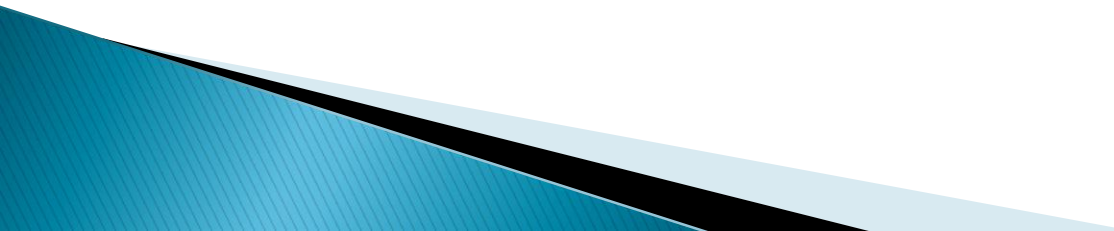


Triple P Research New Zealand Perspectives

Louise Keown, Ph.D
Parenting Research Group
The University of Auckland

Overview

- ▶ About the Parenting Research Group
 - ▶ Key Research Findings
 - ▶ Work in Progress
 - ▶ Future Directions
- 

The Parenting Research Group

▶ History:

- Began August 2008 as the Triple P Research Group

▶ What we do:

- Conduct research into the role of parenting and family-based interventions in the prevention and treatment of social, emotional, educational and health problems in children and adolescents
- Special interest and expertise in research relating to the Triple P-Positive Parenting Programme

The Parenting Research Group

Who we are

▶ Staff

- Professor Matthew Sanders
- Dr Louise Keown
- Dr Pat Bullen
- Dr Jenny Vaydich

▶ Associate Researchers

- Dr Erana Cooper
- Dr Cassy Dittman
- Dr Sue Farruggia

▶ Doctoral Students

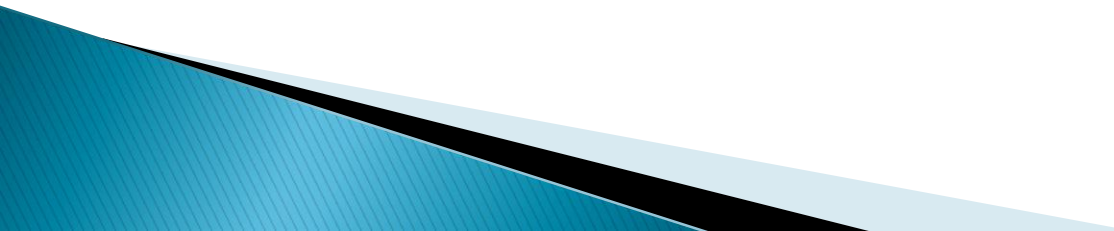
- Joanna Chu
- Tenille Frank
- Nike Franke
- Melanie Palmer



Research Themes and Projects

Key Themes: Features of the Triple P Model	Key Projects
❖ Flexible delivery	❖ Triple P Online
❖ Using consumer preference data to tailor programmes effectively	❖ Father engagement
❖ Programme variants to meet the needs of different parents	❖ Teen Triple P for parents of teens
❖ Cost-effective programmes that reach many parents	❖ Topic-specific parent discussion groups
❖ Cultural relevance	❖ Triple P for Māori Whānau

Theme: Flexible Delivery Modalities

- ▶ Several levels of Triple P can be delivered in a variety of formats
 - ▶ This flexibility allows families to participate in ways that suit their circumstances
 - ▶ E.g. Self-directed programmes
 - Triple P Online
 - Every Parent's Self-Help workbook
- 

The benefits of self-directed programmes



Own home, own pace

No logistical barriers

Reduce stigma of
accessing support

They work!

Is Triple P Online as effective as the Every
Parent's Self-Help workbook?

New Zealand Triple P Online Trial

- ▶ Comparison of the new *Triple P Online* with the existing *Every Parent's Self-Help Workbook*
- ▶ RCT comparing effects on child behaviour and parenting
- ▶ **Participants**
 - $N = 192$ (TPOLE = 97, Workbook = 95)
 - Recruited from around New Zealand
- ▶ **Target child**
 - 3 to 8 years (mean = 5.64 years)
 - 87% with clinical level conduct problems

The self-directed options

▶ **Every Parent's Self-Directed Workbook**

- 10-module programme 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 tip sheets, monitoring forms, podcasts
- Customisable and printable parent workbook
- Review and reminder strategies



Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Module 7

Module 8

My home

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 title 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



Making shopping fun



Managing misbehaviour



Raising confident, capable kids



Quick start

Module 8: Introduction

Edit my details

My workbook



Key Findings

- *Triple P Online* is equivalent in its effectiveness to the *Every Parent's Self-Help Workbook*
- Both groups showed
 - Significant decreases in child behaviour problems and dysfunctional parenting practices
- Comparable effectiveness of both programmes = choice for parents and services

Key Findings

- ▶ **What predicts TPOL outcomes?**
- ▶ **Best predictor of child behaviour and parenting outcomes was number of TPOL sessions completed**
 - 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)

New Triple P Online Study

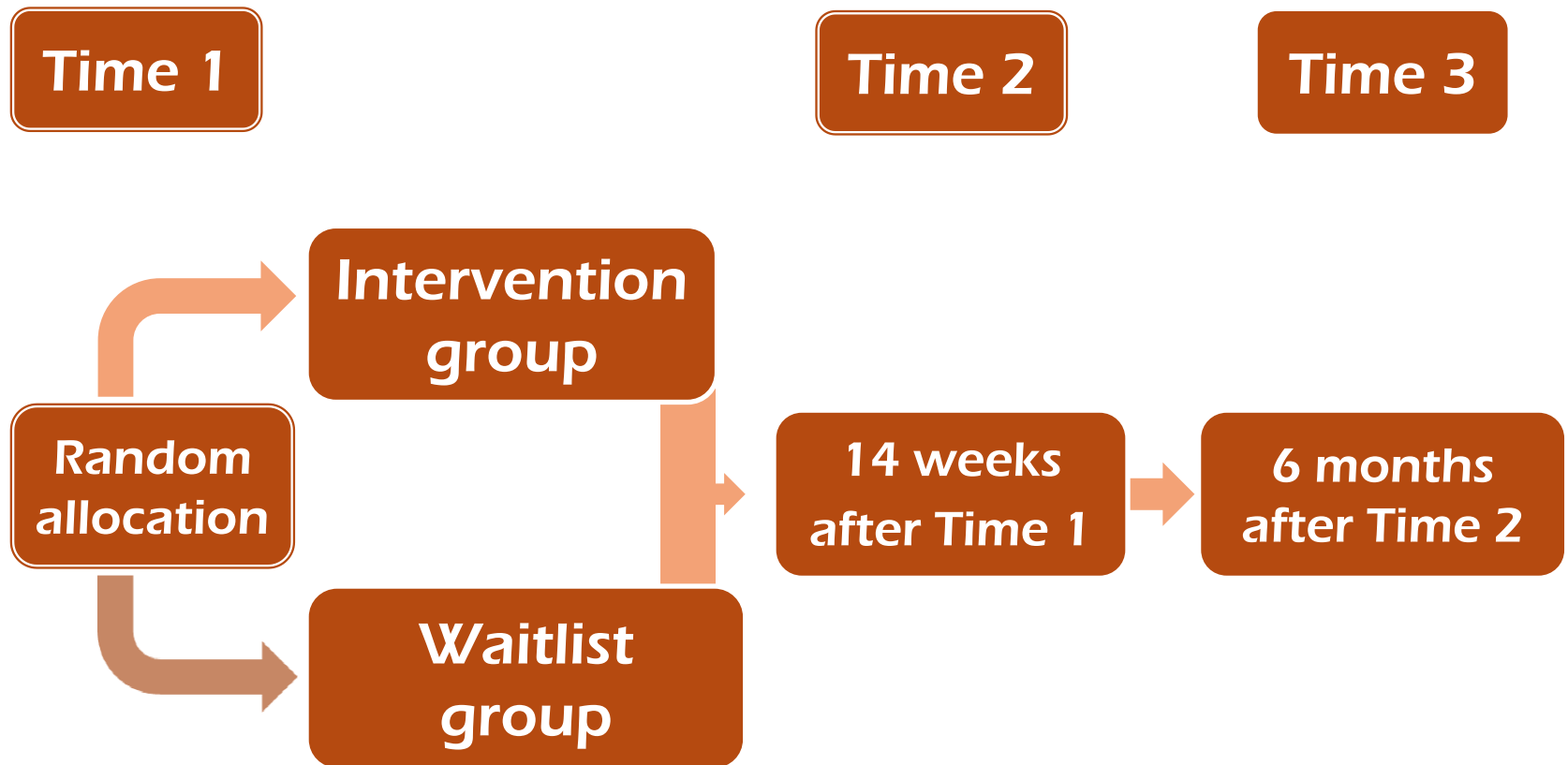
- ▶ Triple P Online for parents of hyperactive/inattentive pre-schoolers

An RCT of Triple P Online for parents of hyperactive/inattentive pre-schoolers

Franke, Keown & Sanders (in progress)

- ▶ Hyperactive/inattentive behaviour problems in children can lead to parenting stress and negative parent-child interactions
- ▶ No self-help parenting programme has been tested in this population
- ▶ Investigating the effectiveness of Triple P Online in reducing child hyperactive/inattentive behaviour; decreasing parenting stress and dysfunctional parenting
- ▶ Two telephone consultations are included to maximise retention

RCT Design



New Zealand wide recruitment. 65 families sought

Theme: Using consumer preference data

- ▶ Father engagement in Group Triple P
 - Example of using consumer preference data to tailor programme content

An RCT of Group Triple P for fathers and mothers

Frank, Keown, Sanders (in prep)

- ▶ Behavioural family interventions (BFIs) produce lasting improvements in child conduct problems and associated family risk factors
- ▶ Low rates of father participation in BFIs
- ▶ When fathers are included, there are inconsistent findings for programme effectiveness and satisfaction, and adherence is often problematic

Group Triple P for fathers and mothers

- ▶ This study took extra steps to engage fathers
 - Consumer-informed advertising and programme content
 - Father survey and focus group data
- ▶ Improved on past research
 - Included both parents in all aspects of the programme and data collection
 - E.g. Screening interviews, group and phone support sessions
 - Included a wait-list comparison group, collected 6-month follow-up data

An RCT of Group Triple P for fathers and mothers

Parents of children with conduct problems (42 families)

		Post Intervention Improvements	Maintained 6 months later
Parenting Practices (PS)	Fathers	✓	✓
	Mothers	✓	✓
Father-rated child behaviour (ECBI)		✓	✓
Mother-rated child behaviour (ECBI)		✓	

High programme attendance and satisfaction for both parents

Group Triple P for fathers and mothers: Lessons learned

- ▶ Findings highlight the potential benefits of efforts to engage both fathers and mothers for programme adherence, satisfaction, and effectiveness



Theme: Programme variants to meet the needs of different parents

- ▶ Parents of teens

Teen Triple P

- ▶ Small amount of research shows that parenting programmes can bring about positive changes in adolescent behaviour, parenting, and the parent–adolescent relationship (Ralph et al.)
- ▶ More evidence needed to support large–scale implementation of parenting programmes for parents of adolescents.
- ▶ Multi–informant approach: Few studies include adolescent reported outcomes. This study collected data from parents and teens.

Teen Triple P

Parent and Adolescent Effects of a Universal Group Program for Parenting Adolescents (Chu, Bullen, Farruggia, Dittman, & Sanders, under review)

▶ Aim

- To compare the effectiveness of the Group Teen Triple P (GTTP) with a Care as Usual (CAU) control condition

▶ Sample

- 69 families with concerns about the behaviour of their adolescent (12–15 years)

▶ Random assignment to either

- Care as Usual (CAU)
 - Receive their usual services
- Group Teen Triple P (GTTP)
 - 8 week programme (5 x 2-hour group session, 3 x 15-minute telephone sessions)

Teen Triple P

	Post Intervention Improvements	Maintained 6 months later
Mother-reported outcomes		
• Family relationships	✓	✓
• Parenting practices	✓	✓
• Adolescent problem behaviour	✓	✓
Adolescent-reported outcomes		
• Family relationships	✓	✓
• Perceived parental monitoring	✓	✓

Key Contribution

- ▶ The study provides empirical support for the efficacy of Group Teen Triple P as a universally offered intervention for parents who have concerns about the behaviour and adjustment of their adolescent

Theme: Cost-effective programmes that reach many parents

- ▶ Low intensity programmes, such as brief discussion groups, are a cost effective way of meeting the needs of parents with specific concerns about their child's behaviour
- ▶ Topic-specific parent discussion groups have been developed
- ▶ This study is investigating the question:
 - How many discussion group sessions are sufficient for behaviour change?
 - One-off discussion group vs a series of four discussion groups

Brief discussion groups

Palmer, Keown, Sanders, Henderson (work in progress) Brief group parenting interventions: How many group sessions are sufficient for behaviour change?

- ▶ Level 3 Triple P intervention
- ▶ 2-hour discussion group session
- ▶ Target audience = Parents with a child aged between 5 and 8 years showing elevated levels of conduct problems
 - 39 families have participated. More families to be recruited.

Intervention conditions

One-off group condition

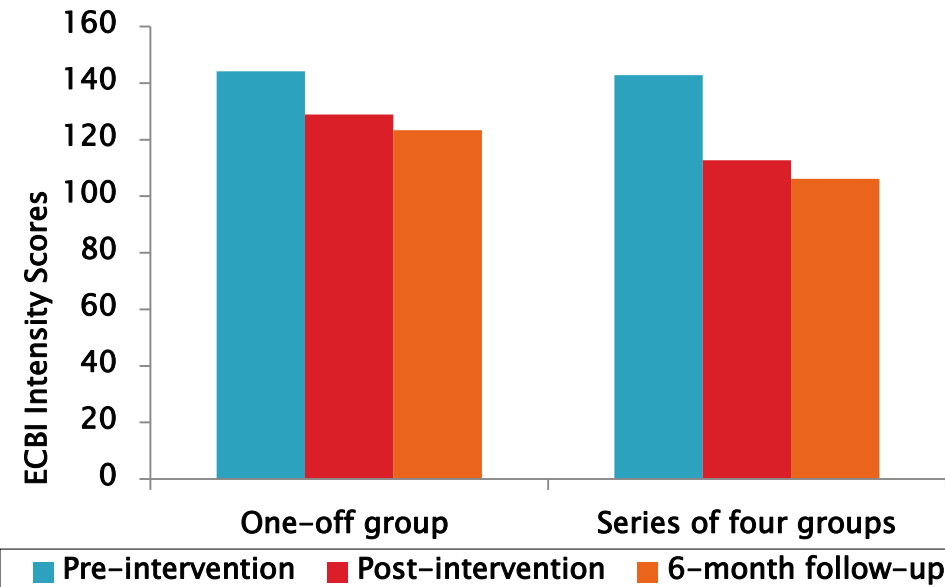
- ▶ 'Dealing with Disobedience' group

Series of four groups condition

- ▶ 'Dealing with Disobedience' and 'Being a Positive Parent' groups
- ▶ Choose two out of the following three groups to attend:
 - 'Fighting and Aggression'
 - 'Building Self-Esteem'
 - 'Doing Chores'

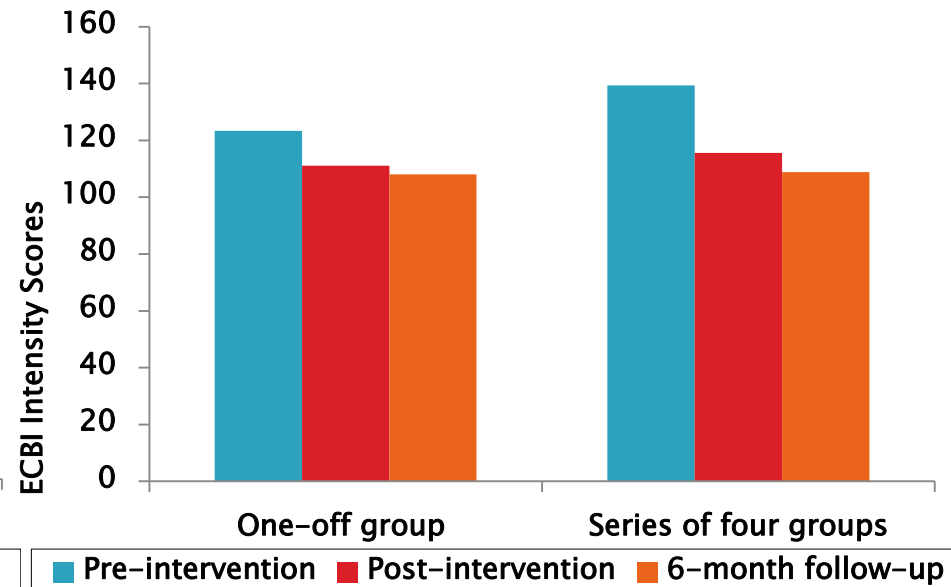
Effects on child behaviour

Mothers



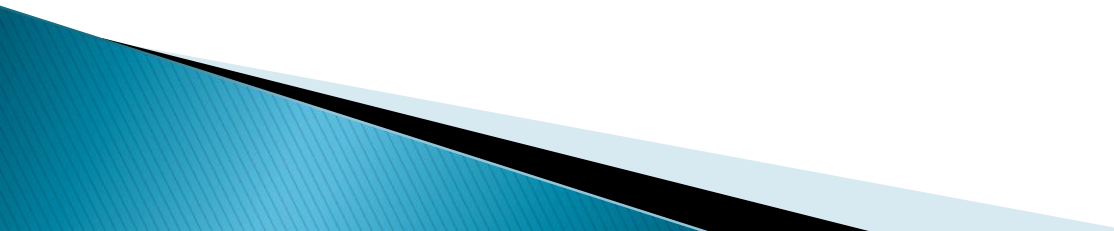
Large main interaction effect ($p = .026$)

Fathers



Large main time effect ($p < .001$)

Preliminary Trends

- ▶ A one-off discussion group appears to be just as beneficial as a series of group sessions for improving parenting style and parenting self-efficacy
 - ▶ Attending a series of groups may have added benefits for reducing child behaviour problems
- 

Theme: Cultural relevance

- ▶ Seek consumer input to ensure the cultural relevance and acceptability of the Triple P Positive Parenting Program

Cultural relevance and acceptability

- ▶ Work with Māori partner to assess the cultural acceptability of Primary Care Triple P to Māori whānau (Cooper, Sanders, Keown, Bullen et al.)
- ▶ Aim: Adapt Primary Care Triple P to better reflect tikanga and Māori values where indicated
 - Methods: Focus group work to assess acceptability to Māori mothers, fathers, and whānau of:
 - The core parenting principles and specific strategies
 - Methods of engagement and delivery used in Primary Care Triple P

Funded by the
Ministry of Health

Cultural relevance and acceptability

- ▶ Focus group work to assess acceptability of methods of delivery used in Primary Care Triple P to service providers working with Māori whānau
- ▶ Evaluate the efficacy of a culturally adapted trial version of Primary Care Triple P with 100 Māori parents of children in the 3–7 year age range

Cultural acceptability of the Triple P Positive Parenting Programme

- ▶ Korean immigrant families
 - Mixed methods approach
 - Survey and focus groups
 - To gain information on specific parenting challenges, parent–child relationships, and acculturative stress
 - To obtain feedback on the cultural acceptability, usefulness of the parenting strategies, and potential barriers to accessing the Triple P Positive Parenting Program
 - Information gained may used to tailor programme content to better meet the needs of these parents

Future Research Directions

- ▶ New Teen Triple P Online Programme
- ▶ An evaluation of the effectiveness of a comprehensive multi-component home-school-based intervention to reduce bullying victimisation and to increase mental health and academic outcomes for New Zealand primary school children
 - *Resilience Triple P Program*
 - *Teacher and parent components to reduce bullying and build resilience in children*

Thank you for your attention

Further information about the Parenting
Research Group: www.prg.auckland.ac.nz

