



Standard Triple P

What is the course

Standard Triple P provides parents with broad focused parenting support and intervention on a one-to-one basis. The program supports parents who have concerns about their child's behaviour or development across settings (e.g. disobedience in community settings, fighting and aggression, refusing to stay in bed, eating healthy meals). Over ten one-to-one sessions parents identify the causes of child behaviour problems and to set their own goals for change. They learn a range of parenting strategies to promote and develop positive behaviour for their child. The practitioner focus is on generalisation-enhancement strategies to promote parental autonomy throughout the intervention process.

Families suitable for course

Parents or caregivers who benefit from this intervention are those with children up to 12 years of age who are concerned about their child's behaviour. Usually they either need or prefer a one-to-one intervention and they need to be available to commit to 10 weeks of regular one-hour sessions. The program is appropriate for children with moderate to severe levels of behavioural problems.

Outline of parent sessions

Session 1: Intake interview. The parent is interviewed to gather comprehensive information about their child's presenting behavioural concerns, developmental history and family circumstances. They are asked to complete further assessment in the form of questionnaires and they are taught to use monitoring forms to track a specific child behaviour throughout the following week.

Session 2: Observation of family interaction and assessment feedback. The practitioner conducts an observation of child behaviour and parenting excesses and deficits. Then they provide feedback to the parent from all forms of the assessment and develop a shared understanding of the nature, severity and causes of current concerns. From there, treatment is negotiated and the parent sets goals for their own and their child's behaviour change.

Session 3: Promoting children's development. During this session, the parent is presented with strategies that aim to enhance the quality of the parent child relationship and promote a rich environment of encouragement and positive attention for the child. The parent identifies when and how these skills can be used and have the opportunity to practise.

Session 4: Managing misbehaviour. This session involves introducing the parent to strategies for dealing with misbehaviour, rehearsing a routine for managing non-compliance, and setting new homework tasks.

Session 5-7: Practise and feedback. These sessions assist the parent in using the behaviour change strategies. The practitioner observes a 10 minute parent-child interaction where the parent has set goals to practise using specific parenting strategies. The practitioner then has the opportunity to encourage the parent's self-evaluation and goal setting to refine the use of specific parenting strategies.



Session 8: Planned activities training. During this session, the parent identifies high-risk home and community activities (e.g. shopping trips), they learn to develop planned activities and routines to target specific behaviours, and select one of their routines to implement throughout the following week.

Session 9: Using planned activities training. During this session, the parent implements planned activities routines to encourage independent play when busy and a structured play activity. The practitioner provides feedback and then observes the parent implement a final planned activities routine to get their child ready to go out.

Session 10: Program close. The practitioner conducts a progress review and discusses with the parent family survival tips, problem solving for the future and future goals. If it is necessary, referral options are discussed.

Family resources

Each family will receive a copy of the Every Parent’s Family Workbook. This workbook outlines content of all sessions and all homework tasks. It provides space for parents to complete all exercises.

Time commitment

In addition to consultations, the practitioner should allow time for reviewing satisfaction questionnaires, and preparing for the sessions and/or supervision. Please see the table below for an approximate delivery guideline time.

Course	Face to Face Consultation or Group Session Time	Questionnaire Scoring and Feedback - Pre and Post Assessment*	Telephone Support or Home Visit**	Session Preparation and Post-Session Debrief/ Supervision	Case notes and Report Writing***	Total Time
Standard Triple P	7 hours (1 hour per session for 7 sessions)	1½ hours	3 hours (1 hour per home-visit for 3 visits)	2½ hours	1 hour	15 hours per family

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ).

**Travel time per visit is not included.

***Not including comprehensive reports for government agencies.



Training Requirements

To provide Standard Triple P to families, practitioners must have completed an active-skills training program and demonstrated their knowledge and competence in program delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support.

Course	Number of Training Days (9.00am - 4.30pm)	Pre-Accreditation Day (9.00am - 4.30pm)	Preparation Time for Accreditation Day	Accreditation Day	Peer Support	Total Time
Standard Triple P	3 days	1 day	4-6 hours (quiz and competency preparation)	Half day	2-3 hours (hourly meetings per month)	5½ days

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

- Practitioner’s Kit for Standard Triple P (includes Practitioner’s Manual, and Every Parent’s Family Workbook); and
- Every Parent’s Survival Guide [DVD].