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Examining the effectiveness of Triple P Online

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OVERVIEW

- ❖ Increasing accessibility to evidence-based parenting support
- ❖ Comparing online and workbook delivery of Triple P
- ❖ The role of child, parent, and family factors in predicting success in Triple P Online

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THE ONGOING CHALLENGE

Parenting programs work.

But, parents don't always access them!

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WHY DON'T PARENTS COME ALONG?

Motivational and attitudinal factors

- ❖ Stigma associated with attending a parenting program
- ❖ Beliefs that participation involves admitting 'failure' or 'weakness'

Practical and lifestyle barriers

- ❖ Time and scheduling demands
- ❖ Geographical constraints
- ❖ Mismatch in delivery preferences

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THE BENEFITS OF SELF-DIRECTED PROGRAMS

Preserve the privacy of parents	Reduce stigma of accessing support
Address logistical barriers	And they work! (O'Brien & Daley, 2011)

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NKOTB: ONLINE PARENTING PROGRAMS

Highly favoured modality	Interactive and feature-packed
Useful for low literacy parents	And they work too! (Enebrink et al., 2011; Sanders et al., 2012)

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THE CURRENT PROJECT

- ❖ A head-to-head comparison of the new *Triple P Online* with the existing *Every Parent's Self-Help Workbook*
- ❖ Noninferiority RCT comparing effects on child behaviour and parenting
- ❖ Also examined effects of each intervention on a number of child, parenting, and family outcomes at post-intervention and 6-month follow up

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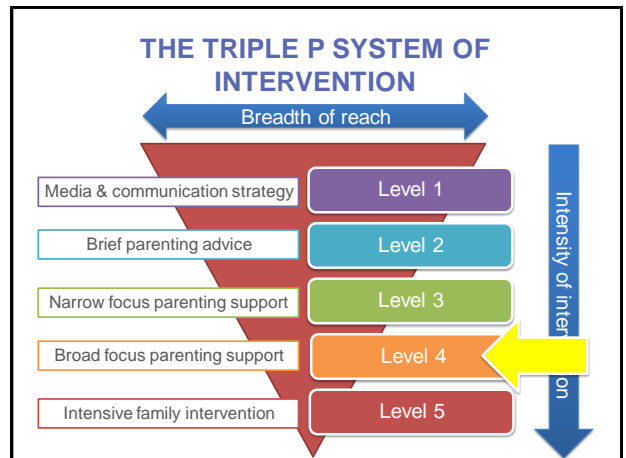
THE NONINFERIORITY RESEARCH DESIGN

- ❖ Null hypothesis = TPOL is inferior to the workbook **by at least** a prespecified and empirically-derived noninferiority margin
- ❖ Alternative hypothesis = TPOL is inferior to the workbook **by less than** the noninferiority margin
- ❖ Noninferiority margin
 - Derived from past RCT on the workbook
 - Cohen's $d = 0.20$

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PARTICIPANTS

- ❖ $N = 192$ (TPOL = 97, Workbook = 95)
- ❖ Recruited from around New Zealand
- ❖ Target child
 - 3 to 8 years (mean = 5.64 years)
 - 67% male, 33% female
 - 87% with clinical level conduct problems
- ❖ Families
 - Mothers' mean age = 37.19 years; fathers' mean age = 39.63 years
 - 77% two-parent biological; 14% sole-parent; 7% step-family
 - 83% completed high school, 47% university educated



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THE INTERVENTION CONDITIONS

- ❖ *Every Parent's Self-Directed Workbook*
 - 10-module program involving readings, exercises, and structured practice sessions
- ❖ *Triple P Online*
 - Designed to be highly interactive and engaging
 - User-friendly interface and navigation
 - Audiovisual presentation of information and strategies
 - Goal-setting and exercises for checking mastery
 - Downloadable tipsheets, monitoring forms, podcasts
 - Customisable and printable parent workbook
 - Review and reminder strategies

Yvesonne Casey

Triple P Every Parent's Self-Help Workbook

My home

Welcome! Use this page to fast-track to modules and resources that you have collected. Select Quick start to go to the next part of your program.

My resources

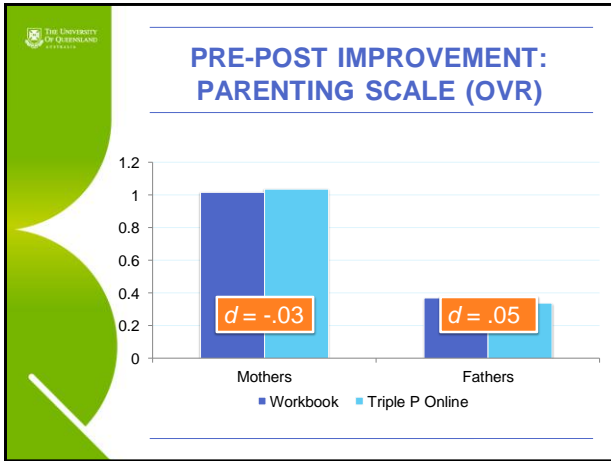
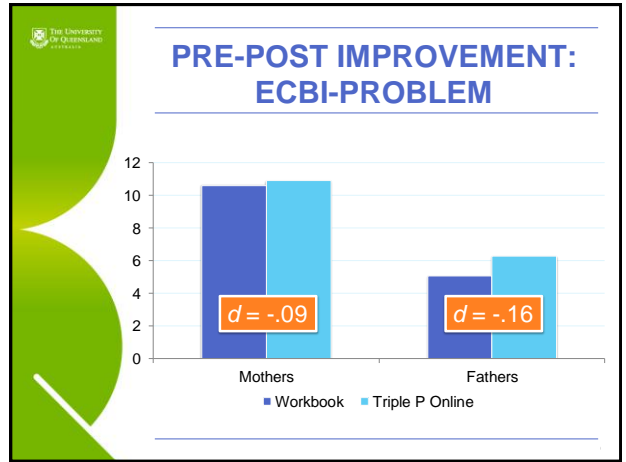
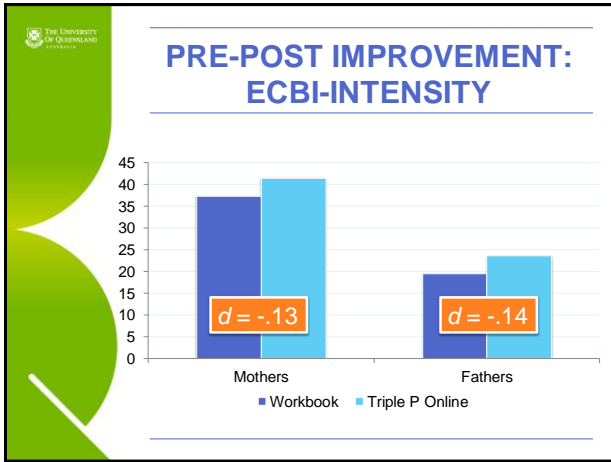
Select a module file to access the resources you have collected so far:

Introduction	What is positive parenting?	Encouraging behaviour you like
Teaching new skills	Dealing with disobedience	Preventing problems by planning ahead
Managing challenging behaviour		

Quick start
Module E: Introduction

Edit my details

My workbook



TPOL: SHORT-TERM EFFECTS FOR MOTHERS I

	Pre M (SD)	Post M (SD)	Effect size d	Descriptor
ECBI Intensity	155.60 (20.71)	114.17 (23.77)	1.54	Large
ECBI Problem	22.40 (5.80)	10.92 (7.50)	1.44	Large
Over-reactivity	3.61 (0.77)	2.57 (0.77)	1.29	Large
Laxness	2.79 (0.81)	2.16 (0.80)	1.00	Large
Verbosity	3.73 (0.79)	2.73 (0.91)	1.06	Large
Setting Self Efficacy	79.10 (10.25)	90.46 (7.07)	-1.27	Large
Behaviour Self Efficacy	67.75 (14.07)	86.20 (11.85)	-1.38	Large

TPOL: SHORT-TERM EFFECTS FOR MOTHERS II

	Pre M (SD)	Post M (SD)	Effect size d	Descriptor
Parental Anger	124.10 (29.70)	111.62 (35.23)	0.46	Small
Child Abuse Risk	5.13 (4.03)	3.56 (3.34)	0.49	Small
Depression	5.23 (6.03)	3.52 (5.36)	0.27	Small
Anxiety	2.86 (4.23)	1.65 (2.78)	0.38	Small
Stress	11.91 (6.87)	6.90 (5.67)	0.66	Medium
Interparental Conflict	5.24 (3.54)	3.34 (2.50)	0.66	Medium
Parent Child Relationship	41.08 (7.00)	52.51 (6.44)	-1.49	Large

- ### PRELIMINARY CONCLUSIONS
1. Triple P Online is effective when compared to a waitlist control (Sanders et al., 2012)
 2. Triple P Online is not inferior (equivalent) in its effectiveness to the Every Family workbook
 - Comparable effectiveness of both programs = choice for parents and services
 - Highlights the value of the noninferiority approach

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PRELIMINARY CONCLUSIONS

BUT...

Is Triple P Online effective for families:

- from diverse SES backgrounds?
- with high levels of child behaviour problems?

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WHAT PREDICTS TPOL CHILD BEHAVIOUR OUTCOMES?

Significant predictors	No predictive association
<ul style="list-style-type: none"> • Session completion ($\beta = -.33$) • T1 parent-child relationship quality ($\beta = -.24$) 	<ul style="list-style-type: none"> • Family SES factors • Child factors • T1 child behaviour severity • T1 level of parenting difficulty • Father involvement

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WHAT PREDICTS TPOL PARENTING OUTCOMES?

Significant predictors	No predictive association
<ul style="list-style-type: none"> • Session completion ($\beta = -.41$) • T1 ineffective parenting ($\beta = .47$) 	<ul style="list-style-type: none"> • Family SES factors • Child factors • T1 child behaviour severity • Father involvement

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IMPLICATIONS & CONSIDERATIONS

- ❖ Well-established family and child risk factors may not have a large influence on success in online parenting programs
- ❖ Points to the importance of identifying and testing strategies to maximise retention
- ❖ Possible strategies:
 - Adjunctive professional support (e.g., by telephone, Skype, or online messaging),
 - Peer support via social networking
 - Moving beyond 'grandfather machines'