



## Triple P - Positive Parenting Program<sup>®</sup>



Examining the Effects and Implementation of the  
Positive Child Care Program In Early Childhood Education  
Environments: A randomized control trial

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HFCC 2018

An illustration of an open book with two pages of text. The book is shown from a slightly elevated, angled perspective. The pages are white with black text, and the book's spine and cover are a light brown color. The text on the pages is bold and slanted to match the angle of the pages.

**We need  
a program  
that works**

**We need to  
understand  
how the  
program is  
implemented -  
in the real  
world.**

# Purpose of the study

- To establish if this variant of the Triple P Positive Parenting Program is effective in community based early childhood education settings in Alberta
- To identify the relationship between implementation variables and program outcomes.



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# Methodology

- Randomized experimental design  
(Intervention vs. Service as usual)
- Data collected from two types of participants
  - Early Childhood Educators
  - Child Care Program  
Directors/Supervisors



# Mixed Methods Design

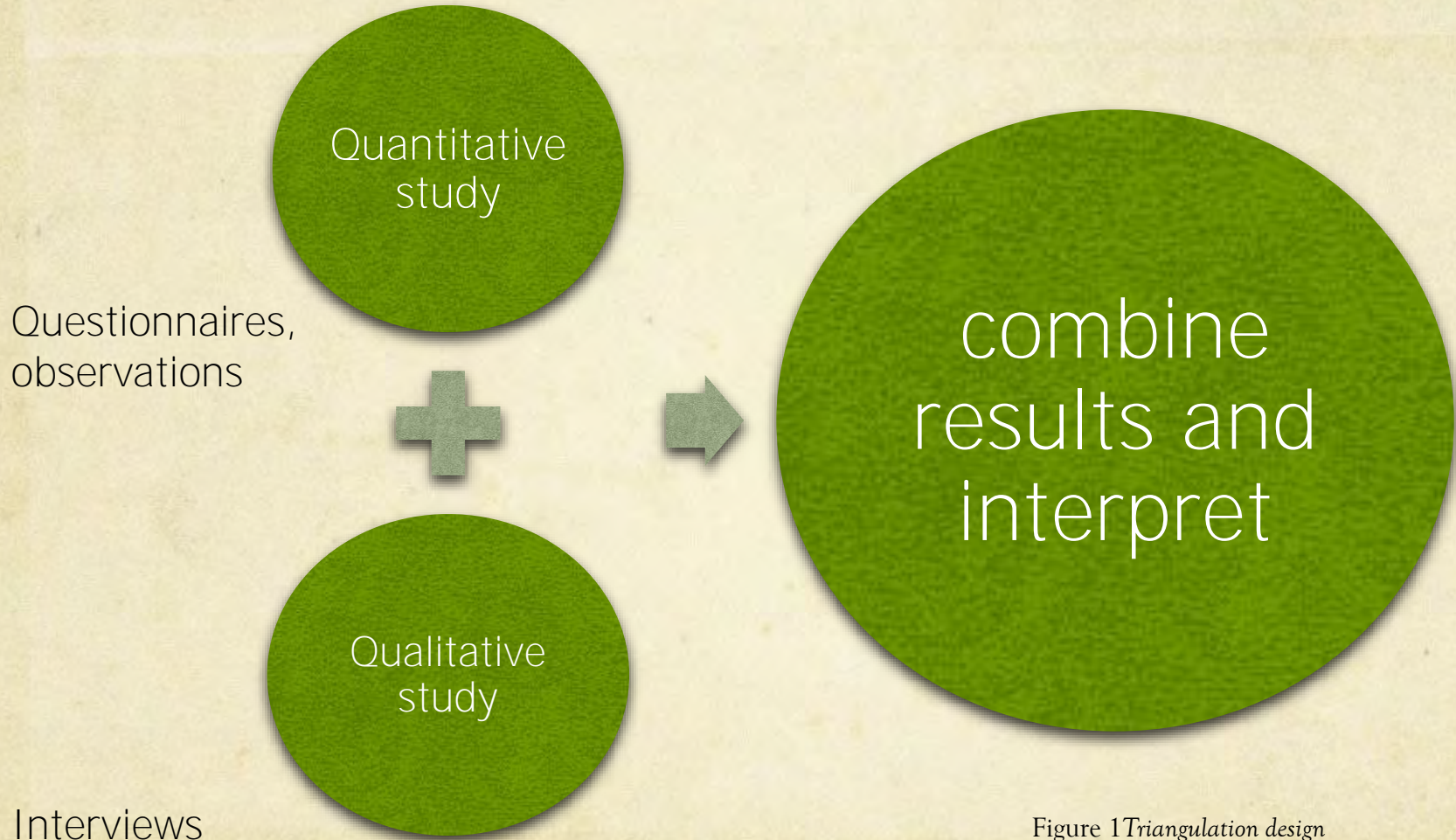


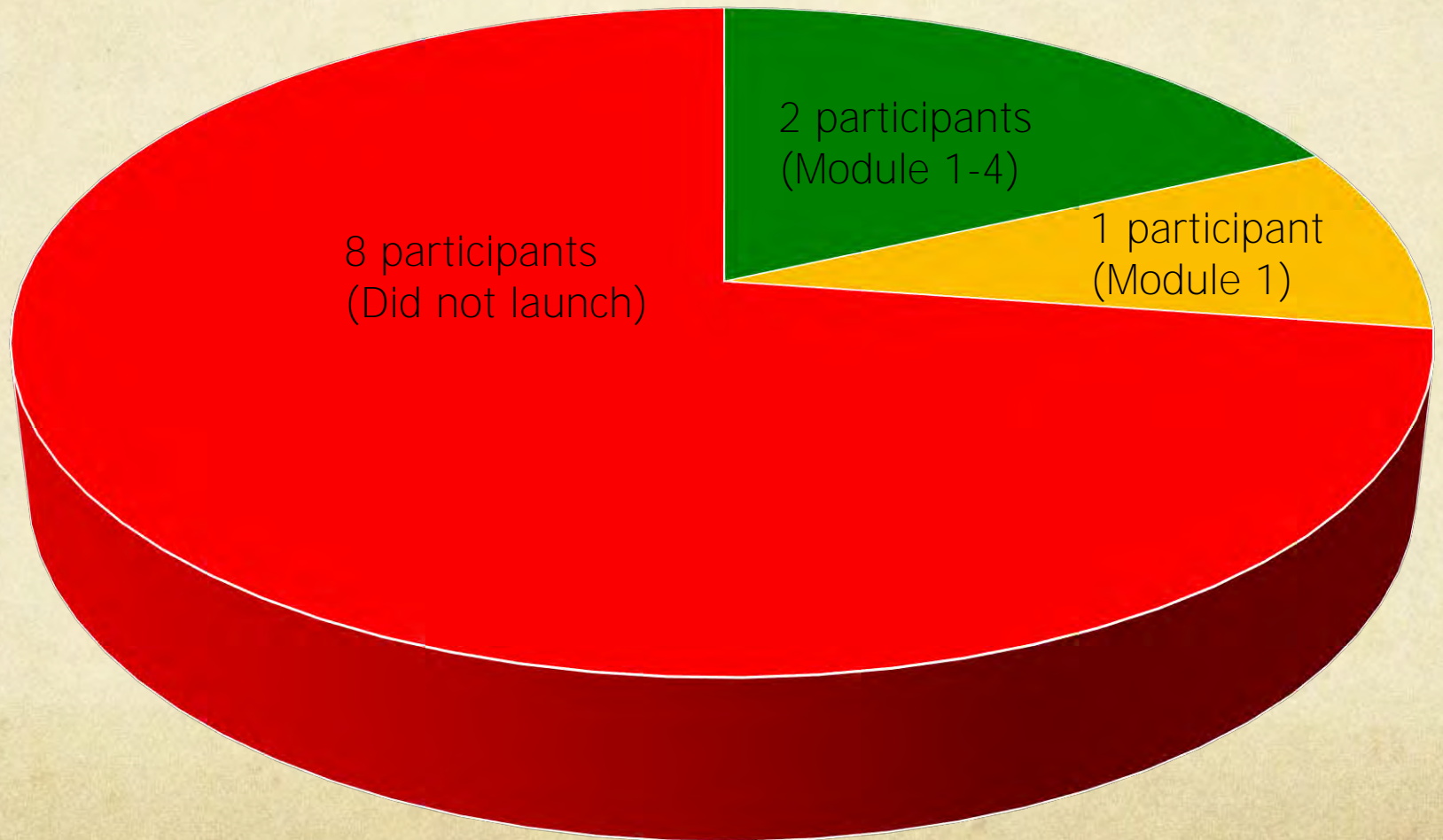
Figure 1 *Triangulation design*  
Source: Adapted from Creswell & Plano Clark (2006).

# Participants

- ECE education varied; most ECE participants (85%) obtained at least 1 year certificate
- ECE experience ranged from zero to 11+ years, experience specifically with the current age group also ranging from zero to 11+ years
- All director participants were female, and most ECE participants were also female (98%)

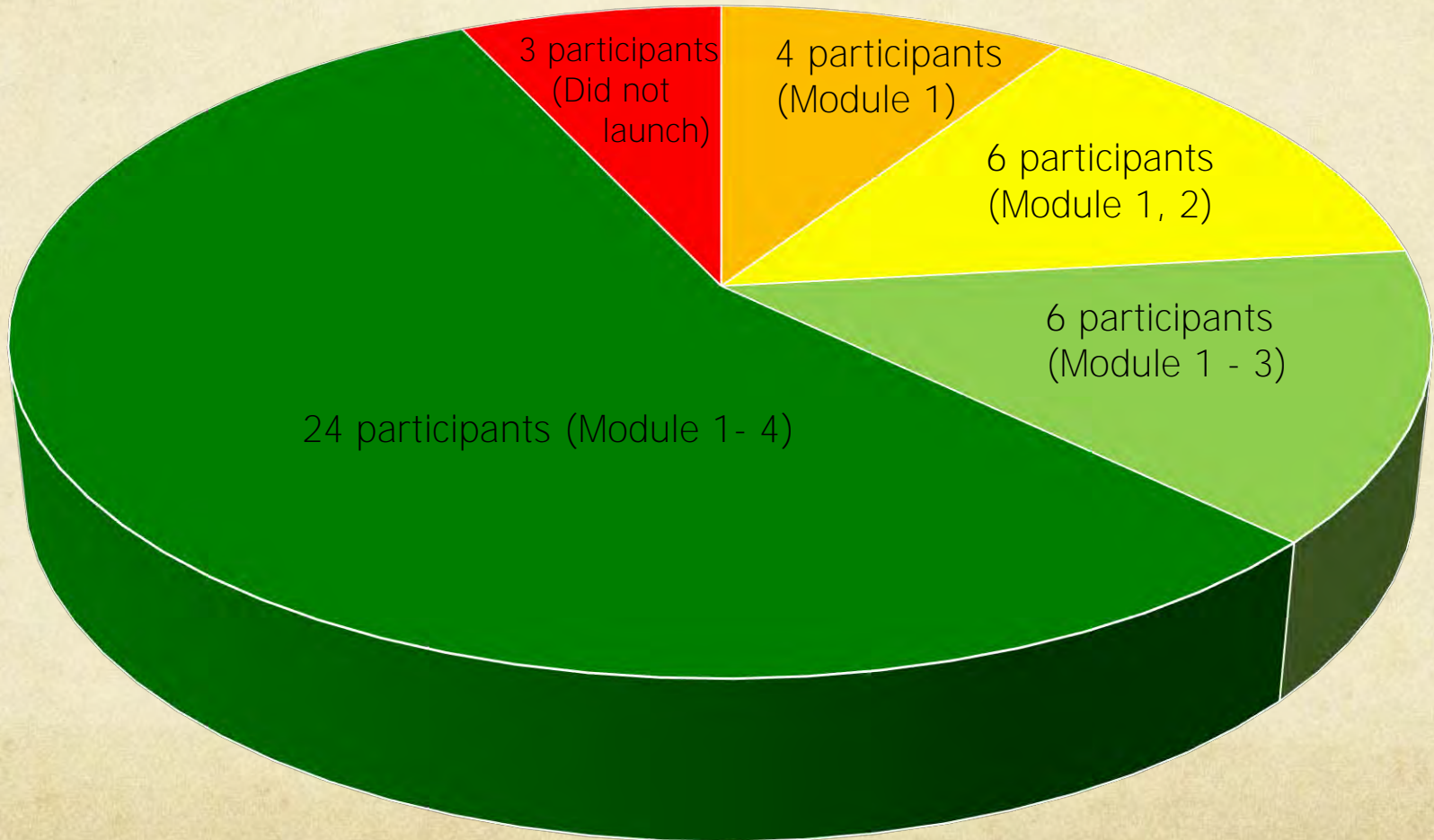


# Director PCCP usage



# ECE PCCP usage

43 Codes issued





# Implementation Drivers Assessment Summary (n=6)

<b>Competency Driver</b>	<b>In place</b>	<b>Partially in place</b>	<b>Not in place</b>	
Recruitment and staff selection	3	3		
Training	3	1	2	
Performance assessment	2	2	2	
Facilitative administrative supports	2	2	2	
Decision support data systems	3	3		

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>
Leadership	3	3		

# Fidelity

- 2 of 6 Directors report completing coaching sessions, embedding discussion of program into staff meetings (with no documentation)
- 4 of 6 coaches report they did not complete coaching or discuss in team settings

# Thoughts on implementation and fidelity

## **INCOMPLETE**

“Like when we went to do the behaviour rehearsals and stuff we were like, the reality is who has time for that? And that was I guess sort of what it came down to” (Participant 75, T3).

## **COMPLETE**

“[We are] bringing up not just reflective practitioners, but a reflective and supportive and solution focused team, which has been phenomenal to see” (Participant 98, T3).

# Thoughts on staff incompleteness

## **COMPLETE**

“The [staff] who I feel have struggled with implementation as well as getting the modules done are the ones who don’t take feedback well; who, you know, often come late or consistently need to leave early, the ones who treat this as a job rather than a career. Those are the people who it has been really hard to get on board” (Participant 98, T3).

## **INCOMPLETE**

“The staff is not very motivated here, they really don’t want to learn new things, they don’t want to try new things, and they don’t put in effort, other than the minimum of their day-to-day stuff” (Participant 75, T3).

# Themes and Sub-Categories

## Types of behaviour

- Physical aggression
- Verbal aggression
- Non-compliance

## Etiology

- Child development (stable)
- Parent/family influence (blame)
- Childs decision (intentional)

\*ECE ROLE IN PREVENTION

## Strategies for addressing and Preventing

- Strategies ECE finds effective
- Strategies ECE finds Ineffective
- Coercive strategies
- Lack of strategies

\*VALIDATION  
\*REFRESHER  
\*SELF-REFLECTION

## Resources used

- Books/internet
- Workshops
- Director/internal team
- External support/extra staff

\*PARENT PARTNERSHIP

## Resources required

- New/reviewed strategies
- Director/internal team members
- External support/extra staff

\*NONE

# Child Behaviour

## **CONTROL**

“It’s not just a select few. It’s a lot of them starting to pick up the behaviours of others, so starting to get a little worse I think. Just ’cause more people are adapting to it because it’s kind of like the whole, not kill or be killed but eat or be eaten type thing” (Participant 112, T3).

## **INTERVENTION**

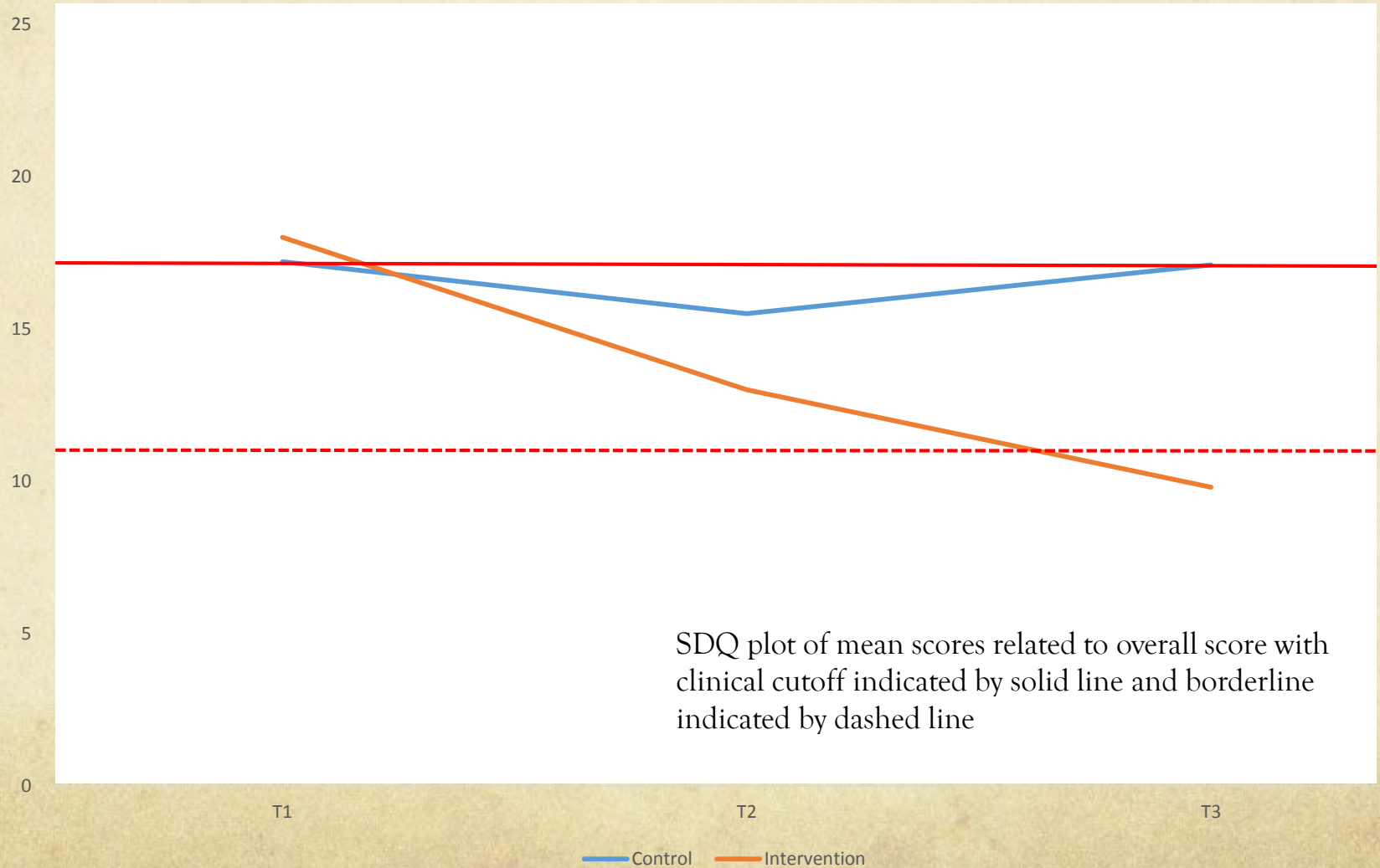
“Before he plays by himself, at least now he plays with other children and I have also observed that when we talk to him nicely he can even share the toys to other children. Not like before, he would grab and push other friends. Now he can even hug friends. When, for example, when somebody is crying or upset he can go close and then hug” (Participant 129 T3).

# Significant Interaction Effects – Maintained at T3

CADBI - Behaviour towards adults  $p=0.035$



# SDQ – Total Difficulties





# Discussion - Implementation Variables



Fidelity

Process

Effectiveness

# All things considered...

- Staff report high satisfaction and applicability of material
  - Decreased reliance on external supports
  - Increased confidence and workplace satisfaction
  - Positive changes in child behaviour
- Strategic implementation positively influenced program usage and outcomes

# Considerations

- What learning from the Alberta study came into this study?
  - Relieve Pressure on Supervisors
  - Involve Community Resources
    - Early Intervention Services
    - Children's Mental Health

# Wave One

York Region Implementation of the Positive Early Childhood  
Education Program (PECE)

Susan O'Neill, B.A. Hons., RECE

# Research Implementation

- Recruitment
  - 8 Child Care Centres
  - 61 Participants
- Initial Engagement with Supervisor
- Supervisor & Staff Communication
- Initial Data Collection
- Surveys

# Challenges Encountered

Recruitment

Timing

Communication

Supervisor Engagement

Staff Completion/Engagement

# Successes

- Participants found the program helpful

“It has been very informative. It’s helped me to be able to help the children better. And me not being and ECE as I am in school right now, it helped quite a bit.”

“The child I was observing had a lot of change for the positive. I was able to calm him down and get him to self regulate a lot quicker than before.”

- Documents to help facilitate communication
- Participation in Wave Two
- Refining research implementation process

# Wave Two

York Region Implementation of the Positive Early Childhood  
Education Program (PECE)

Melissa Lee B.A. Hons., RECE



# Considerations



# Research Implementation

- Timeline: January to February
- Recruitment
  - 6 centers ready for program
  - 7 centers almost ready
- Offered full center meetings to review program
- Coaching refresh session

# Challenges

Educator - Parent Partnerships

"No time for this"

Supervisor Engagement

# Successes

Sample Size

Research Implementation Process

Communication

Engagement

# Considerations Moving Forward

- Significance of Research Implementation Process
- Role of Coaches
- Encourage Parent-Educator Relationship

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# Questions

