



**CONFIDENTIAL**

## Triple P – Positive Parenting Program®

### Training Outcome Report for the Family Resource Center of Gorham

**March to May 2010**

Triple P International Pty. Ltd.





**Triple P – Positive Parenting Program®**  
**Triple P Provider Training Report**  
**Family Resource Center of Gorham:**  
**March to May 2010**

**1.0 Participants**

During the period from March to May 2010, a Triple P Provider Training Course was conducted in the United States of America for the Family Resource Center of Gorham. The following course was undertaken (see Table 1):

- 1 x Level 4 Standard Triple P Provider Training Course

A total of 20 practitioners (representing 20 training places) were trained in Triple P. Of the 20 practitioners, 100% of the participants were female. As a group, the participants had on average 8.68 years experience in parent consultation relating to child behaviour and reported spending on average 20.42 hours per week in parent consultation relating to child behavioural and emotional problems. To date, 95% of participants have had successful accreditation subsequent to training (refer Table 1).

**Table 1:** Total number of training and accreditation courses conducted from March to May 2010 and number of participants per training level

Course Type	Training		Accreditation	
	No. of Training Courses Conducted	No. of Participants	No. of Accreditation Courses Conducted	No. of Participants Accredited
Level 4 Standard Triple P	1	20	1	19
<b>Total</b>	<b>1</b>	<b>20</b>	<b>1</b>	<b>19</b>

**2.0 Measures**

**Self-efficacy in parent consultations skills**

The *Parent Consultation Skills Checklist (PCSC)* was used to measure practitioners' self-efficacy or confidence in conducting behavioural family interventions with parents. This checklist contains items assessing perceived proficiency in core skills including assessment, active skills training, dealing with process issues and clinical application of positive parenting strategies. Some of the skills included establishing a conducive environment for parent consultations, selecting reliable assessment methods, discussing causes of children's behaviour, setting appropriate goals, answering questions about parenting strategies, using behavioural rehearsal, shaping parent's skills, giving homework, and referring families. These items were rated on a 7-point Likert scale from 1, not at all confident (or definitely not adequately trained) to 7, very confident (definitely adequately trained) with higher values indicating a higher level of proficiency. This measure has high internal consistency reliability,  $\alpha=.92$ . The questionnaire was administered prior to and immediately following the training. Participants completed the questionnaire again at the end of accreditation.

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## Perceived quality of training

The *Workshop Evaluation Survey* (WES) assessed the quality of both the training and accreditation workshops. This survey, completed by participants at the end of training and on completion of the accreditation process, assessed the following:

- Quality of the training course
- Whether the amount of active participation within the course was appropriate
- Quality of the content of the training
- Whether respondents felt they have the skills to implement the program, and
- Overall satisfaction with the training course.

Reliability analysis using data from a study by Turner et al. ( $n = 1013$ ) revealed high internal reliability ( $\alpha=.85$ ). In this study with 519 primary care practitioners, four items (satisfaction with the quality of the training presentation, the amount of active participation provided, the quality of the training course content, and overall satisfaction with the training) were entered separately into the model as indicators of the construct of perceived quality of training.

## 3.0 Procedure

Participants completed the PCSC at the commencement of the training courses. In addition to self-efficacy and perceived adequacy in core skills, the pre assessment measure for each of the training levels also measured number of years experience in parent consultation and number of hours per week spent consulting with parents about child behaviour problems. At the end of each of the training courses, across all levels of training, participants completed the post-assessment PCSC. Approximately 2 to 3 months after training, participants completed the follow-up version of the PCSC after completing the accreditation process and demonstrating proficiency in core skills as depicted by set competencies relevant to the level of training undertaken. On completion of both the training and accreditation modules each participant completed the WES.

## 4.0 Results

### Practitioner self-efficacy outcomes

These analyses examined pre-training PSCS scores as a measure of entry-level self-efficacy, and post- and follow-up PCSC scores as measures of the construct of post-training self-efficacy. A significance level of .05 was used in all tests.

### Adequately trained to conduct Triple P parent consultations

A one-way repeated measures ANOVA was conducted to see whether participants reported feeling more adequately trained to conduct parent consultations following completion of both modules of the course (i.e. training and accreditation). Results indicated a significant increase in perceived adequacy of training from pre, to post and to follow-up assessment. Table 2 displays the mean pre, post, and follow-up assessment scores for adequacy of training and associated F-statistics.

**Table 2:** Mean pre, post and follow-up assessment score for adequacy of training (maximum score = 7)

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Level of Triple P	N	Pre	Post	Follow-up	F
		M (SD)	M (SD)	M (SD)	
Level 4 Standard	19	5.05 (.970)	5.79 (.787)	6.21 (.713)	$F = 11.824 (2, 17), p = .001$

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### Confidence in conducting Triple P parent consultations

Furthermore, statistically significant increases were also noted from pre, to post and follow-up in participants' self reported confidence in conducting parent consultations about child behaviour. Table 3 displays the mean pre- and post-assessment scores for confidence and associated F-statistics for training undertaken.

**Table 3:** Mean pre, post and follow-up assessment score for confidence in conducting parent consultations (maximum score = 7)

Level of Triple P	N	Pre	Post	Follow-up	F
		M (SD)	M (SD)	M (SD)	
Level 4 Standard	19	5.11 (.875)	5.47 (.841)	6.11 (.658)	$F = 10.198 (2, 17), p = .001$

### Proficiency in specific consultation skills

An additional repeated measures ANOVA was performed to assess overall proficiency in parent consultation skills. Results showed a significant increase in perceived overall proficiency in parent consultation skills (24 skills for Standard training courses) about child and adolescent behaviour from pre-training, to post-training and follow up as summarised in Table 4.

**Table 4:** Mean pre, post and follow-up assessment score for overall proficiency in the parent consultation skills (maximum score = 7)

Level of Triple P	N	Pre	Post	Follow-up	F
		M (SD)	M (SD)	M (SD)	
Level 4 Standard	19	5.28 (.866)	5.95 (.575)	6.15 (.464)	$F = 11.071 (2, 17), p = .001$

### Satisfaction with Triple P Provider Training Courses

Participants reported high ratings of satisfaction with the quality and content of the provider training courses on the *Workshop Evaluation Survey*. The overall mean for the training was 6.45 and accreditation 6.58, respectively. One-hundred percent of participants indicated that in an overall sense they were satisfied to very satisfied with training and one-hundred percent of participants indicated that in an overall sense they were satisfied to very satisfied with the accreditation day. The mean ratings for the initial training are reported for training in Table 5 and for accreditation in Table 6.

**Table 5:** Summary of evaluations for each training course (maximum score = 7)

Level of Triple P	N	Quality of Presentation	Active Participation	Workshop Content	Implement Skills	Overall Satisfaction
		M (SD)	M (SD)	M (SD)	M (SD)	M (SD)
Level 4 Standard	20	6.75 (.550)	6.45 (.605)	6.45 (.605)	5.80 (.894)	6.45 (.605)

**Table 6:** Summary of evaluations for each accreditation course (maximum score = 7)

Level of Triple P	N	Quality of Presentation	Active Participation	Workshop Content	Implement Skills	Overall Satisfaction
		M (SD)	M (SD)	M (SD)	M (SD)	M (SD)
Level 4 Standard	19	6.68 (.478)	6.68 (.478)	6.58 (.507)	6.11 (.459)	6.58 (.507)

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## 5.0 Summary

Between March and May 2010, 20 practitioners (representing 20 training places) were trained in a Triple P Provider Training Course. These participants reported a significant overall increase in adequacy of training to conduct parent consultations about child behaviour from pre to post and follow up assessment, and significant increases in self reported confidence in conducting parent consultations about child behaviour. Participants also reported significant improvements in proficiency in parent consultation skills after completing Triple P training. Overall, 95% of the eligible training places undertaken have accredited practitioners, with 100% of these practitioners indicating satisfaction to extreme satisfaction with the accreditation process.