



Triple P – Positive Parenting Program®



Stepping Stones Triple P NSW Pre-training and Scholarship Briefing

18th August 2021

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At a glance



Why provide parenting support?

What is Stepping Stones Triple P?

Principles and strategies for parents

Considerations when developing behaviour support plans

What were the outcomes of the Australian Eastern States Population Trial of SSTP?

What's the current NSW SSTP Project all about?

How do I apply for a training scholarship?

Why do we need to provide parenting support?



- Family caregiving burden includes practical demands, psychological and health burdens, and burdens on the family unit.
- Most family stress is reported to be related to providing daily care and dealing with challenging behaviour.
- Children with developmental disabilities are 3-4 times more likely than others to experience clinical levels of behavioural and emotional problems.
- Children with disabilities can have more difficulty than others, learning adaptive functional skills
- Challenging behaviour has serious developmental repercussions.
- There is a low level of participation in evidence based parenting support programs

Behaviour problems in children with disabilities



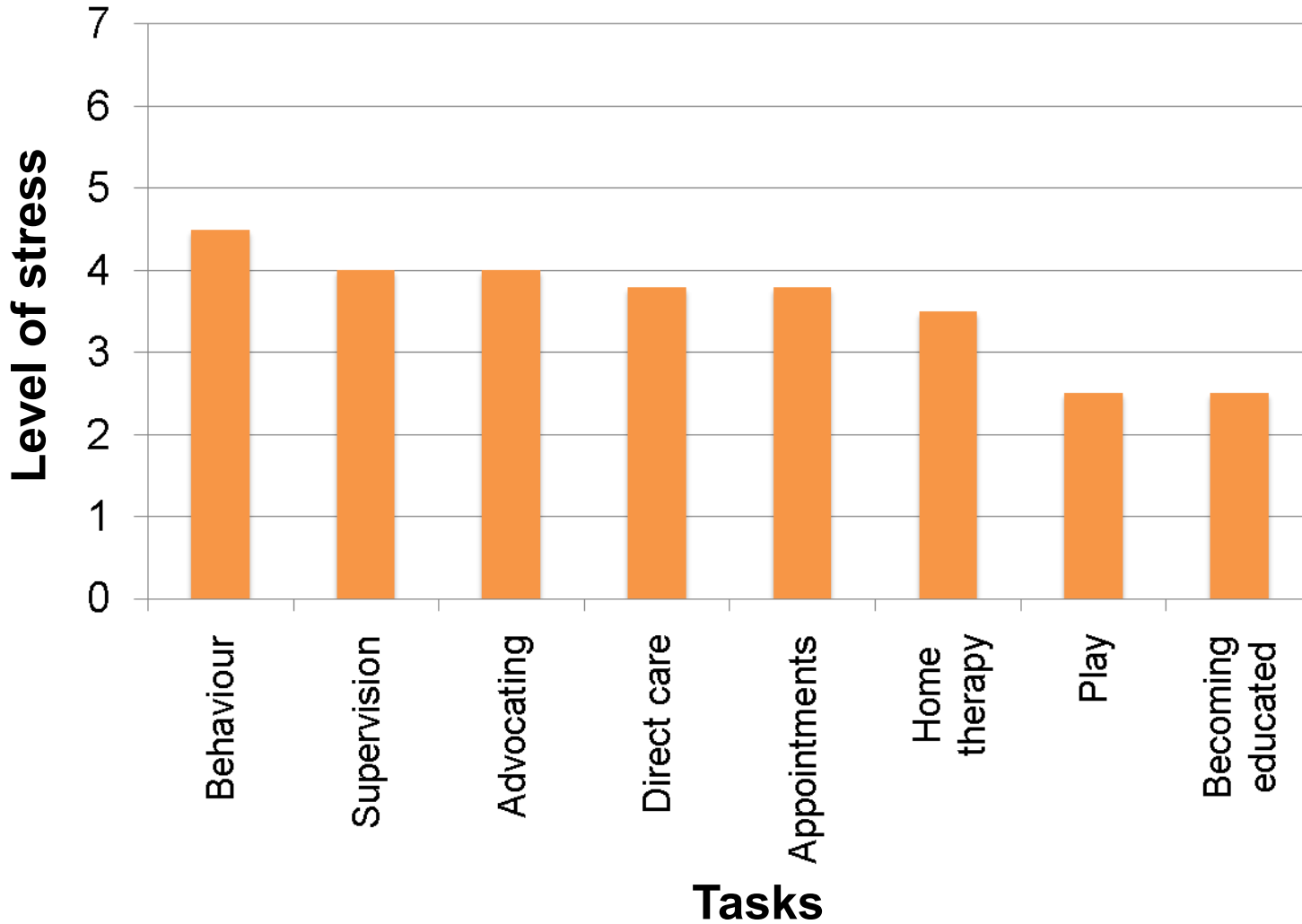
- Disobedient (e.g. with chores, bedtimes, routines, rules, going to school)
- Doesn't follow instructions
- Short attention span, being easily frustrated and hyperactive
- Destructive behaviours (e.g. throws/breaks things)
- Aggressive towards others (e.g. hits, bites, kicks)
- Screaming or yelling, temper tantrums, whining
- Behaviours that harm self (e.g. bangs head,, refusing to eat)

Care giving implications



- Care giving requires support and assistance that is beyond what is normative and usual
- Care giving involves:
 - significant time and energy over extended periods
 - tasks that are physically demanding and unpleasant
 - disruptions to family and social roles
- Care giving is made more difficult when there is a lack of quality respite care available

How stressful are these care giving tasks



What is Stepping Stones Triple P?



Stepping Stones Triple P

The world-acclaimed parenting system now enhanced for families with a child who has a disability



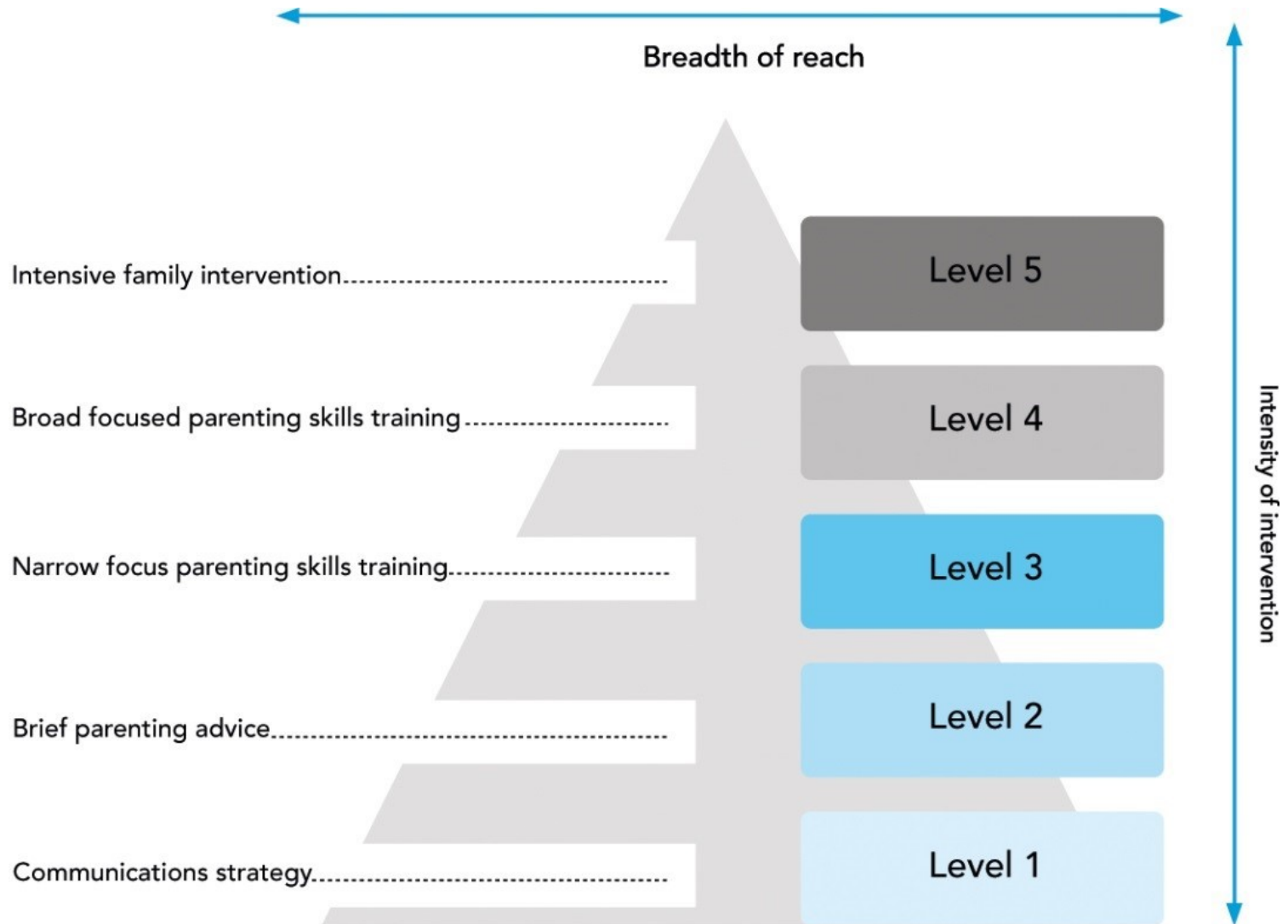
- A multi-level parenting and family support strategy for families of children with disabilities
- Adapted from Triple P system (Sanders, 2012; Prinz et al, 2009)



Stepping Stones - Triple P Positive Parenting for parents of children with a disability



The Triple P System: Not a “one-size-fits-all”



Key features

- An ecological model where challenging behaviour is seen within the context of parental and family influences
- Minimal sufficiency and parental self-regulation
- Used opportunistically to promote functional skill development in naturalistic environments
- Lower levels can be used as a waitlist strategy
- Consistent with positive behaviour support, family centred practice

Aims



- Decrease rates of challenging behaviors
- Increase adaptive behavior
- Reduce family risk factors
- Promote positive, supportive family environments
- Empower parents to deal more effectively with child behavior problems



Stepping Stones - Triple P Positive Parenting
for parents of children with a disability

What is SSTP based on?



- Child and family behaviour therapy
- Learning theory, applied behaviour analysis, and positive behaviour support
- Social learning models of parent-child interaction
- Developmental research on parenting in everyday contexts
- Social information processing and attribution theory
- Research on functional assessment and intervention
- Developmental psychopathology
- The principle of normalisation
- Population health perspectives

Principles of positive parenting for children who have a disability



Stepping Stones Triple P strategies

Developing positive relationships

- Spending quality time with children
- Communicating with your children
- Showing affection

Encouraging good behaviour

- Using descriptive praise
- Giving attention
- Providing other rewards
- Providing engaging activities
- Setting up activity schedules

Teaching new skills and behaviours

- Setting a good example
- Using physical guidance
- Using incidental teaching
- Using ask-say-do
- Teaching backwards
- Using behaviour charts

Managing misbehaviour

- Using diversion to another activity
- Establishing ground rules
- Directed discussion
- Planned ignoring
- Clear, calm instructions
- Teaching children to communicate what they want
- Logical consequences
- Blocking
- Brief interruption
- Quiet time
- Time-out

Interventions for children who have a disability



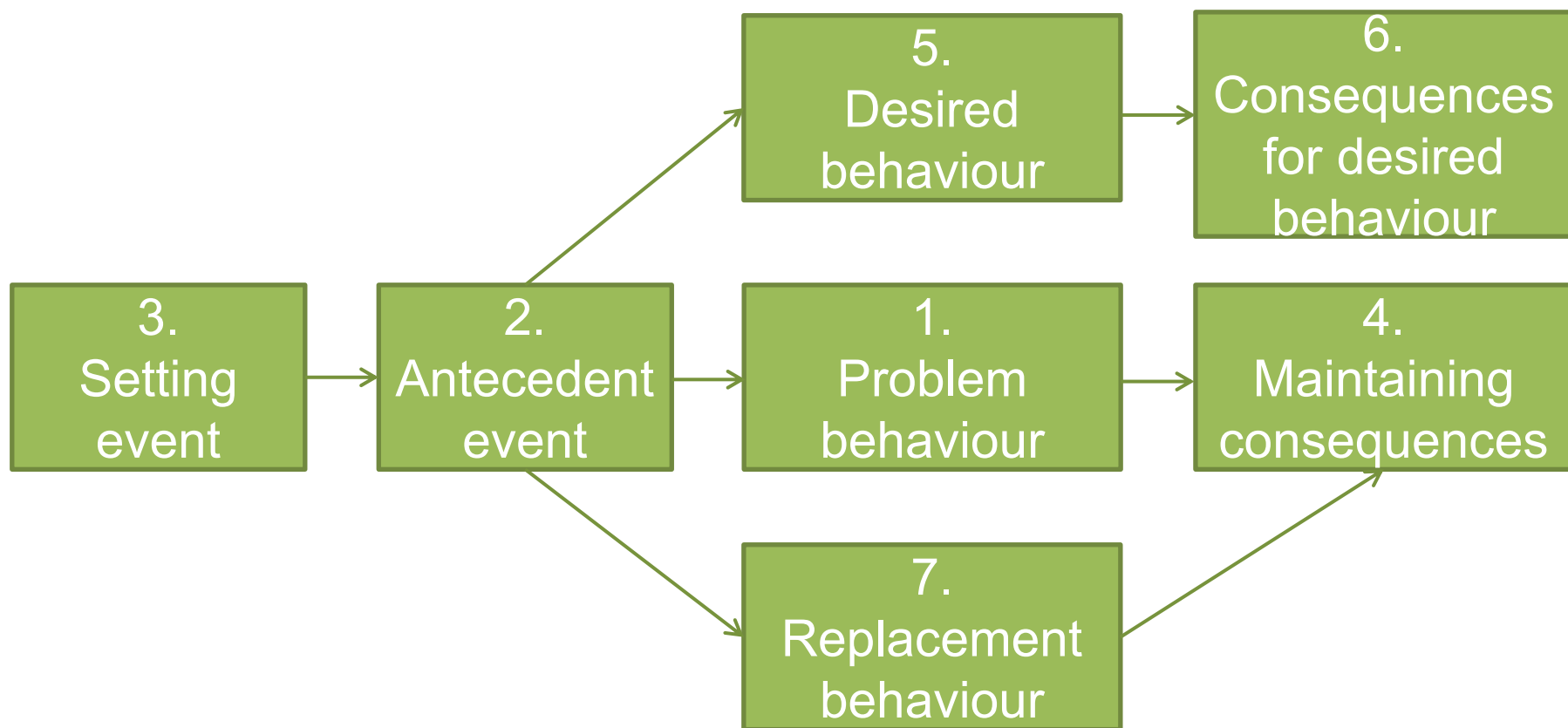
- Should incorporate the child's communication system
- Involve understanding the function of behaviour:
 - obtaining favourable outcomes
 - avoiding activities that are disliked
 - obtaining sensory rewards

Interventions for children who have a disability



- Reduce maladaptive behaviour by:
 - alleviating conditions that give rise to the behaviour
 - removing the pay-off (reinforcement) of the behaviour
 - teaching adaptive alternative behaviours that serve the same function

Competing behaviour analysis Part A: Understanding the function of behaviour



Competing behaviour analysis Part B: Strategies for change

Strategies to
alleviate
conditions that
trigger the problem
behaviour

Strategies to teach
new skills and
behaviours

Strategies that
reward
replacement
behaviour or
remove reward for
problem behaviour

Stepping Stone Triple P in Australia



IS STATEWIDE DELIVERY OF STEPPING STONES TRIPLE P EFFECTIVE?

RESEARCH PROGRAM FINDINGS AT A GLANCE

SEPTEMBER, 2018

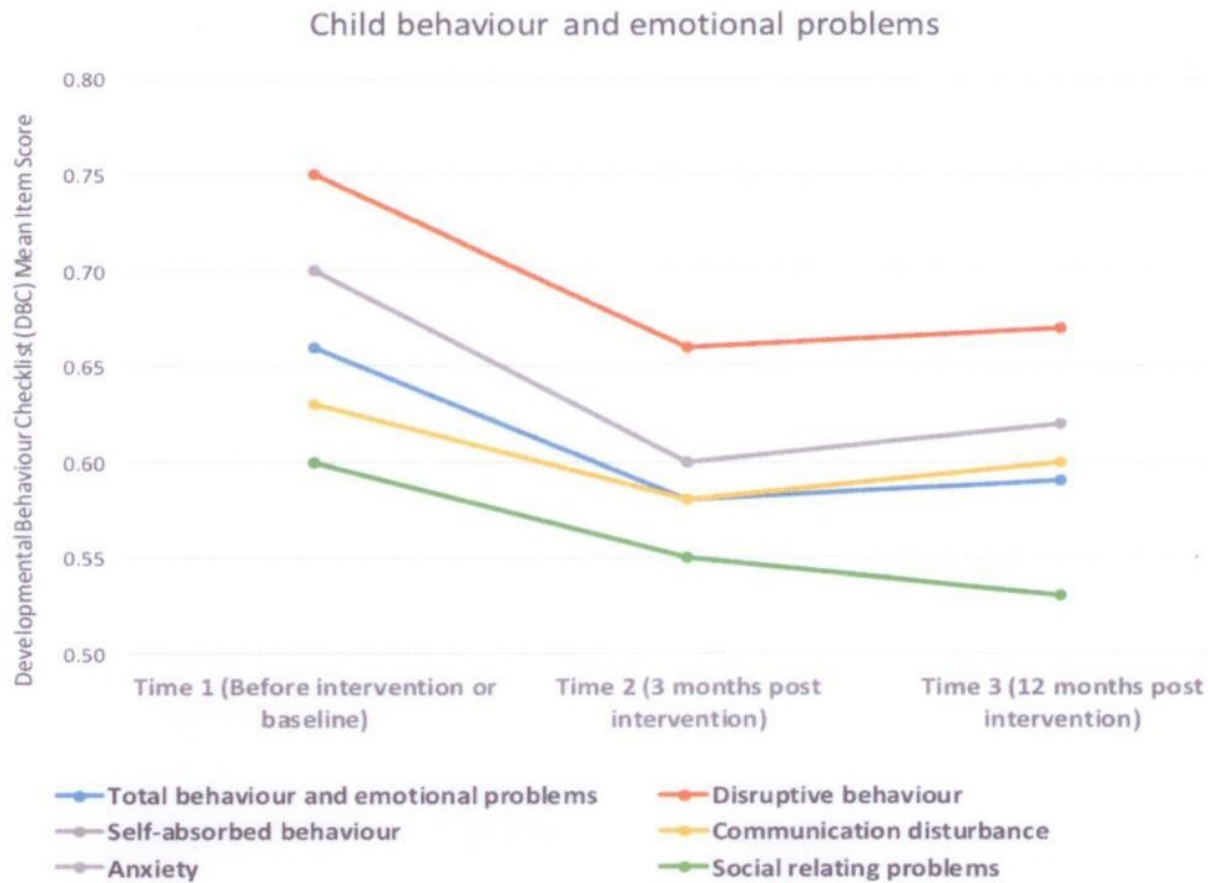
FUNDED BY THE NATIONAL HEALTH AND MEDICAL RESEARCH COUNCIL (GRANT 1016919) 2012 - 2017

Prepared By

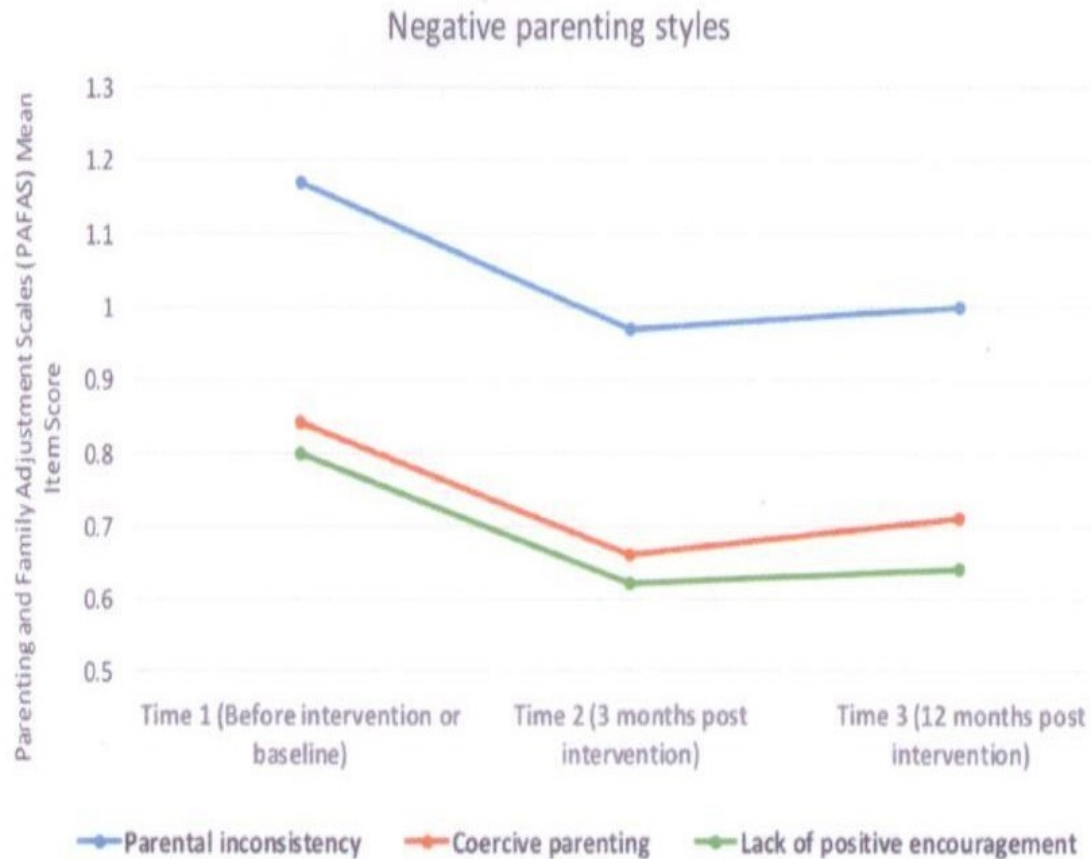
Stewart Einfeld, Matthew Sanders, Bruce Tonge, Kylie Gray, Kate Sofronoff, and The MHYPEDD Team



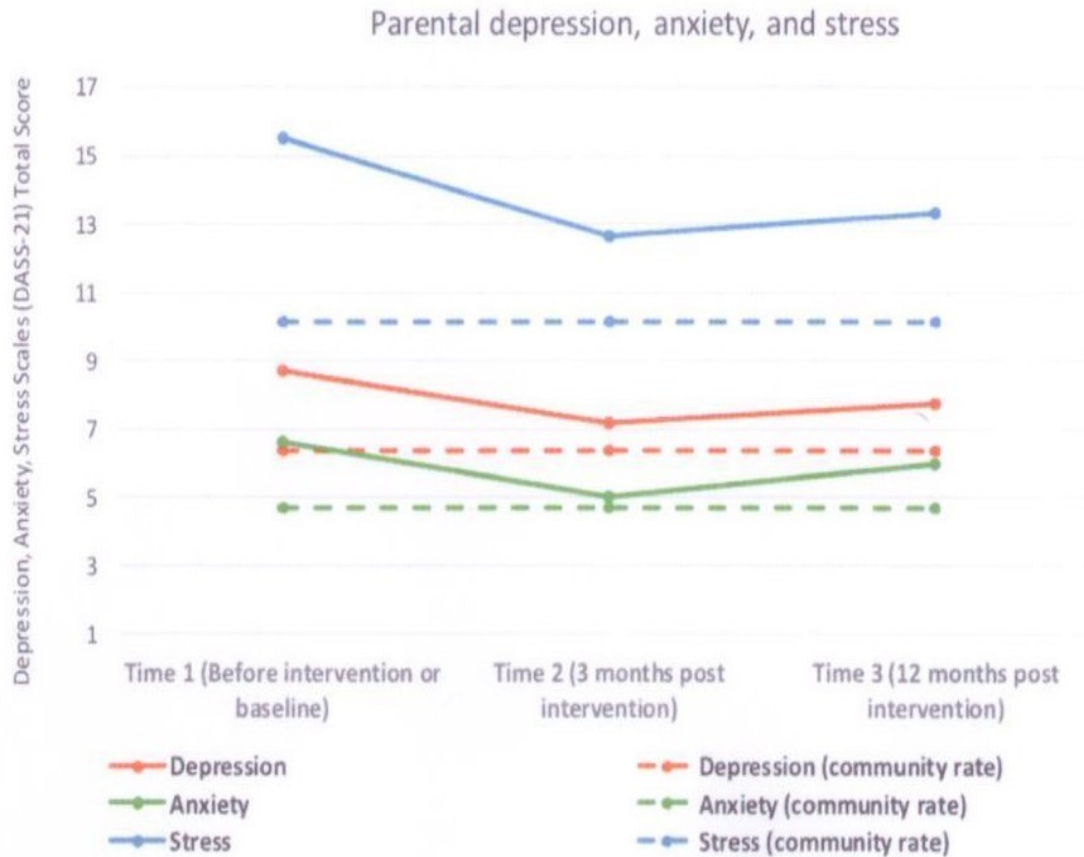
Trial Results: child behaviour improved



Trial Results: improved parenting skills



Trial Results: improved parent coping and adjustment



Parents' comments

- 'It (the course) has been nothing short of life-changing for the better!!'
- 'Has absolutely changed my life. I now have the tools and knowledge to achieve daily success (& calm – peace and quiet at home and away from home).'
- 'This is a course ALL parents should do, whether they have special needs children or not!'
- 'This course has changed me as an individual. I've grown, I've blossomed. I no longer feel that frightened little mouse afraid to give life a go.'



So what did the population trial conclude?



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Recommendation 1:

Support for all children with disabilities should be evidence-based and cost-effective.

This project found evidence that a flexible, multi-level community-wide delivery of SSTP is effective for parents. It was cost effective mainly because the reduction of child behaviour problems enabled parents to return to work.

Einfeld, Sanders, Tonge, Gray, Sofronoff, et. al. (2018)

The NSW SSTP Facilitator Scholarship Project

From trial to business-as-usual



The aim of the scholarships is to build the capacity of mainstream services within NSW to respond to children with an intellectual or developmental disability aged up to 12 years of age who present with mental health concerns.

Level 2.

Selected (Seminar) Stepping Stones Triple P



Parenting advice and information for parents of children with disabilities interested in learning positive ways of promoting their child's development and wellbeing



Comprises three seminar presentations lasting 90 minutes each

Intended to be provided Statewide throughout schools and/or disability agencies/providers

Positive parenting for children with a disability

Stepping Stones Triple P
Seminar Series

Seminar 1



for every parent

Core principles



- Having a safe, interesting environment
- Having a positive learning environment
- Using assertive discipline
- Adapting to having a child with a disability
- Having realistic expectations
- Being part of the community
- Taking care of yourself as a parent



Helping your child reach
their potential

Stepping Stones Triple P
Seminar Series
Seminar 2



for every parent

Key steps to teach skills



Choose a skill
to teach

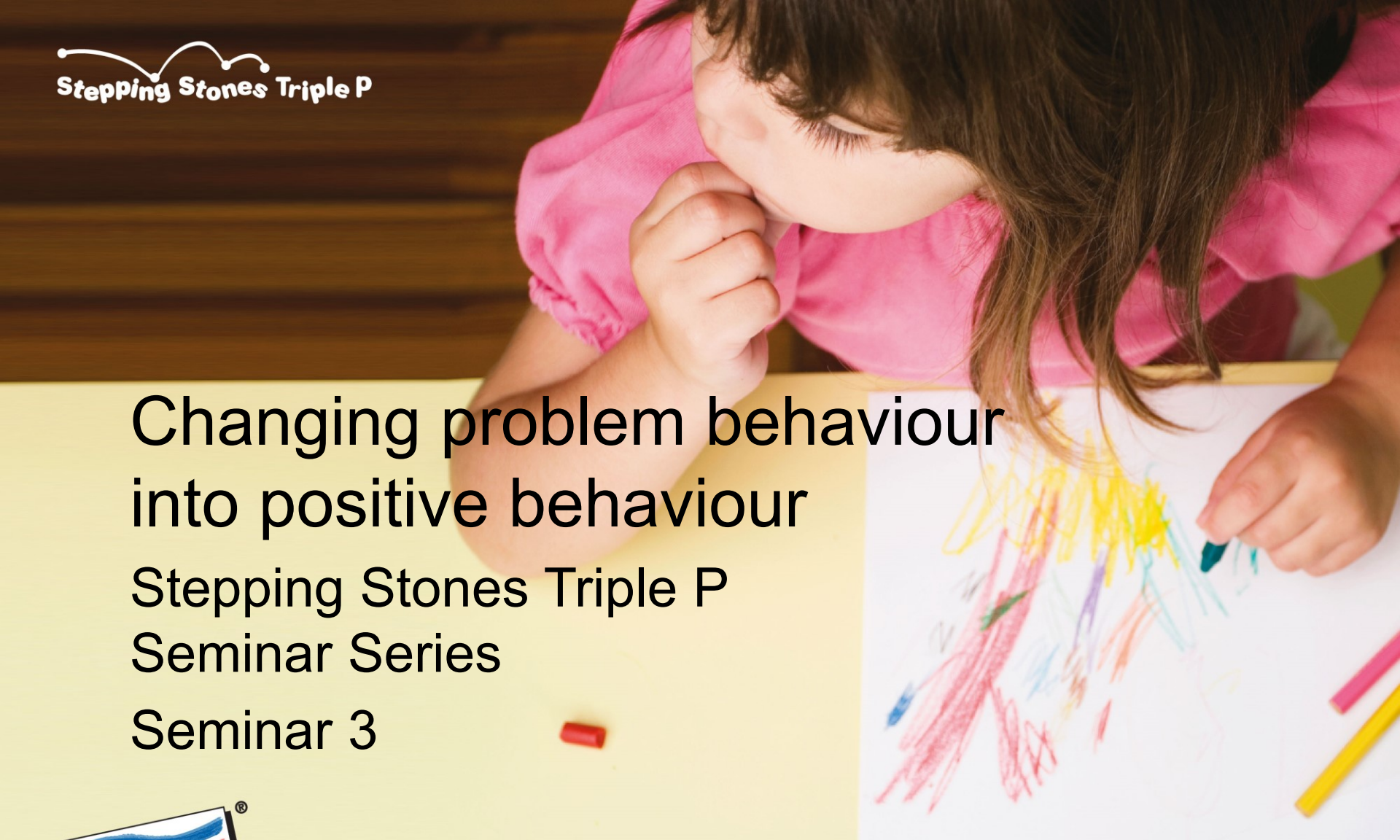
Break the skill
into steps

Choose
rewards

Decide when
and where
to teach

Use effective
teaching
strategies

Keep track and
review
progress



Changing problem behaviour into positive behaviour

Stepping Stones Triple P
Seminar Series

Seminar 3



for every parent

Key steps to manage problem behaviour



Track the behaviour

Understand why the behaviour is occurring

Change events that occur before the problem

Encourage alternate behaviour

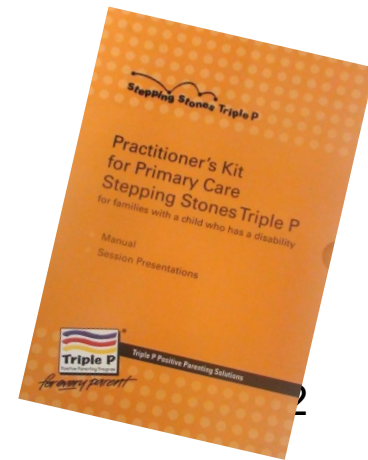
Remove accidental rewards

Put your plan into action

Level 3: Primary Care Stepping Stones



- Up to 4 brief (15-30mins) individual sessions with practitioner
- Target 1-2 discrete child problems
- 11 booklets behaviour support plans that are tailored to individual needs



Overview of session content

SESSION	CONTENT
1. Assessment of the presenting problem	<ul style="list-style-type: none">• Initial interview• Options for intervention• Keeping track of children's behaviour
2. Developing a parenting plan	<ul style="list-style-type: none">• Feedback on assessment results• Causes of child behaviour problems• Goals for change• Parenting plan (with active skills training)
3. Review of implementation	<ul style="list-style-type: none">• Update on progress• Refining parenting plan (with active skills training)• Identifying and overcoming obstacles
4. Follow-up	<ul style="list-style-type: none">• Update on progress• Maintaining progress made

SSTP Primary Care Booklet Series Topics



A Guide to Positive Parenting

- What is positive parenting
- Developmental Disability
- Causes of behaviour problems
- Getting started on making a change
- Promoting children's development
- Managing misbehaviour
- Family survival tips

A Guide to Fears and Anxiety

- Fears
- Separation anxiety
- Medical procedures
- Tactile defensiveness
- Nightmares and night terrors
- Self injurious behaviour

A Guide to Promoting Communication Skills

- Promoting communication before words
- Promoting communication with words
- Using Augmentative and Alternative communication (AAC)
- Repetitive questioning
- Echolalia – coping words and sounds

A Guide to Early Learning Skills

- Attending skills – making eye contact
- Imitating – following simple instructions
- Teaching independent play skills

A Guide to Mealtimes

- Independent eating
- Mealtime problems
- Selective eating
- Oral hypersensitivity
- Pica – eating non food

Family Adaptation

- Adapting to having a child with a disability
- Coping with stress
- Parent coping
- Supporting your partner
- Helping siblings to adjust
- Dealing with health professionals

A Guide to Self-Care Skills

- Dressing
- Washing
- Teeth brushing
- Bedtime problems
- Morning routine

A Guide to Toileting

- Toilet training
- Bedwetting
- Smearing

A Guide to Being Part of the Community

- Shopping
- Wandering
- Travelling in the car
- Haircuts

A Guide to Social Skills

- Play
- Sharing
- Having friends over to visit
- Repetitive behaviour

A Guide to Disruptive behaviour

- Whining and tantrums
 - Disobedience
 - Hurting and aggression
 - Interrupting
 - Swearing
-

Triple P Provider Training process



Triple P Training Process



- Courses consist of many components, including: training, a competency-based accreditation process, and implementation support (pre-accreditation workshop, clinical support day)
- Each training course contains a maximum of 20 participants
- Accreditation is scheduled 6 weeks after training
- Pre-accreditation workshops are required for new facilitators



Training



- 3 day training (8:45am to 4:30pm)
 - Includes instructive presentation, video demonstration, problem solving, rehearsal of skills, feedback, peer coaching.
- Learn how to:
 - Use 25 strategies for positive parenting to target specific child behavioural/emotional issues.
 - Facilitate parent sessions and manage process issues that may arise.

Preparation and Pre-Accreditation



- Prepare to begin using the program with parents.
- Log in to the Triple P Provider Site.
- Prepare quiz and competencies.
- Attend 1-day Pre-Accreditation Workshop (8:45am to 4:30pm).
 - A full day of support and coaching with a Triple P Trainer
 - Practice competencies with peers
 - Ask the trainer questions before accreditation

Accreditation



- Half-day accreditation, held in small groups of 5 at 6-weeks after training.
- Demonstrate two specific parent consultation skills to show your competence in the program, and hand in quiz.
- Can repeat competencies and quiz on the day.



Practitioner support



- Facilitators are allocated an Implementation Consultant to assist with accreditation preparation
- Facilitated Peer Support and Supervision session and/or monthly practitioner support webinars
- Ongoing programs of skills update as required

Stepping Stones Triple P Facilitator Training and Accreditation



Primary Care SSTP

Training
Pre-accreditation
Accreditation ½ day

12-14th October 2021
23rd November 2021 (Tues)
24th and 25th November 2021 (Wed/Thurs)



Stepping Stones - Triple P Positive Parenting
for parents of children with a disability



Applying for a scholarship

Eligibility



- Be a professional in NSW who works with children aged up to 12 years old in the health (mental health or child and family health) or education (servicing students enrolled in support classes for intellectual disability or autism) sectors. Examples include:
 - Allied Health staff including psychologists, speech pathologists, occupational therapists, social workers, pediatricians, and clinical nurse consultants or educators etc.
 - School psychologists, school counsellors, learning support teachers or coordinators, student support officers, who cater for schools with support classes.
- Have an intention to support children with intellectual disability and/ or autism in your workplace.
- Be available to complete the Stepping Stones Triple P training and accreditation dates in 2021 (see table below for dates).
- Deliver Stepping Stones Triple P, to parents in 2021 and complete all pre and post surveys required.

Applying for a scholarship

Selection criteria



- Commitment to delivering Stepping Stones as an intervention for parents of children with an intellectual disability and/or autism.
- How the scholarship will enable children with intellectual disability and/or autism and their parents within your community to access an evidence-based social, emotional and behavioural intervention.
- How you will sustain the Stepping Stones Program as a service in your area following your completion of the training.
- Each Expression of Interest application must include:
 - A completed Stepping Stones Triple P Scholarship Online Application;
 - An upload of your curriculum vitae (maximum 4 pages) outlining your employment history, specific training and experience working with children and their families, mental health and disability and;
 - An upload of a brief letter from your Team Leader or Manager, outlining your current position and in support of your: (1) application, (2) completion of the Stepping Stones intervention and accreditation, and (3) intention to deliver the program in 2021.

Applying for a scholarship Expression of interest



Submit by COB:

31st August, 2021

Notifications to successful applicants:

10th September, 2021

Questions...



If I'm already trained in one level of SSTP, can I do the training in other levels?

What type of data will be collected from families and practitioners for ongoing service review?

Will ongoing access to parent resources be available?

How families per year will I need to commit to seeing?

How about support to promote the programs so parents know they are available?