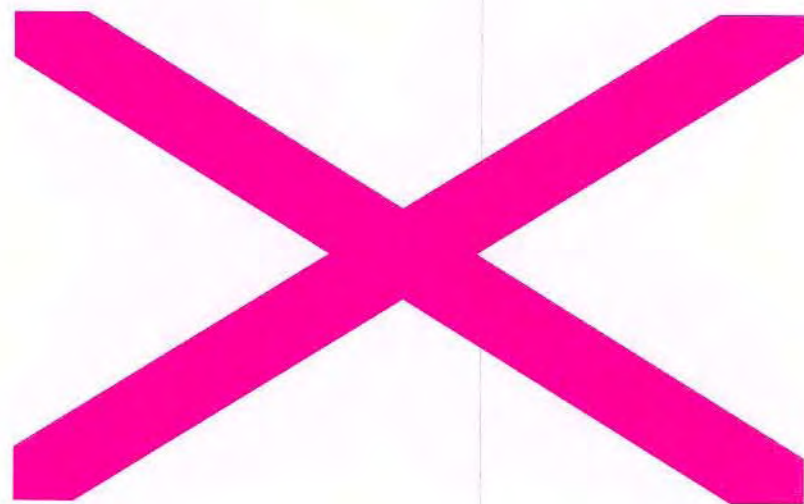


LUNCH IS ESSENTIAL



- AFTER LUNCH... PARENTS AND ADOLESCENTS ARE GIVEN AN OPPORTUNITY TO DEMONSTRATE THEIR TALENT and THE SKILL CONCEPTS LEARNT

IN SONG.....



IN DRAMA.....



IN PLAY.....





PARENTS AND ADOLESCENTS GET BACK TOGETHER

- **Time of Parent -adolescent bonding, photography**
- **Adolescents share their views re what they like and dislike of their parents style**
- **Parents share their views re what they like and dislike about their adolescents behaviour**

Mother laps up love and appreciation from her 3 adolescents



“This is sooo uncomfortable....”



Certificates of training to home visitors



EXPECTED OUTCOMES OF THE PROGRAM

- **45 Community Peer Educators trained in parenting skills and to conduct home visits**
- **Three trained Triple P officers (one per parish)**
- **One thousand three hundred and fifty (1350) Adolescents supported and those in need counseled on an individual basis**
- **900 Parents trained in positive parenting skills**

EXPECTED OUTCOMES-Short and medium term

- **Increased understanding of resiliency and protective factors among parents and adolescents****
- **Marked increased commitment to the building of caring relationships in the home****
- **Increased number of parents demonstrating high expectations of their adolescent**
- **Increased number of parents providing opportunities for adolescent involvement in meaningful activities at home, school and in the community**

6 MONTH PROCESS EVALUATION

- **Acceptance of home visits to parents as part of the Behaviour Change Communication Strategy.**
- **Integration of Triple P model into existing BCC workplans**
- **Training and positive commitment of all CPEs in the Southern Region to the program**

6 month CONTENT EVALUATION (questionnaires and focus groups conducted)

- **Adolescents demonstrating more positive self esteem**
- **Better communication between parent and adolescent**
- **Adolescents demonstrating an understanding of the process of effective decision making and problem solving**
- **Parents setting more consistent rules and boundaries for the adolescent**

6 month EVALUATION

- **After 6 months of home visiting the following changes have been noted :**
- **More positive attitudes towards parenting and the adolescent**
- **Warmer less tense home environment**
- **VERY POSITIVE Reception to the program by CPES, parents and adolescents**
- **Positive commitment and willingness to improve skills by parent and adolescent**

Long term evaluation –interview children at 2.5 years and at 5 yrs post Triple P

- **Delayed sexual activity of adolescents on the program**
- **Decreased incidence of drug and alcohol use among adolescents**
- **Decreased incidence of violent and suicidal behaviour**
- **Increased condom and contraceptive use for those already sexually active**
- **Increase in referrals to adolescent clinics**

Important next steps

- **To continue evaluation of the program – medium term and long term**
- **To ensure consistency in the approach to parent training from early childhood, through the middle years to adolescence.**
- **To attract \$\$\$ to support expansion of the program nationally**

Youth Development Conceptual Model

