

Aroha in action

Parenting in Aotearoa

Issue 1 | 2025



Porscha's Triple P experience: Finding calm in the chaos

In this
issue

Life in Te Puke, Bay of Plenty, is anything but quiet for Porscha and her young whānau. In the family home where she grew up, Porscha and her husband Kody are raising their four tamariki: Kasen (7), Dustin (5), and three-year-old twins Spencer and Cooper. A passionate and energetic māmā, Porscha says she “thrives on the chaos” of family life with the support of whānau. But like any parent, she’s faced her share of challenges.

The challenge

“My older boy was getting quite aggressive with his brothers,” Porscha recalls. “I was growling at him all the time, and I thought, ‘I just don’t want to be yelling at you.’” Kasen, the smallest in his school friend group, was bringing rough-and-tumble play home to his brothers. “It was overwhelming. There was a lot of hitting and arguing, and I wasn’t sure how to deal with it.”

Word of mouth through her “wonderful sister Terina” led Porscha to Triple P. Terina had worked with Raewyn - a Triple P facilitator with Kaitiaki Nursing Services - and experienced first hand how the programme helped with listening in her household.

“Terina noticed I was having a hard time and said, ‘Maybe this Triple P course would be good.’ At first, I wasn’t sure if I had the time, but I thought, ‘If it’s going to help with parenting, I’ll give it a go.’”

Connecting kanohi ki te kanohi

“So I texted Raewyn, and we organised to catch up at her office. From that first meeting, we got to know each other a little, and we discussed my crazy life with my children. I love my life, but it is crazy!”

Porscha found “it was nice to talk to someone about it all and not feel judged”. And she appreciated connecting with Raewyn kanohi ki te kanohi—face-to-face. “I think you can go on social media for advice, but it’s not the same as talking to someone in person. I enjoyed physically catching up with Raewyn.”

Making a plan

The first step was understanding the challenge. “We started by monitoring Kasen’s behaviour—how he was feeling and what was happening. That gave us an idea of why he might have been acting that way.” Together, Porscha and Raewyn developed a

parenting plan. “It was little things we could tweak, like making house rules. Not just for the kids, but for us adults too. We need to reflect on how we behave as well.”

This self-reflection helped Porscha see her strengths as well as opportunities for growth. “I know I’m actually a really cool mum—I’m happy and positive. But when I was with Raewyn, I could talk about and reflect on the bad habits I have as a parent. My biggest one’s yelling. Our house is big, and I’d just yell out to the kids.”

Finding solutions

Firm but fair consequences were key to calming the boys’ conflicts. Consequences weren’t the only focus, though. Porscha also became more aware of spending time with her kids and focusing on positive behaviour. “Because in the end, your kids just want your time”, Porscha reflects.

“Now, when they cooperate and do things like clean their room, there are rewards like doing Play Doh and going outside to paint. These are things I enjoy too! It was cool seeing these strategies work so positively for them and for me.”

(Continued on page 2)

What Triple P - Positive Parenting Program is right for you?

Through this Te Whatu Ora funded initiative tens of thousands of whānau in Aotearoa attest to the positive difference attending one of the programmes below has made to their lives and that of their children. The strategies they learnt, the confidence they gained, or the support they felt meant they could make the changes they wanted in their family.

If you have young children (0-12 years) and you're in Waitematā, Counties Manukau, MidCentral, or Bay of Plenty, you can join small group or get individual help at no cost.

Below is an outline of the different programmes you can access:

Join a Triple P Discussion Group

Join a relaxed, informal session with other parents. There are five different Triple P Discussion Groups to choose from, and you can choose one - or do them all. Connect with other parents, create your own plan, and grow your confidence. The topics include:

- Disobedience/ following instructions
- Bedtime routines
- Fighting and aggression
- Shopping with children
- Hassle-free mealtimes with children

Get individual support with Primary Care Triple P

Get help with your specific parenting challenge, over approximately four sessions. Understand the issues, create a plan, and get support putting it into action. Some practitioners may also offer video call sessions and sessions over the phone.

Do it at home with Triple P Online

Anytime, anywhere, and at your own pace online. Talk to your local Triple P practitioner for more information. See the back page for contact details of Triple P practitioners in your area.

Small changes make all the difference

Raewyn Davies is the friendly face leading the Triple P - Positive Parenting Program's presence in the Eastern and Western Bay of Plenty.

At Kaitiaki Nursing Service she supports a network of Triple P providers, while also delivering courses herself. With 17 years as a Plunket Karitāne under her belt, Raewyn brings a wealth of experience, warmth and knowledge to her work with pēpi, tamariki, and whānau.

What sparked your interest in working with the Triple P - Positive Parenting Program?

I remember several years ago Ardell, who was in this role prior to me, coming to one of our Plunket team meetings and talking about her Triple P job at Kaitiaki Nursing Service. It was a 'light bulb moment' for me, and I thought, 'wow, that sounds amazing!'. She helped me see that parents making small changes can have a big impact on family life.

When Ardell's role was advertised, I knew I had to apply, and I just love the work.

How does the Triple P - Positive Parenting Program empower parents in their parenting journey?

The programme is empowering because parents, who are the experts on their families, choose the skills, behaviours, or competencies they want their child to learn. And then they choose the goals and strategies. So, it's driven by them.

What have you learned about parenting through your work delivering the Triple P - Positive Parenting Program?

Well, I guess parenting isn't getting any easier. And parenting stress is not discriminatory either! I can see people that are very well resourced financially, and I can see somebody who has been through some really tough times and find that both of them are struggling with their parenting.

What kinds of challenges do you see parents dealing with time and time again?

Probably the biggest one for parents is kids not listening, not cooperating.

That's something so many parents must experience! How do you tackle this with parents?

An important aspect is understanding why they're not listening, or non-cooperation is happening. Together we come up with some new strategies



to improve listening. Things like how we give instructions - if you are yelling from the kitchen and the child is in their bedroom, it's just not going to be very impactful, right? So going physically close to the child, being at their level if they're little, and trying to make eye contact. Things like that help. Parents are supported to make plans that consider their child's developmental age.

Could you share a story from your mahi that highlights a win for a whānau you've supported?

We talk a lot about 'time in', time with your child. It's amazing! I had a mum who said that she just made a conscious effort to connect for a week when her little boy came home from daycare. She got down on the floor and played with him for about 15 minutes. Prior to that he would play, and she would be on her phone. In a week, she could see a huge change in his behaviour from building her relationship with him through play.

What's a piece of advice you think every parent should hear?

If your child comes to you—for example, they've been out in the garden and found something they want to show you—take the chance to stop and connect. Instead of saying, 'Oh, I'm just busy at the moment,' pause and ask simple questions like, 'What have you got?' or 'Where did you find that?'. This could be an opportunity for your child to learn and for you to show you're interested in your little one's life.

What do you find most rewarding about your work with whānau?

When you see parent's confidence grow. And when you see somebody for the last time, and they let you know that things are a lot calmer. That's awesome.

(From page 1)

A calmer whare

Over six weeks, Porscha noticed changes in herself and her tamariki. "They got calmer and because I was working on my yelling, they were yelling less too." Of course, the boys are still kids, so fights still happened. "I won't lie, they still hit sometimes," Porscha laughs, "but the new approach is working for us."

The Triple P process wasn't just about 'fixing' parenting challenges—it was about building confidence. "Raewyn and I bounced ideas off each other. She gave me guidance, but in the end, as the parent, I had to implement it, because she can't do that."

Reflecting on her journey, Porscha says, "You can be a great mum and still have challenges to work

on and learn from. No parent's perfect. No one's perfect."

Porscha's words to other parents

For parents feeling stuck or too whakamā to ask for help, Porscha has simple advice: "You need to give Triple P a go, because you don't know unless you try. There's no harm in getting help if you feel like you need it. And it's free!"

Mealtime discussion group resonates with Palmerston North Mum

Stacy is a busy, young mum of four tamariki; Amias aged 11, Zariya aged 9, Calix aged 5 and the baby of the family, Quillon aged 3.

With four boys and one girl aged under 11, she and her husband Pieter have their hands full juggling work, school and day care. So, when they all share a meal together the last thing Stacy wants is a battle over the kai she has cooked.

"I'd put their plates down and immediately hear 'I don't like that' or, from Quillon, 'that's yuck'. I know all kids do this but night after night it can get you down. It's important to me the kids eat well and I'm not a pushover. I'd tell them they wouldn't get desert until they'd finished what was on their plate and they knew I would follow through. But it still was hard hearing them complain night after night," said Stacy.

Stacy works as the Strengthening Families coordinator with Across Family Services in Palmerston North, which runs Triple P-Positive Parenting Programs for families in the community. During a lunchbreak she got talking with the Triple P practitioner who told her about a Triple P Discussion Group that was coming up and which focused on mealtimes.

Stacy joined the group discussion along with three other mums. They went through the process of thinking about what they individually wanted to work toward and thinking about their unique family plan to get there - like what various skills or behaviours they wanted to teach and encourage and how to make mealtimes engaging and enjoyable.

"It was great to listen to the others and discuss different ideas for making mealtimes work. What I realised was my situation was far from unique and that I was actually on the right track. I realised I just needed to keep doing what I was doing. Dishing up the kai and encouraging the kids to try things. The key was consistency. Eventually the kids did try things and even Quillon tried the Teriyaki chicken stir fry he normally says 'yuck' to and he ate it," said Stacy.

"I'd definitely recommend checking out Triple P Discussion Group sessions in your local area. It's all about just continually adding knowledge and skills to your kete. You might not need it right now, but it will come in handy one day," concludes Stacy.

Find out how you can feel more confident and supported after only two hours of a Triple P Discussion Group - See backpage for QR code to access the Triple P website and how to join a Discussion Group.



Meet Mel and Karina

Mel and Karina, Triple P - Positive Parenting Program practitioners with Plunket Family Start, support whānau from Papamoa and Te Puke down to Paengaroa and Pukehina. Wherever they go, they bring their passion for empowering parents, whānau, and tamariki.

As māmā themselves, they know. Everyone needs a helping hand sometimes—or simply someone to bounce ideas off.

What is it about Triple P - Positive Parenting Program that makes it such a great tool for supporting whānau?

[Mel] Triple P empowers parents to make the positive changes they want to see, to be involved in the process and to have agency. The programme is great because it's well researched. The methods do work, and you get to choose the strategies you feel comfortable using.

There's a lot of confusion these days with parenting. I think Triple P helps with cutting through some of that confusion.

What difference do you see Triple P - Positive Parenting Program making as you walk alongside parents?

[Mel] It's really about small wins, and one strategy that can really deliver is praise. Using praise can



take practice as it's not necessarily something everyone experienced growing up. And yet, when parents start to notice and acknowledge the skills and behaviours they like to see their kids doing, the effects are easily seen!

A lot of parents find sibling conflict really challenging. How do you help parents navigate those tricky moments?

[Mel] Firstly helping parents to focus on what they want their tamariki to do as opposed to what they don't want them to do.

A 'light bulb moment' for one whānau was the opportunity for their boys to redeem themselves - especially their older son. For example, if they spoke aggressively, they got a chance to say it again in a positive way and then they would be praised. This was really powerful for the mum in particular. She

said, 'I really like the way they get a second chance to get it right.'

This is about teachable moments instead of punishment. For kids, 'gentle hands' and 'kind words' are very abstract. Toddlers don't really know what that means. So, showing them, role modelling, and giving them the opportunity to practise is really important.

So it's not about blaming our tamariki, it's about learning?

[Karina] Yeah, Mel just said it beautifully. The main factor is that it's a teaching moment. So just giving them the opportunity to learn to do things differently and respond in a positive way can make a huge difference.

Parents are always keen for tips! What do you think is most helpful for parents to know?

[Mel] I guess for me, I would say practising the pause, which is something I've always tried to do, but it's not always easy! So, when you have a situation and it could escalate, instead of reacting, which is what we tend to do, especially when we're very stressed, take a pause. That might mean going away for a minute and calming down a little bit and then coming back.

What do you love most about your Triple P - Positive Parenting Program mahi?

[Mel] I like to see change happen. I like 'light bulb moments', and I like it when you feel like you've made a positive difference to that family.

[Karina] It's huge when parents can go away and fly. Their wings might have been clipped, but now they can fly, and they can do it on their own! They're proud as well because they're the ones that have made the decisions along the way and been empowered.



Parenting through uncertainty: Strategies for navigating challenges while supporting your children

Raising tamariki is a rewarding yet complex journey, and at the moment many whānau in Aotearoa find themselves navigating an array of uncertainties. The rising cost of living, unstable housing, job insecurity, health concerns and even all the negative events happening overseas can create significant stress.

Parental stress can inadvertently impact the emotional environment of the home and might affect children - this might be seen in the way they manage their emotions and their behaviour. Children who are highly attuned to their caregivers' emotions, may respond to parental stress with increased anxiety, changes in behaviour, or difficulties in school.¹

Despite these challenges, whānau can foster resilience in their children by modelling coping strategies and providing, as best they can, a settled emotional environment. Research highlights that children learn resilience not just through what they're told but through the behaviours they observe in their caregivers.² Here, we explore practical ways parents can manage uncertainty while ensuring they provide the best possible support for their children.

Strategies for parents to help cope with uncertainty

1. Practicing self-care and emotional regulation

Some of the most important things parents can do is look after their own mental | taha hinengaro and physical | taha tinana well-being. Self-care does not mean indulgence; it means ensuring basic needs such as adequate sleep, nutrition, and social support are met. Studies have shown that when parents look after themselves they are better able to create more calm and nurturing environments for their tamariki.³ Simple techniques such as deep breathing exercises, mindfulness, or seeking support from friends, whānau, or professionals can significantly improve emotional resilience. Being in nature, connecting with whenua, and things that are spiritually important, are key to looking after wellbeing during difficult times.

2. Building strong routines and stability at home

Predictability is key to reducing stress for both parents and children. Establishing consistent daily routines—such as regular times for kai, bedtime rituals, and family activities—helps create a sense of stability even in uncertain times. Children feel more settled when they know what to expect, which can buffer them from external stressors.⁴

3. Open and honest communication

While it's important to shield tamariki from unnecessary stress, it's equally crucial to have open conversations about changes and challenges in a way that is age appropriate. Using simple and reassuring language, parents can help children understand uncertainty without instilling fear. For instance, instead of saying, "We don't have much money for food this week," parents could say, "We're being careful with how we spend our money so we can make sure we have the things we need." Encouraging children to express their feelings and asking open-ended questions like, "How are you feeling about what's happening?" helps them feel heard and supported. Asking children what they know and asking what they are worried about can really help parents gauge the amount and focus of the information to provide to kids.

4. Encouraging problem-solving and resilience in children

Children benefit greatly from learning problem-solving skills and ways to cope with difficulties. Encouraging them to think of solutions, whether for small everyday problems or larger life challenges, helps them develop a sense that they can be problem solvers. This can be done through games, storytelling, or engaging them in korero about possible solutions to age-appropriate issues. Research by Masten (2014) suggests that fostering a "growth mindset"—the belief that challenges help us learn—can significantly enhance children's resilience.

Asking children what they know and asking what they're worried about can really help parents gauge the amount and focus of the information to provide to kids.

5. Strengthening whānau and social support networks

Whānau, friends, and community groups play a vital role in helping parents manage stress. Seeking support from local parenting groups, churches, or community organisations can provide practical help and emotional reassurance. Many communities in Aotearoa have initiatives such as food banks, housing support services, and mental health resources that can ease some of the pressure on families.



6. Practicing gratitude and positive thinking

Research has shown that spending time thinking about what we are grateful for, or acknowledging something that is going well, can improve mental well-being and resilience.⁵ Parents can model gratitude by talking about things for which they are thankful. Encouraging children to reflect on positive aspects of their day, no matter how small, helps shift focus from stressors to moments of joy and connection. A simple gratitude practice, such as sharing three good things that happened each day, can be incorporated into mealtime discussions or bedtime routines.

7. Seeking professional help when needed

There need be no whakamā | shame in seeking professional support when stress becomes overwhelming. Programmes like the Triple P - Positive Parenting Program are there for just that reason and thousands of families have done this programme. Triple P practitioners aim to guide parents to find their own solutions and offer support whilst making changes.

The role of parental resilience in children's development

Children learn by observing how their parents handle challenges. If parents demonstrate a resilient mindset in the best way they can, (i.e. by being adaptable, using problem-solving techniques, and displaying self-compassion) children are more likely to develop these traits themselves. A study by Luthar, Cicchetti, and Becker in 2000 found that resilient children often have caregivers who model emotional regulation and problem-solving skills.

It is important to remember that resilience does not mean avoiding difficulties; rather, it means navigating them in a way that fosters growth and emotional strength.

Conclusion

While navigating uncertainty can be daunting, parents have the power to shape their children's emotional well-being through intentional actions. By prioritising self-care, creating stability at home, fostering open communication, and seeking social and professional support, parents can provide a strong foundation for their children that can help at difficult times. In doing so, parents not only cope with uncertainty themselves but also equip their children with the tools they need to face life's challenges with confidence and resilience.



1 Hajal & Paley, 2020

2 Masten & Gewirtz, 2006

3 Gottman, Katz, & Hooven, 1996

4 Evans, Li, & Whipple, 2013

5 Emmons & McCullough, 2003

Parenting tips for positive childcare and school drop-offs

Let's face it, childcare or school goodbyes can be tough, both on our kids and us. They may cling to you at the gate, tugging at your legs and emotional heartstrings as you try to leave.

If this has been your experience, it is common. Some level of separation anxiety is developmentally normal in young children. It can happen when they start care or school for the first time, change centre or school, or move up a level. They could also have a more shy or nervous temperament and need extra support to separate from you.

The Triple P - Positive Parenting Program have published an article on their website which has some practical ideas that parents and carers can try to help children cope and settle well, keeping in mind that you know best what might make goodbyes easier.

Strategies include having a special 'goodbye ritual' before leaving, comforting and communicating to ease fears, as well as practical ways to maintain a positive attitude, like games and role play.

The Triple P - Positive Parenting Program can help families with raising confident kids, to find out more, visit Triple P Online. If your child is aged six and up, you can help them build resilience through Fear-Less Triple P Online.

No more tears:
Parenting tips for easier drop-offs
full article:



Triple P Online:



Fear-Less Triple P Online:



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The power of play - why it's essential for children

As parents we can often see play as just a fun activity, but for children, it's one of the most important aspects of their development. Through play, children explore the world around them, develop crucial life skills, and build a strong foundation for future learning. When caregivers spend time playing with children the connection between them is strengthened. This strong connection is important for wellbeing and development. Whether structured or unstructured, play supports children's physical, mental, social, and emotional well-being in profound ways.

Physical development

Active play, such as running, climbing, and jumping, helps children develop motor skills, coordination, and strength. Outdoor play, in particular, allows them to refine their balance, agility, and endurance, reducing the risk of childhood obesity and other health issues. Even simple activities like playing with blocks or drawing can improve fine motor skills, which are essential for when they learn how to write or handle things with their hands. By engaging in movement-based play, children also strengthen their immune systems and build healthier lifestyle habits that can last a lifetime.

Mental growth

Play stimulates brain development by encouraging problem-solving, creativity, and critical thinking. Games that involve puzzles, role-playing, or building structures help children develop spatial awareness, memory, and concentration. Play also fosters curiosity and a love for learning, making it easier for

children to grasp new concepts in school. Research shows that play-based learning helps with literacy and numeracy, as children naturally practise these abilities while engaging in enjoyable activities.

Social and emotional skills

Interacting with their friends and whānau through play teaches children essential social skills, including communication, cooperation, and empathy. Games that require teamwork, negotiation, and conflict resolution help children understand how to navigate relationships, work together, and express their emotions in a healthy way. Pretend play, such as acting out real-life situations, helps children process emotions, practise self-regulation, and build confidence in social interactions.

Mental health benefits

Play is a powerful tool for reducing stress and anxiety in children. It provides a safe outlet for self-expression and emotional processing. Through imaginative play, children can explore and make sense of their emotions, helping them develop resilience and coping mechanisms. Unstructured play, in particular, allows children to unwind, recharge, and build self-esteem without pressure or expectations.

Encouraging play in daily life

Parents can support their children's development by prioritising playtime and creating opportunities for both structured and free play. Simple actions like taking children to the park, playing board games, engaging in pretend play, or even letting them explore their environment can make a significant difference. Encouraging screen-free time and fostering a playful home environment allows children to fully reap the benefits of play.

Conclusion

Play isn't just a pastime—it's an essential part of childhood that nurtures growth in all areas of development. By valuing and encouraging play, you can help your child develop the physical, mental, and emotional skills necessary for a happy, healthy future. So, the next time your child plays, remember they are not just having fun; they are learning, growing, and preparing for life's challenges in the best way possible.





Fun activities for you and your children

Water colour fun

Try out these different ways of colouring water and then have fun doing some colour experiments.

- Get some water-based or liquid gel food colouring from the supermarket and put water in three or four clear glasses
- Carefully drop some food colouring into the water of each to see what the colours look like in water, add more drops to make the colour darker. The liquid gel food colouring gives more intense colours
- Try mixing different colours together to see what colours you can come up with in the glasses
- Experiment with making your own liquid dye from fruits or vegetables. Find a fruit or vegetable that matches the colour you're looking for and put it into a blender to create a puree. Use a sieve to strain the liquid and then, with an adult's help reduce the liquid by heating it in a pot on the stove until almost all the liquid has gone.
 - a. Strawberries or raspberries produce different shades of pink
 - b. Tomatoes can give you a nice red colour
 - c. Leafy greens like spinach can be used to colour water green
 - d. Pureeing red cabbage and then adding a little bit of baking soda produces a blue colour
 - e. Blueberries, despite their name, can be used to make purple colouring.
 - f. Beetroot provides a reliable purple colour.

Using your coloured water

There are lots of ways to use your coloured water like painting with it, colouring boiled eggs for Easter or putting flowers in it and watching them change colour.

FUN EXPERIMENT: Rainbow in a glass

What you need

- Packet of Skittles
- Water
- A mug
- 5 separate cups
- A tablespoon
- A clear glass
- A dropper or pipette

Instructions

- Separate the Skittles into the cups in these amounts: 2 red, 4 orange, 6 yellow, 8 green, and 10 purple.
- Heat a mug of water in the microwave for 90 seconds (or long enough that the water is hot but not boiling). Be careful removing the water from the microwave-it's hot!
- Measure and pour two tablespoons of hot water into each cup, on top of the Skittles.
- Stir each cup carefully so no water splashes out. The cups need to be cool for the next part of the experiment, so leave them somewhere where they won't get knocked over. Stir them every ten minutes or so until the Skittles have dissolved and the water is at room temperature.
- Using the dropper, add the coloured water from the five cups to the clear glass. Start with purple, then add green, then yellow, orange and red last. Go slowly here, we don't want the different layers to mix.

What happens and why

Skittles are mostly made of sugar. When you add hot water to them, the sugar dissolves and the colouring on the shell of the Skittles turns the water different colours. The cup with only two red Skittles doesn't have as much sugar as the cup with ten purple Skittles but they both have the same amount of water. The red water is less dense than the purple water, so it will float on top of the purple water.



FUN EXPERIMENT: Walking water

What you need

- Red, blue and yellow food colouring
- 5 clear cups or glasses
- Paper towels x 4
- Water

Instructions

- Line five glasses of equal height and size up in a row
- Pour water into the first, third and fifth till they are half full, leaving the second and fourth ones empty
- Put blue colouring in the left hand glass, yellow colouring in the third glass and red in the fifth glass (remember the second and fourth ones are empty)
- Fold your paper towel in half lengthwise and then in half again so it forms a narrow strip about three to four centimetres wide
- Fold this in half so that one end can sit in the blue water in the first glass and the other end is tucked into the second glass with no water
- Get another paper towel and repeat this but place one end in the second glass and the other in the yellow water in the third glass
- Do the same thing between the third glass and the fourth glass and again between the fourth glass and the fifth glass
- Now take a break and come back in 20 minutes and see what has happened. It may take some time, but you should see water appearing in the second and fourth glasses and it is a 'new' colour!!!



How could a Triple P Discussion Group help you?

Triple P Discussion Groups focus on commonly encountered challenges. They are designed to provide an overview of positive parenting principles in relation to specific concerns. The idea is you work with others in the group to share ideas and then come up with your own parenting plan that you can take home and implement.

Topics covered include:

Disobedience / following instructions

In this session you'll explore why children have difficulty following instructions. Positive parenting strategies are introduced to help you develop a personal plan to promote cooperation.

Fighting and aggression

This Discussion Group explores why fighting and

aggression happens. You'll learn how to teach skills such as sharing, communicating, and being gentle. It's also an opportunity to prepare a plan for when fighting and aggression do occur.

Bedtime routines

In this session you'll explore different challenges parents and caregivers commonly face at bedtime and reasons why they occur. Skills to support children with bedtime routines are discussed and you'll be introduced to positive parenting strategies that promote bedtime success. These approaches are aimed at encouraging tamariki to stay in their own bed throughout the night and include the gentle, gradual, and direct approach. All approaches are evidence-based, and you can choose which approach suits you.

Shopping with children

Shopping trips is one of the most common times parents deal with challenging behaviour in public. Positive parenting strategies are discussed, and you'll get step-by-step suggestions to help your tamariki develop positive behaviours while shopping. Many of the strategies are transferable to other situations.

Hassle-free mealtimes with children

This discussion topic explores things that influence children's mealtime behaviour and how to encourage good mealtime habits. You'll look at ways to increase food variety, be introduced to some positive parenting strategies to help manage mealtimes and develop a personal plan for your family's mealtimes.

Free courses available in your region

Primary Care Triple P and Triple P Discussion Groups are offered free to people living in the Waitematā, Counties Manukau, Bay of Plenty and MidCentral regions. To be put in contact with a practitioner please contact the region lead:

Waitematā

Zeddy Chaudhry parentingteam@whāraurau.org.nz

Counties Manukau

Maria Mokofisi triplep@freshminds.co.nz

Bay of Plenty

Raewyn Davies triplep@kaitiakiservices.co.nz

Mid Central

Stacy Vis reception@across.org.nz

Website

Use this QR code to visit the website and find courses, practitioners in your area, and to access the online courses.



Aroha in action

Aroha in action newsletter is produced by Whāraurau, who is responsible for supporting the implementation of Primary Care Triple P and Triple P Discussion Group interventions as part of the Triple P - Positive Parenting Program in the Waitematā, Counties Manukau, Bay of Plenty, and MidCentral regions. The content of this paper should not be construed as legal or clinical advice. Please see a local Triple P practitioner if you require individual support. Other than the Triple P - Positive Parenting Program content, all other content is the copyright © of Whāraurau - a division of UniServices, a not-for-profit entity of the University of Auckland. Triple P International Pty Ltd and/or its licensors, the University of Queensland, owns all copyright © in the Triple P - Positive Parenting programs, materials and resources, including all material published on the Triple P website and reproduced or linked here.