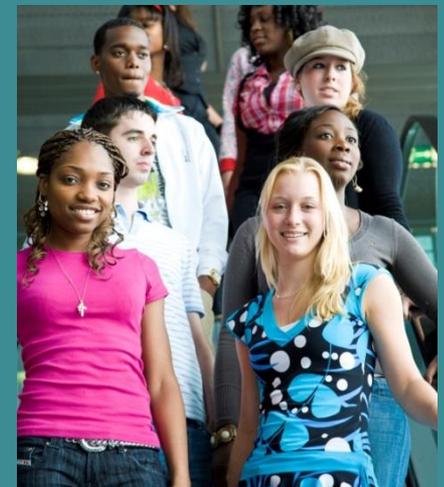


Group Teen Triple P evaluation in the Netherlands: a qualitative study on the perceptions of provided support

Eva Smallegange

Pauline Naber

Shira van Dongen



inholland
university of
applied sciences

1. Research project

- **Consortium with representatives from:**
 - Research institutes
 - Local government, youth care, family welfare facilities
 - Close collaboration with practice throughout
 - Institutes of higher education & applied research
- **Goals:**
 - Insight into effectiveness of Group Teen Triple P with specific focus on diverse families enrolling in support
 - Implementation of knowledge into professional practice and education



2. Relevance and research questions

- Insight in effectiveness of Group Teen Triple P
 - Raising and parenting teens can be a hard job for parents (Van den Broek e.a., 2010; Pels e.a., 2009).
 - Evaluation of programs often targeting younger children.
- Need for knowledge regarding effectiveness parenting support migrant families.
 - Focus on aspects of diversity in parenting support (Pels, Distelbrink & Tan, 2009): diversity measurement related to program criteria & conditional criteria (irt further development of program)
 - demographic & background variables, reasons for enrolment and experienced parenting problems.

4. Research design: mixed method approach

- **Quantitative (effect) study: measuring effectiveness of the program on selected outcomes:**
 - 2-arm trial: business as usual (control, n=468), group teen TP (intervention, n=105, ongoing inclusion)
 - 3 moments of measurement (pre, post and 3-month follow-up)
 - standardized questionnaires
 - teen and parental self-report
- **Qualitative (in-depth) study:**
 - logbook-registration and group-observations
 - program integrity, program quality, adjustments
 - semi-structured interviews (parents, teens, professionals)
 - perception of the program
 - focus-groups (professionals)

5. Data collection

- Based on 34 interviews with parents
 - 26 individual parents, 4 families both parents participated
- Data collected in (the region of) Amsterdam
- Different ethnic (Moroccan, Surinamese, Turkish, Dutch Antilles and Dutch) and social (low-high education, low - high income) backgrounds
 - Specific group of respondents not willing to complete questionnaires, but willing to evaluate through face-to-face interview
- Parents of teenagers 10-16 years

6. Analyses

- Preliminary results (work in progress!!)
- 3 researchers coded data
- Coding system based on close reading
 - Parents answers were leading
 - Topic list interview
 - Acquaintance with program, reason enrolment, expectations of the program, perception of facilitators and (changed) perception on family situation and parenthood.
- Main focus preliminary analyses:
 - 1) Which families participate in Group teen Triple P
 - 2) Reason enrolment and experienced parenting problems
 - 3) What was learned from the program (spontaneous answers)
 - 4) Perception of the program

7A. Demographic & background characteristics

Table 1. Demographic & background data respondents qualitative study.

Demographic characteristics			
(n = 34)			
Sex parents (female)	74%	Two-parent household	67,7
Age parents years(mean)	43,9	Sex child	54,9%
Nationality		Mean age child (years)	13,4
Dutch	58,8%	Other support	
Non-Western	41,2%	In past	44%
Education		Present	12%
Primary education	2,9%	Severe problems	24% (50% ongoing)
Prep middle& higher vocational	8,8%		
Lower & Middle vocational	32,4%		
Higher vocational	20,6%		
Academic	20,6%		
Unknown	14,7%		

7B. Goals and expectations

Table 6. Goals and expectations

Goals and expectations	Quotes
No expectations (10)	Never hurts to learn something and meet people
Gain insight into parenting by other parents (3)	
General parenting tips and tricks (12)	Learning what to expect in puberty and possibilities on how to react
Parenting awareness (1)	It is good to pay attention to and become aware of what you are doing and to discuss with other parents
Answers to specific parenting questions (17)	Being patient, how to provide structure, learn how to deal with emotions (own/teens), less fighting with siblings, how to come to agreement with teens, communication with teen and with siblings
Showing teens parents do care / shared responsibility for atmosphere at home (3)	'We wanted to let her know that we realize we are all in this together. It is not just her, it is us as well. So we all should work and invest time in making a pleasant home

7C. Learned from Triple P

- Making use of learned techniques during course really works!
- How to set rules and learn to compromise (both teen and parent)
- Involve teenagers in daily decisions
- Spending time with your teenager and showing affection
- Confront teenagers with their behaviour
- Timing of conversations
- Face-to-face communication is important
- Prevent escalation, react sooner
- Stay calm, not acting out of emotion (take a time-out as parent!)
- Insight in own parenting behaviour, both positive and negative
- Attune with other parent/caretaker
- How to provide a safe environment (for siblings) by dealing with aggressive teen behaviour
- Update parenting knowledge and knowledge related to puberty

7C. Learned from Triple P

- Learning from other parents (during and outside of the group)
- Gaining insight in limitations of which problems can be solved by the Triple P program
 - This course was too 'light' for us. We need more specific support for our family.
- Principles can be used in different situations: not all examples are recognizable and not all used exercises or provided techniques appealed.
- Ability to be flexible in the use of presented parenting techniques: attune to specific situation

7C. Perception of Group Teen Triple P

- Cultural differences (gap between principles underlying Triple P and own principles) cannot be overcome
 - I can't cope with this idea of positive and supportive parenting. Sometimes a child just needs to hear no. Not everything is up for discussion!
- The opinion of the support provider and the program were so different from my own, this program will never work for me.
- In my culture it is normal to hit a child when it is not listening.
 - tension-field with Dutch law, hitting/spanking children is not allowed

7C. Perception of Group Teen Triple P

- Mixed cultural groups were in general perceived positively
- Flexibility of facilitators was very important to parents
 - Sticking to protocol and rushing was frowned upon.
 - ‘We did not stick to the book. Is that okay??’.
- Diversity in age range of teens was perceived with mixed feelings: types of problems are related to age
 - No connection between group members
 - Loss of interest during group meeting
- Diversity in type of problems was perceived as inspiring
- Too much diversity in severity of parenting problems within the group was less positively received
 - Increased parental insecurity: am I in the wrong group? Am I a stupid parent experiencing this? Am I exaggerating?

8. Coming up: analyses and dissemination of results

- Combine quantitative and qualitative data
- Program criteria:
 - Which elements of the program are positively perceived and can be linked to program effectiveness?
 - Which elements are essential for the program?
- Conditional criteria
 - Which facilitating elements are related to program effectiveness (common factors)?
- Discuss results with practitioners and policy makers in order to collaborate on formulating recommendations for practice.

Questions?

Thank you for your attention

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eva.smallegange@inholland.nl

