

GROUP STEPPING STONES TRIPLE P

WHAT IS GROUP STEPPING STONES TRIPLE P?

Group 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 behavior. The program involves six (2 ½ hour) group sessions that educate and actively train skills, and three (15 to 30 minute) individual telephone consultations to assist parents to refine the use of their parenting skills and to develop independent problem solving skills. A full behavioral and family assessment is completed before and after the group sessions.

WHO IS IT FOR?

Parents or caregivers of children with a disability (up to 12 years) who benefit from this program are those that require or are interested in learning a broad-based range of parenting skills to promote child development and to manage challenging behaviors. The program is appropriate to assist parents to prevent the development of problem behavior or to change problem behavior if it is occurring. Parents need to be able to commit to six group sessions and three telephone consultations.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Positive parenting

This session provides parents with an introduction to positive parenting, causes of child behavior problems, setting goals for change, and how to keep track of children's behavior.

Session 2: Promoting children's development

During this session, the practitioner discusses how to develop positive relationships with children and how to encourage desirable behavior.

Session 3: Teaching new skills and behaviors

This session teaches parents a range of techniques to teach children with disabilities skills in a range of areas, such as communication, problem-solving, self-care, and self-regulation.

Session 4: Managing misbehavior and parenting routines

During this session, the practitioner offers strategies to assist parents with managing misbehavior during this session. Parents will also learn to develop parenting routines to encourage children to follow instructions.

Session 5: Planning ahead

This session covers family survival tips, identifying high-risk situations, and developing planning ahead routines to implement over the next few weeks. Parents also schedule and prepare for the telephone consultations.

Session 6-8: Implementing parenting routines 1-3

The telephone sessions begin with the practitioner providing assessment feedback to parents and noting progress that has been made. Then the sessions are designed to assist parents in implementing behavior change strategies in high-risk home and community situations (e.g. traveling on public transport, haircuts, therapy sessions). The practitioner uses the self-regulatory feedback model to help parents identify goals for change and a problem-solving approach is used to assist parents to fine-tune any areas of difficulty.

Session 9: Program close

Parents return for a final group session to review progress, look at ways to maintain changes, problem solve for the future, and to bring closure to the program.

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 | 15 hours (2½ hours per session for 6 weeks) |
| PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK* | 3½ hours |
| TELEPHONE SUPPORT OR HOME VISIT | 10½ hours (7 families, 30 minutes each week for 3 weeks) |
| SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION | 5 hours |
| CASE NOTES AND REPORT WRITING** | 3½ hours |
| TOTAL TIME | 37½ hours per group |

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

**Not including comprehensive reports for government agencies.



WHAT RESOURCES DO PARENTS RECEIVE?

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

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

| | |
|-------------------------------------|--|
| NUMBER OF INTERVENTIONS PER YEAR | 5 groups |
| NUMBER OF FAMILIES PER INTERVENTION | 7 families per group |
| RESOURCES PER FAMILY | 1 x Stepping Stones Triple P Group Workbook |
| TOTAL NUMBER OF FAMILIES | 35 families |
| TOTAL RESOURCES PER YEAR | 35 x Stepping Stones Triple P Group Workbook |

WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Group Stepping Stones Triple P to families, practitioners must have completed an approved 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. 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?

- Application of key parenting strategies to a broad range of target behaviors.
- Risk and protective factors operating within families.
- Strategies for promoting generalization and maintenance of behavior change.
- Use of active skills training strategies in a group format.
- Group dynamics and common process issues.
- Telephone support consultations with parents.
- Identification of indicators suggesting more intervention is required.
- Appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resource:

- Facilitator's Kit for Group Stepping Stones Triple P (includes Facilitator's Manual and the Group Stepping Stones Triple P Workbook).
- Access to the Group Stepping Stones Triple P PowerPoint presentations.
- 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.