

STANDARD STEPPING STONES TRIPLE P

WHAT IS STANDARD STEPPING STONES TRIPLE P?

Standard Stepping Stones Triple P has been developed for parents of children with a disability. Stepping Stones Triple P has been evaluated with families of children with a range of disabilities (e.g. intellectual disability, autism spectrum disorders, cerebral palsy) and elevated levels of disruptive behaviour. 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 various settings (e.g. disobedience, fighting and aggression, temper tantrums). The focus is on understanding the function of problem behaviour and teaching the child skills that can be used to replace misbehaviour. Over 10 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, and learn strategies to promote positive behaviour and deal with misbehaviour.

WHO IS IT FOR?

Parents or caregivers of a child with a disability (up to 12 years) who benefit from this programme 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.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Initial interview

The parent is interviewed to gather comprehensive child and family information. Details of behavioural problems or issues are taken and parents are asked to complete a series of questionnaires designed to screen for factors that may be influencing child development or behaviour. In this session, parents are also introduced to a range of recording techniques that they can use to keep track of the behaviour/s of interest over the coming weeks.

Session 2: Observation and sharing of assessment findings

This session begins with an observation of parent-child interaction which is followed by a feedback discussion with the parent only. Practitioners use a guided participation model to engage parents in a review of all assessment information, developing a shared conceptualisation of the problem and its causes, then negotiating goals and treatment directions.

Session 3: Promoting children's development

During this session, the parent learns the principles of positive parenting, strategies to develop positive relationships with their children, how to encourage desirable behaviour, and strategies to teach children new skills and behaviours.

Session 4: Managing misbehaviour

This session involves introducing the parent to strategies for dealing with misbehaviour, developing a parenting routine, and finalising their behavioural charts.

Session 5-7: Practice sessions 1-3

These sessions assist the parent in using the behaviour change strategies. The practitioner observes a brief 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: Planning ahead

During this session, the parent identifies high-risk home and community activities (e.g. shopping trips, therapy sessions, getting ready for school). The practitioner then teaches them how to develop planning ahead routines to prevent misbehaviour, encourage skill development, and manage misbehaviour in one or more of the parent's identified high-risk situations. Parents then plan to implement their routines over the coming week.

Session 9: Planning ahead practice session

During this session, the parent practises encouraging their child to play independently while they discuss their planning ahead routines with the practitioner. The practitioner also observes the parent getting the child ready to go out and provides feedback before ending the session.

Session 10: Programme close

The practitioner conducts a progress review and discusses ideas with the parent to maintain good changes that have been made, how to solve problems in the future, and whether referral for further support is appropriate. The parent then completes a post-assessment similar to the initial questionnaire booklet they completed.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to consultations, the practitioner should allow time for preparing for the sessions and supervision. Please see the table below for an approximate delivery guideline time for each group.

CONSULTATION TIME	7 hours (1 hour per session for 7 sessions)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	1½ hours
TELEPHONE SUPPORT OR HOME VISIT**	3 hours (1 hour per home visit for 3 visits)
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	5 hours
CASE NOTES AND REPORT WRITING***	2½ hours
TOTAL TIME	19 hours per family

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

**Travel time per visit is not included.

***Not including comprehensive reports for government agencies.



WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of the Stepping Stones Triple P Family Workbook.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	35 families
NUMBER OF FAMILIES PER INTERVENTION	1 family
RESOURCES PER FAMILY	1 x Stepping Stones Triple P Family Workbook
TOTAL NUMBER OF FAMILIES	35 families
TOTAL RESOURCES PER YEAR	35 x Stepping Stones Triple P Family Workbook

WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Standard Stepping Stones Triple P to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme 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. Training is available via video conference or in-person¹.

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	3 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	6 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. However, it is desirable that practitioners have knowledge of child development to undertake this training.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Early detection and effective management of child behaviour problems.
- Risk and protective factors operating within families.
- Core principles of positive parenting and behaviour change.
- Advanced assessment of child and family functioning.
- Application of key parenting strategies to a broad range of target behaviours.
- Strategies for promoting generalisation and maintenance of behaviour change.
- Identification of indicators suggesting the presence of additional family risk factors.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Practitioner's Kit for Standard Stepping Stones Triple P (includes Practitioner's Manual and Stepping Stones Triple P Family Workbook).
- Access to the Stepping Stones: A Survival Guide for families with a child who has a disability video.

¹ In-person is an option when government rules, safety and insurance requirements allow.