

*Positive Parenting Triangle (Triángulo P+):
Resource for individual and family methodology*

<u>Organisation(s):</u>	Research Group on Childhood, Adolescence and Families (GRIAF) and Chair of Education and Adolescence “Abel Martínez” of the University of Lleida Department of Social Action and Innovation of the Lleida City Council It is within the framework and in line with the regional policies of the Catalan Regional Government	
<u>Country:</u>	Spain	
<u>Contact:</u>	policy@esn-eu.org	
<u>Theme:</u> Choose at least one option	<input type="checkbox"/> Ageing & Care <input type="checkbox"/> Asylum & Migration <input type="checkbox"/> Young People <input checked="" type="checkbox"/> Support for Children & Families <input checked="" type="checkbox"/> Community Care <input checked="" type="checkbox"/> Integrated Care & Support <input checked="" type="checkbox"/> Co-Production <input type="checkbox"/> Disability <input type="checkbox"/> Housing & Homelessness <input type="checkbox"/> Artificial Intelligence <input type="checkbox"/> Digitalisation <input checked="" type="checkbox"/> Quality Care	<input type="checkbox"/> Labour Market Inclusion <input type="checkbox"/> Social Inclusion <input type="checkbox"/> Technology <input type="checkbox"/> Workforce and Leadership <input type="checkbox"/> Social Benefits <input type="checkbox"/> EU Funding <input type="checkbox"/> Social Service's Resilience <input type="checkbox"/> Mental Health <input type="checkbox"/> Person-Centred Care <input checked="" type="checkbox"/> Research & Use of Evidence <input type="checkbox"/> Other, please specify:
<u>Principles of the European Pillar of Social Rights:</u> Check the 20 principles here .	<input type="checkbox"/> 1. Education, training, life-long learning <input type="checkbox"/> 2. Gender equality <input checked="" type="checkbox"/> 3. Equal opportunities <input type="checkbox"/> 4. Active support to employment <input type="checkbox"/> 5. Secure and adaptable employment <input type="checkbox"/> 6. Fair Wages <input type="checkbox"/> 7. Transparent employment conditions <input type="checkbox"/> 8. Social dialogue <input type="checkbox"/> 9. Work-life balance <input type="checkbox"/> 10. Healthy, safe work environment	<input checked="" type="checkbox"/> 11. Childcare and child support <input checked="" type="checkbox"/> 12. Social protection <input type="checkbox"/> 13. Unemployment benefits <input type="checkbox"/> 14. Minimum income <input type="checkbox"/> 15. Old age income and pensions <input type="checkbox"/> 16. Health care <input type="checkbox"/> 17. Inclusion of people with disabilities <input type="checkbox"/> 18. Long-term care <input type="checkbox"/> 19. Housing and assistance to homeless <input type="checkbox"/> 20. Access to essential services
<u>Current status of the practice:</u>	<input type="checkbox"/> Concept and Design Phase <input type="checkbox"/> Testing or pilot phase <input type="checkbox"/> Temporary practice that has terminated <input type="checkbox"/> Temporary practice that is ongoing and has a termination date <input checked="" type="checkbox"/> Established and ongoing practice <input type="checkbox"/> Scaling Up and Transformation Phase <input type="checkbox"/> Other (please specify)	

<p><u>Summary:</u> Please summarise the practice in maximum 3 sentences. This will be the disclaimer of your project on our website.</p>	<p>Positive Parenting Triangle (Triángulo P+) as the backbone of working with families at psychosocial risk. From an ecological, inclusive and participatory approach, it improves parental competencies, children and adolescent development, and family connections with the community.</p>
<p><u>Context/ Social issues addressed</u> Please explain the problem you attempt to solve with your practice.</p>	<p>Our practice addresses the complex issue of providing comprehensive socio-educational support to families at risk of social exclusion through the development of new professional practices with a scientific foundation that incorporates an ecological, inclusive, and participatory approach to socio-educational actions. This is aligned with European recommendations and national legislation, highlighting Recommendation Rec(2006)19 on Policy to Support Positive Parenting and the recent Recommendation (EU) 2024/1238 on developing and strengthening integrated child protection systems in the best interests of the child. The last one urges member states to place the child at the centre of protection systems, generate integrated and coordinated work systems, and proactively and systematically prevent all forms of violence against children, emphasizing the transition to quality family- and community-based services.</p> <p>At the local level, support for families at risk is provided by two family support teams: (1) the Basic Social Care Service (EBAS, by its acronym in Spanish) and (2) the Socio-educational Intervention Services (SIS). Before the regional legislative reform, the SIS operated as open centres—daytime resources outside school hours—designed to offer support and care to children and adolescents at risk of social exclusion.</p> <p>On the one hand, this support for children and adolescents primarily involved providing them with leisure and free time spaces within these day centres, separate from universal resources. This approach contributed to segregation and the development of two types of childhoods: those at risk and those "normalised". Additionally, intervention with families focused on risk prevention, offering financial or material support rather than promoting parental and family skills and competencies. This tended to perpetuate rather than transform and resolve family problems. Furthermore, under this model, family participation—encompassing children, adolescents, mothers, and fathers—was not actively encouraged.</p> <p>In response to this issue, the Research Group on Childhood, Adolescence, and Family (GRIAF) and Chair of Education and Adolescence “Abel Martínez” of the University of Lleida, together and in collaboration with the City Council of Lleida and professionals from Family Support Services (EBAS and SIS), developed a new working methodology for family support services based on a comprehensive and community-focused approach. This new professional practice is scientifically grounded and incorporates an ecological, inclusive, and participatory perspective into socio-educational actions.</p>
<p><u>Objectives:</u> Please provide a maximum of three objectives in bullet points.</p>	<ol style="list-style-type: none"> 1. Provide socio-educational support to families in their parenting role to adequately meet the developmental needs and rights of their children within the family context. 2. Strengthen the personal and social skills of families to establish or facilitate connections with the resources of their context. 3. Develop scientifically grounded professional practices based on an ecological, inclusive, participatory and community-based approach.

<p>Activities: Please describe the activities put in place to achieve the objectives (maximum 300 words).</p>	<p>The main action is conducted through the Positive Parenting Triangle (Triángulo P+), a graphical representation of how parenting is exercised, based on the ecological model of family and childhood development. One side represents the developmental needs of children, the other side the parental competencies, and, the third side, is the family psychosocial context. The well-being of each child emanates from the interaction between these three dimensions. It is also a visual tool that fosters active engagement of families during the process of individualised family action, encouraging dialogue as a facilitator for analysis and reflection. It is an object of permanence, personalised under continuous construction involving the entire family in which guided reflections are collected, in different languages and formats, to comprehend their potentials, difficulties, and challenges to better respond to children and adolescents' needs.</p> <p>It is applied through a systematic process with four steps, called the Cycle of the Positive Parenting Triangle:</p> <ol style="list-style-type: none"> 1. Ecosystemic analysis of children and adolescents' needs using the <i>Triángulo P+</i>. 2. Collaboratively establish of family action plan among family (mother, father or carer and children or adolescents) and practitioners from family support services. 3. Actions implementation, highlighting four diapositives: 1) Family meetings with practitioner; 2) Participating in evidence-based parenting group programmes; 3) Support and accompaniment to universal resources (i.e., leisure activities, educational support, health support); 4) Support and accompaniment to specialised resources (i.e., psychologist). 4. Assessment of changes and improvements achieved by families through the elaboration of a new <i>Triángulo P+</i> and its comparison with the one developed in step 1.
<p>Outcomes: Please explain what the results were/are so far and how you evaluated this.</p>	<p>This practice is the new methodology of work of the social services practitioners with families at risk in the City of Lleida (Catalonia, Spain).</p> <p>As it is a project in the phase of established and ongoing practice and evaluation, currently, we know that for families where the intervention process has been completed, the risk case has been closed. This means that parental competencies to meet the needs of children and adolescents have improved, as well as their relationships with the broader context. Qualitative and quantitative analysis support these findings and also point out improvements in the personal and social competencies of children and adolescents.</p> <p>The quantitative methodology included questionnaires on the families' psychosocial risk and the parenting skills of mothers and fathers. The qualitative methodology involved analysing the positive parenting triangle (Triángulo P+) resulting from the ecosystemic analysis of the children's needs (steps 1 and 4). Thus, the Triangle provides information on changes in parental competencies, children and adolescents' personal and social competencies, and the family's use of contextual resources and connections with the context. Qualitative data is also analysed from two more instruments used for data collection: a) the field diary of the follow-up reflective practice sessions conducted by the researchers, and b) the follow-up reports of the programme implementation sessions conducted with the families and completed by professionals.</p> <p>Other indicators taken into account are: the number of families involved, level of participation, number of risk dossiers closed or decreases in the risk level, and time spent working with families (duration of the process implementation).</p>
<p>Links to supporting documents:</p>	<p>https://modeloframe-com.translate.google.com/translate/triangulo-p/?x_tr_sl=auto&x_tr_tl=en&x_tr_hl=es&x_tr_pto=wapp</p> <p>http://hdl.handle.net/10459.1/85305</p>

<p><i>e.g. website or report of the practice</i></p>	<p>http://www.educacioiadolescencia.udl.cat/en/chair-education-and-adolescence-abel-martinez/</p>
<p><u>Comments and tips</u> <i>i.e. for people willing to use your Practice</i></p>	<p>Key concepts of the implementation of the Cycle of the Positive Parenting Triangle:</p> <ul style="list-style-type: none"> • Transparency: Confront discrepancies, recognise and make power dynamics explicit. • Time: Allow the family as much time as they need. • Genuine and respectful relationship. Emphasise the importance of first impressions and building alliances. • Flexibility: concerning the characteristics of families and the process. • Personalisation: It refers to the Triangle of the child and the family. It can be personalised using multimodal language. • Perseverance and patience. Proactive management from the very first moment is essential to help the family move forward. Commitment, awareness, and understanding are not prerequisites—they are goals. <p>Tips to keep in mind when working with families:</p> <ul style="list-style-type: none"> • The child is at the centre of the Triangle. • The three sides of the triangle are equally important. • Family participation is essential. • A shared vision of the child's or adolescent's needs is sought. • Dialogue is the basis of the work. • We start with the agreements that are reached between all (children, parents/caregivers, and practitioners). • The education of children and adolescents is also the responsibility of the community.