Level 4 Standard Triple P


Level 4 Standard Triple P is for parents, with a child aged 0 to 12 years, who have concerns about their child’s behaviour.

Parents attend 10 one-to-one weekly sessions with an individual therapist lasting approximately one hour. The sessions are provided by a practitioner trained and accredited in Triple P. Practitioners also receive ongoing supervision.

Parents learn 17 different strategies for supporting their children’s competencies and discouraging unwanted child behaviour through role play, homework exercises and discussions involving video-taped examples of effective parenting.
EIF Programme Assessment

Level 4 Standard Triple P has evidence of a short-term positive impact on child outcomes from at least one rigorous evaluation.

Evidence rating: 3

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.

Cost rating

A rating of 2 indicates that a programme has a medium-low cost to set up and deliver, compared with other interventions reviewed by EIF. This is equivalent to an estimated unit cost of £100–£499.

Cost rating: 2

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 on all measures - based on study 1

This programme also has evidence of supporting positive outcomes for couples, parents or families that may be relevant to a commissioning decision. Please see the ‘About the evidence’ section for more detail.
Key programme characteristics

Who is it for?

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

- Infants
- Toddlers
- Preschool
- Primary school

How is it delivered?

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

- Individual

Where is it delivered?

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

- Home
- 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:

- Targeted indicated

Where has it been implemented?

Australia, Belgium, Canada, Denmark, England, Germany, Ireland, Netherlands, New Zealand, Scotland, Singapore, Switzerland, 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?

- Standard Triple P is delivered in 10 sessions of one-hour duration to individual families by one Triple P practitioner.

What happens during the intervention?

- Parents learn 17 different strategies for improving their children’s competencies and discouraging unwanted child behaviour.
- Learning is supported through role play exercises, homework exercises and discussions involving video-taped examples of effective parenting strategies.

What are the implementation requirements?

Who can deliver it?

- The practitioner who delivers this programme is a Triple P Practitioner, who can come from a range of professions (e.g., family support worker) with recommended minimum QCF-4/5 level qualifications.

What are the training requirements?

- The practitioner has three days of programme training, one day of pre-accreditation and 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. There is no required training for the supervisor.

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 child maltreatment Enhancing school achievement & employment 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)
Investing In Children Programme Overview (Level 4, Group)
Investing In Children Programme Overview (Level 4, Individual)
Triple P training info
Triple P cost-effectiveness info
About the evidence

Level 4 Standard Triple P has evidence from one RCT conducted in Australia.

Study 1

**Citation:** Sanders et al. (2000); Bor et al. (2002); Sanders et al. (2007) | **Design:** RCT

**Country:** Australia

**Sample:** 305 families

**Child outcomes:**
- Improved behaviour on all measures

**Other outcomes:**
- Improved parenting
- Increased self-efficacy


Available at https://www.ncbi.nlm.nih.gov/pubmed/10965638
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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