



Triple P - Positive Parenting Program®



A brief modular approach
to Triple P as a web-based intervention

Sabine Baker, Karen M.T. Turner and Matthew R. Sanders
Parenting and Family Support Centre
The University of Queensland
kturner@psy.uq.edu.au

Design: Triple P Communications 2011

Acknowledgments



Research and development teams:

- University of Queensland
Matt Sanders, Karen Turner, Sabine Baker
- Triple P International
Des McWilliam, John Brett, Lynnette Haas, Bruce Cooper, John Robins
- Oregon Research Institute
Carol Metzler, Julie Rusby
- Families International (video footage)
- InVision Media (video editing)
- Liquid Interactive (website development)

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Using the power of the internet



- Internet use widespread and increasing (World Internet Project 2011, 2012)
 - UK 73%; Europe ~ 60%; USA, Australia, New Zealand ~ 82)
- Increasing number of vulnerable families have internet access
 - 78% disadvantaged parents in a Los Angeles sample (Love, 2012); half accessed program on mobile device (Maurange & Love, 2013)
- Mean effect size of online interventions similar to face-to-face therapy ($d = .53$, medium; Barak et al., 2008)
- Internet is a widely used information source for parents
- Second only to TV as preferred method for receiving parenting information (Metzler et al., 2012)

Potential advantages



- Potential to increase access to support for hard-to-reach parents (e.g., rural and remote, working parents, fathers)
- Less expensive than face-to-face delivery
- Eliminates traditional barriers like timing, transport, child care, stigma
- Convenience: can be completed when and where parents prefer
- Flexibility: parents able to dip in and out, review previous modules; combined with therapist contact
- Structured behavioural family interventions are well-suited to online delivery (Anderson, Jacobs, & Rothbaum, 2004)

Building on the Triple P 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)
- Brief, topic specific interventions are effective (Discussion Groups, Primary Care)
- Self-administered online intervention is effective (Turner & Sanders, 2011)



Triple P Online Standard



- Level 4 interactive online program
- 8 sequential modules
- Two foundational trials to examine feasibility, effectiveness and consumer acceptability
 - Brisbane (Sanders, Baker & Turner, 2012)
 - Auckland (Sanders, Dittman, Farruggia & Keown, 2013)
- Effective in improving
 - ★ child behavior
 - ★ dysfunctional parenting styles
 - ★ parents' confidence, anger and adjustment
- Not inferior to self-help workbook
- Equivalent effect sizes to face-to-face interventions

Issues identified



- Both samples fairly high SES and education
 - Only around 50% completed all available modules
 - Differences in program completion times and log on rates – parents may respond differentially due to other factors (e.g., internet/computer skills, literacy, family risk)
 - Linear module completion could be a barrier to program completion for some
- ➔ Can a briefer non-linear version of Triple P Online be effective?
- ➔ Do vulnerable/ high-risk families respond differently?

Aims



- Develop a brief Level 3 variant of Triple P as an online intervention
- Foundational trial to examine (funded by ARC)
 - feasibility
 - effectiveness
 - consumer acceptability
- Investigate how family risk status influences program use and effectiveness



Consumer informed program development



- Experience gained from Triple P Online Standard
- Experience with other low intensity Triple P interventions
 - parallel Level 3 discussion groups
- Triple P tip sheet sales provided insight into most popular topics
- Australia-wide cross-sectional survey of 459 parents
 - investigated parents' use of and attitudes toward online parenting support
 - consumer input regarding preferences for program features and content areas

Consumer survey



- 65% of survey respondents used parenting websites as an information source
 - only topped by friends/ other parents (76%)
- 68% had never participated in a parenting program
- 59% of respondents thought a self-directed online parenting program would be useful / very useful
- Most important features of online programs:
 - free or low cost
 - program demonstrated to be effective
 - professionally produced resources that can be printed
 - program can be tailored to needs of individual parent

Digital divide?



Families that reported more financial difficulties on average:

- experienced more child behaviour difficulties
- were less likely to have smartphone / tablet internet access
- were more likely to have used parenting websites for information
- had higher ratings of the usefulness of a self-directed web-based program

Preferred topics



Self-esteem
48%



Disobedience
47%



Anxiety
35%



Fighting & Aggression
32%



Misbehaviour
32%



Homework
17%



Mealtime problems
17%



Toilet training
13%



Bedtime problems
11%

Triple P Online Brief



- 5-module Level 3 Triple P intervention (Turner and Sanders, 2013)
- Key features:
 - mentor introduces and summarises modules
 - video clips of families in action
 - interactive exercises
 - individual goal setting
 - downloadable worksheets
 - personalised and printable parent workbook
 - downloadable podcasts
 - self-regulatory focus



Topics are selected after one introductory module



Welcome Karen [Home](#) | [Logout](#)

Triple P Online Brief

Getting started with positive parenting	Complete	Review
Disobedience	Complete	Review
Fighting and aggression	Complete	Review
Going shopping	Complete	Review
Self-esteem	Progress : 95%	Review

You have 12 weeks left to complete this program.

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Mentor introduces module content



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. Conclusion
- Back to modules

Introduction



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Program library

Module resources

PDF Workbook

AUDIO Podcast

Strategies are demonstrated in video clips



Disobedience

- 1. Introduction
- 2. Understanding why
- 3. Keeping track
- 4. Preventing problems
- 5. Managing problems
- 6. Get active
- 7. Conclusion
- Back to modules

Managing problems



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Program library

Module resources

PDF Workbook

AUDIO Podcast

Activities are interactive



Disobedience

- 1. Introduction
- 2. Understanding why
- 3. Keeping track
- 4. Preventing problems
- 5. Managing problems
- 6. Get active
- 7. Conclusion
- Back to modules

Understanding why

Instructions

The way we give instructions can be unhelpful. Think about how you give instructions. Do you fall into any of these traps?

- Too many instructions
- Too few instructions
- Instructions that are too hard
- Bad timing
- Instructions that are not clear
- Instructions that sound like a question
- Confusing body language

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Program library Module resources

PDF Workbook AUDIO Podcast

Activity extras and library of resources



Disobedience

- 1. Introduction
- 2. Understanding why
- 3. Keeping track
- 4. Preventing problems
- 5. Managing problems
- 6. Get active
- 7. Conclusion
- Back to modules

Managing problems

You may find it helpful to look back at the Start Routine and Stop Routine introduced in your first Triple P Module

Select a link in the Activity extras

Below to review the worksheet

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Program library Module resources Activity extras

PDF Start Routine Worksheet PDF Stop Routine Worksheet

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Program library Module resources Activity extras

PDF Start Routine Worksheet	VIDEO Show Me More Ask Say-Do (0-12)
PDF Stop Routine Worksheet	VIDEO Show Me More Behaviour Charts (0-12)
VIDEO Common Parent Traps	VIDEO Show Me More Ground Rules (3-)
VIDEO Show Me More Quality Time (all ages)	VIDEO Show Me More Directed Discussion (3-)
VIDEO Show Me More Talking (all ages)	VIDEO Show Me More Planned Ignoring (1-7)
VIDEO Show Me More Affection (all ages)	VIDEO Show Me More Instructions (2-)
VIDEO Show Me More Praise (all ages)	VIDEO Show Me More Consequences (2-)
VIDEO Show Me More Attention (all ages)	VIDEO Show Me More Quiet Time (10mins-10)
VIDEO Show Me More Activities (all ages)	VIDEO Show Me More Time-Out (2-10)
VIDEO Show Me More Good Example (all ages)	VIDEO Keeping Track
VIDEO Show Me More Incidental Teaching (1-12)	VIDEO Keeping Up the Good Changes

Downloadable workbook



Self-esteem

Introduction

Before we start, is there anything you want to make a note of about your goals from last time?
Think up that own name, its better for everyone.

We all want our children to be happy and well-adjusted, but sometimes they have to deal with disappointments and frustrations, and may doubt their abilities. When children do not have good self-esteem they can lack the confidence to try new things and solve problems for themselves. Parents can help children develop a healthy self-image, learn to be positive and realistic in their thinking, and develop problem-solving skills.

As children grow up they form views of themselves as a person, their value as an individual and how good they are at doing things. This view of their self-worth is called self-confidence or self-esteem. An important part of being a parent involves encouraging children to be confident and develop healthy self-esteem. This means children having a true sense of their strengths and weaknesses.

Children who have healthy self-esteem are likely to be happy, cooperative, successful at school and make friends easily. They are fun to be with because they enjoy challenges, are eager to learn and enjoy success. They are also likely to cope with stress effectively and are less likely to develop behavior problems than children with low self-esteem.

Children with low self-esteem often feel inadequate, may be reluctant to try new things, and give up easily. They may have low goals and enjoy achieving them, and they often let others take advantage of them. They are also more likely to misbehave or become anxious or depressed. Problems with self-esteem may be explained through children's behavior, emotions or the way they think about things.

What are your main concerns?

Think back over the last month, what have you noticed about your child's behavior, emotions and thinking? Select up to three issues, then rate how much of a concern each one is and how confident you are that you can successfully deal with it.

Keeping these in mind as you work through this module can help you stay focused on what is important for you. The issues that seem to be of most concern to you are:

- Perfectionism or reluctance to try new things
 How concerned I am: 2 (quite a bit)
 How I rate my confidence: 4/10
- Being overly critical of themselves and others
 How concerned I am: 2 (quite a bit)
 How I rate my confidence: 4/10
- Perfectionism (wanting to always do things perfectly)
 How concerned I am: 1 (a little)
 How I rate my confidence: 5/10

There is room for anything else you'd like to make a note of here.

Downloadable worksheets



Self-esteem

- 1. Introduction
- 2. Understanding why
- 3. Keeping track of self-esteem
- 4. Preventing problems
- 5. Managing problems
- 6. Get active
- 7. Conclusion
- Back to modules

Keeping track of self-esteem

It is useful to keep track so you can check whether what you think about your child's behavior is true (e.g. does your child put themselves down every day?), and also to see if anything is changing (getting better or worse).

A good way to keep track of your child's behavior is to write down how often it happens. You can use a tally like the one below to keep track of how many times the problem happens each day.

Example Keeping Track Chart (Tally)

Behavior: Putting self down

Starting date: Aug 1st

Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	TOTAL
Mon	✓	✓	✓	✓	✓											5
Tue	✓	✓														2
Wed	✓	✓	✓	✓												4
Thurs	✓	✓	✓	✓	✓											5
Fri	✓	✓	✓	✓	✓											5
Sat	✓	✓	✓	✓	✓											5
Sun	✓	✓	✓	✓	✓											5

You can download a copy of a blank Keeping Track Chart to use with your family. Just select the PDF [extra](#) below.

[Show me more](#)

Select the video link in the **Activity extras** below to see more about keeping track.

[Back](#)

- Program library
 - Module resources
 - Activity extras
- PDF: Keeping Track Chart (Tally) | VIDEO: Keeping Track



Trial design



- RCT involving a two-group comparison:
 - online treatment condition vs computer-use-as-usual control
 - over 3 time points: pre, post (8 weeks), 9-month follow up
- Eligibility criteria
 - Child 2-9 years of age
 - At least borderline range for child behaviour problems (SDQ)
 - Concerns about child in at least one of four topic areas (disobedience, fighting and aggression, shopping, self-esteem)
- Recruitment
 - Schools and child care settings in low SES areas, organisations supporting high-risk families (e.g. migration background)

Hypotheses



- Compared to computer-use-as-usual, Triple P Online Brief would be associated with greater improvements in:
 - child behaviour and emotional problems
 - dysfunctional parenting
 - parenting confidence
 - parental anger and adjustment
 - conflict over parenting

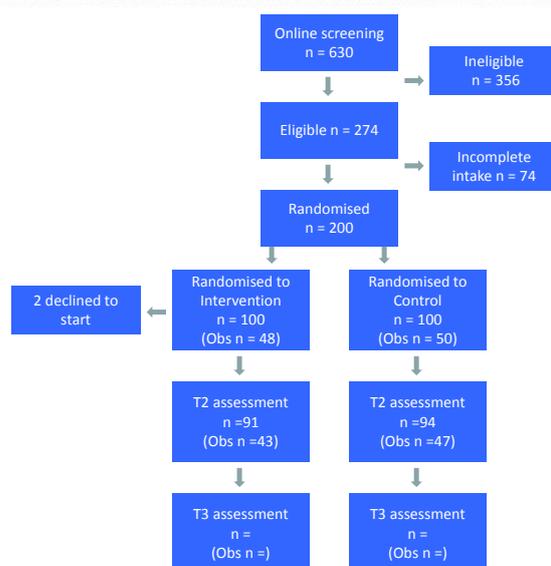


Measures



- FBQ (pre only)
- Current topics of concern and confidence in dealing with them
- Parenting and parental adjustment: PS, PAI, DASS-21
- Parental relationship: PPC
- Child behaviour and adjustment: CAPES, ECBI
- Parent-Child Interaction: FOS
- Program use, intervention feedback, client satisfaction (post only)

Participant flow



Sample characteristics (N=200)



- 91% of enrolling parents were mothers
- Data for the co-parent was obtained for 125 families
- 55% of children were male
- Mean child age 4.4 years
- Mean parent age 35.6 years (range 22-55 years)
- 68% employed (44% only part time)
- 56% university degree, 20% high school or less
- 96% accessed the internet every day
- 30% identified themselves as poor or just getting along financially
- 25% born overseas

Sample characteristics



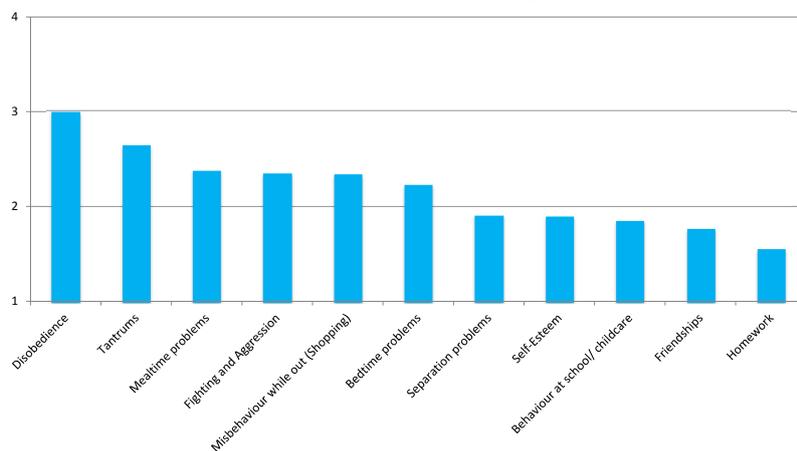
Clinical level difficulties reported by primary parents at pre:

- ECBI Intensity: 72%
- ECBI Problem: 70%
- PS Total: 60%
- PAI Extent: 16%
- PPC Problem: 63%
- DASS Depression: 19%
- DASS Anxiety: 13%
- DASS Stress: 24%

Areas of concern at pre



How much of a problem is this right now?



Program use



- Module selection

Module	Completed (%)	Average time (mins)
1. Getting started with positive parenting	74	135
2. Disobedience	61	49
3. Fighting and aggression	51	49
4. Going shopping	43	48
5. Self-esteem	41	57

- Users who complete all 5 modules take an average of:
 - 8 log ons (range 1 - 38)
 - 6.75 hours (range 2.1 hours - 29.3 hours)
 - 67 mins per module

Consumer satisfaction



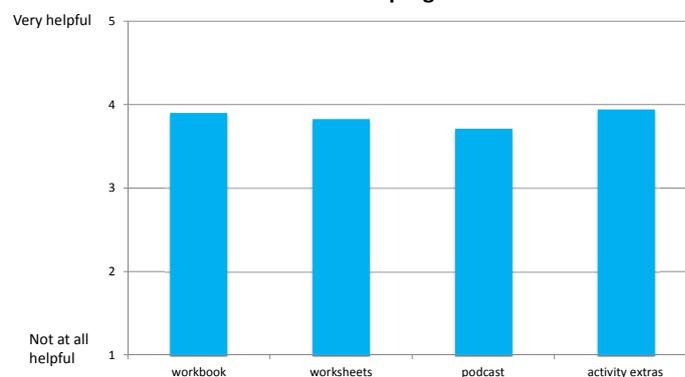
High consumer satisfaction (CSQ):

- $M = 5.24$ (1 very dissatisfied - 7 very satisfied)
 - Similar to Triple P Online Standard
- 88% rated the quality of the service they received as at least 'good'
- 54% indicated that they felt 'more positive' or 'much more positive' towards parenting programs
- 72% reported being 'likely' or 'very likely' to participate in online parenting support in the future
- 68% indicated they would be 'likely' or 'very likely' to participate in face-to-face support

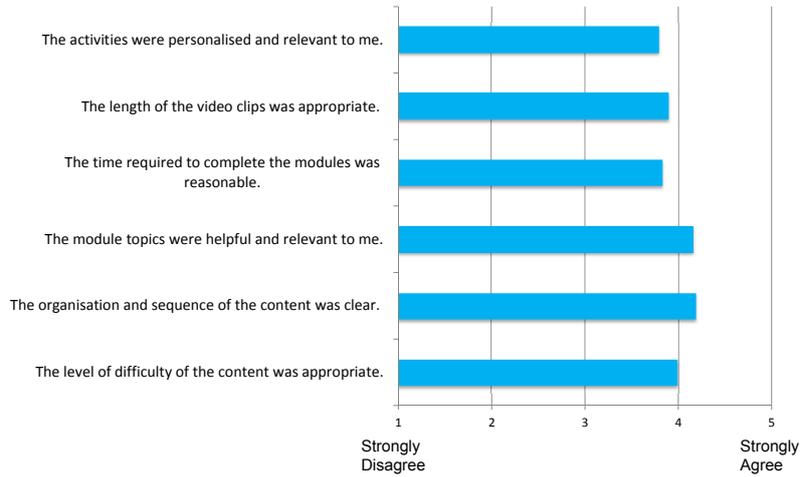
Program feedback



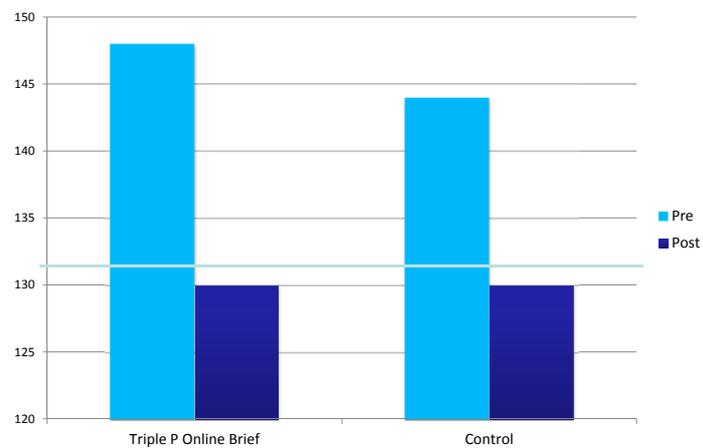
Usefulness of program features



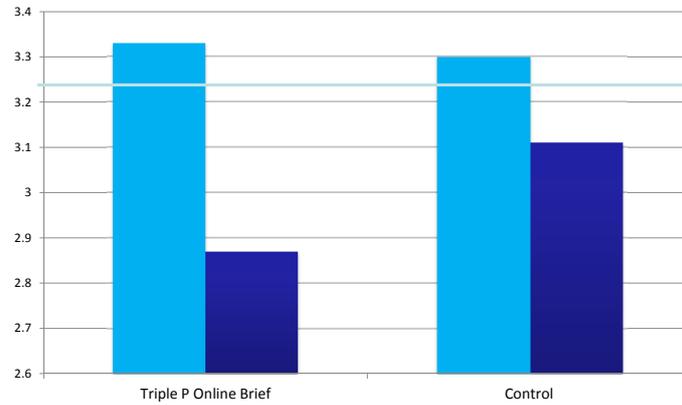
Program feedback



Preliminary results: ECBI Intensity

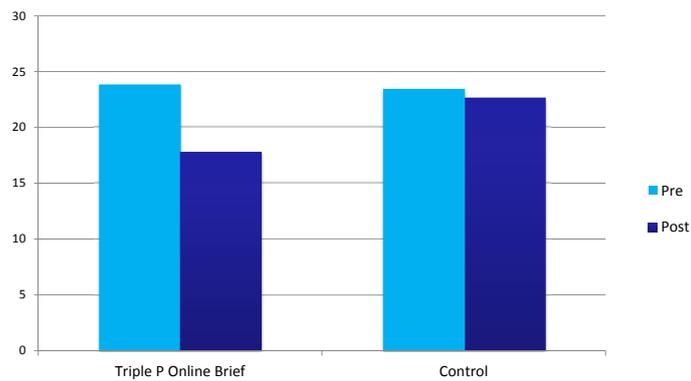


Preliminary results: Parenting Scale



Significant group effect for Total, Laxness, Over reactivity and Verbosity

Preliminary results: DASS Total



Significant group effect for Total, not subscales

Early conclusions



- Good consumer satisfaction
- Preliminary results showing impact on parenting and parental adjustment at post
- Next steps:
 - Data analyses on full sample, secondary parent, mothers vs fathers, risk status
 - Coding of direct observations
 - 9-month follow-up

