Triple P - Positive Parenting Program®

Triple P goes online...
Agenda

- What you would like to get out of this workshop
- About Triple P
- Parenting support and the internet
- About Triple P Online
- Research evidence
- Parent user patterns and feedback
- Triple P Online in practice
- Current developments in Triple P Online programs
- Supporting parents to use online programs
- Question time
Group discussion: Getting started

- Introductions
- What would you like to get out of this workshop?
About Triple P
Family support programs need evidence

American Psychological Association
Institute of Medicine
Substance Abuse and Mental Health Services Administration
California Clearing House for Evidence-Based Programs
UK Department for Education
UK National Academy of Parenting Research (NAPR)
United Nations
World Health Organisation
Blueprints for Violence Prevention
KidsMatter – Australian Gov. primary schools mental health initiative
National Institute for Clinical Excellence and Social Care (NICE)

Committee on Children and Young People
Children and Young People Aged 9-14 Years in NSW: The Missing Middle

Triple P Positive Parenting Program
UK National Academy for Parenting Practitioners
UNODC United Nations Office on Drugs and Crime
What is Triple P?

- Evidence-based parenting and family support strategy
- Prevention / early intervention / population health approach
- Multilevel - Intensity and format vary according to risk and family preferences
- Multidisciplinary
- Objectives
  - Increase parenting skills and confidence
  - Reduce coercive and ineffective parenting
  - Improve family relationships and adjustment
  - Focus on self-regulation – set own goals and keep track
Principles of positive parenting

- Safe, engaging environment
- Taking care of yourself as a parent
- Reasonable expectations
- Positive learning environment
- Assertive discipline
The Triple P evidence base
The Triple P research network

Australia (University of Queensland, Curtin University, University of Sydney, Monash University)

New Zealand (University of Auckland, Waikato University, University of Canterbury, Victoria University of Wellington)

Germany (Technical University of Braunschweig, University of Bielefeld)

Scotland (Glasgow Caledonian University, University of Glasgow)

England (University of Manchester, Oxford University, Cambridge University, University of East Anglia)

US (University of South Carolina, Oregon Research Institute, California State University)

Belgium (University of Antwerp, University of Brussels)

The Netherlands (Trimbos Institute, Njl)

Switzerland (University of Fribourg)

Canada (University of Manitoba, University of Ottawa, UBC, University of Calgary)

Middle East (Medical University of Tehran)

Asia (Hong Kong Polytechnic University, University of Tokyo)

South Africa (University of Cape Town)
Universal Triple P
Level 1: media and communication strategy
(very low intensity)

Selected Triple P
Level 2: brief intervention
(low intensity)

Primary Care Triple P
Level 3: narrow focus parenting programs
(low-moderate intensity)

Standard Triple P
Level 4: broad focus parenting programs
(moderate-high intensity)

Enhanced Triple P
Level 5: intensive family intervention
(high intensity)

What is the Triple P system?
Adaptability through flexible delivery formats

Delivery formats

- Individual
- Web *
- Self-directed
- Large group
- Small group
- Over the phone
- TV series
Parenting support and the internet
Why an online variant?

- Potential to vastly increase population reach to hard-to-reach parents (e.g., rural and remote, lack of services available, working parents, fathers)
- Far less expensive than face-to-face delivery
- Allows more tailored program and feedback than self-help books
- Eliminates barriers (e.g., scheduling issues, transport time and costs, child care, stigma)
- Structured format (content, modeling and skills practice) of behavioral family interventions well-suited to web-based delivery
Why an online variant?

- Flexibility:
  - privacy of own home
  - whenever and as much time as desired or available
  - dip and dip out as needed, move forward / review
  - work together or separate log ins

- Potential to be combined with therapist contact (e.g., via the phone or online chat rooms, parenting forums etc.)
Why an online variant?

• Internet is a widely used information source for parents
  — increased risk awareness and decreasing support from family

• Second only to TV as preferred method for receiving parenting information (Metzler et al., 2012)
A preferred parenting information source

Percent indicating ‘quite’ or ‘very interested’ in receiving parenting information in each of nine formats ($N=158$)

Parenting Media Project, Metzler et al (2011)
Oregon Research Institute
The power of the internet

- Internet use widespread and increasing (World Internet Project, 2011, 2012)
  - UK 73%; Europe ~ 60%; USA, Australia, New Zealand ~ 82
  - Households with children under 15 more likely to have broadband (77%) compared to those without (56%)

- Mixed information re socio-economic and educational divide

- Increasing number of vulnerable families have internet access
  - 78% disadvantaged low income parents in a Los Angeles sample (Love et al., in press)
Plenty of advice online, but is it good?

Media sites

Government sponsored sites

Commercial sites

Social Networking sites

Research project sites

Smart phone apps

Practitioner sites

Teens Tracker – Know where they really are, GPS Tracker

Open iTunes to buy and download apps.

Description

Teen Tracker is a very accurate and reliable GPS tracking system for your kids, teens and adults. It uses GPS technology to find where your child is located. You can set up to 50 safety zones and receive immediate notification if they are entered. The app is great for parents, teachers and friends.

What’s New in Version 1.5

- Much Improved Accuracy
- New Features
- Updated User Interface

Price:

$4.99

Category: Utilities
What do parents find?

• Virtual environments for parents
  – *Netmums* UK: over 1.2 million members, 5 million visitors
  – *Babyworld* UK: 67% of parents surveyed visited at least once/week

• Google search:
  – ‘parenting’ yields 216 million results
  – ‘parenting tips’ yields 233 million results
  – ‘positive parenting’ yields over 38 million results

• Primarily health-related and medical information

• Gender bias

• Advice and information vs interactive, evidence-based programs

• Risk that information is unreliable and inaccurate
Building on the evidence

- Self-help parenting interventions are effective (Morawska & Sanders, 2008; Markie-Dadds & Sanders, 2005)
- Lifestyle, reality and infotainment style TV series on parenting have shown promise (Sanders, Montgomery & Brechman-Toussaint, 2000; Sanders et al., 2008)
- Online adult psychological interventions show effect sizes similar to face-to-face therapy ($d = .53$, medium; Barak et al., 2008)
- No RCT evidence concerning any parenting programs (Plantin & Daneback, 2009)
Group discussion: The state of play

- What online support are you aware of?
- How do you use the internet with your clients?
- What difficulties do you have?
Research and development teams:

- University of Queensland
  - Matt Sanders, Karen Turner, Sabine Baker, Diana Jahnel
- University of Auckland
  - Cassy Dittman, Louise Keown, Sue Farruggia, Dennis Rose
- Triple P International
  - Des McWilliam, John Brett, Lynnette Haas, Bruce Cooper, John Robins
- Families International (video footage)
- InVision Media (video editing)
- Liquid Interactive (web development)

Research funding:

- University of Queensland, University of Auckland and Triple P International
What is the Triple P system?

- **Universal Triple P**
  - Level 1: media and communication strategy
  - (very low intensity)

- **Selected Triple P**
  - Level 2: brief intervention
  - (low intensity)

- **Primary Care Triple P**
  - Level 3: narrow focus parenting programs
  - (low-moderate intensity)

- **Standard Triple P**
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  - (moderate-high intensity)

- **Enhanced Triple P**
  - Level 5: intensive family intervention
  - (high intensity)

**Triple P Online**
What is Triple P Online?

• 8-module Level 4 Triple P intervention (Turner and Sanders, 2011)
• Key features:
  – mentor introduces and summarises modules
  – video clips of families in action
  – interactive exercises
  – individual goal setting, feedback and weekly check in
  – downloadable worksheets
  – personalised and printable parent workbook
    (email or Word file; full text and bullet point versions)
  – downloadable podcasts
  – review and reminder strategies
    (text messages, emails)
  – self-regulatory focus with decreasing support
Modules are completed sequentially

Resources
Use this page to fast track to resources that you have collected. Select a module title to access the resources you have collected so far. Select **Quick start** to go to the next part of your program.

- **Module 1**: What is positive parenting?
- **Module 2**: Encouraging behavior you like
- **Module 3**: Teaching new skills
- **Module 4**: Managing misbehavior
- **Module 5**: Dealing with disobedience
- **Module 6**: Preventing problems by planning ahead
- **Module 7**: Making shopping fun
- **Module 8**: Raising confident capable kids
What is positive parenting?
Introduction
Module 1: What is positive parenting?

What is positive parenting?

- A safe, interesting environment
- A positive learning environment
- Assertive discipline
- Realistic expectations
- Taking care of yourself

Common parent traps

Get active
Module 2: Encouraging behavior you like

Ideas to help you encourage behavior you like:

- Spend quality time together
- Talk with your child
- Show affection
- Praise
- Pay attention
- Have interesting activities

Make a plan

Get active
Module 3: Teaching new skills

Skills for children to learn:

- Communicating
- Managing feelings
- Becoming independent
- Solving problems

Ideas to help you teach new skills:

- Set a good example
- Incidental teaching
- Ask-say-do
- Reward charts

Get active
Module 4: Managing misbehavior

Ideas to help you manage misbehavior:

- Ground rules
- Directed discussion
- Planned ignoring
- Clear, calm instructions
- Consequences
- Quiet time
- Time-out

Putting a plan together

Get active
Module 5: Dealing with disobedience

Why don’t children do as they’re told?

• Make your home safe
• Have plenty for your child to do
• Encourage behavior you like
• Clear, calm instructions

Ideas to help you deal with disobedience:

• Consequences
• Quiet time
• Time-out

Get active
Module 6: Preventing problems by planning

Ideas to help you plan for high-risk times:

- Prepare in advance
- Decide on rules
- Choose interesting activities
- Use rewards for good behavior
- Use consequences for misbehavior
- Have a follow-up discussion

Get active
Module 7: Making shopping fun

Ideas to help you make shopping fun:
- Plan ahead
- Set some shopping rules
- Set a goal
- Talk about rewards and consequences

Ideas to help you encourage good behavior:
- Praise your child
- Involve your child

Ideas to help you deal with difficult behavior:
- If rules are broken, act quickly
- Quiet time
- Time-out

If problems persist

Get active
Module 8: Raising confident capable kids

Ideas to help you help your child develop these skills:

- Showing respect
- Being considerate
- Good social skills
- Healthy self-confidence
- Being a problem solver
- Becoming independent

Program close
Strategies are demonstrated in video clips

What is positive parenting?
Activities are interactive

Raising confident, capable kids

Program close

Please read this question carefully and select the one response you think would be the most effective action to take.

Question 1
You are ironing clothes and your child comes to show you something. What is the best way to respond:

- [ ] Say you are busy and not to interrupt.
- [x] Ignore the interrupting.
- [ ] Stop what you are doing, give your attention, and then continue ironing.
- [ ] Say you will look when you have finished the ironing.
Resources open on module completion

Resources

Module 1: What is positive parenting?

In this module:

- A safe, interesting environment
- A positive learning environment
- Assertive discipline
- Realistic expectations
- Taking care of yourself

Common parent traps

Get active

View Worksheets ▼

Download these worksheets for extra information on this module.

Download podcast

Download an audio only podcast of this module to listen to away from your computer.

Email me a summary

Send yourself a summary of this module for you or your partner to read later.

SMS me key points

Send yourself the key points of this module as a quick reminder to look at any time.
Module 8: Raising confident capable kids

Check in

How did you go with your practice shopping trip or trip out? Did you manage to cover all the steps you set?

If things went well, what worked? If something stopped you, how can you plan for that to make sure you can use your chosen strategies in future?

Much better having clear rules and things to do

If you haven’t had a practice shopping trip with your child yet, when would be a good time in the next few days? If you have, when are you going to do it again?

Next Saturday. Weekly shop.

It’s about time to put away your monitoring forms now we’re coming to the end of the program, but before you do, it can be really helpful to compare how things are now with how they were when you started Triple P. What changes have you noticed in yourself and in your child?

We’re all much calmer now. House is tidier.

Compare the first week and the last week. Have you noticed any changes?

* Yes

**Feedback:** Congratulations on working so hard on your goals throughout the program and getting these results.

If you haven’t been keeping track for a while, it’s a good idea to do one more week so you can see what has changed since you started the program. Go back to the behavior you started monitoring in Module 2:

Arguments

Talking back

Did you set a goal about your own needs or looking after your relationship?

Get that book I wanted from the library.

---

**Module 8: Raising confident capable kids**

**Check in**

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Talking back

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**Raising confident, capable kids**

The values, skills and behaviors we want for our children are the choice of every individual parent, but there are some life skills that are important for everyone.

The foundations for children’s success at school, in their relationships, and in life in general, are laid down in the early years. At each stage, from infancy through to adolescence, parents have an important role in helping children develop the skills they need to build self-confidence and reach their potential.

There are six building blocks for becoming confident and capable:

* Showing respect to others.
* Being responsible.
* Having good communication and social skills.
## Planned Activities Checklist

**Situation:**

**Instructions:** Whenever this situation happens record Yes, No or NA (Not Applicable) for each of the steps below.

<table>
<thead>
<tr>
<th>DAY</th>
<th>STEPS TO FOLLOW</th>
<th>STEPS COMPLETED?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Prepara in advance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Talk about rules.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Have interesting activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Reward good behavior.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Use consequences for misbehavior.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Have a follow-up discussion and set goals.</td>
<td></td>
</tr>
</tbody>
</table>

**NUMBER OF STEPS COMPLETED:**
Hi 

Here is a quick summary of Triple P Module 5: Dealing with disobedience.

This time we looked at applying your positive parenting strategies to help prevent problems with disobedience, and also to deal with it consistently if it does happen. The aim is to help your child learn limits and follow instructions straight away.

- Make your home safe to avoid having to say No and Don’t touch all the time and have plenty for your child to do so they don’t get bored and get into trouble. Don’t forget, if you praise behaviour you like, it is more likely to happen again.
- Try to let your child finish an activity before giving an instruction. Get close, get your child’s attention and give a clear, calm instruction that tells them exactly what to do. Praise your child for doing as you asked.
- Act immediately when your child is disobedient. Back up instructions with consequences, quiet time or time-out.
- Afterwards, for a start instruction, return your child to where they were and repeat the instruction. Don’t repeat a stop instruction, just return your child to an activity.
- Catch them being good and praise them as soon as you can.

Hopefully you’ve set up a practice session to try out your strategies. Make sure you review how you went – what you did well and what you would like to do differently in future, this is how you keep refining your parenting plans. Don’t forget to keep track of how things are going.

Next time we’ll look at planning ahead to help you manage difficult situations. We’ll look at steps you can put into a parenting plan to prepare for times when it is harder to use your positive parenting strategies.

See you soon.
Professor Matt Sanders and the Triple P Team
Example sms reminder

Research evidence
Evidence for Triple P Online

- Two foundational trials (Brisbane, Australia; Auckland, New Zealand)
- Evaluating effectiveness and consumer acceptability
- Randomised controlled trials
  - Triple P Online vs computer use as usual ($N=116$)
  - Triple P Online vs self-help workbook ($N=193$)
- Eligibility criteria
  - Child 2–9 years of age
  - Clinical range for child behavior problems (ECBI Intensity Scale)
- Recruitment
  - Radio, TV, online parenting forums, schools and child care settings
Australian results: child behavior

ECBI Problem Score (number of problems)

ECBI Intensity Score (frequency of problems)
<table>
<thead>
<tr>
<th>Outcome</th>
<th>ECBI – Problem</th>
<th>ECBI – Intensity</th>
<th>Post ((d))</th>
<th>Follow-up ((d))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td>0.71 (medium)</td>
<td>0.60 (medium)</td>
<td>0.60 (medium)</td>
<td>0.74 (medium)</td>
</tr>
<tr>
<td>Intensity</td>
<td>0.89 (large)</td>
<td>0.74 (medium)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observed child behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(completer analysis only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child disruptive</td>
<td>ns</td>
<td></td>
<td>0.14 (small)</td>
<td></td>
</tr>
<tr>
<td>Parenting style</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laxness</td>
<td>0.53 (medium)</td>
<td>0.80 (large)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over-reactivity</td>
<td>0.61 (medium)</td>
<td>0.84 (large)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbosity</td>
<td>0.57 (medium)</td>
<td>0.69 (medium)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parenting confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>0.84 (large)</td>
<td>0.98 (large)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting</td>
<td>0.64 (medium)</td>
<td>0.76 (medium)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent anger</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td>0.27 (small)</td>
<td>0.52 (medium)</td>
<td>0.36 (small)</td>
<td></td>
</tr>
<tr>
<td>Anger intensity</td>
<td>0.29 (small)</td>
<td>0.35 (small)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent conflict</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td>ns</td>
<td>0.36 (small)</td>
<td>ns</td>
<td></td>
</tr>
<tr>
<td>Extent</td>
<td>ns</td>
<td>0.33 (small)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent adjustment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td>ns</td>
<td>ns</td>
<td>0.59 (medium)</td>
<td></td>
</tr>
<tr>
<td>Anxiety</td>
<td>ns</td>
<td>ns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stress</td>
<td>ns</td>
<td>ns</td>
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</tbody>
</table>
Exploring dosage

Module 4-8  Module 0-3  Control

pre-intervention  post-intervention  6-month follow up

ECBI Intensity Score (frequency of problems)
High consumer satisfaction (CSQ):

- $M = 5.48$ (1 very dissatisfied - 7 very satisfied)
- Mean total score: 68.55 (out of 91)
  - Slightly lower than face-to-face trials (e.g. Standard Triple P: $M = 74.58$)
  - Better than Self-directed Triple P ($M = 57.65$)
- 91% rated the quality of the service they received as at least “good”
- Would you be willing to pay to receive a program like this?
  - Yes = 30 (69.8%)
  - No = 13 (30.2%)
Quality ratings

Chart showing quality ratings for Overall content, Interface, Video clips, Program activities, and Workbook. The ratings are on a scale from 1 (Very poor) to 5 (Excellent), with the following scores: Overall content 4, Interface 4, Video clips 4, Program activities 3.5, Workbook 4.
New Zealand results

• Comparing Triple P Online to the *Every Parent’s Self-Help Workbook*

• No significant differences between the internet and workbook groups on any outcome measure or client satisfaction at post-test or 6-month follow up

• Both interventions produced significant and clinically meaningful change in:
  – Disruptive child behavior
  – Dysfunctional parenting
  – Parenting confidence
  – Risk of child maltreatment
  – Inter-parental conflict
  – Parental adjustment
## Outcome effect sizes (at post)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Triple P Online ((d))</th>
<th>Self-help Workbook ((d))</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child behavior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECBI – Problem</td>
<td>1.44 (very large)</td>
<td>1.35 (very large)</td>
</tr>
<tr>
<td>ECBI – Intensity</td>
<td>1.54 (very large)</td>
<td>1.36 (very large)</td>
</tr>
<tr>
<td><strong>Parenting style</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laxness</td>
<td>1.00 (large)</td>
<td>0.94 (large)</td>
</tr>
<tr>
<td>Over-reactivity</td>
<td>1.29 (very large)</td>
<td>1.20 (very large)</td>
</tr>
<tr>
<td>Verbosity</td>
<td>1.06 (large)</td>
<td>0.95 (large)</td>
</tr>
<tr>
<td><strong>Parenting confidence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>behavior</td>
<td>1.38 (very large)</td>
<td>1.38 (very large)</td>
</tr>
<tr>
<td>Setting</td>
<td>1.27 (very large)</td>
<td>1.35 (very large)</td>
</tr>
<tr>
<td><strong>Parent anger</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abuse Potential</td>
<td>0.49 (medium)</td>
<td>0.36 (small)</td>
</tr>
<tr>
<td>Anger Intensity</td>
<td>0.46 (medium)</td>
<td>0.63 (medium)</td>
</tr>
<tr>
<td><strong>Inter-parent conflict</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td>0.66 (medium)</td>
<td>0.83 (large)</td>
</tr>
<tr>
<td>Extent</td>
<td>0.58 (medium)</td>
<td>0.80 (large)</td>
</tr>
<tr>
<td><strong>Parent adjustment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td>0.27 (small)</td>
<td>0.28 (small)</td>
</tr>
<tr>
<td>Anxiety</td>
<td>0.38 (small)</td>
<td>0.13 (negligible)</td>
</tr>
<tr>
<td>Stress</td>
<td>0.66 (medium)</td>
<td>0.54 (medium)</td>
</tr>
</tbody>
</table>
Summary of main findings

• Most hypotheses were confirmed:
  Mothers:
  ✓ Improved child behavior
  ✓ Improved parenting
  ✓ Improved parenting confidence
  ✓ Reduced parental anger
  ✓ Improved parental adjustment (Aus FU)
  ✓ Reduced conflict over parenting (Aus FU)
  Fathers:
  ✓ Improved child behavior
  ✓ Improved parenting
  ✓ Improved parenting confidence
  ✓ Reduced parental anger
  ✓ Reduced conflict over parenting

• The large effect sizes observed for key variables are similar to those for face-to-face interventions
Conclusions

- Results from both studies support Triple P Online as an effective treatment for parents of young children with significant conduct problems.
- Comparable effectiveness of programs (e.g., group, individual, online) = choice for parents.
- Triple P Online has a number of advantages:
  - Convenience – when, where and how parents prefer.
  - Low cost.
  - Scope for wide reach.
  - Can complement face-to-face services.
- Potential for less intensive intervention (Level 3).
- Potential for combination with therapist contact (e.g., telephone, email, social networking).
Parent user patterns and feedback
User patterns

How long to complete?
• Average of 11 weeks (expected 8 – 12 weeks)

How much time did it take?
• Average of 5.9 hours (expected 4 hours)
• Average of 56 mins per module (range 20 mins – 2 hours+)

How many log ons?
• Average of 9.75 log ons (maximum 23)
### User patterns

<table>
<thead>
<tr>
<th>Module</th>
<th>Completed (%)</th>
<th>Average time (mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is positive parenting?</td>
<td>95</td>
<td>74</td>
</tr>
<tr>
<td>2. Encouraging behavior you like</td>
<td>91</td>
<td>47</td>
</tr>
<tr>
<td>3. Teaching new skills</td>
<td>78</td>
<td>73</td>
</tr>
<tr>
<td>4. Managing misbehavior</td>
<td>67</td>
<td>74</td>
</tr>
<tr>
<td>5. Dealing with disobedience</td>
<td>57</td>
<td>48</td>
</tr>
<tr>
<td>6. Preventing problems by planning ahead</td>
<td>53</td>
<td>41</td>
</tr>
<tr>
<td>7. Making shopping fun</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>8. Raising confident, capable kids</td>
<td>47</td>
<td>53</td>
</tr>
</tbody>
</table>
Feedback

Helpfulness of the inbuilt features

- Worksheets: Very helpful
- Podcasts: Very helpful
- Summary SMS: Very helpful
- Summary emails: Very helpful
- SMS reminders of weekly goals: Very helpful
- Workbook: Very helpful
Website feedback (n = 55)

- Level of difficulty of content was appropriate: Agree strongly
- Organisation and sequence of content was clear: Agree strongly
- Time required to complete the modules was reasonable: Agree strongly
Interface

- Overall appearance of the site (e.g. design, layout, colours etc.): Excellent
- Navigation: Excellent
- Size & Readability of fonts: Excellent
- Artwork & graphics: Excellent
Program activities

- Supported my learning: Agree strongly
- Interesting and engaging: Agree strongly
- Personalised and relevant: Agree
- Completion time appropriate: Agree
- Level of difficulty appropriate: Agree strongly
Video clips

- Sufficient quality: Agree strongly
- Content easy to understand: Agree strongly
- Appropriate length: Agree strongly
- Appropriate screen size: Agree strongly
- Appropriate loading times: Agree strongly
Individualised workbook

<table>
<thead>
<tr>
<th></th>
<th>Content</th>
<th>Design</th>
<th>Functionality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Description</td>
<td>Very poor</td>
<td>Excellent</td>
<td>Very poor</td>
</tr>
</tbody>
</table>
Early roll out

• 3 UK welfare organizations
  – Practitioner gate keepers
  – Funders expectation of face-to-face contact
    – Briefings for managers and staff, open site to explore
    – Inclusion of practitioner contact?

• NSW state government
  – Conscious of ‘completion’
    – Need to look at outcomes
    – Parents selecting modules according to own goals?

• NY college trial
  – Need for iPad access
    – Need to redesign program, replace Flash with HTML5
Current developments in Triple P Online programs
Where next?

**Universal Triple P**
Level 1: media and communication strategy
(very low intensity)

**Selected Triple P**
Level 2: brief intervention
(low intensity)

**Primary Care Triple P**
Level 3: narrow focus parenting programs
(low-moderate intensity)

**Standard Triple P**
Level 4: broad focus parenting programs
(moderate-high intensity)

**Enhanced Triple P**
Level 5: intensive family intervention
(high intensity)

**Triple P Online**
Where next?

Universal Triple P
Level 1: media and communication strategy (very low intensity)

Selected Triple P
Level 2: brief intervention (low intensity)

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Level 4: broad focus parenting programs (moderate-high intensity)

Enhanced Triple P
Level 5: intensive family intervention (high intensity)

Triple P Solutions

Triple P Online
Triple P Solutions

Parenting now comes with online interactive tips to help you find positive parenting solutions!

The Triple P – Positive Parenting Program has helped many thousands of families, and has the seal of approval of parents, practitioners and experts, worldwide. We look forward to helping you!

Email: 

Password: 

Login

Forgot your password?

New user register
Triple P Solutions features

- Brief self-directed program (choice of modules)
- Modules to date:
  - Getting started with positive parenting
  - Disobedience
  - Fighting and aggression
  - Going shopping
  - Self-esteem
- Modules in planning:
  - Tantrums
  - Fears
  - Friendships
- Show me more options
  - Program library (e.g. clips of positive parenting strategies, parent traps)
  - Module resources (e.g. workbook PDF, podcast)
  - Activity extras (e.g. clips, hints, worksheets)
Getting started with positive parenting

1. Introduction

2. What is positive parenting?

3. A safe, interesting environment

4. A positive learning environment

5. Assertive Discipline

6. Realistic Expectations

7. Taking care of yourself

8. Get active

9. Mentor Conclusion

Introduction

About your family

Think about your top three concerns about your child's behaviour. It's also good to think about how confident you feel about managing these behaviours.

This gives us a snapshot of how things are now, and it may help you set some goals about things you would like to change.
Where next?

- **Universal Triple P**
  - Level 1: media and communication strategy
  - (very low intensity)

- **Selected Triple P**
  - Level 2: brief intervention
  - (low intensity)

- **Primary Care Triple P**
  - Level 3: narrow focus parenting programs
  - (low-moderate intensity)

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  - Level 4: broad focus parenting programs
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**Triple P Solutions**

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  - *(high intensity)*

**Triple P Online**

**Triple P Solutions**

**Triple P Online Community**
Welcome to the Triple P Online Community

Parenting now comes with an online instruction manual!

The Triple P - Positive Parenting Program has helped many thousands of families, and has the seal of approval of parents, practitioners and experts, worldwide. We look forward to helping you.

Email:
Enter email address

Password:
Enter password

Login

Register

Forgot your password?
Triple P Online Community features

• Community members
• About me
• Facilitator
  - Moderation
  - Private messaging
• Community conversation
  - Add comments
  - Ask questions
  - Reply
  - Star (like) posts
  - Follow conversations
  - Flag posts for facilitator attention
• Gamification (badges)
• Q&A library
• Certificate
About me

I am a mother. I am a primary caregiver. I live with my partner and my child/ren. My children are a girl 11, a girl 12. I am working part time right now. I live in Bahamas. When my kids and I have time together, we like to watch movies and do our nails. I would describe myself as busy, creative, and positive. Our favorite family meal is fish and chips at the beach. If I have some time to myself I like to do some gardening or read. When I was growing up I wanted to be an artist or a ballerina.

My activity

I have received: 17

I have been awarded: 3

Program progress 100%

My badges

- ![Thumb Up](image1)
- ![Happy Face](image2)
- ![Footprint](image3)
- ![House](image4)
- ![Recycle](image5)
Community members

1. JRMclwilliam
   - I am a Support Person
   - I have 0 children
   - Program Progress: 82%

2. Hyun-Sun
   - I have 0 children
   - Program Progress: 16%

3. KT
   - I am a Child Carer
   - I have 2 children (girl 11, girl 12)
   - Program Progress: 100%

4. Shordene
   - I am a Mother
   - I have 1 child (boy 8)
   - Program Progress: 100%

5. Marianne
   - I am a Mother
   - I have 3 children (girl 3, boy 2, boy 0)
   - Program Progress: 100%

6. Theresa
   - I am a Mother
   - I have 2 children (girl 19, boy 17)
   - Program Progress: 0%
JRMcWilliam checked in and earned a Talking badge
Jan 14, 2013
Module 3 - Check in
How did you go with your goal?
We have been talking much more now.
If something stopped you, how can you plan for that to make sure you can use your chosen strategies in future?
Type yo...

Biene checked in
Jan 17, 2013
Module 3 - Check in
Did you start keeping track? How did it go? Can you see any changes?
Yes, went ok
Behaviors to monitor:
Q&A Library

This library includes common questions and answers posted by other parents, so check to see if your question has already been asked and answered. You can sort the library by module and topic to find questions you may be interested in.

Module 3: All

Q: I want my kids to learn all of those things. Where do I start?
A: Remind yourself that your kids learn from watching you! My wife and I made a pact that we would be a ‘no yelling’ household. It’s made a huge difference.

Q: I try really hard but then I get so tired I lose my cool and start yelling at the kids.
A: Everyone loses their cool. Don’t beat yourself up about it. Try to catch your temper early and do something to calm down. I usually try to take a few deep breaths and walk away for a bit to calm down so we don’t end up arguing.

Q: I’m not sure I get when I’m supposed to do this teaching. Are we talking about homework?

Q: Ask-say-do seems patronizing. Why ask a question if you are going to tell them the answer?

Q: What if we don’t have resources to make a chart and keep it going?

Q: Can’t reward charts be discouraging and competitive when you have more than one child?
Certificate

Triple P Online
Positive Parenting Program

Awarded to
Andrew Duval

in recognition of completing Triple P Online.

Date: 5 April 2013

Badges earned
Let’s play
Log in to http://hfcc.tripleponline.net
Supporting parents to use Triple P Online
Develop a list of issues related to online parenting support that you have faced or may encounter in your community.
Exercise: Overcoming obstacles

- Work in small groups
- Choose one of the issues identified in the group discussion
- Develop a management plan
  - How could you plan ahead to prevent potential barriers?
- Share your responses with the larger group
Who should do Triple P Online?

- Triple P Online can be a universal (i.e. for all parents) or selective (i.e. available to targeted groups of parents) prevention parenting support strategy.
- It is particularly useful as an early intervention strategy for parents of children with current behavior problems.
- It may be particularly helpful in areas where there are few trained practitioners, available services have long waiting lists, or parents have issues with access to services (e.g. distance, timing, child care).
Who should do Triple P Online?

Triple P Online is appropriate for parents or carers with:

- Concerns about their parenting skills and / or
- Concerns about their child’s social or emotional development or behavior problems, particularly oppositional (disobedient, defiant), aggressive or disruptive behavior
- Broadband computer access
- Motivation to work through a self-directed program
- A preference to complete the program in their own home at their own pace
Who should do Triple P Online?

• Family adversity factors such as low socio-economic status, low parental education level, low literacy, disability or single parent status should not preclude participation in Triple P Online

• However, practitioners must consider the level of literacy and computer skills required to be able to work through the program without individual assistance
Review

• About Triple P
• Parenting support and the internet
• About Triple P Online
• Research evidence
• Parent user patterns and feedback
• Current developments in Triple P Online programs
• Supporting parents to use online programs
Questions?

For further information on Triple P Research: [www.pfsc.uq.edu.au](http://www.pfsc.uq.edu.au)
Training and materials: [www.triplep.net](http://www.triplep.net)