


A Preliminary Evaluation of the Teen Triple P Discussion Group - *Reducing Family Conflict*



Triple P - Positive Parenting Program®

Alan Ralph, Brydie O'Connor & Matthew R. Sanders
University of Queensland

Teen Triple P objectives - teenagers

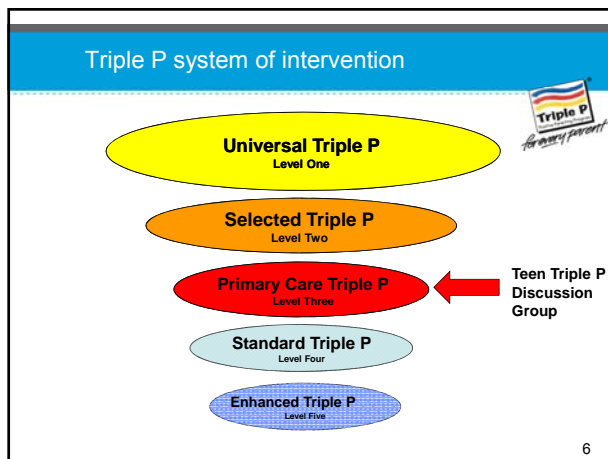
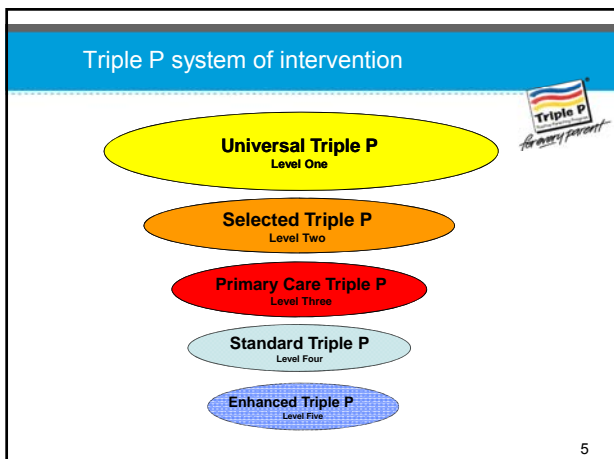
- Promote teenager development
- Increase teenager competence in managing personal issues
- Reduce conflict over parents' use of methods of discipline
- Improve communication between teenagers and parents
- Reduce anxiety and stress associated with being a teenager

Teen Triple P objectives - parents

- Increase parents' competence in promoting teenager development
- Increase parents' competence in managing common behaviour problems and developmental issues
- Reduce parents' use of coercive and punitive methods of discipline
- Improve communication between parents and teenagers
- Reduce parental stress associated with raising teenagers

16 core strategies

Developing a positive relationship <ul style="list-style-type: none"> - Spending time together - Talking together - Showing appropriate affection 	Increasing desirable behaviour <ul style="list-style-type: none"> - Descriptive praise - Positive attention - Engaging activities
Teaching new skills and behaviours <ul style="list-style-type: none"> - Modelling - Coaching problem-solving - Behaviour contracts - Family meetings 	Managing problem behaviour <ul style="list-style-type: none"> - Family rules - Directed discussion - Clear, calm requests - Logical consequences - Acknowledging emotional behaviour - Behaviour contracts



Rationale of Level 3 Triple P Discussion Groups

1 of 2

- Specifically targeted at single topic (problem area)
- Based on Triple P principles of positive parenting
- Includes relevant Triple P strategies for preventing and managing specific problems
- Uses minimally sufficient approach

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Rationale of Level 3 Triple P Discussion Groups

2 of 2

- Can be used to manage waiting lists or as a first step to engage high needs parents
- May increase parental engagement as Triple P Discussion Groups are topic specific for areas of identified needs for parents
- Cost and time effective (for parents and practitioners)
- Parents may also generalise skills to other problem behaviours

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Overview of Triple P Discussion Groups

- Single two-hour group (for each topic) with optional follow up phone consult
- Small group format (8-15 people)
- Could also be delivered relatively informally one-on-one or a very small group of 3-4 as a single session primary care intervention
- Parents do whichever group is relevant and could do more than one if needed
- Parents can opt to have follow-up phone call

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Overview of Triple P Discussion Groups

- Various teaching methods employed
 - PowerPoint slides and teaching
 - DVD clips
 - Group exercises and discussions
- No explicit active skills training (role plays)
- Parents are encouraged to keep track and try new strategies

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Format of Triple P Discussion Groups

1 of 2

- Same structure for all discussion groups
 - Common problems
 - Why problems happen
 - Keeping track
 - Preventing problems
 - Managing problems
 - Key steps
- Structure similar to tip sheets but includes exercises for active learning

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Format of Triple P Discussion Groups

- Same type of exercises for all discussion groups
 - Listing problems experienced
 - Identifying parent traps
 - Preventing problems (strategy focus)
 - Managing problems (strategy focus)

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Teen Triple P Discussion Group Topics



Getting Teenagers to Cooperate


Coping with Teenagers' Emotions

Reducing Family Conflict

Building Teenagers' Survival Skills

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Teen Triple P Discussion Group Topics



Reducing Family Conflict

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Session plan



- Exercise 1: Problems you have faced
- Parent traps
- Exercise 2: Being aware of parent traps
- Keeping track
- How to teach children and teenagers to get along with each other
- Exercise 3: Encouraging family harmony
- How to reduce family conflict
- What to do if directed discussion doesn't work
- Exercise 4: Reducing family conflict
- How to manage conflict
- Exercise 5: Preparing to manage conflict
- If problems persist


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Common parent traps – DVD segment



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Target Population and Recruitment



- Parents of young teenagers (aged 12-15 years) who wanted assistance in dealing with family conflict
- School emails and newsletters
- Flyers to community centres, shopping centres, church groups, libraries and sports fields
- Local radio, University of Queensland website, parenting forums, and social media sites

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Participant Flow-diagram




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    graph TD
      A[32 Expressed interest] --> B[25 Completed on-line survey]
      A --> C[Screening phone call]
      C --> D[2 could not attend  
2 had no childcare  
3 unknown]
      B --> E[18 Attended discussion group]
      E --> F[18 Received follow-up call]
      F --> G[17 Completed on-line survey]
      F --> H[1 did not complete post-test]
    
```

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Sample Characteristics


- 92% mothers, one father and one step-mother
- 52% married
- 56% had a university education
- 72% were employed and working an average of 42 hours per week
- 40% were single parents, 40% were original families and 20% were step-families.
- 52% reported receiving Government benefits
- 60% boys, 40% girls aged 12 to 15 years old ($M= 13.22, SD = .89$)



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Program Delivery


- 4 discussion groups were held with between three and seven parents per group
- Two were held at a community centre, one at a high school community room and one at the Triple P Centre.
- Three were held on evenings during the week and the other one was held on a Saturday morning.



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Evaluation Measures

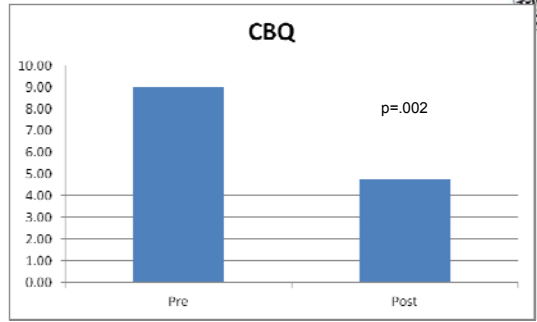
- Parenting and Family Adjustment Scale - Adolescent Version (PAFAS-A)
- Child Adjustment and Parent Efficacy Scale - Adolescent version (CAPES-A)
- Parenting Tasks Checklist (PTC)
- Conflict Behaviour Questionnaire (CBQ – 20)
- Depression Anxiety Stress Scales-21 (DASS-21).
- Discussion Group Satisfaction Questionnaire (DGSQ) immediately following the discussion group.
- Parent Satisfaction Questionnaire (PSQ) at post-test



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Family Conflict

CBQ



Time Point	Score
Pre	~9.0
Post	~4.5

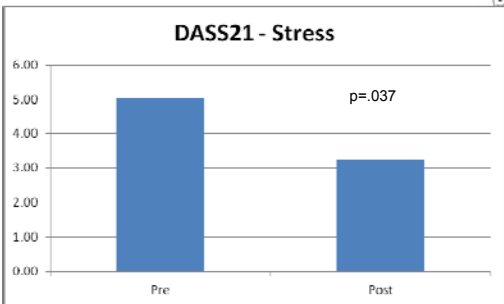
p=.002



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Parent Well-being

DASS21 - Stress



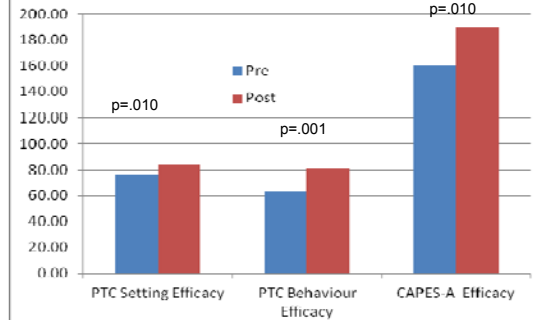
Time Point	Score
Pre	~5.0
Post	~3.2

p=.037




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Parenting Confidence

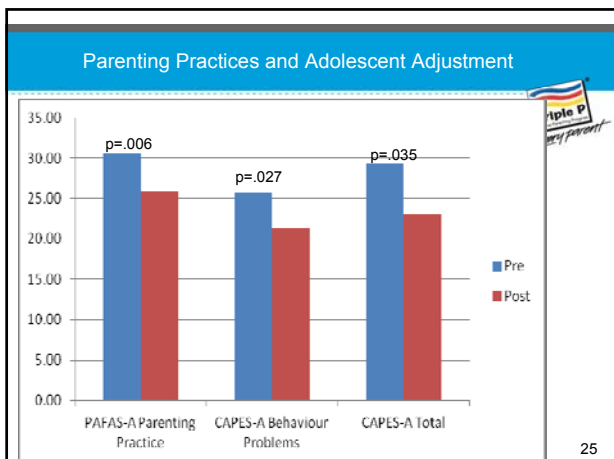


Measure	Pre	Post
PTC Setting Efficacy	~75	~85
PTC Behaviour Efficacy	~65	~80
CAPES-A Efficacy	~160	~185

p=.010, p=.001, p=.010



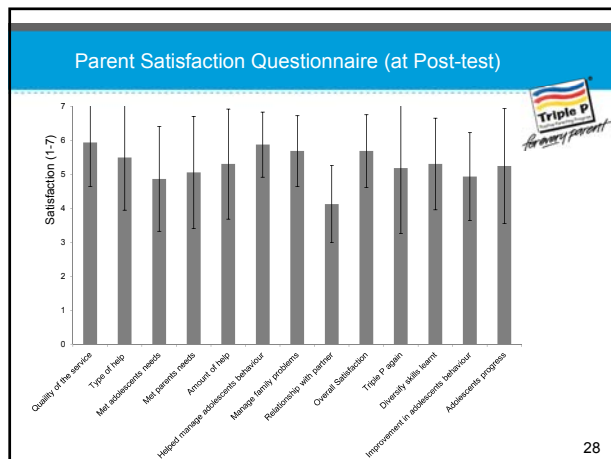
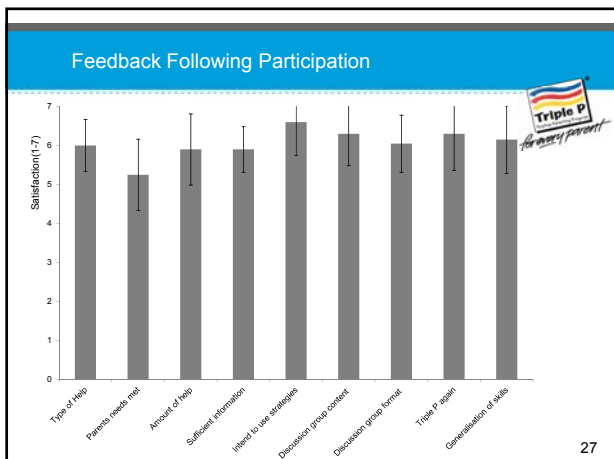
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Reliable Change Index

Measure	Improve		Worsen	
	(n/n)	%	(n/n)	%
CBQ	(7/17)	41.2	(0/17)	0
DASS-21 Stress	(6/17)	35.3	(1/17)	5.9
PTC Setting Efficacy	(4/17)	23.5	(0/17)	0
PTC Behavioural Efficacy	(10/16)	65.5	(0/16)	0

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- ### Further evaluations needed
- Trial currently being conducted in Amsterdam
 - Randomised Control trials required
 - Promising preliminary results
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- ### Questions
- Contact: a.ralph@psy.uq.edu.au
 - www.pfsc.uq.edu.au
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