

# PRIMARY CARE TRIPLE P

## WHAT IS PRIMARY CARE TRIPLE P?

A brief targeted intervention in a one-to-one format that assists parents to develop parenting plans to manage behavioural issues (e.g. tantrums, fighting, going shopping) and skill development issues (e.g. eating independently, toilet training, staying in bed at night). These focused consultations can be carried out by health professionals in the course of providing routine health care. Practitioners provide 3-4 sessions (15-30 minutes each) over a period of 4-6 weeks. Sessions can be done in person, over the phone, or as a combination of both.

## WHO IS IT FOR?

Parents or caregivers with a specific concern about their child's behaviour and prefer one-to-one consultations. They are likely to benefit when their child's behaviour problems are mild and uncomplicated by a high level of family stress. Parents receiving this intervention sometimes then choose to do a Group Triple P course if problems persist.

## WHAT IS COVERED IN SESSIONS WITH PARENTS?

### Session 1: Assessment of the presenting problem

In this session, the practitioner conducts an initial interview, discusses options for intervention, and introduces the parent to keeping track of their child's behaviour.

### Session 2: Developing a parenting plan

In this session, the practitioner provides the parent with feedback of assessment results, helps the parent identify causes of their child's behaviour problem, and helps to set goals for change. Then the practitioner introduces a relevant tip sheet which offers ideas from which to develop an individualised parenting plan to target the parent's specific behaviour concern.

### Session 3: Review of implementation

In this session, the practitioner uses a self-regulatory feedback process to assist the parent to review their implementation of their parenting plan and to set goals for further refinement if needed. Behavioural rehearsal in this session is used when parents need to rehearse specific parenting techniques. Obstacles to the implementation of their plan are discussed and problem-solved.

### Session 4: Follow up

In this session, the practitioner reviews progress toward specific goals, assists the parent to further refine their parenting plan if needed, and discusses ideas to maintain positive changes. If necessary, referral options are discussed.

## HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to each session, 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 family.

CONSULTATION TIME*	2 hours (30 minutes per family for 4 sessions)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK**	¼ hour
TELEPHONE SUPPORT OR HOME VISIT	n/a
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	¼–½ hour
CASE NOTES AND REPORT WRITING***	¼–½ hour
TOTAL TIME	2¾–3¼ hours

\*Practitioners eligible to provide Brief Primary Care Triple P sessions with parents (1-2 sessions, 15-30 minutes each).

\*\*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 up to three Triple P Tip Sheets relevant to the targeted problem behaviour/s and a Positive Parenting Booklet.

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	50 families
NUMBER OF FAMILIES PER INTERVENTION	1 family
RESOURCES PER FAMILY	3 x Tip Sheets 1 x Positive Parenting Booklet
TOTAL NUMBER OF FAMILIES	50 families
TOTAL RESOURCES PER YEAR	150 x Tip Sheets 50 x Positive Parenting Booklets



## WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Primary Care 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-person<sup>1</sup>.

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 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	5 days

An Extension Course is available, please contact your Triple P representative for more information. A hybrid training model is also available, offering practitioners the opportunity to complete some of the training modules online, reducing the training days required.

## DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply.

## WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Early detection and effective management of child behaviour problems.
- Core principles of positive parenting and behaviour change.
- Specific positive parenting strategies for promoting children’s development.
- Effective parent consultation, including active skills training.
- Identification of indicators suggesting more intervention is required and appropriate referral procedures.

## WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Practitioner’s Kit for Primary Care Triple P (includes Practitioner’s Manual and Consultation Flip Chart).
- Triple P Tip Sheet Series — Sample Pack (includes Positive Parenting Booklet and a sample of Triple P Tip Sheets).
- Access to the Every Parent’s Survival Guide video.

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