

Flexible delivery: engaging complex and diverse families

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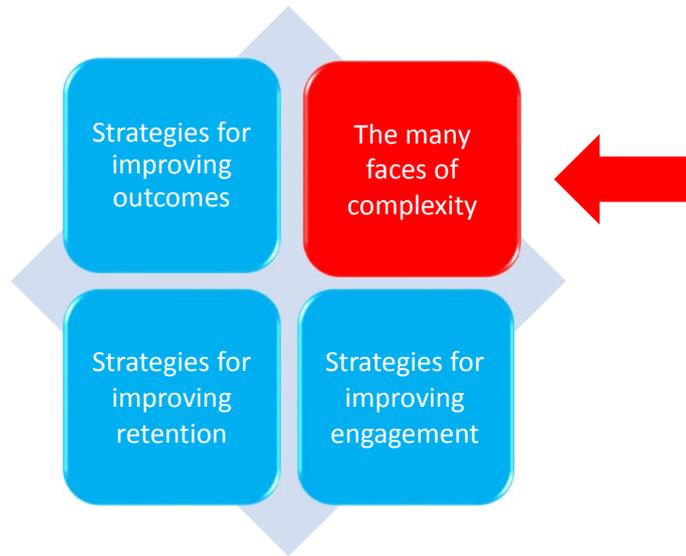
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Disclosure statement

- The Triple P - Positive Parenting Program is owned by The University of Queensland which licenses Triple P International Pty Ltd to disseminate the program worldwide
- Royalties are distributed to the Faculty of Health and Behavioural Sciences, School of Psychology and contributory authors
- Associate Professor Turner is a foundational co-author of Triple P resources

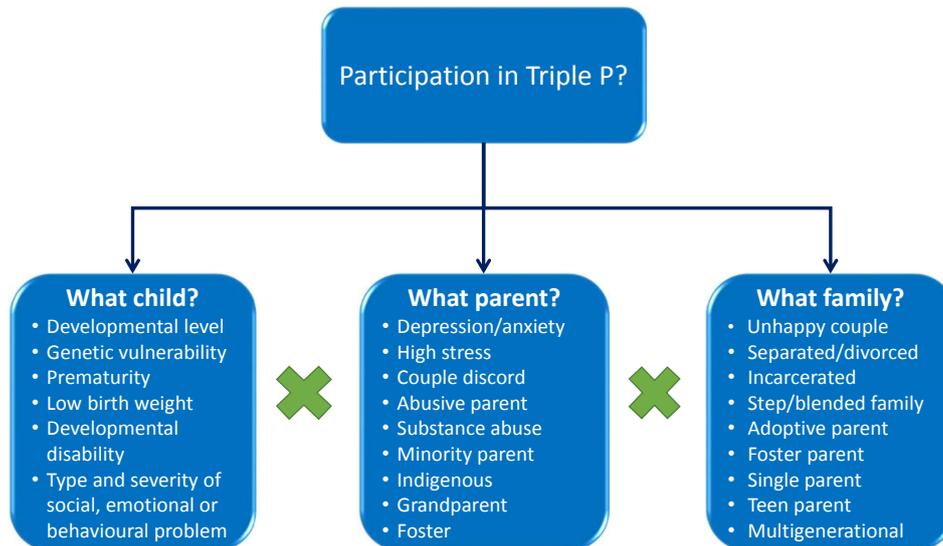
At a glance



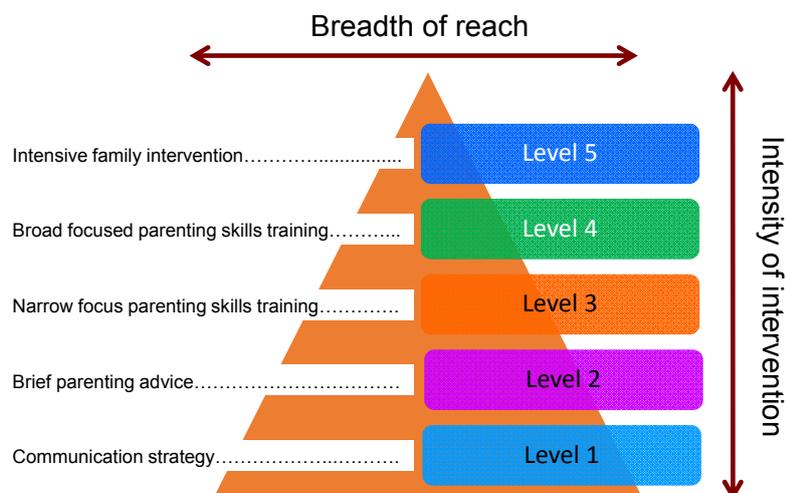
Aspirations and realities

- Most practitioners aspire to produce great outcomes with families
- Despite all the evidence supporting Triple P there is no certainty that it will work for any individual family
- Becoming good at delivery is skillful work and takes time
- How can we ensure parents get the most out of Triple P and children really benefit?

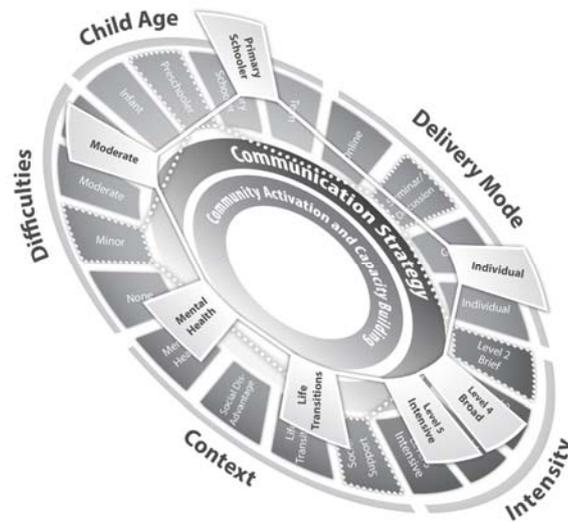
Child, parent and family problems and vulnerability



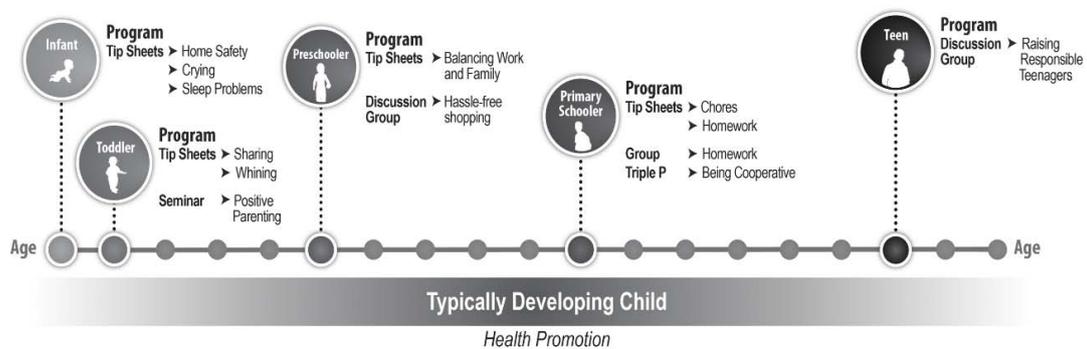
Is there a right option?



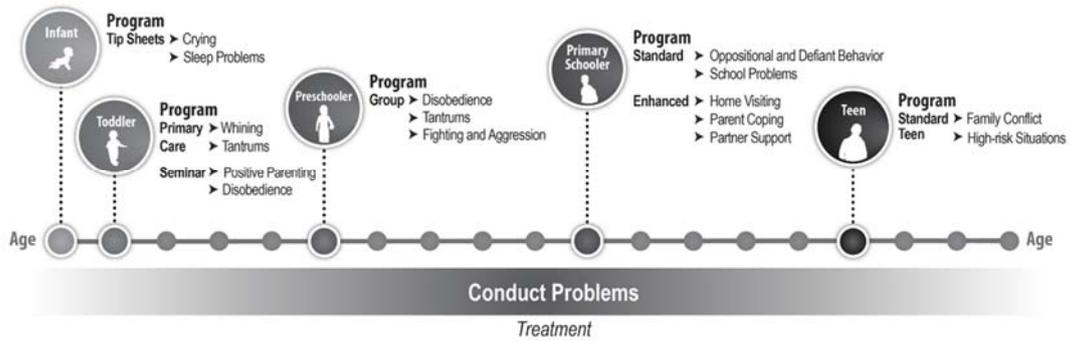
The needs of parents change



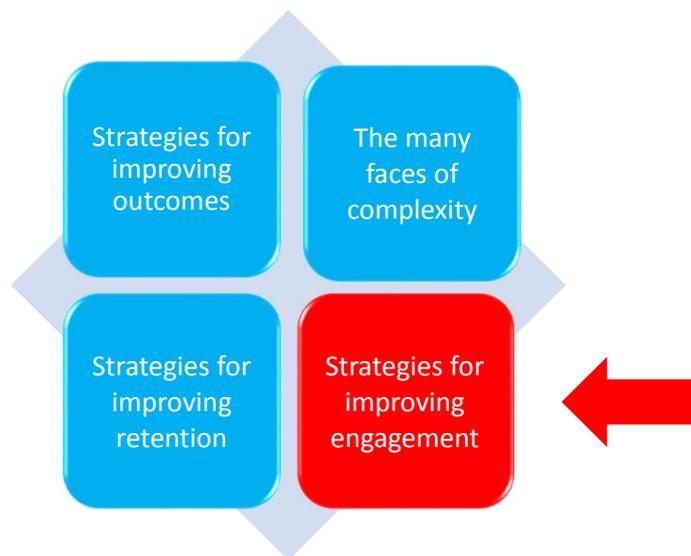
Individual journeys vary



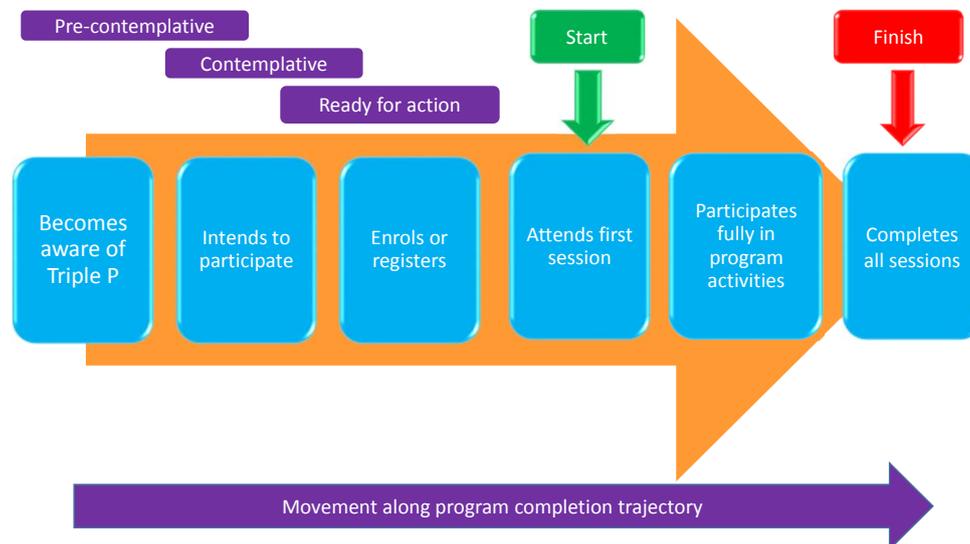
Individual journeys vary



At a glance



Promoting movement along the engagement trajectory



Hard to reach parents and targeted engagement strategies

- Fathers in general
- Single parents, teen parents, minorities, refugees, parents living in extreme poverty, and Indigenous parents
- Foster parents, step-parents, adoptive parents, kinship carers (including grandparents)
- Parent with serious mental health or substance abuse problems
- Parents of children with chronic health problems
- Parents with disabilities and chronic health conditions

Normalising participation helps



Parenthood preparation for all



Strategies for improving participation

Normalise participation

- “Stay Positive”
- Create pull demand
- Peer to peer testimonials/social contagion
- Professional/opinion leader advocacy

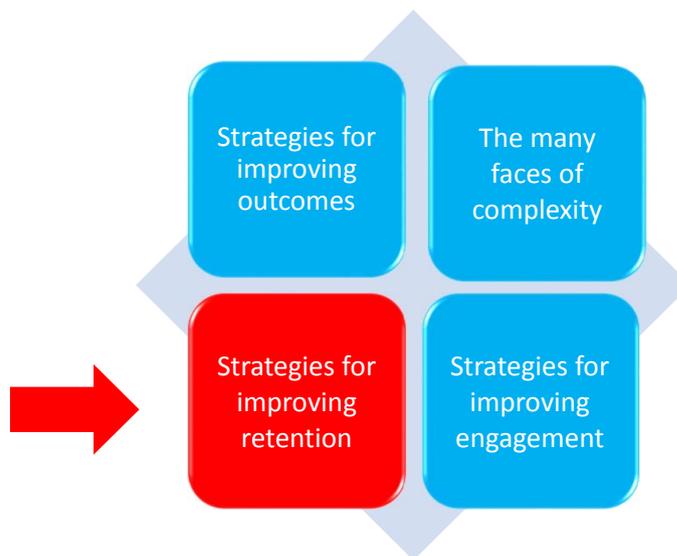
Target normative developmental transition

- Transition to childcare/school/high school
- Establish participation targets
- Incentives for practitioners for recruitment efforts

Increase consumer engagement

- Focus groups
- Build relationships with consumers
- Use consumer preference data
- Link participation to other valued outcomes

At a glance



Parents discontinue for different reasons

Family factors

- Family crises (e.g. health problems, death in family)
- Competing priorities (e.g. housing, employment problems)
- Family violence / relationship problems

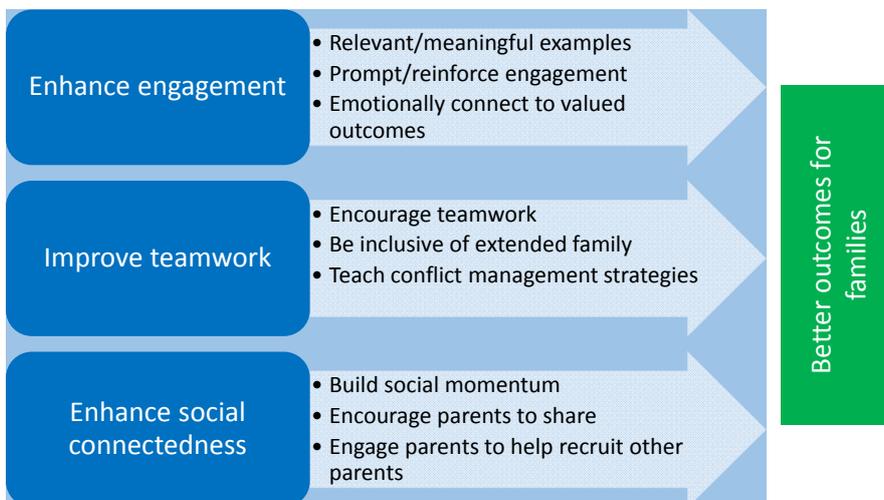
Personal factors

- Timing / access
- Mental health
- Substance abuse problems
- Lack of family support
- Low level of concern
- Parents' attributions

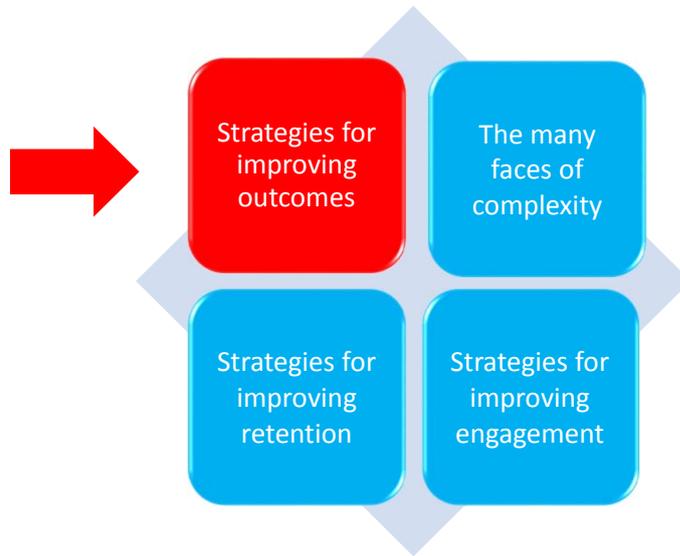
Program factors

- Got what they wanted
- Parents unsure of commitment
- Program poorly delivered
- Literacy level demands
- Cultural appropriateness
- Lack of professional support

Within session strategies for improving retention



At a glance



Strategies for improving outcomes

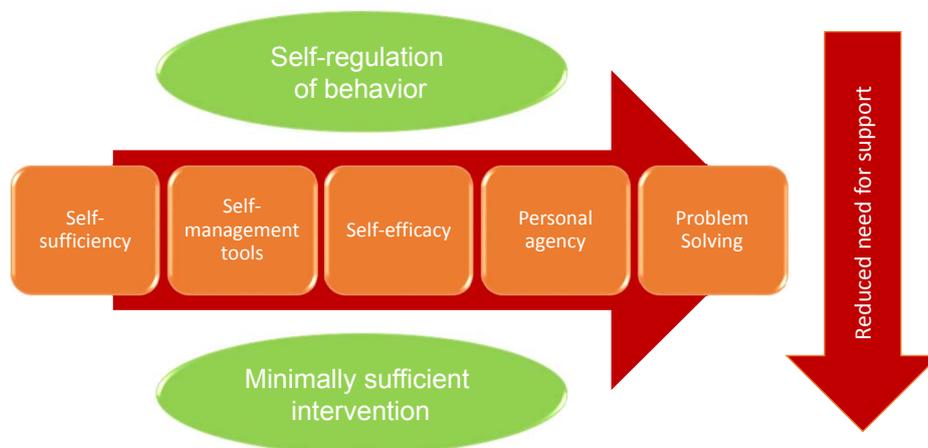


Parental self-regulation is the goal

Self-regulation defined by Karoly (1993) as:

...those processes, internal and or transactional, that enable an individual to guide his/her goal directed activities over time and across changing circumstances (contexts). Regulation implies modulation of thought, affect, behaviour or attention via deliberate or automated use of specific mechanisms and supportive metaskills. (p.25).

Why we adopted a self-regulatory framework



Parents vary in their self regulation capacity: Assess the starting point

- Has a clear sense of purpose
- Knows what behaviours, skills and values to promote as a parent
- Has realistic expectations
- Self-monitors automatically, rather than consciously or deliberately
- When personal standards/values are violated she brings her current behaviour under personal control
- Tunes into own actions and searches for explanations
- Uses own knowledge to develop plans
- Carries out plan and revises as needed
- Expects to be successful and bring about good outcomes
- Is reflective, capable of identifying strengths and weaknesses, without being unhelpfully self-critical
- Reflections increase self-efficacy
- Mostly enjoys the process

Practices that promote parental self-regulation

Building a collaborative relationship



- Convey respect in an emotionally supportive context
- Build an optimistic outlook
- Let go of control through a “guided” model of support
- Avoid reinforcing self-defeating behaviours and dependency
- Establish positive expectancies that promote self-regulation (“You can do it”)

Techniques that promote parental self-regulation

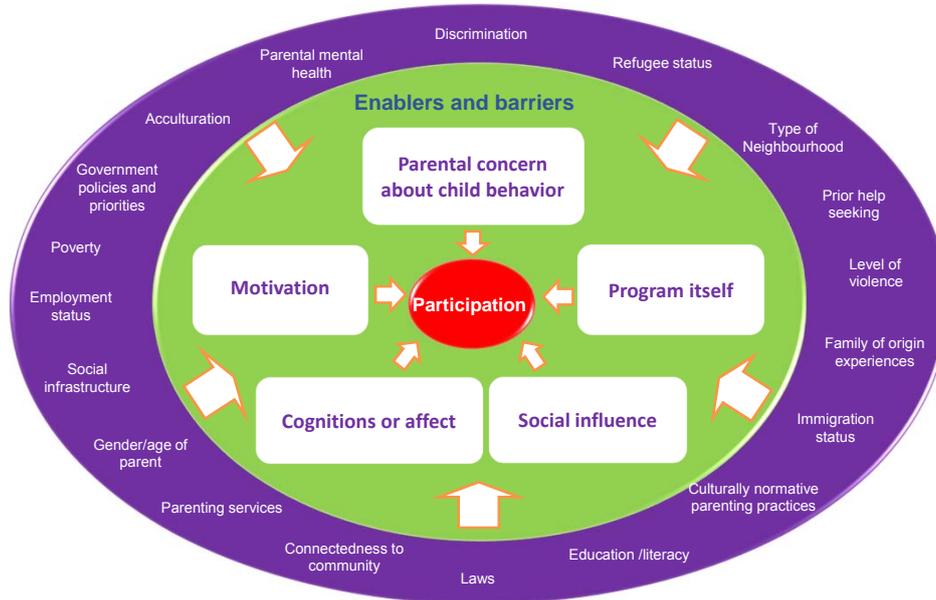
Using specific techniques



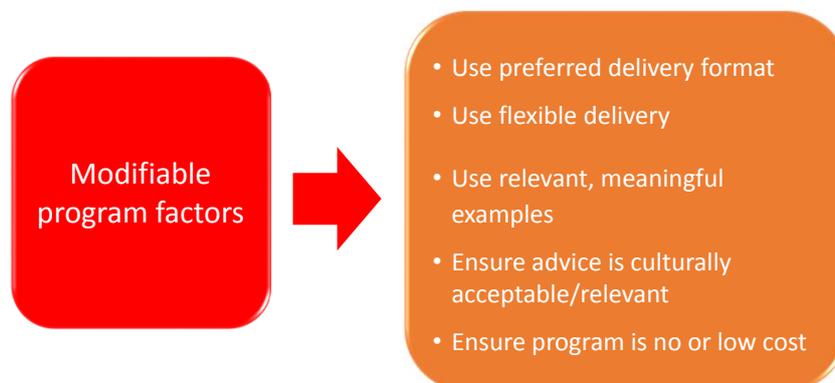
- Encourage self-reflection about future goals and plans
- Use prompt self appraisal (“How did that go”?)
- Apply principles of the “minimally sufficient” level of support (decreasing prompts, praise/external reinforcers)
- Praise unprompted use of specific self-regulatory skills (e.g. pausing, reflecting)
- Ask parents to share their rationales for their decisions and plans
- Reinforce generalisation of parenting skills across settings, tasks, siblings

Enhancing enablers and
minimising barriers to
program completion

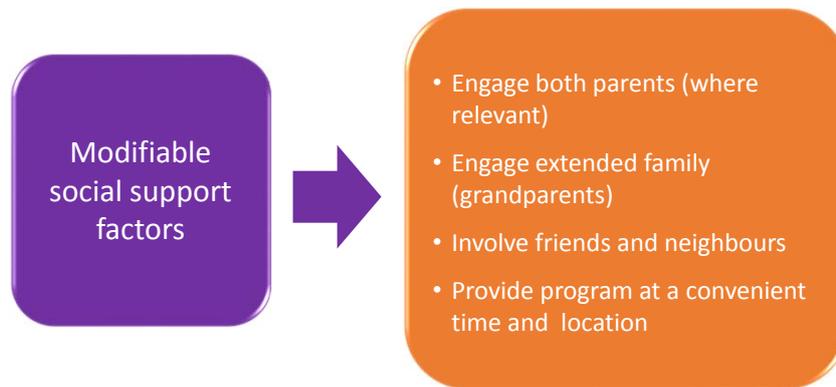
Ecological context matters



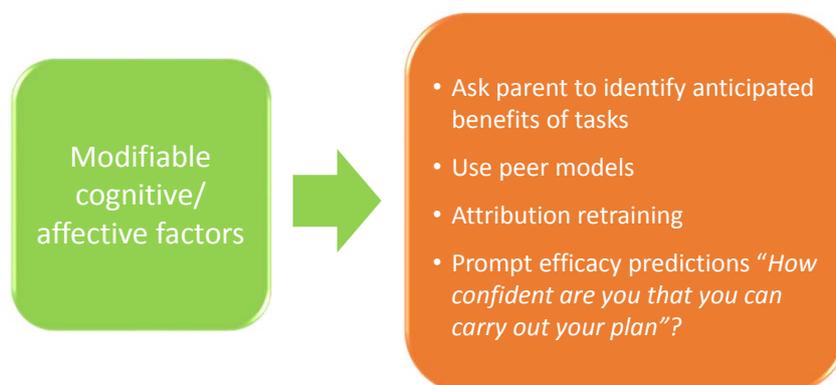
Using program features that enhance good outcomes



Using social influence to enhance outcomes



Cognitive/affective strategies to enhance outcomes



Enhancing motivation

Motivational factors



- Encourage parents to speak to parents who have already completed the program
- Reduce competing demands
- Develop a trouble shooting plan things that may prevent attendance or practice or homework tasks

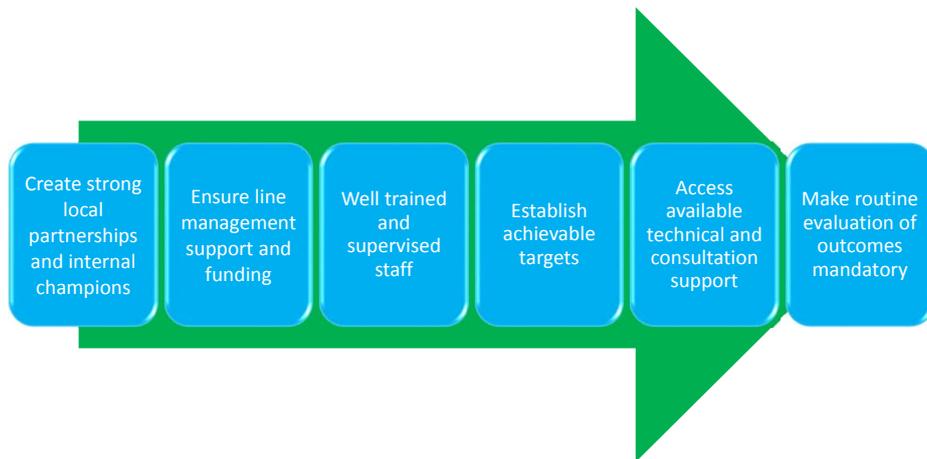
Troubleshooting guide when things aren't improving

Things to check



- Poor implementation by parent/practitioner
- Competing influences/setting events
 - Sibling effects
 - Partner effects
 - Grandparent effects
- Additional parental stress

The drivers of implementation success



Ensure culturally sensitive delivery

Collaborative Partnership Adaptation Model

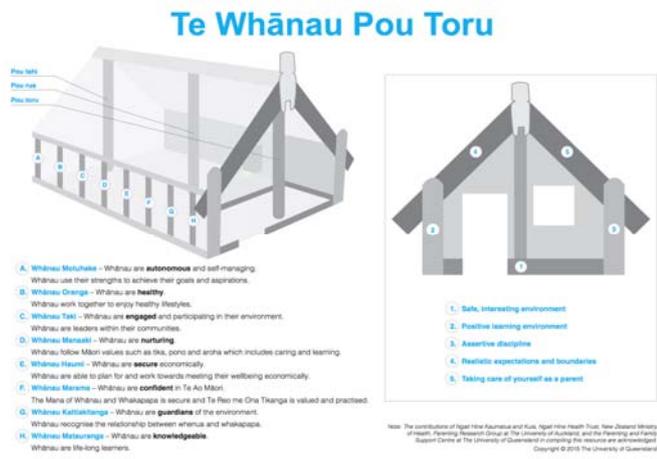


Turner, Sanders, Keown & Shepherd (in press). Collaborative partnership adaptation model. In Sanders, M.R. & Mazzucchelli, T.G (Eds.). *The Power of Positive Parenting: Transforming the lives of children, parents and communities using the Triple P System*. New York, Oxford University Press.

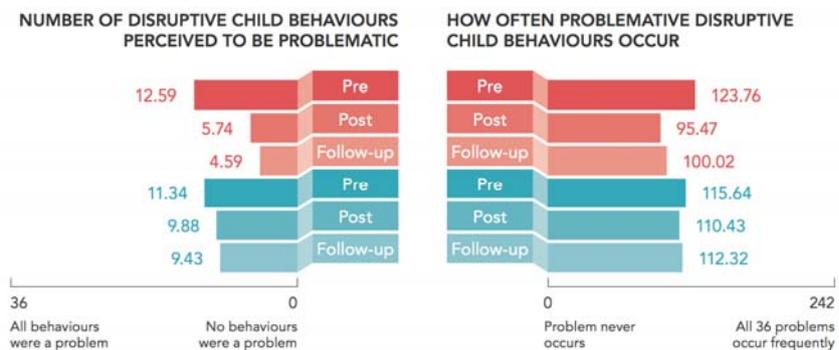
CPAM process



- Triple P principles linked to the tikanga of the local iwi (tribe)
- Culturally appropriate methods used to welcome participants into the group through karakia (prayer), mihi whakatau (welcome) and whakawhānaungatanga (getting to know each other).
- Culturally appropriate examples to illustrate within session exercises.



Effects of Triple P Discussion Groups for Maori parents



Other outcomes at follow up

Outcome measure	Cohen <i>d</i> Effect size at Follow up
Conduct problems	ECBI Intensity <i>d</i> =.53 ECBI Problem <i>d</i> =.73
Social and emotional problems	SDQ Emotional symptoms <i>d</i> =.88 SDQ Peer problems <i>d</i> =.82
Dysfunctional parenting	PS Laxness <i>d</i> =.4 PS Over-reactivity <i>d</i> =.46
Self-efficacy	PTC Setting <i>d</i> =.33 PTC Behaviour <i>d</i> =.32
Parenting conflict	PPC Extent <i>d</i> =.54 PPC Problem <i>d</i> =.72
Relationship quality	RQI <i>d</i> =.54

Opinion

By Kathryn Esparza

"As a therapist, it is hard to stand by while witnessing the stress families are facing."

ABOUT THE AUTHOR

Kathryn Esparza is a registered psychologist with a Master of Clinical Psychology. In 2014 she received the Australian Postgraduate Award and is currently completing her PhD at UQ's Parenting and Family Support Centre. Esparza works in private practice in Logan Central and also undertakes sessional academic work where she enjoys lecturing on the topics of cross-cultural psychology. Beyond her current research, she aspires to become an academic in clinical psychology and increase training in the areas of migrant mental health and cross-cultural assessment and intervention for refugees.

REFUGEE SUPPORT starts at home

As the global community confronts one of the greatest refugee crises in modern history, many nations – including Australia – are facing the challenge of successfully resettling large numbers of migrant and former refugee families.

Three years ago, I started work as a psychologist in Brisbane's southside working with migrant and former refugee communities. It was through my work with these families that I began to see more help was needed and I was first struck with the idea of the role I could play. I recognised that parents who undertake the immense challenge of relocating to a new country do so with the hope of providing their children with the opportunity to grow into healthy, happy and successful adults. Unfortunately, I soon realised that many migrant parents struggle with family relationships and changes in their children's behaviour, while also dealing with the stress that comes with settling in a new country. The problem these families face is support usually doesn't arrive until something goes drastically wrong and family relationships have broken down, or a child has developed significant behaviour problems. Not only is it more difficult to address problems once they have escalated, but this can also increase dependency on public health services in the long term. My work tries to reach these families early in their resettlement to prevent relationship breakdowns and help families adjust to parenting in a new culture and country. As a therapist, it is hard to stand by while witnessing the stress families are facing. So, when it came to deciding on a PhD topic, I wanted to ensure that my research could produce real, tangible change in the community and foster better settlement outcomes for these families.

My work takes a preventative approach and is offered as an adjunct to existing settlement support services as an attempt to offer a cost-effective and realistic option for parents

Being given the opportunity to conduct this research at UQ's Parenting and Family Support Centre has opened many doors for me, allowing me to partner with Access Community Services Limited – a leading settlement agency that shares my passion for innovative solutions to settlement issues.

We are investigating whether the well-established Triple P – Positive Parenting Program can bridge the service gap for newly arrived migrant families and provide support early, before problems develop. We're trying to equip parents with the knowledge and tools to parent confidently in a new culture, and raise happy, well-adjusted children.

My ultimate goal is that the program is offered as part of standard service delivery for all migrant parents.

With the arrival of my first child in May, I feel more motivated than ever to help create positive change for the inspiring families I have encountered, whose love for their children has helped them navigate some of life's hardest journeys.

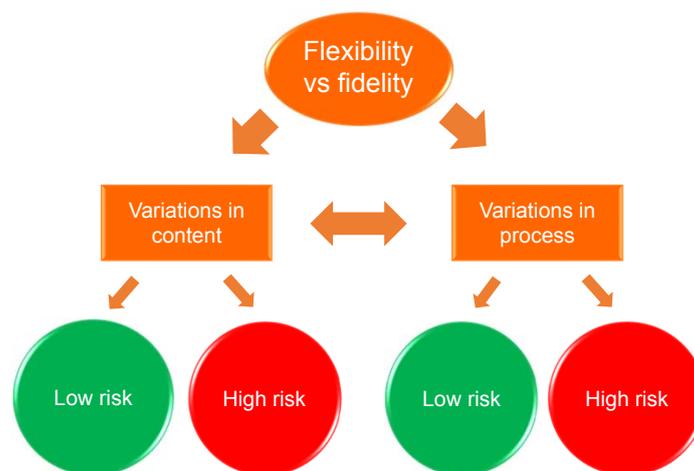
Improving family relationships and promoting the wellbeing of both parents and their children enriches not only the lives of our migrant populations, but also the nations welcoming them.

UQ is helping me share my passion of working with migrant and former refugee families, and is also allowing me to leave my small mark on the world.

To watch a video about how Kathryn Esparza is creating change for migrant families, view this article online at <http://post.utas.edu.au/2016/04/20/kathryn-esparza-creating-change-for-migrant-families/>

Ensure responsive delivery

Culturally relevant and need-responsive delivery



Why routine evaluation is so important

- Important for parents themselves
- Helps practitioner plan and tailor programs
- Provides practitioner with evidence relating to effects of intervention
- Enables practitioners and services to determine whether outcomes match, exceed or fall short of trial outcomes
- Crucial for accountability and building a case for ongoing funding

Matching Triple P delivery to clients' needs

- Triple P works best when delivered with fidelity and as a multilevel system
- Use of evidence-based practices does **not** mean inflexible, non-responsive delivery
- Manuals “come with a brain”
- Tailoring of process and content means responding to parents needs

Take home messages

- A diverse range of parents and children can benefit from Triple P
- Engagement, participation, and outcomes for vulnerable families can be improved
- Becoming really good at delivering Triple P takes time and experience

Thank you for your attention

Q&A

For more information

- pfsc.uq.edu.au (research and development)
- tprn.net (research network)
- helpingfamilieschange.org (Triple P conference)
- triplep.net (training and dissemination)