Level 3 Triple P Discussion Groups


Level 3 Triple P Discussion Groups is for parents with specific concerns about the behaviour of a child between the ages of 0 and 12.

Parents can attend one to four small group sessions lasting approximately two hours, facilitated by a trained and accredited Triple P practitioner. The discussion groups are designed to provide an overview of the positive-parenting principles, covering topics involving common child-rearing issues, including dealing with disobedience, managing fighting and aggression, developing good bedtime routines, and shopping with children.

Evidence rating: 3+
Cost rating: 1
EIF Programme Assessment

Level 3 Triple P Discussion Groups has evidence of a short-term positive impact on child outcomes from at least one rigorous evaluation.

What does the evidence rating mean?

Level 3 indicates evidence of efficacy. This means the programme can be described as evidence-based: it has evidence from at least one rigorously conducted RCT or QED demonstrating a statistically significant positive impact on at least one child outcome.

This programme does not receive a rating of 4 as it has not yet replicated its results in another rigorously conducted study, where at least one study indicates long-term impacts, and at least one uses measures independent of study participants.

What does the plus mean?

The plus rating indicates that this programme has evidence from at least one level 3 study, along with evidence from other studies rated 2 or better.

Cost rating

A rating of 1 indicates that a programme has a low cost to set up and deliver, compared with other interventions reviewed by EIF. This is equivalent to an estimated unit cost of less than £100.

Child outcomes

According to the best available evidence for this programme's impact, it can achieve the following positive outcomes for children:

Preventing crime, violence and antisocial behaviour

Improved behaviour - based on study 1, study 2
Key programme characteristics

Who is it for?

The best available evidence for this programme relates to the following age-groups:

- Toddlers
- Preschool
- Primary school

How is it delivered?

The best available evidence for this programme relates to implementation through these delivery models:

- Group

Where is it delivered?

The best available evidence for this programme relates to its implementation in these settings:

- Children's centre or early-years setting
- Primary school
- Community centre
- Out-patient health setting

How is it targeted?

The best available evidence for this programme relates to its implementation as:

- Universal
Where has it been implemented?

Australia, Belgium, Canada, China, England, Ireland, Netherlands, New Zealand, Scotland, United States

UK provision

This programme has been implemented in the UK.

UK evaluation

This programme’s best evidence does not include evaluation conducted in the UK.
About the programme

What happens during delivery?

How is it delivered?

A Triple P Discussion Group is delivered by one practitioner in one session of two hours’ duration.

What happens during the intervention?

- Triple P Discussion Group sessions are delivered in a two-hour small group format on a specific parenting topic. The discussion groups are designed to provide an overview of the positive parenting principles.
- The sessions may cover the following topics:
  - Dealing with disobedience
  - Managing fighting and aggression
  - Developing good bedtime routines
  - Hassle-free shopping with children

What are the implementation requirements?

Who can deliver it?

- The practitioner who delivers this programme can come from a range of professions (eg family support worker) and has recommended minimum QCF-4/5 level qualifications.

What are the training requirements?

The practitioner has two days of programme training, one day of pre-accreditation and attends a half-day accreditation workshop (accreditation workshops are held over two days; practitioners attend in groups of five). Booster training of practitioners is not required.

How are the practitioners supervised?

It is recommended that practitioners are supervised by one host-agency supervisor with QCF-7/8 level qualifications, with no required programme training.
What are the systems for maintaining fidelity?

- Accreditation process
- Training manual
- Supervision
- Fidelity monitoring

Is there a licensing requirement?

There is no licence required to run this programme.

How does it work? (Theory of Change)

How does it work?

- Triple P is based on the idea that parents often unintentionally perpetuate unwanted child behaviour through ineffective parenting strategies.
- Triple P helps parents replace ineffective parenting strategies with effective methods for encouraging positive child behaviour.
- In the short term, parents learn more effective strategies for managing their child’s behaviour and the child’s behaviour improves.
- In the longer term, children should have greater self-regulatory skills and self confidence and do better in school.
- It is also expected that children will be less likely to have behavioural problems and/or engage in antisocial behaviour.

Intended outcomes

Supporting children’s mental health and wellbeing Preventing crime, violence and antisocial behaviour
Contact details

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Triple P Corporate Website
Triple P Parent Site
Triple P Evidence Base

Commissioning Toolkit Programme Overview
Investing In Children Programme Overview (all levels)
Triple P training info
Triple P cost-effectiveness info
About the evidence

Level 3 Triple P Discussion Groups’ most rigorous evidence comes from two RCTs, one conducted in Australia and New Zealand the other conducted only in Australia.

Study 1

Citation: Dittman et al. (2015) | Design: RCT

Sample: 85 middle-class families in Australia and New Zealand

Child outcomes:
Improved behaviour

Other outcomes:
Improved parenting


Available at https://www.ncbi.nlm.nih.gov/pubmed/25863790

Study 2

Citation: Morawska et al. (2011) | Design: RCT

Country: Australia

Sample: 67 Australian middle-class families

Child outcomes:
Improved behaviour
Other outcomes:

Improved parenting
Increased self-efficacy


Available at https://www.ncbi.nlm.nih.gov/pubmed/20814338
Other studies

The following studies were identified for this programme but did not count towards the programme's overall evidence rating. A programme receives the same rating as its most robust study or studies.


Guidebook

The EIF Guidebook provides information about early intervention programmes that have at least preliminary evidence of achieving positive outcomes for children. It provides information based on EIF’s assessment of the strength of evidence for a programme’s effectiveness, and on detail about programmes shared with us by those who design, run and deliver them.

The Guidebook serves an important starting point for commissioners to find out more about effective early interventions, and for programme providers to find out more about what good evidence of impact looks like and how it can be captured. As just one of our key resources for commissioners and practitioners, the Guidebook is an essential part of EIF’s work to support the development of and investment in effective early intervention programmes.

Our assessment of the evidence for a programme’s effectiveness can inform and support certain parts of a commissioning decision, but it is not a substitute for professional judgment. Evidence about what has worked in the past offers no guarantee that an approach will work in all circumstances. Crucially, the Guidebook is not a market comparison website: ratings and other information should not be interpreted as a specific recommendation, kite mark or endorsement for any programme.

How to read the Guidebook

EIF evidence standards

About the EIF Guidebook
The Early Intervention Foundation (EIF) is an independent charity and a member of the What Works network. We support the use of effective early intervention for children, young people and their families: identifying signals of risk, and responding with effective interventions to improve outcomes, reduce hardship and save the public money in the long term.

We work by generating evidence and knowledge of what works in our field, putting this information in the hands of commissioners, practitioners and policymakers, and supporting the adoption of the evidence in local areas and relevant sectors.
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