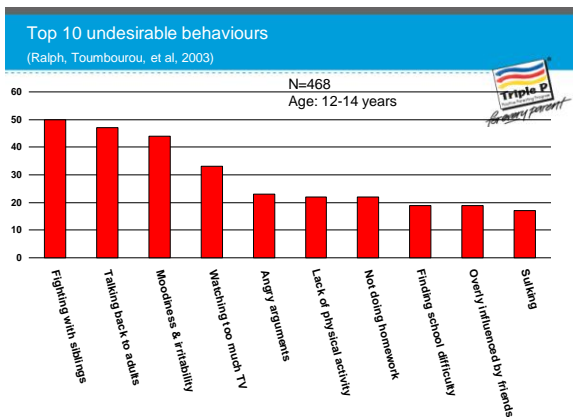
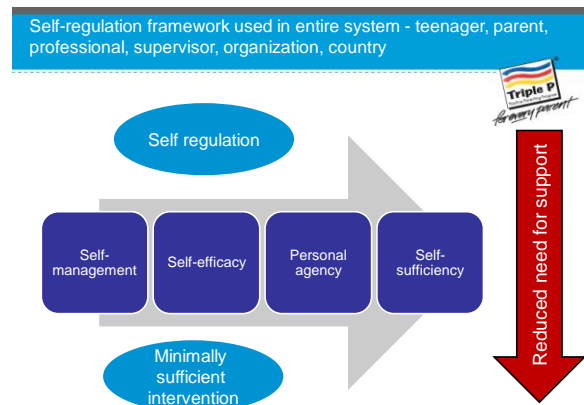
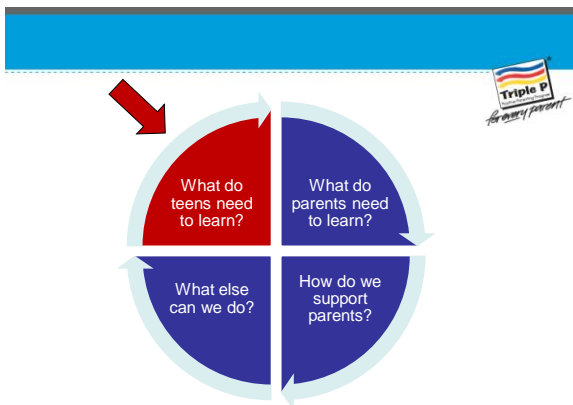
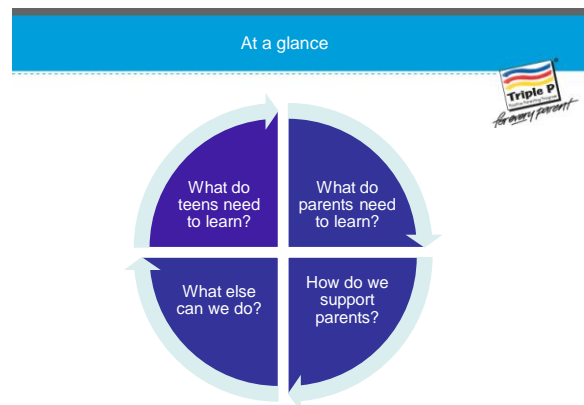


**Triple P - Positive Parenting Program®**

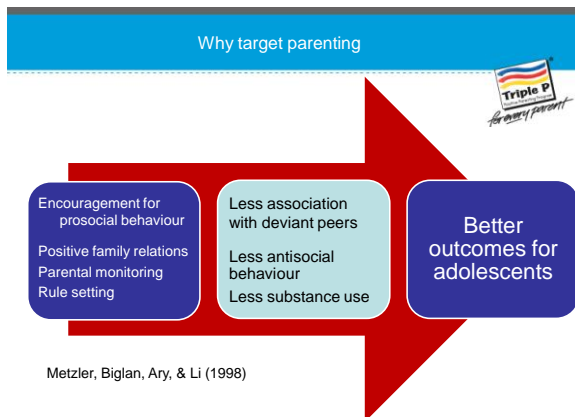
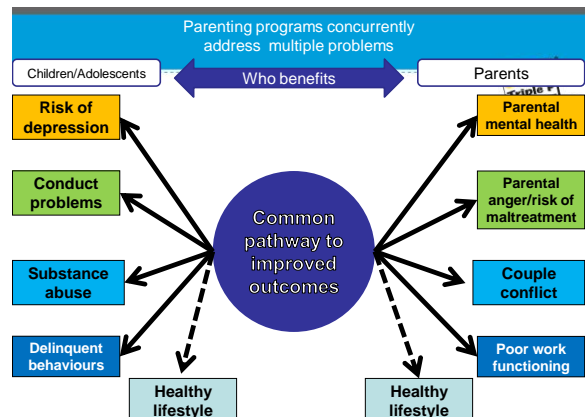
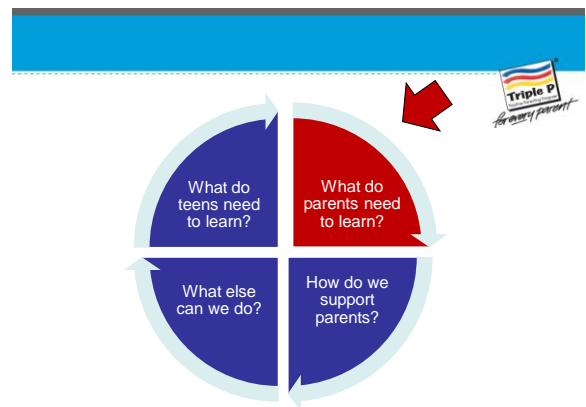
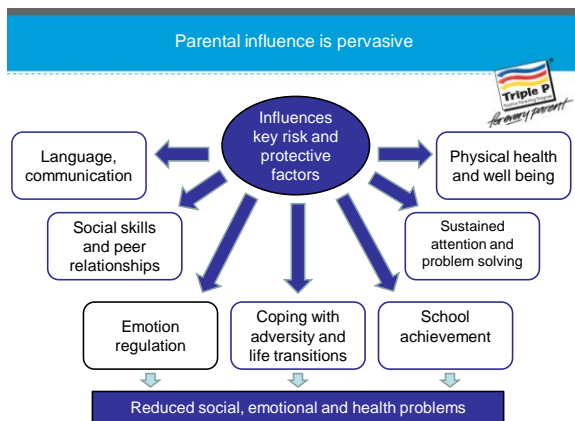
**What are the challenges in educating teenagers?  
And how to support parents?**

Alan Ralph, Ph.D  
Associate Professor of Clinical Psychology  
Parenting and Family Support Centre  
The University of Queensland  
Brisbane, Australia

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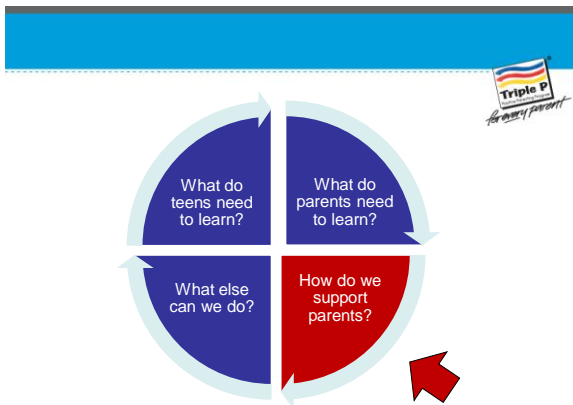


- What skills should we encourage in our teenagers?**
- How to communicate and get on with others
    - Expressing their views, ideas and needs
    - Cooperating with reasonable adult requests
  - How to manage their feelings
    - Expressing feelings in ways that don't harm others
    - Accepting rules and limits
  - How to be independent
    - Doing things for themselves
    - Being responsible for their own actions
  - How to solve problems
    - Asking question and developing ideas
    - Considering alternative solutions to problems
- Triple P  
for every parent



- What skills should we encourage in parents?
- How to communicate and get on with their teenager/s
    - Expressing their views, ideas and needs
    - Making reasonable adult requests
  - How to model appropriate emotion management
    - Expressing feelings in ways that don't harm others
    - Negotiating rules and limits
  - How to promote independence
    - Encouraging teenagers to do things for themselves
    - Requiring teenagers to be responsible for their own actions
  - How to solve problems
    - Asking question and promoting the development of ideas
    - Suggesting alternative solutions to problems
- Triple P  
for every parent

Slide no.11

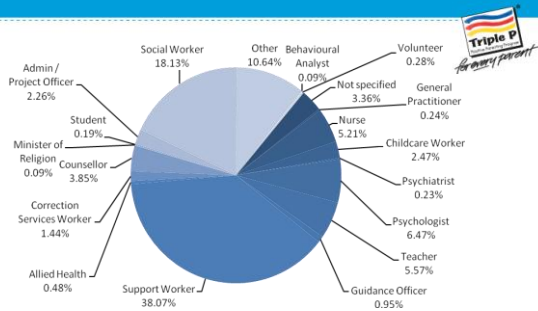


### Population-based approach

- Programs widely accessible
- Remove barriers
- Available to every family
- Destigmatise help-seeking

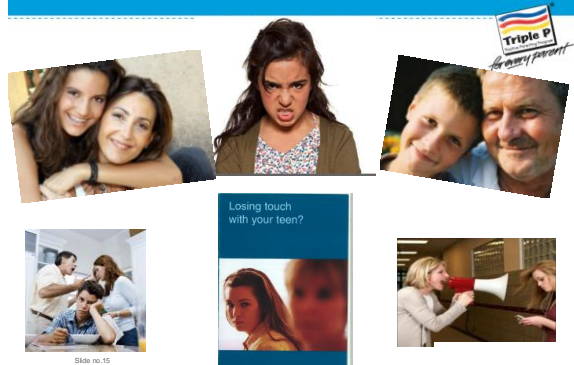
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### Train a wide range of practitioners



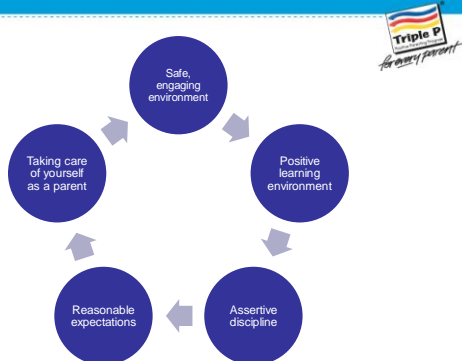
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### What is the Triple P system for parents of teenagers?



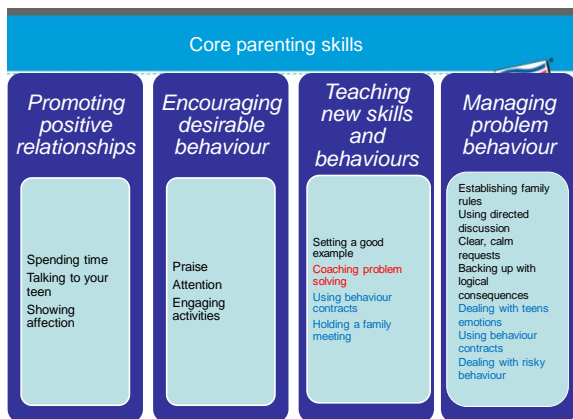
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### Principles of Positive Parenting



### Core parenting skills

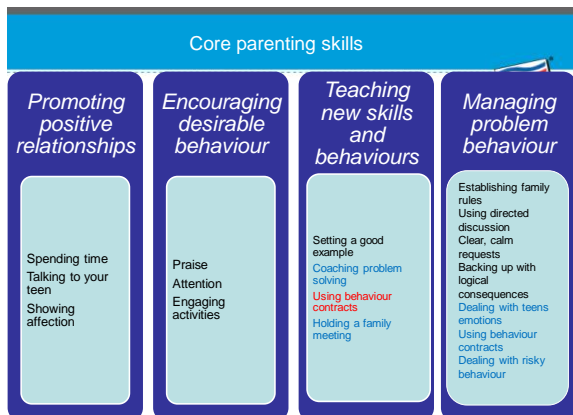




## Coaching problem-solving for complex problems



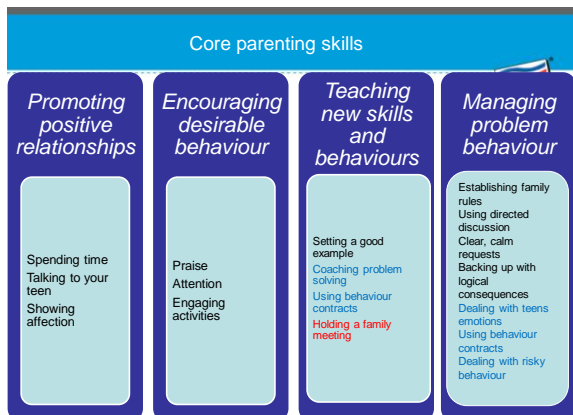
- Clarify problem and set goal
- Consider possible options
- Check out consequences of each option
- Select and try out chosen option
- Review how well it worked



## Steps to writing a behaviour contract



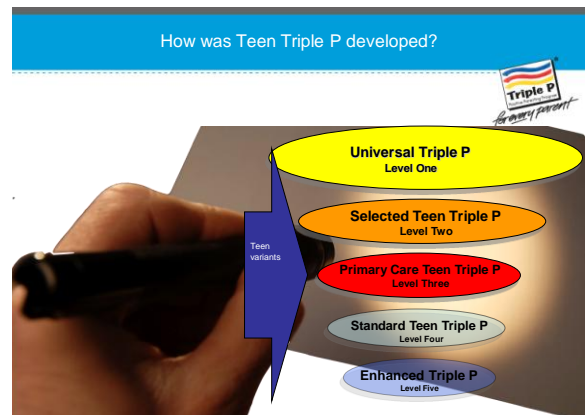
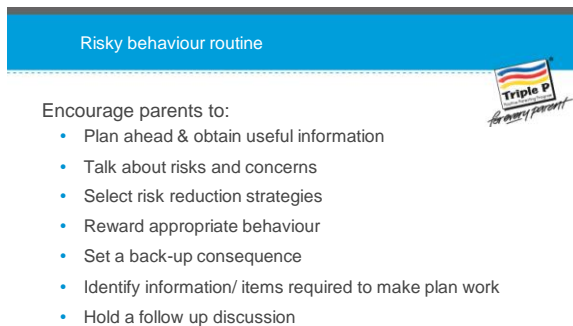
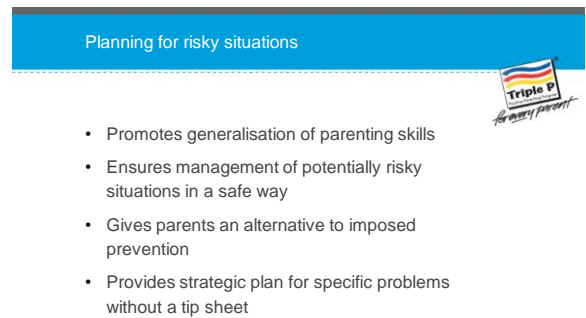
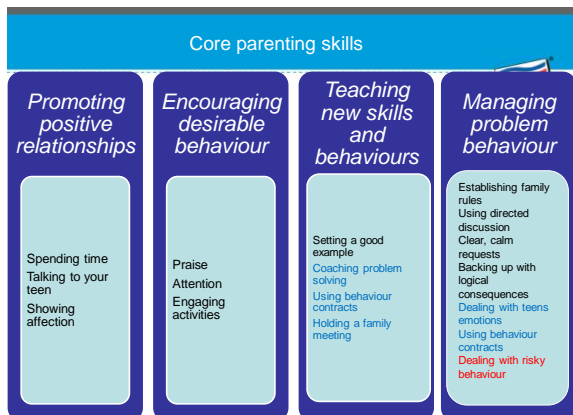
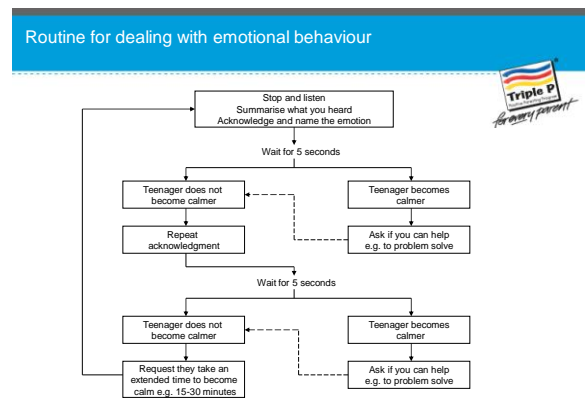
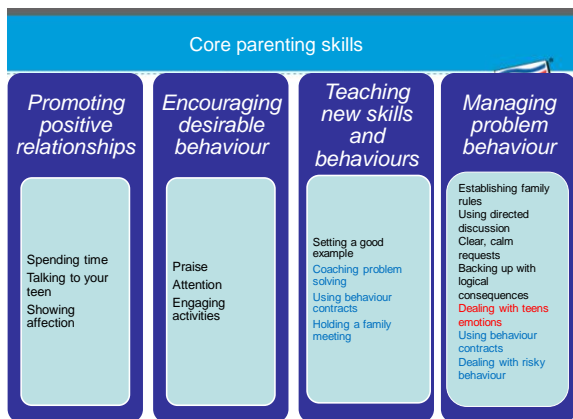
- Decide on the behaviour you want to increase
- Decide on the reward or privilege that can be earned
- Decide how to link the reward to the behaviour
- Write down the behaviour contract and sign it
- Draw up a monitoring chart to track progress



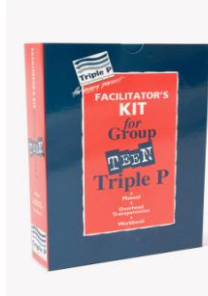
## Holding a family meeting



- Plan a time to talk about issues
- Discuss each person's views and ideas
- Negotiate what changes will be made
- Problem-solve any difficulties
- Monitor agreed changes
- Meet again to review progress



## Group Teen Triple P



Slide no.30

- Group Teen workbooks developed first
- *Every Parents' Guide to Teenagers* video filmed in 2000 in one week with 10 families in Brisbane
- First trialled with 4 high schools in 2000
- Funded by Criminology Research Council
  - 8 sessions (5 group and 3 telephone calls)
  - Active skills training (video demonstrations, practice, feedback, homework)

TRENDS & ISSUES  
in crime and criminal justice

Australian Government  
Australian Institute of Criminology

No. 262

August 2004

## The 'Teen Triple P' Positive Parenting Program: A Preliminary Evaluation

Alan Ralph and Matthew R Sanders

Adolescents who develop severe conduct disorders are at greater risk of becoming involved in juvenile crime, including property crime, interpersonal violence, theft, arson and illegal substance use. Prior research has found that dysfunctional parenting practices often place children at risk of developing conduct problems and are among the strongest predictors of later delinquent behaviour. Various programs have been developed to assist parents in improving their parenting skills. This paper evaluates one such program, the 'Teen Triple P' Positive Parenting Program. Preliminary results suggest positive outcomes for most participating parents. There have been significant reductions in a variety of risk factors, with some evidence of improvements still being maintained after six months. Further extensive evaluations are being undertaken to assess the reliability of these preliminary findings.

Toni Maklak  
Director

CRC  
Criminology  
Research  
Council

ISSN 0817-4542  
ISSN 0 842 53960 8

Australian e-Journal for the Advancement of Mental Health (AeJAMH), Vol. 2, Issue 3, 2003  
ISSN: 1446-7964

## Preliminary evaluation of the Group Teen Triple P program for parents of teenagers making the transition to high school

Alan Ralph and Matthew R. Sanders

School of Psychology, University of Queensland, Brisbane, Australia

## Abstract

Group Teen Triple P is a brief group parenting program for parents of teenagers. It is based on the successful Triple P – Positive Parenting Program for parents of children aged from 0 to 12, with a focus on helping parents manage the transition from late childhood to early adolescence. This paper describes the initial evaluation of a universal trial of the program offered to all parents of students entering their first year of high school at age 12 in a regional north Queensland school. Twenty-seven parents completed a battery of self-report questionnaires immediately before and after participating in the 8-week program. Participating parents reported significant reductions in conflict with their teenager, and on measures of laxness, over-reactivity, and disagreements with their partner over parenting issues. There are well-established parenting risk factors. In addition, parents reported significant improvements on measures of self-regulation, including self-efficacy, self-sufficiency, and self-management, and reductions on measures of depression, anxiety, and stress. It was concluded that a preliminary evaluation of the Group Teen Triple P program achieved its goals of reducing targeted risk factors associated with the development of behavioural and emotional problems in teenagers. The paper concludes with an examination of issues around parent recruitment and engagement which are crucial for the successful provision of effective and timely advice and support for parents of teenagers.

**Keywords:**  
*Parenting, Triple P, family intervention, early adolescence*



## Towards a population-level approach to the school-based delivery of parenting and family support

Alan Ralph, Helen M. Stallman and Matthew R. Sanders  
University of Queensland

## Abstract

This study examined a population implementation of a group parenting program (Group Teen Triple P). The implementation formed part of a more comprehensive parent support model, in a regular service-delivery setting (i.e. high school) by school-based staff in the context of a set of criteria that have been proposed as being necessary for a population approach to parenting to be effective (Taylor, 1999). Group Teen Triple P is a brief group parenting program for parents of teenagers with a particular focus on helping parents manage the transition from late childhood to early adolescence. Participants were 303 parents of students entering their first year of high school at age 12 in fifteen high schools in northern metropolitan Brisbane over a 3-year period. Following participation in the group program, parents reported significant improvements in teenager functioning, parent-teenager conflict, and parenting style with effect sizes in the moderate to large range. Parents also reported significant reductions in disagreements over parenting, and in parental stress and depression, with moderate to small effect sizes. This study demonstrates the feasibility of implementing a population-based intervention in a regular service-delivery setting by high-school personnel. Key issues of parent engagement and recruitment are also discussed.



## Group Teen trial in Izmir, Turkey

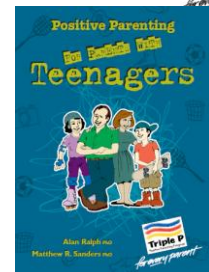
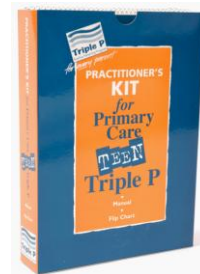
## RCT Group Teen Triple P

Burcu Arkan and  
Dr. Taner Guvenir  
Inpatient CAMHS of  
Dokuz Eylul University

ERGEN  
Üç P  
Grup  
Çalışma Kitabı  
Alan Ralph PhD  
Matthew R. Sanders PhD



## Primary Care Teen Triple P



### Tip sheet topics

- Friends and peer relationships
- Drinking alcohol
- Taking drugs
- Smoking
- Coping with anxiety
- Coping with depression
- Sexual behaviour and dating
- Rudeness and disrespect
- Fads and fashions
- Truancy
- Money and work
- Eating habits



### The Development, Evaluation and Dissemination of a Training Programme for General Practitioners in Evidence-Based Parent Consultation Skills

Matthew B. Sanders  
The University of Queensland  
Maigui Murphy-Brown  
Triple P International  
Christina McArdle  
Brisbane South Division of General Practice

**Keywords:** training, parent consultation skills, prevention, parent training

**Introduction**  
Population health approaches to the prevention and treatment of mental health problems increasingly recognise general medical practice as an important setting for the early detection and management of a wide variety of mental health problems (Gill et al., 1996). Children at risk of developing behavioural and emotional problems often approach their family doctor as their point of professional contact (Dadds & Mulvey-Edwards, 1997; Sanders et al., 1999). For many it is their only professional contact. It is an opportunity that a large number of parents consult with their family doctor about their child's behaviour, development or school achievement (Cheney, 1982, 1983; Ockelton et al., 1979; Tingo & Potts, 1989).

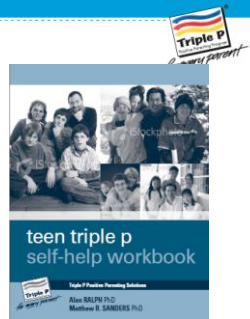
#### ABSTRACT

General practitioners (GPs) and family doctors are usually the first point of professional contact for parents concerned about their children's behaviour and they are often asked for advice on the management of behavioural and emotional problems. The training of GPs to provide effective early intervention is an important issue in the prevention of child and adolescent mental health problems. This paper describes the development, evaluation and subsequent wide scale implementation of a national training programme to prepare GPs to provide consultative advice and support to parents of children from birth to mid adolescence. Primary care training in the Triple P Positive Parenting Program was provided to 337 GPs in Queensland, Australia. Participation in a brief focused training course was associated with significant improvement in practitioners' consultation skills, greater satisfaction with their consultations and high levels of participant confidence with the training provided. The implications of this experience for population health approaches to prevention of child and adolescent behavioural problems are discussed.

International Journal of Mental Health Promotion, Volume 6, Issue 2, 2007 ISSN: 1446-7984

### Self-directed Teen Triple P

- Flexible support for parents where a group program was not accessible or preferred
- With or without phone support



Australian e-Journal for the Advancement of Mental Health (AeJAMH), Volume 6, Issue 2, 2007  
ISSN: 1446-7984

### Reducing risk factors for adolescent behavioural and emotional problems: A pilot randomised controlled trial of a self-administered parenting intervention Helen M. Stallman and Alan Ralph

Parenting and Family Support Centre, School of Psychology, The University of Queensland, Brisbane, Australia

#### Abstract

Parenting practices and parent-child relationships affect adolescent adjustment. This study examined the efficacy of a self-directed parenting intervention for 51 parents of early adolescents (aged 12-14 years), who reported experiencing difficulties with their adolescent's behaviour. Two levels of intensity of a self-directed intervention (self-directed alone and self-directed plus brief therapist telephone consultations) were compared with a waitlist control group. At post-intervention, parents in the enhanced condition reported significantly fewer adolescent behavioural problems and less use of over-reactive parenting strategies than parents in either the standard or waitlist conditions. Improvements were maintained at 3-month follow-up. This research suggests that a self-directed behavioural family intervention with minimal therapist contact may be an effective early intervention for adolescent problems. It has implications for providing minimally sufficient interventions for parents using a multilevel approach to intervention as well as for making interventions more accessible for families.

#### Keywords

parent training, parenting, adolescents, behavioural problems, emotional problems, self-help, behavioural family intervention, telephone consultation

### Level 2 Teen Triple P Seminar Series

#### Seminar 1 Raising responsible teenagers



#### Seminar 2 Raising competent teenagers



#### Seminar 3 Getting teenagers connected



90-120 minute large group parenting seminars

### Positive Youth Development and Teen Triple P: Promoting positive youth development through a brief parenting intervention programme

Nalini Chand, Susan Farrugia, Cassandra Dittman, Joanna Chu and Matthew Sanders, Department of Education, University of Auckland, New Zealand

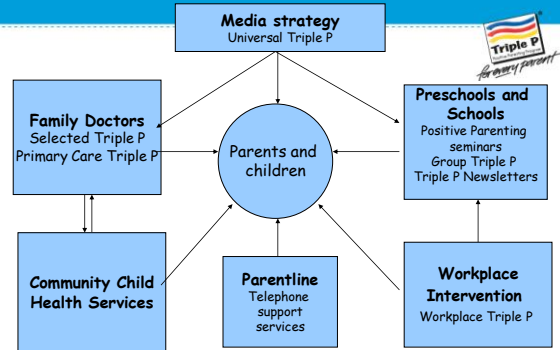
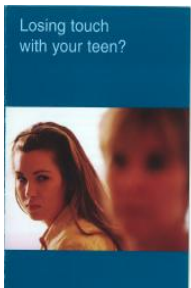
#### Abstract

The present study examines the effectiveness of the Teen Triple P seminar series in facilitating Positive Youth Development (PYD) for parents of teenagers residing in Auckland, New Zealand. Thirty two parents of 11 to 14 year old adolescents attended a three-part seminar series on raising teenagers and completed pre- and post-intervention assessments of parenting and family relationships, while adolescents completed measures of family relationships and positive youth development. Further, nine of the parents and their teenagers participated in post-intervention focus groups aimed at obtaining qualitative information on their experiences after the intervention. Parents reported significantly less lax parenting, less conflict with their adolescent, and fewer interparental problems. Adolescents reported significantly greater family cohesion, connection to family, connection to school, and caring. Focus group findings revealed that parents reported an increase in parental monitoring, parental confidence, a decrease in interparental conflict, and a decrease in parent and adolescent conflict. Results of the study suggest that parental participation in an intervention program can promote PYD.

Slide no. 41

**Every Family: A Population Approach to Reducing Behavioral and Emotional Problems in Children Making the Transition to School**Matthew R. Sanders · Alan Ralph · Kate Sofronoff ·  
Paul Gardiner · Rachel Thompson · Sarah Dwyer ·  
Kerry BirdwellPublished online: 7 May 2008  
© Springer Science+Business Media, LLC 2008

**Abstract** A large-scale population trial using the Triple P-Positive Parenting Program (PPS) was evaluated. The target population was all parents of 4- to 7-year-old children residing in ten geographical catchment areas in Brisbane (intervention communities) and ten sociodemographically matched catchment areas from Sydney (5) and Melbourne (5), care as usual (CAU) comparison communities. All five levels of the Triple P multilevel system of intervention were employed, including a local mass media strategy, a primary care strategy, and three more intensive levels of parenting intervention delivered by a range of service providers (e.g., health, education, and welfare sectors). Program outcomes were assessed through a computer-assisted telephone interview of a random sample of households ( $N = 3000$ ) in each community at pre-intervention and again at two years post-intervention. At post-intervention there were significantly greater reductions in the TIPS communities in the number of children with clinically elevated and borderline behavioral and emotional problems compared to the CAU communities. Similarly parents reported a greater reduction in the prevalence of depression, stress and coercive parenting. Findings show the feasibility of targeting dysfunctional parenting practices in a cost-effective manner and the public acceptance of an approach that blends universal and targeted program elements. **Editors' Strategic Implications:** This is the first positive parenting program to demonstrate longitudinal, population-level effects for parents and children. The authors provide an excellent example of multilevel prevention planning, coordination, execution, and evaluation.

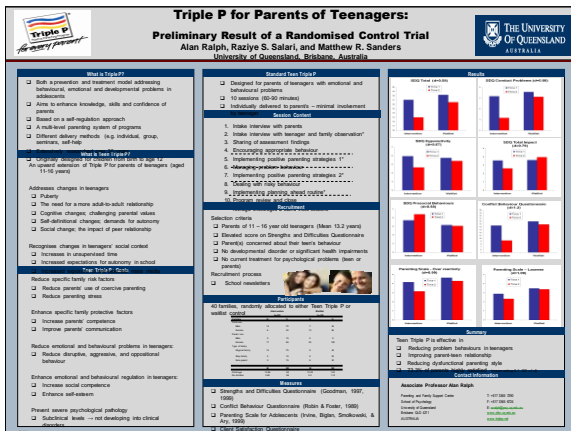
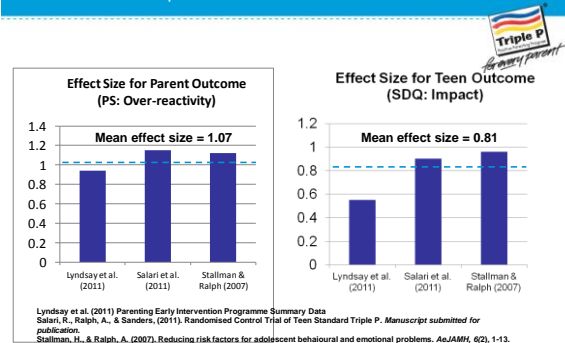
**Ecological model of intervention****Standard Teen Triple P**

Slide no. 44

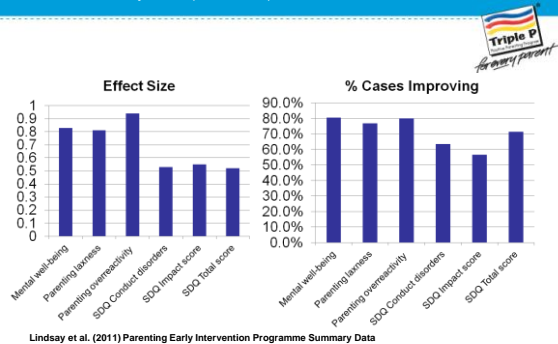
- 10 sessions (teenager may participate in 4 sessions)
- Active skills training (video demonstrations, practice, feedback, homework)

**Standard Teen Triple P**

- Initially trialled in Cambridgeshire UK in conjunction with Multi-Systemic Therapy
- Mostly hard-end cases involved in Youth Offending Services, or social services, or specialist mental health services, as well as more moderate difficulties
- Data showed positive impact on parent-child conflict, parenting, and on some parental mental health factors.
- Many positive comments were received about the program: helping them be calmer, changing their child's behaviour, or helping them change their own behaviour.

**Triple P for Parents of Teenagers:****Preliminary Result of a Randomised Control Trial**Alan Ralph, Raziye S. Salari, and Matthew R. Sanders  
University of Queensland, Brisbane, Australia**Sample effect sizes across Teen studies**

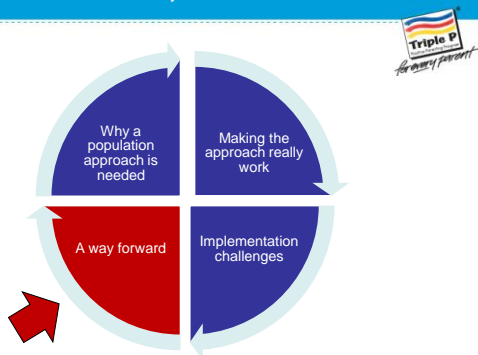
## PEIP summary data (N = 1632)



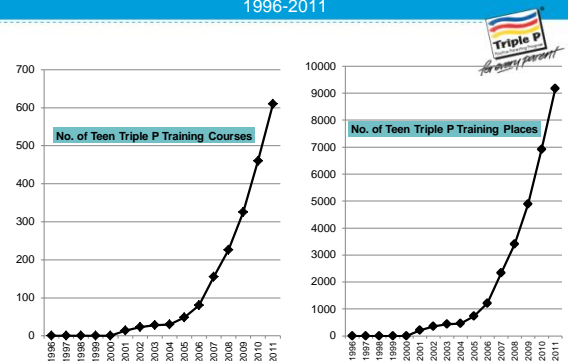
## Single session 2-hour discussion groups



## A way forward

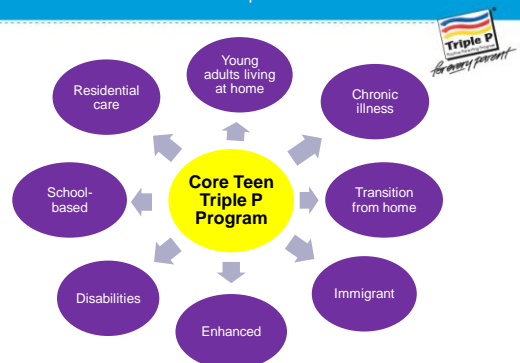


## Teen Triple P training 1996-2011

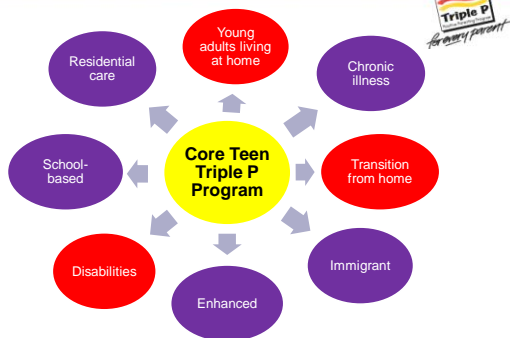
Every Parents' Guide to Teenagers  
2<sup>nd</sup> Edition DVD

Filmed over 18 months  
USA (4 families)  
UK (4 families)  
Netherlands (4 families)  
Australia (6 families)

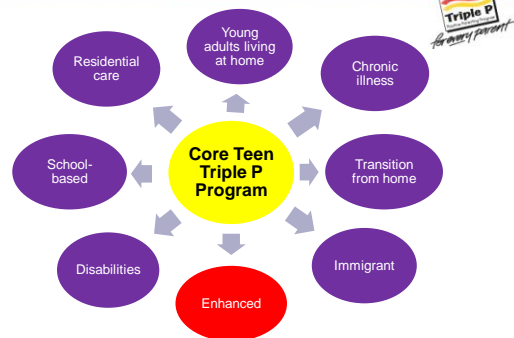
## New adaptations



## Additional seminar topics



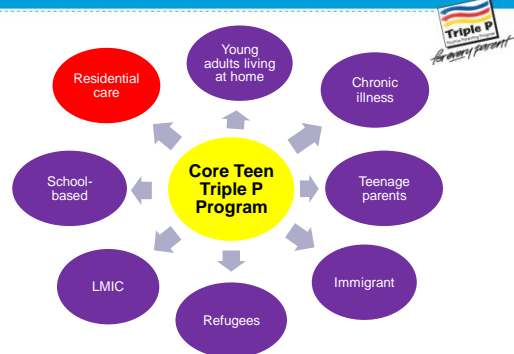
## New adaptations



## Enhanced Teen Triple P - Level 5

- Extra practice sessions for parents
- Partner support for parents
- Coping with stress for parents
- Anger management for parents
- **Communicating with teenagers**

## New adaptations



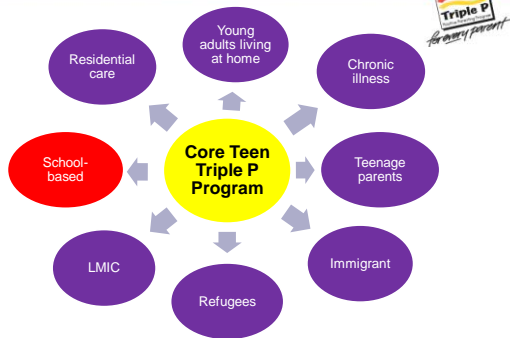
## connXionz for carers

Home	Residential setting
1 or 2 adults/carers	Many adults/carers
Few siblings	Many peers
Own space	Shared space
A few rules	More rules

## Dual focus program

- General – designed to improve the residential environment to promote broad social, emotional and developmental goals for all teenagers
- Specific – designed to improve targeted social, emotional and developmental goals for individually identified teenagers

## New adaptations



## School-based program

- Reciprocal focus
- Parents receive Group or Seminar Teen Triple P
- Students receive a parallel program at school as part of health education or similar
- Goal to increase effects of pairing home- and school-based interventions
- Schools allocate sufficient time for student program
- Develop web-based or on-line version for students

Thank you  
for your attention

For further information on Triple P  
Research: [www.pfsc.uq.edu.au](http://www.pfsc.uq.edu.au)  
Training and materials: [www.triplep.net](http://www.triplep.net)