

THE TRIPLE P SYSTEM

The following table summarizes the Triple P system with a description of the target parent group, the practitioners best suited to each level, the delivery format, and any Triple P pre-requisite training required.

TARGET CLIENT GROUP ^a	TYPICAL PROVIDERS	DELIVERY FORMAT	PRE-REQUISITE COURSES	TRAINING & ACCREDITATION DAYS	TOTAL TIME FOR PROGRAM DELIVERY ^h	RESOURCES PER FAMILY	FAMILIES PER PRACTITIONER ⁱ
LEVEL 1 POPULATION INFORMATION STRATEGY							
UNIVERSAL TRIPLE P							
General population targeted through a communication strategy.	Universal Triple P is not a program, but a premise underpinning the delivery of Triple P across populations. Universal Triple P acknowledges the importance of raising awareness of parenting issues and destigmatising the notion of asking for parenting help. A communications strategy, "Stay Positive", supports Universal Triple P. Stay Positive communications materials are available for purchase as a suite or separately.	Includes websites or web pages, brochures, posters, flyers, parent newspapers, outdoor artwork, radio scripts, online banner artwork.	To be implemented with Level 2–5 Triple P programs.	None	n/a	n/a	n/a
LEVEL 2 BRIEF INTERVENTION							
SELECTED (SEMINARS) TRIPLE P^b							
Parents interested in general information about promoting their child's development.	Those involved in education, social services, health services, or voluntary organizations.	3 x 90-minute seminars delivered to large groups of parents.	None	2 days' training 1 day pre-accreditation 1 day accreditation (2 x ½ day accreditation workshops with maximum 10 participants each)	3 hours per seminar	1 x Seminar Tip Sheet	300 seminar places ^j

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SELECTED (SEMINARS) TEEN TRIPLE P^b							
Parents interested in general information about promoting their teen's development.	Those involved in education, social services, health services, or voluntary organizations.	3 x 90-minute seminars delivered to large groups of parents.	None	2 days' training 1 day pre-accreditation 1 day accreditation (2 x ½ day accreditation workshops with maximum 10 participants each)	3 hours per seminar	1 x Teen Seminar Tip Sheet	300 seminar places ⁱ
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 organizations.	3 x 90-minute seminars delivered to large groups of parents.	None	2 days' training 1 day pre-accreditation 1 day accreditation (2 x ½ day accreditation workshops with maximum 10 participants each)	3 hours per seminar ^e	1 x Stepping Stones Seminar Tip Sheet	300 seminar places ⁱ
LEVEL 3 BRIEF INTERVENTION							
PRIMARY CARE TRIPLE P^c							
Parents with a specific concern about their child's behavior who require one-to-one consultations and active skills training. These parents may be unable to commit to regular treatment 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 counselors, nurses, home visitors, family physicians, and allied health professionals.	Brief individual consultations (possibly 4 x 20–30-minute sessions over 1–2 months).	None	2 days' training 1 day pre-accreditation 2 days' accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	2 ¾ – 3 ¼ hours per family	1 x Positive Parenting Booklet 3 x Tip Sheets	50

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PRIMARY CARE TEEN TRIPLE P^d							
Parents with a specific concern about their teen's behavior who require one-to-one consultations and active skills training. These parents may be unable to commit to regular treatment 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 counselors, nurses, home visitors, family physicians, and allied health professionals.	Brief individual consultations (possibly 4 x 20–30-minute sessions over 1–2 months).	None	2 days' training 1 day pre-accreditation 2 days' accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	2 ¾ – 3 ¼ hours per family	1 x Positive Parenting for Parents of Teenagers Booklet 3 x Teen Tip Sheets	50
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 behavior who require one-to-one consultations and active skills training. These parents may be unable to commit to regular treatment 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 counselors, nurses, home visitors, family physicians, paediatricians, and allied health professionals.	Brief individual consultations (possibly 4 x 20 – 30-minute sessions over 1–2 months).	None	3 days' training 1 day pre-accreditation 2 days' accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	2 ¾ – 3 ¼ hours per family ^e	1 x Positive Parenting Booklet 2 x Stepping Stones Primary Care Booklets	50
TRIPLE P DISCUSSION GROUPS							
Parents with a specific concern about their child's behavior who would benefit from a focused topic-based 2-hour group discussion. The discussion group topics are: <ul style="list-style-type: none"> • 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 counselors, 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.	None	2 days' training 1 day pre-accreditation 1 day accreditation (2 x ½ day accreditation workshops with maximum 10 participants each)	4 hours per group	1 x Group Discussion Workbook	100

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TEEN TRIPLE P DISCUSSION GROUPS							
Parents with a specific concern about their teen's behavior who would benefit from a focused topic-based 2-hour group discussion. The discussion group topics are: <ul style="list-style-type: none"> • 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 counselors, nurses, family physicians, allied health professionals, and parent educators.	A single-session 2-hour group discussion with an average of 10 parents.	None	2 days' training 1 day pre-accreditation 1 day accreditation (2 x ½ day accreditation workshops with maximum 10 participants each)	4 hours per group	1 x Teen Group Discussion Workbook	100
LEVEL 4 INTENSIVE INTERVENTION							
GROUP TRIPLE P							
Parents with concerns about their child's behavior 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 counselors, nurses, psychologists, social workers, and parent educators.	5 x 2-hour group sessions + 3 x 20-minute individual telephone consultations for a group of up to 12 parents of children aged 0–12 years.	None	3 days' training 1 day pre-accreditation 2 days' accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	40 hours per group	1 x Every Parent's Group Workbook	30
GROUP TEEN TRIPLE P							
Parents with concerns about their teen's behavior 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 counselors, nurses, psychologists, and social workers, and parent educators.	5 x 2-hour group sessions + 3 x 20-minute individual telephone consultations for a group of up to 12 parents of teens.	None	3 days' training 1 day pre-accreditation 2 days' accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	40 hours per group	1 x Teen Triple P Group Workbook	30

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GROUP STEPPING STONES TRIPLE P							
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.	Those who are able to provide regular group interventions, including school counselors, nurses, psychologists, social workers, and parent educators.	6 x 2 ½-hour group sessions + 3 x 20-minute individual telephone consultations for a group of up to 9 parents of children with a disability (aged 0–12 years).	None	3 days' training 1 day pre-accreditation 2 days' accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	37 ½ hours per group ^e	1 x Stepping Stones Triple P Group Workbook	35
STANDARD TRIPLE P							
Parents with concerns about their child's moderate to severe behavioral problem who require intensive training in positive parenting on a one-to-one basis. These parents can commit to 10 weeks of regular appointments.	Those who are able to provide individualized regular interventions, including school counselors, nurses, psychologists, social workers, and allied health professionals.	10 individualized 1-hour weekly sessions.	None	3 days' training 1 day pre-accreditation 2 days' accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	19 hours per family	1 x Every Parent's Family Workbook	25
STANDARD TEEN TRIPLE P							
Parents with concerns about their teen's moderate to severe behavioral problem who require intensive training in positive parenting on a one-to-one basis. These parents can commit to 10 weeks of regular appointments.	Those who are able to provide individualized regular interventions, including school counselors, nurses, psychologists, social workers, and allied health professionals.	10 individualized 1-hour weekly sessions.	None	3 days' training 1 day pre-accreditation 2 days' accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	19 hours per family	1 x Teen Triple P Family Workbook	25
STANDARD STEPPING STONES TRIPLE P							
Parents of children with a disability (up to 12 years old) who have concerns about their child's moderate to severe behavioral problem and are able to commit to 2 months of regular one-to-one appointments.	Those who are able to provide individualized regular interventions, including school counselors, nurses, psychologists, social workers, and allied health professionals.	10 individualized 1 ½-hour weekly sessions.	None	3 days' training 1 day pre-accreditation 2 days' accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	19 hours per family ^e	1 x Stepping Stones Triple P Family Workbook	35

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LEVEL 5 ADJUNCTIVE SUPPORT							
GROUP LIFESTYLE TRIPLE P							
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.	Those who are able to provide regular group interventions, including dietitians, physical education teachers, nurses, psychologists, and physicians.	10 x 1 ½-hour group sessions + 4 x 20-minute telephone consultations for a group of up to 10 families.	None	3 days’ training 1 day pre-accreditation 2 days’ accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	55 hours per group	1 x Every Parent’s Group Lifestyle Workbook 1 x Lifestyle Triple P Active Games Booklet	20
FAMILY TRANSITIONS TRIPLE P							
Parents going through separation and divorce who have concurrent concerns about their child’s behavior.	Those who are able to provide regular interventions, including family support workers, school counselors, nurses, psychologists, social workers, and allied health professionals.	5 x 2-hour individual or group sessions in addition to a Level 4 Triple P program.	None	2 days’ training 1 day pre-accreditation 2 days’ accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	21 hours per group ^g	1 x Family Transitions Workbook 1 x Family Transitions Relaxation CD	25
ENHANCED TRIPLE P							
Parents of children with concurrent child behavior 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.	Those who are able to provide regular interventions, including school counselors, nurses, psychologists, social workers, and allied health professionals.	3–8 individualized 60–90-minute parenting sessions.	Any Level 4 Triple P training course	2 days’ training 1 day pre-accreditation 2 days’ accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	15 ½–19 hours per family ^f	2 x Every Parent’s Supplementary Workbook Modules 1–3 1 x Every Parent’s Supplementary Workbook Module 4 (Maintenance and Closure)	25

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PATHWAYS TRIPLE P							
Parents who have anger-management issues and other issues that put them at risk of child abuse and neglect.	Those who are able to provide regular interventions, including school counselors, nurses, psychologists, social workers, and allied health professionals.	2–5 individualized or group 60–90-minute sessions.	Any Level 4 Triple P training course	2 days' training 1 day pre-accreditation 2 days' accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	Individual Program ^f 9 ½–12 hours per family Group Program 20 hours per group	3 x Pathways to Positive Parenting Modules	25
POSITIVE EARLY CHILDHOOD EDUCATION COACHING							
Professionals in the early childhood education sector, including early childhood education and care centers, preschools, home-based child care and after school care.	PECE Coach Training is suitable for center directors, lead teachers, supervisors, consultants, or others in a position to support professional learning.	Up to four 45-minute coaching sessions.	None	2 days' training 1 day pre-accreditation 1 day accreditation (2 x ½ day accreditation workshops with maximum 10 participants each)	¼ - 4 hours per educator	n/a	n/a

- a 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 child or adolescent.
- b Assumes an organization has established a successful referral process for families requiring further assistance.
- c Practitioners trained in Primary Care Triple P are eligible to provide Brief Primary Care Triple P sessions with parents. For more information please contact your local IC or Triple P Office.
- d Practitioners trained in Primary Care Teen Triple P are eligible to provide Brief Primary Care Teen Triple P sessions with parents. For more information please contact your local IC or Triple P Office.
- e Stepping Stones programs may require additional time to address complex cases.
- f Based on an average of two modules (8 sessions) completed per family in addition to Level 4 programs.
- g In addition to a Level 4 Triple P program.
- h These estimates are a guide only and will vary from practitioner to practitioner based upon skill, experience, qualification, and access to supervision. Practitioners new to Triple P may require more preparation time to what is outlined. Refer to the Practitioner Information Sheets for details on the time delivery calculations.
- i Please note these figures are a guide only and will vary for each practitioner based on practitioner skill, experience, qualification, access to supervision, and allocation of time to provide Triple P.
- j Assumes 50 families per seminar and each family attends two seminars.

The following table summarizes the Triple P online programs with a description of the target client group, the participants best suited to each program, and the delivery format.

TARGET CLIENT GROUP ^a	TYPICAL PARTICIPANTS	DELIVERY FORMAT
ONLINE PROGRAMS		
TRIPLE P ONLINE		
Parents of children up to 12 years who are more suited to completing an online program for reasons such as busy schedules, geographical isolation, personal preference for online, or unable to attend regular parenting courses.	Triple P Online 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, tablet, or smartphone.	8 x 30–60 minute online modules. Recommended completion rate is 1 module per week.
TEEN TRIPLE P ONLINE		
Parents of children aged between 10 and 16 years who are more suited to completing an online program for reasons such as busy schedules, geographical isolation, personal preference for online, unable to attend regular parenting courses.	Teen Triple P Online is designed for parents to complete as a stand-alone web-based intervention that promotes the use of positive parenting practices and teaches parents the application of principles to specific situations. Parents can complete the program in their own time on a computer, tablet or smartphone.	6 x 30–60 minute online modules. Recommended completion rate is 1 module per week.
POSITIVE EARLY CHILDHOOD EDUCATION PROGRAM		
PECE Online is designed for professionals in the early childhood education sector, including early childhood education and care centers, preschools, home-based child care and after school care.	PECE Online is a professional learning program, designed to build educators' knowledge, confidence and skills and enhance educators' self-efficacy in implementing strategies that promote children's development, social competence and self-regulation. Educators can complete the program in on a computer, tablet, or smartphone.	4 x 30-minute online modules.

a 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 child or adolescent.