Triple P – Positive Parenting Program®

Stepping Stones Triple P

Triple P UK Ltd

Valid to 30 September 2015
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**Introduction to Triple P**

The Triple P – Positive Parenting Program® (Triple P) has been demonstrated to prevent and treat behavioural, emotional and developmental problems in children by enhancing the knowledge, skills, and confidence of parents. All of this is done through a strength-based and self-reflective approach that builds upon existing parenting strengths. The flexibility and scope of the system enables it to be offered in a variety of settings with a diverse range of practitioners and target populations.

The system is based on key principles of minimal sufficiency and self-regulation. By tailoring the intervention to each family’s needs, the goal is for children to develop emotional self-regulation and for parents to become resourceful, independent problem-solvers. Parental self-regulation involves building a parent’s capacity for the following five aspects:

1. **Self-sufficiency** – having the ability to use one’s own resources to independently solve problems and decrease the need to rely on others;

2. **Self-efficacy** – having confidence in performing daily parenting tasks;

3. **Self-management** – having the tools and skills needed to enable change;

4. **Personal agency** – attributing the changes made in the family to one’s own effort (or the effort of one’s child); and

5. **Problem-solving** – having the ability to apply principles and strategies, including creating parenting plans to manage current or future problems.

There is existing evidence to support that building a parent’s ability to self-regulate decreases stress and depression in parents and caregivers and decreases children’s vulnerability to emotional and behavioural problems.¹

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STEPPING STONES TRIPLE P
STEPPING STONES
TRIPLE P

What is Stepping Stones Triple P?
Stepping Stones Triple P forms part of the Triple P system of evidence-based education and support for parents and caregivers of children who have a disability.

Stepping Stones Triple P has been demonstrated to be effective for children who have disruptive behaviour and a variety of developmental disabilities (including, intellectual, physical and sensory disabilities).

Stepping Stones Triple P uses the Triple P multi-level framework that tailors information, advice and professional support to the needs of individual families. The five levels of the system can be adapted and built to reach either a targeted group or the whole parent population by providing varying intensities of support through a range of delivery formats (e.g. one-to-one, small group, large group, web-based, self-help).

Level 1 is a communications strategy that aims to raise awareness of parenting issues and destigmatise asking for parenting help. Levels 2-4 of the program provide an increasing intensity of support to parents, and Level 5 addresses issues that complicate parenting (e.g. partner conflict, stress, mental health, anger management, risk of child maltreatment, separation or divorce).

Each Triple P course is provided to parents as a separate intervention and a population or targeted approach can be built from various combinations of courses based on the needs of the community and the aims of the initiative.

Figure 1. The Triple P system
What outcomes are expected?
Stepping Stones Triple P aims to:

- Decrease the rates of challenging behaviours.
- Encourage child development and skill acquisition.
- Increase parent’s competence to promote their child’s development and manage common behaviour problems.
- Reduce risk factors and promote positive, supportive family environments.
- Improve communication about parenting issues.
- Reduce parenting stress associated with raising children.
- Decrease parents’ use of coercive, harmful or ineffective parenting practices.

What is the evidence?
In 2013, a systematic review and meta-analysis was conducted on all four levels of Stepping Stones Triple P\(^2\). Twelve studies, including a total of 659 families met the eligibility criteria for the evaluation.

Significant moderate effect sizes were found for all levels of Stepping Stones Triple P for reducing child behaviour problems and significant overall effect sizes were found for parenting styles, parenting satisfaction and efficacy, parental adjustment, parental relationship, and observed child behaviours.


Who can deliver Stepping Stones Triple P?
Triple P Provider Training Courses are usually offered to practitioner with a post-secondary school qualification in health, education, child care, or social services. However support staff or volunteers who are actively involved in “hands-on” roles working with parents, children and teens may also be appropriate for training. It is expected that these particular practitioners have developed, some knowledge of child/adolescent development and/or have experience working with families and also have access to adequate clinical supervision and support on a regular basis.

This program can be delivered in a number of settings, including the home, school, children centres or any appropriate community venue.

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"Triple P is a great programme. To my mind, it is the best in the world at addressing the needs of the whole community. The different components are carefully tailored to the needs of a range of parents. The content is based on best scientific practice, and is accessible and fun. Above all, it has been proven in numerous controlled trials to be highly effective."

Dr Steven Scott
Institute of Psychiatry, Kings College, University of London, UK
Level 2 Selected (Seminars) Stepping Stones Triple P

Selected Stepping Stones Triple P is a series of three 60-minute presentations (plus 30 minutes for questions) for groups of 20 to 200 parents. The program is designed to be a brief introduction to the principles of positive parenting, teaching children with disabilities new skills and changing problem behaviour in children. The seminar topics are:

- Positive parenting for children with a disability.
- Helping your child reach their potential.
- Changing problem behaviour into positive behaviour.

Seminars are suitable for parents or caregivers who have children with a disability up to the age of 12 years and who are interested in general information about promoting their child’s development. The series of seminars can assist parents with specific concerns about their child’s behaviour or development.

Each practitioner will receive a copy of the following at training:

- Facilitator’s Kit for Selected Stepping Stones Triple P (includes a Facilitator’s Manual and Stepping Stones Triple P Seminar Series PowerPoint CD).
- Triple P Tip Sheet Series – Seminar Series (includes a Tip Sheet from each Seminar).

Level 4 Group Stepping Stones Triple P

Group Stepping Stones Triple P involves six (2 ½ hour) group sessions that educate and actively train skills, and three (15-30 minute) individual telephone consultations to assist parents to refine the use of their parenting skills and develop independent problem solving skills.

The program is suitable for parents or caregivers of children with a disability (up to 12 years old) that require or are interested in learning a broad-based range of parenting skills to promote child development and to manage mild to moderate level challenging behaviours. Parents need to be able to commit to six group sessions and three individual consultations.

Each practitioner will receive a copy of the following at training:

- Stepping Stones Triple P: A Survival Guide for Families with a Child who has a Disability [DVD].
Level 4 Standard Stepping Stones
Triple P
Standard Stepping Stones Triple P begins with a comprehensive assessment of parent-child interaction and family issues. The intervention provides parents with comprehensive support in managing their child’s behaviour across settings (e.g. disobedience, fighting and aggression, temper tantrums). The focus is on understanding the function of problem behaviour and teaching child skills that can be used to replace misbehaviour. Over ten one-to-one sessions, parents learn to set their own goals, work out what changes they would like to see in their child’s behaviour, learn strategies to promote positive behaviour and deal with misbehaviour.

The individual program is suitable for parents or caregivers of children with a disability (up to 12 years old) who have concerns about their child’s moderate to severe behavioural problems and are able to commit to up to 10 regular individual consultations either in a clinic or in the family home.

Each practitioner will receive a copy of the following at training:
- Practitioner’s Kit for Standard Stepping Stones Triple P (includes Practitioner’s Manual and Stepping Stones Triple P Family Workbook).
- Stepping Stones Triple P: A Survival Guide for Families with a Child who has a Disability [DVD].

Level 5 Enhanced Triple P
Enhanced Triple P is delivered to parents who have been referred by their Level 4 Triple P Provider. Enhanced Triple P consists of four different modules delivered to families in three to ten individualised consultations. The modules address family factors that may impact upon, and complicate the task of parenting (e.g. parental mood, partner conflict).

Parents who benefit from Enhanced Triple P are those who present with family issues such as stress, poor coping, partner conflict or mental health issues. They have usually completed a Level 4 program and require extra support to make or maintain changes in parenting. They need to be able to commit to three to ten sessions depending on their indicated needs.

Each practitioner will receive a copy of the following at training:
- Practitioner’s Kit for Enhanced Triple P (includes Practitioner’s Manual and Every Parent’s Supplementary Workbooks).
- Supporting your Partner [DVD].
- Coping with Stress [DVD].
Staff Commitment
Each Triple P program requires different levels of time and commitment from practitioners. Table 1 provides a guide to the average time commitment required by trained practitioners to deliver various Triple P programs to parents. These estimates are a guide only and will vary from practitioner to practitioner based upon skill, experience, qualification, and access to supervision.

Table 1. Program Delivery Guidelines

<table>
<thead>
<tr>
<th>Course</th>
<th>Face to Face Consultation or Group Session Time</th>
<th>Questionnaire Scoring and Feedback - Pre and Post Assessment</th>
<th>Telephone Support or Home Visit</th>
<th>Session Preparation and Post-Session Debrief/Supervision</th>
<th>Case notes and Report Writing*</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected Stepping Stones (Seminars)**</td>
<td>1 ½ hours</td>
<td>n/a</td>
<td>n/a</td>
<td>1 ½ hour</td>
<td>n/a</td>
<td>3 hours per seminar</td>
</tr>
<tr>
<td>Group Stepping Stones**</td>
<td>15 hours (2 ½ hours per session for 6 weeks)</td>
<td>3 ½ hours (7 families on average per group)</td>
<td>10 ½ hours (7 families, 30 minutes each week for 3 weeks)</td>
<td>5 hours (7 families, 30 minutes per family)</td>
<td></td>
<td>37 ½ hours per group</td>
</tr>
<tr>
<td>Standard Stepping Stones**</td>
<td>7 hours (1 hour per session for 7 sessions)</td>
<td>1½ hours (1 hour per in-person session for 3 sessions)</td>
<td>3 hours</td>
<td>5 hours</td>
<td>2½ hours</td>
<td>19 hours per family</td>
</tr>
<tr>
<td>Enhanced Triple P***</td>
<td>8-11 hours (60-90 minutes per session for 8 sessions)</td>
<td>1 hour</td>
<td>n/a</td>
<td>4 hours</td>
<td>2 ½ hour</td>
<td>15 ½ - 18 ½ hours per family</td>
</tr>
</tbody>
</table>

* not including comprehensive reports for government agencies.
** Stepping Stones programs may require additional time due to potential co-morbidity or to address complex cases.
*** based on an average of two modules completed per family in addition to Level 4 programs.
Resources Required to Implement Triple P

Practitioners will require Triple P resources to begin using the program with families. Organisations need to procure sufficient resources for the anticipated delivery of the program on completion of training to facilitate immediate program uptake.

Table 2 details the resources each family participating will require.

After consultation with key stakeholders, the estimated delivery rate for each municipality is targeting 50 families. It is assumed all families will attend the Stepping Stones Seminar Series. Additional Tip Sheets have been supplied so family members or caregivers can also attend.

It is assumed that 30 families will go on to complete Group Stepping Stones Triple P and 20 will complete Standard Stepping Stones Triple P. A small proportion of the families will likely need additional support, so it is estimated 5 families will attend Enhanced Triple P.

Table 2. Program Resource Formula

<table>
<thead>
<tr>
<th>Course</th>
<th>Resources required for each Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected (Seminars) Stepping Stones Triple P</td>
<td>1 x Seminar Tip Sheet</td>
</tr>
<tr>
<td>Group Stepping Stones Triple P</td>
<td>1 x Stepping Stones Triple P Group Workbook</td>
</tr>
<tr>
<td>Standard Stepping Stones</td>
<td>1 x Stepping Stones Triple P Family Workbook</td>
</tr>
<tr>
<td>Enhanced Triple P*</td>
<td>3 x Every Parent's Supplementary Workbook Modules</td>
</tr>
</tbody>
</table>

* Assumes each family will attend two modules plus the Maintenance and Closure module
IMPLEMENTING TRIPLE P
IMPLEMENTING TRIPLE P

TPUK uses the Triple P Implementation Framework (the Framework) with all types of implementation, regardless of scale, to help support the successful and sustainable implementation of Triple P.

The Framework is flexible and is a guide to support those implementing Triple P. The level of support may be increased or decreased to match the needs and available resources for a given organisation or community. Typically the implementation support provided by TPUK involves a Triple P Implementation Consultant (IC) providing support to a key contact within the implementing organisation to support them to:

- Develop a thorough understanding of Triple P and determine the fit of Triple P for their organisation or community.

- Determine goals and assess the required capacity to achieve these goals (e.g. number of practitioners, costs of training and program resources, workforce attrition, anticipated effects, and potential savings).

- Develop an implementation plan and provide support throughout the planning process. This includes guidance on how to assess organisational readiness and existing capacity and functions, as well as preparing to plan and developing the implementation plan (including a communications, training and accreditation and evaluation plan).

- Select and prepare practitioners prior to attending training and establish peer support networks for practitioners following training.

- Actively monitor and evaluate processes and outcomes during the period of initial service delivery using feedback loops to refine service delivery procedures, clarify expectations and outcomes, reflect on challenges and variances, and use this information to review support processes, encourage service delivery and refine administrative and leadership support.

- Adopt revisions informed by the learnings from initial service delivery, as well as ongoing data gathering.

- Develop, review and maintain a sustainability and maintenance plan.

This support is typically provided through telephone calls and email support, with in-person meetings and site visits conducted where appropriate. All travel and accommodation costs will apply please.

Additional and more intensive support can be provided for a cost and this is typically discussed and negotiated during the commitment and contracting phase.

Some of the additional support options available to practitioners, managers and coordinators are summarised in this section for consideration.
Peer Support

The Peer Assisted Supervision and Support (PASS) Model has been developed as a workforce development strategy to assist practitioners in the process of peer support. PASS is a structured feedback process to promote learning of a complex set of consultation skills. It is especially useful for less experienced practitioners, but is also helpful for practitioners with equal levels of experience. The PASS model is intended to be used by practitioners throughout their careers, but is particularly beneficial when they are learning to implement a new intervention, such as Triple P.

For organisations and practitioners requiring additional support during initial peer support sessions, TPUK offers facilitated peer support sessions. For more information on PASS please contact TPUK.

Additional options

TPUK is able to provide tailored support options to your organisation and/or practitioners on request (e.g. consultation calls, tailored workshops). Please contact TPUK to discuss additional options.
TRIPLE P PROVIDER TRAINING PROCESS
TRIPLE P PROVIDER TRAINING PROCESS

Triple P Provider Training Courses consist of many components: training, a competency-based accreditation process, and implementation support for both practitioners and organisations.

Training
Triple P Provider Training courses vary in length depending upon the level/s being trained. Typically training courses are conducted over one to four days. The courses cover the theoretical foundations of behavioural family intervention generally and specific to Triple P. Additionally, a comprehensive overview of the development and prevalence of behavioural and emotional problems in children and/or adolescents is presented.

A skills-based training approach is used to introduce participants to the range of consultation skills necessary for the effective delivery of the program.

Training courses contain a maximum of 20 participants per course and Triple P pre-requisites apply to some Triple P Provider Training Courses, requiring practitioners to have previously completed a Triple P course (refer to Appendix A).

Pre-Accreditation Workshop
The Triple P Pre-Accreditation Workshop is provided to practitioners prior to accreditation to provide an opportunity for individualised feedback on skill development, practice and discussion of any relevant implementation issues in the presence of a Triple P Trainer or Facilitator.

Practitioners are able to see competencies demonstrated by the trainer and practice specific competencies with peers in preparation for demonstration of these competencies at their accreditation day. There is also the opportunity to clarify and discuss program content that may be relevant to quiz questions.

Pre-Accreditation Workshops aim to reduce practitioners’ anxiety and apprehension surrounding the Triple P Accreditation process, reinforces all aspects of Triple P, and builds practitioners’ confidence to deliver the service.

A Pre-Accreditation Workshop will be delivered immediately before the Accreditation commences.

Accreditation
A competency-based accreditation process is a critical component of all the training courses and must be completed not only for official recognition of proficiency in program delivery, but also to ensure that Triple P will be delivered competently and successfully within the community.

Accreditation days are usually scheduled 6 to 8 weeks after the initial training has been completed. To maximise opportunities for individualised attention, these accreditation workshops are restricted to small groups of 5 to 10 practitioners per session and are scheduled as half day or full day sessions (depending on level/s of training).

Practitioners can deliver the program to families prior to accreditation however this is not a requirement.
APPENDIX A. THE TRIPLE P SYSTEM
## Appendix A. The Triple P System

The table below provides an overall summary of the Triple P System with a description of the target parent group, the practitioners best suited to each level, delivery format, and Triple P pre-requisite training required.

<table>
<thead>
<tr>
<th>Triple P Course</th>
<th>Target client group*</th>
<th>Professionals who undertake this course include</th>
<th>Triple P delivery format</th>
<th>Triple P Pre-requisite Courses</th>
<th>Training &amp; Accreditation days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1 Population Information Strategy</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Universal Triple P</td>
<td>General population targeted through a communication strategy.</td>
<td>Universal Triple P is not a training course. It is a communications premise that underpins the delivery of Triple P across populations. Universal Triple P aims to raise awareness of parenting issues and destigmatise asking for parenting help. A specific communications strategy, &quot;Stay Positive&quot;, has been developed to support Universal Triple P and is available to regions undertaking a population rollout. Stay Positive communications materials are available for purchase as a full suite, or elements may be purchased separately.</td>
<td>Includes brochures, posters, flyers, parent newspapers, outdoor artwork, radio scripts, TV spot, online banner artwork.</td>
<td>To be implemented in conjunction with a Level 2-5 Triple P course.</td>
<td>None</td>
</tr>
</tbody>
</table>

| **Level 2 Brief Intervention** |
| Selected (Seminars) Teen Triple P | Parents interested in general information about promoting their teen’s development. | Those involved in education, social services, health services, or voluntary organisations. | Three 1 ½ - 2hr seminars delivered to large groups of parents (>20). | Brief Primary Care Teen, Primary Care Teen, Group Teen, or Standard Teen Triple P | 1 day training 1 day accreditation (Two ½ day accreditation workshops with maximum 10 participants each) |

<p>| Selected (Seminars) Stepping Stones Triple P | Parents of children with a disability (up to 12 years old) interested in general information about promoting their child’s development. | Those involved in education, disability services, health services, or voluntary organisations. | Three 1 ½ - 2hr seminars delivered to large groups of parents (&gt;20). | Primary Care Stepping Stones, Group Stepping Stones, Standard Stepping Stones Triple P | 1 day training 1 day accreditation (Two ½ day accreditation workshops with maximum 10 participants each) |</p>
<table>
<thead>
<tr>
<th>Triple P Course</th>
<th>Target client group*</th>
<th>Professionals who undertake this course include</th>
<th>Triple P delivery format</th>
<th>Triple P Pre-requisite Courses</th>
<th>Training &amp; Accreditation days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Primary Care Triple P**</td>
<td>Parents with a specific concern about their child’s behaviour, seeking an effective brief strategy. These parents seek an opportunistic one-to-one brief consultation.</td>
<td>Those who may be involved in opportunistic support for the client and are only able to provide brief information about an effective strategy, including nurses and family physicians.</td>
<td>One brief individual consultation (a follow-up visit or phone call to review may be included).</td>
<td>None</td>
<td>2 days training 1 day accreditation (Two ½ day accreditation workshops with maximum 10 participants each)</td>
</tr>
<tr>
<td>Brief Primary Care Teen Triple P**</td>
<td>Parents with a specific concern about their teen’s behaviour, seeking an effective brief strategy. These parents seek an opportunistic one-to-one brief consultation.</td>
<td>Those who may be involved in opportunistic support for the client and are only able to provide brief information about an effective strategy, including nurses and family physicians.</td>
<td>One brief individual consultation (a follow-up visit or phone call to review may be included).</td>
<td>None</td>
<td>2 days training 1 day accreditation (Two ½ day accreditation workshops with maximum 10 participants each)</td>
</tr>
</tbody>
</table>

**Level 3 Brief Intervention**

<p>| Primary Care Triple P | Parents with a specific concern about their child’s behaviour who require one-to-one consultations and active skills training. These parents may be unable to commit to regular consultations over longer periods of time. It can also be offered to families with complex needs where access to more intensive interventions is not immediately available. | Those who may be involved in occasional support for the client and are able to provide focused therapeutic interventions, including teachers, school counsellors, nurses, home visitors, family physicians, and allied health professionals. | Brief individual consultations (possibly 4 x 20-30 min sessions over 1-2 months). | None | 2 days training 2 days accreditation (Four ½ day accreditation workshops with maximum 5 participants each) |
| Primary Care Teen Triple P | Parents with a specific concern about their teen’s behaviour who require one-to-one consultations and active skills training. These parents may be unable to commit to regular consultations over longer periods of time. It can also be offered to families with complex needs where access to more intensive interventions is not immediately available. | Those who may be involved in occasional support for the client and are able to provide focused therapeutic interventions, including teachers, school counsellors, nurses, home visitors, family physicians, and allied health professionals. | Brief individual consultations (possibly 4 x 20-30 min sessions over 1-2 months). | None | 2 days training 2 days accreditation (Four ½ day accreditation workshops with maximum 5 participants each) |
| Primary Care Stepping Stones Triple P | Parents of children with a disability (up to 12 years old) with a specific concern about their child’s behaviour who require one-to-one consultations and active skills training. These parents may be unable to commit to regular consultations over longer periods of time. It can also be offered to families with complex needs where access to more intensive interventions is not immediately available. | Those who may be involved in occasional support for the client and are able to provide brief therapeutic interventions, including teachers, school counsellors, nurses, home visitors, family physicians, paediatricians, and allied health professionals. | Brief individual consultations (possibly 4 x 20–30 min sessions over 1-2 months). | None | 3 days training 2 days accreditation (Four ½ day accreditation workshops with maximum 5 participants each) |</p>
<table>
<thead>
<tr>
<th><strong>Triple P Course</strong></th>
<th><strong>Target client group</strong></th>
<th><strong>Professionals who undertake this course include</strong></th>
<th><strong>Triple P delivery format</strong></th>
<th><strong>Triple P Pre-requisite Courses</strong></th>
<th><strong>Training &amp; Accreditation days</strong></th>
</tr>
</thead>
</table>
| **Triple P Discussion Groups** | Parents with a specific concern about their child’s behaviour who would benefit from a focused topic based 2-hour group discussion. The discussion group topics are:  
- Hassle free shopping with children.  
- Managing fighting and aggression.  
- Developing good bedtime routines.  
- Dealing with disobedience. | Those who may be involved in occasional support for the client and are able to provide brief therapeutic interventions to small groups of parents, including teachers, school counsellors, nurses, home visitors, family physicians, paediatricians, allied health professionals, and parent educators. | A single session 2-hour group discussion with an average of 10 parents. | Brief Primary Care, Primary Care, Group, or Standard Triple P | 1 day training (1 day accreditation (Two ½ day accreditation workshops with maximum 10 participants each)) |
| **Teen Triple P Discussion Groups** | Parents with a specific concern about their teen’s behaviour who would benefit from a focused topic based 2-hour group discussion. The discussion group topics are:  
- Getting teenagers to cooperate.  
- Coping with teenagers emotions.  
- Building teenagers survival skills.  
- Reducing family conflict. | Those who may be involved in occasional support for the client and are able to provide brief therapeutic interventions to small groups of parents, including teachers, school counsellors, nurses, family physicians, allied health professionals, and parent educators. | A single session 2-hour group discussion with an average of 10 parents. | Brief Primary Care Teen, Primary Care Teen, Group Teen, or Standard Teen Triple P | 1 day training (1 day accreditation (Two ½ day accreditation workshops with maximum 10 participants each)) |
<p>| <strong>Level 4 Intensive Intervention</strong> | | | | | |
| <strong>Group Triple P</strong> | Parents with concerns about their child’s behaviour who require intensive training in positive parenting or those who wish to learn a variety of parenting skills to apply to multiple contexts. These parents can commit to 8 weeks of regular appointments. | Those who are able to provide regular group interventions, including school counsellors, nurses, psychologists, social workers, and parent educators. | 5 x 2 hr group sessions + 3 x 20 min individual telephone consultations for a group of up to 12 parents of children aged 0-12 years. | None | 3 days training (Four ½ day accreditation workshops with maximum 5 participants each) |
| <strong>Group Teen Triple P</strong> | Parents with concerns about their teen’s behaviour who require intensive training in positive parenting or those who wish to learn a variety of parenting skills to apply to multiple contexts. These parents can commit to 8 weeks of regular appointments. | Those who are able to provide regular group interventions, including school counsellors, nurses, psychologists, and social workers, and parent educators. | 5 x 2 hr group sessions + 3 x 20 min individual telephone consultations for a group of up to 12 parents of teens. | None | 3 days training (Four ½ day accreditation workshops with maximum 5 participants each) |</p>
<table>
<thead>
<tr>
<th>Triple P Course</th>
<th>Target client group*</th>
<th>Professionals who undertake this course include</th>
<th>Triple P delivery format</th>
<th>Triple P Pre-requisite Courses</th>
<th>Training &amp; Accreditation days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Stepping Stones Triple P</td>
<td>Parents of children with a disability (up to 12 years of age) requiring intensive training in positive parenting or those who wish to learn a variety of parenting skills to apply to multiple contexts. These parents can commit to 9 weeks of regular appointments.</td>
<td>Those who are able to provide regular group interventions, including school counsellors, nurses, psychologists, social workers, and parent educators.</td>
<td>6 x 2 ½ hr group sessions + 3 x 20 min individual telephone consultations for a group of up to 9 parents of children with a disability (aged 0-12 years).</td>
<td>None</td>
<td>3 days training 2 days accreditation (Four ½ day accreditation workshops with maximum 5 participants each)</td>
</tr>
<tr>
<td>Standard Triple P</td>
<td>Parents with concerns about their child’s moderate to severe behavioural problem who require intensive training in positive parenting on a one-to-one basis. These parents can commit to 10 weeks of regular appointments.</td>
<td>Those who are able to provide individualised regular interventions, including school counsellors, nurses, psychologists, social workers, and allied health professionals.</td>
<td>10 individualised 1 hr weekly sessions.</td>
<td>None</td>
<td>3 days training 2 days accreditation (Four ½ day accreditation workshops with maximum 5 participants each)</td>
</tr>
<tr>
<td>Standard Teen Triple P</td>
<td>Parents with concerns about their teen’s moderate to severe behavioural problem who require intensive training in positive parenting on a one-to-one basis. These parents can commit to 10 weeks of regular appointments.</td>
<td>Those who are able to provide individualised regular interventions, including school counsellors, nurses, psychologists, social workers, and allied health professionals.</td>
<td>10 individualised 1 hr weekly sessions.</td>
<td>None</td>
<td>3 days training 2 days accreditation (Four ½ day accreditation workshops with maximum 5 participants each)</td>
</tr>
<tr>
<td>Standard Stepping Stones Triple P</td>
<td>Parents of children with a disability (up to 12 years old) who have concerns about their child’s moderate to severe behavioural problem and are able to commit to 2 months of regular one-to-one appointments.</td>
<td>Those who are able to provide individualised regular interventions, including school counsellors, nurses, psychologists, social workers, and allied health professionals.</td>
<td>10 individualised 1 ½ hr weekly sessions.</td>
<td>None</td>
<td>3 days training 2 days accreditation (Four ½ day accreditation workshops with maximum 5 participants each)</td>
</tr>
<tr>
<td>Triple P Online</td>
<td>Parents of children up to 12 years who have concerns about their child’s behaviour and prefer to complete an online program due to busy schedules, geographical isolation, or unable to attend regular parenting courses.</td>
<td>Triple P Online is not a training course. It is a stand-alone web-based intervention designed to promote positive parenting practices and teach parents the application of principles to specific situations. Parents can complete the program in their own time on a computer or tablet.</td>
<td>8 x 30 – 60 min online modules completed weekly.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Triple P Course</td>
<td>Target client group*</td>
<td>Professionals who undertake this course include</td>
<td>Triple P delivery format</td>
<td>Triple P Pre-requisite Courses</td>
<td>Training &amp; Accreditation days</td>
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<tr>
<td><strong>Group Lifestyle Triple P</strong></td>
<td>Parents of overweight or obese children (5-10 years of age) who have concerns about their child’s weight and are willing to make changes in their family’s lifestyle. These parents can commit to up to 6 months of regular appointments.</td>
<td>Those who are able to provide regular group interventions, including dieticians, physical education teachers, nurses, psychologists, and physicians.</td>
<td>10 x 1 ½ hr group sessions + 4 x 20 min telephone consultations for a group of up to 10 families.</td>
<td>None</td>
<td>3 days training 2 days accreditation (Four ½ day accreditation workshops with maximum 5 participants each)</td>
</tr>
<tr>
<td><strong>Family Transitions Triple P</strong></td>
<td>Parents going through separation and divorce who have concurrent concerns about their child’s behaviour.</td>
<td>Those who are able to provide regular interventions, including family support workers, school counsellors, nurses, psychologists, social workers and allied health professionals.</td>
<td>5 x 2 hr individual or group sessions in addition to a Level 4 Triple P program.</td>
<td>Any Level 4 Triple P training course</td>
<td>2 days training 2 days accreditation (Four ½ day accreditation workshops with maximum 5 participants each)</td>
</tr>
<tr>
<td><strong>Enhanced Triple P</strong></td>
<td>Parents of children with concurrent child behaviour problems and family adjustment difficulties, e.g. parental depression or stress and partner conflict. These parents have attempted a Level 4 program and shown minimal improvements.</td>
<td>Those who are able to provide regular interventions, including school counsellors, nurses, psychologists, social workers, and allied health professionals.</td>
<td>3 – 10 individualised 60 – 90 min parenting sessions.</td>
<td>Any Level 4 Triple P training course</td>
<td>2 days training 2 days accreditation (Four ½ day accreditation workshops with maximum 5 participants each)</td>
</tr>
<tr>
<td><strong>Pathways Triple P</strong></td>
<td>Parents who have anger management issues and other issues that put them at risk of child abuse and neglect.</td>
<td>Those who are able to provide regular interventions, including school counsellors, nurses, psychologists, social workers, and allied health professionals.</td>
<td>2 – 5 individualised or group 60 – 90 min sessions.</td>
<td>Any Level 4 Triple P training course</td>
<td>2 days training 2 days accreditation (Four ½ day accreditation workshops with maximum 5 participants each)</td>
</tr>
</tbody>
</table>

*The word “parent” referred to in relation to Triple P is used to refer to any person who is a biological parent, adoptive parent, guardian, caregiver, or who is otherwise acting in a parental role in respect of a person who is a minor or adolescent.

**Assumes an organisation has established a successful referral process for families requiring further assistance.
APPENDIX B. STEPPING STONES TRIPLE P
Appendix B. Stepping Stones Triple P
TPUK has prepared a training course for Social Styrelsen to train practitioners in Stepping Stones Triple P courses. This involves training practitioners in Standard Stepping Stones Triple P, Group Stepping Stones Triple P Extension 3A, Selected Stepping Stones Triple P and Enhanced Triple P. Training will be provided in this order over eight consecutive days training (excluding weekends) to provide practitioners with the required pre-requisite training courses.

The course topics will be configured as follows.

<table>
<thead>
<tr>
<th>Triple P Provider Training Course</th>
<th>Training Days</th>
<th>Pre-Accreditation Workshop</th>
<th>Accreditation Days</th>
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<tr>
<td>Level 4 Standard Stepping Stones Triple P</td>
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<tr>
<td>Level 4 Group Stepping Stones Triple P Extension 3A</td>
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<td>Level 2 Selected Stepping Stones Triple P</td>
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<tr>
<td>Level 5 Enhanced Triple P</td>
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<td></td>
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