Triple P Discussion Group

What is the course
The Triple P Discussion Group Series includes parent discussion groups on commonly encountered problems such as disobedience, fighting and aggression, and managing situations such as shopping with children and bedtime. The discussion groups are designed to provide an overview of the positive parenting principles for any interested parent. Parents are actively involved throughout the 2-hour small group format discussions.

Families suitable for course
Parents or caregivers with a specific concern about their child’s behaviour. They are most likely to benefit when their concerns are around a relatively discreet, mild to moderate behavioural issue and when parents can independently implement parenting plans that are generated during each 2-hour group discussion.

Outline of parent sessions

**Topic 1: Dealing with disobedience.** This discussion provides examples of common forms of disobedience and some reasons why children have difficulty learning to follow instructions. A number of positive parenting strategies are then introduced to help parents develop a personal plan to prevent disobedience, teach their child limits, and also to manage disobedience when necessary.

**Topic 2: Managing fighting and aggression.** In this session parents are encouraged to share their experiences of aggressive and destructive behaviour from their children, and discuss some of the reasons children fight. This group covers the skills that children need to be able to cooperate and get along with others. Parents learn how to teach skills such as sharing, communicating and being gentle. They also prepare plans to manage times when fighting and aggression do occur.

**Topic 3: Developing good bedtime routines.** This discussion topic explores different problems parents commonly face at bedtime and some of the reasons why they happen. The skills children need to get into a good bedtime routine are discussed and parents are introduced to positive parenting strategies to help prevent problems. The approaches to encouraging children to stay in their own bed throughout the night are discussed; the gentle, the gradual and the direct approach. All approaches are evidence-based and parents choose which approach suits them best.

**Topic 4: Hassle-free shopping with children.** This discussion uses shopping trips as an example of one of the most common times parents have to deal with difficult behaviour in public. Positive parenting strategies are discussed as step-by-step suggestions for preventing problems and teaching children how to behave on shopping trips. Parents develop individualised plans to manage problem behaviour during their own shopping trips and are encouraged to transfer new parenting strategies to other potentially difficult community situations.

Family resources
Each family receives a Triple P Discussion Group Workbook on the corresponding topic they are attending.
Time commitment
In addition to each discussion group, the practitioner should allow time for reviewing satisfaction questionnaires, and preparing for the group and/or supervision. Please see the table below for an approximate delivery guideline time for each discussion group.

<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>
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</thead>
<tbody>
<tr>
<td>Triple P Discussion Group</td>
<td>2 hours</td>
<td>n/a*</td>
<td>1 hour</td>
<td>1 hour</td>
<td>1 hour</td>
<td>5 hours per group</td>
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*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ).
**Not including comprehensive reports for government agencies.

Training Requirements
To provide Triple P Discussion Groups 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Training Days (9.00am - 4.30pm)</th>
<th>Pre-Accreditation Day (9.00am - 4.30pm)</th>
<th>Preparation Time for Accreditation Day</th>
<th>Accreditation Day</th>
<th>Peer Support</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triple P Discussion Groups*</td>
<td>1 days</td>
<td>n/a</td>
<td>2-3 hours</td>
<td>Half day</td>
<td>n/a</td>
<td>2 days</td>
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*Practitioner must have previously attended Level 3 or Level 4 Triple P Course.

Each practitioner will receive a copy of the following Triple P practitioner resources at training:
- Facilitator’s Kit for Triple P Discussion Group (includes Presentation Guide, Four Workbooks, and DVD/Power-Point); and