



STANDARD TRIPLE P (0-11 yrs)

WHAT IS STANDARD TRIPLE P?

Standard Triple P provides parents with broadly focused parenting support and intervention on a one-to-one basis. The program supports parents who have concerns about their child's behavior or development across various settings (e.g. disobedience in community settings, fighting and aggression, refusing to stay in bed or eat healthy meals). Over 10 sessions, parents identify the causes of child behavior problems and set their own goals for change. They learn a range of parenting strategies to promote and develop positive behavior for their child. The practitioner's focus is on generalization-enhancement strategies to promote parental autonomy throughout the intervention process.

WHO IS IT FOR?

Parents or caregivers who benefit from this intervention are those with children up to 12 years who are concerned about their child's behavior. Usually they prefer a one-to-one intervention and they need to be available to commit to 10 weeks of regular one-hour sessions. The program is appropriate for children with moderate to severe levels of behavioral problems.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Initial Interview The parent is interviewed to gather comprehensive information about their child's presenting behavioral concerns, developmental history, and family circumstances. They are asked to complete further assessment in the form of questionnaires and they are taught to use monitoring forms to track a specific child behavior throughout the following week.

Session 2: Observation of family interaction and assessment feedback

The practitioner conducts an observation of child behavior and parenting. Then they provide feedback to the parent from all forms of the assessment and develop a shared understanding of the nature, severity, and probable causes of current concerns. From there, treatment is negotiated and the parent sets goals for their own and their child's behavior changes.

Session 3: Promoting children's development

The parent is presented with strategies that aim to enhance the quality of the parent-child relationship and promote a rich environment of encouragement and positive attention for the child. The parent identifies when and how these skills can be used and has the opportunity to practice.

Session 4: Managing misbehavior

This session involves introducing the parent to strategies for dealing with misbehavior, rehearsing a routine for managing non-compliance, and setting new homework tasks.

Session 5-7: Practice and feedback These sessions assist the parent in using the behavior change strategies. The practitioner observes a brief parent-child interaction where the parent has set goals to practice using specific parenting strategies. The practitioner then has the opportunity to encourage the parent's self-evaluation and goal setting to refine the use of specific parenting strategies.

Session 8: Planned activities training

During this session, the parent identifies high-risk home and community activities (e.g. shopping trips), they learn to develop planned activities and routines to target specific behaviors, and select one of their routines to implement throughout the following week.

Session 9: Using planned activities training

During this session, the parent implements planned activities and routines to encourage independent play when busy and a structured play activity. The practitioner provides feedback and then observes the parent implement a final planned activities routine to get their child ready to go out.

Session 10: Program close

The practitioner conducts a progress review and discusses family survival tips and how to keep up the changes that have been made. Future problem solving exercises and a final assessment are completed. If necessary, referral options are discussed.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of Every Parent's Family Workbook. This workbook provides them with the content of all sessions, space to complete written exercises, and an outline of all homework tasks.



Standard Teen Triple P (11-16yrs)

What is Standard Teen Triple P?

Standard Teen Triple P provides parents with a broad focused parenting support intervention on a one-to-one basis for parents of teenagers up to 16 years of age. After thorough family assessment parents set their own goals, learn ways to encourage positive behavior for teens, and teach their teens new skills such as problem solving, conflict resolution and self-regulation. Parents also learn ways to use appropriate consequences for misbehaviors (e.g., breaking family rules, taking inappropriate risks, emotional outbursts).

Who is it for?

Parents or caregivers who benefit from this program are those that have concerns about their teenager's development and behavior. They may be concerned that their relationship with their teen is not positive, that their teen has not learned independence and self-regulation skills, or that they have not found an effective way to discourage inappropriate or risk-taking behavior. Parents are most likely to benefit if they can commit to completing the 10 weekly sessions.

What is covered in sessions with parents?

Session 1: Intake interview. The parent is interviewed to gather comprehensive information about their teenager's presenting behavioral concerns, developmental history, and family circumstances. They are asked to complete further assessment in the form of questionnaires and they are taught to use monitoring forms to track a specific teen behavior throughout the following week.

Session 2: Interview with teenager and family observation. First the teenager is interviewed to obtain their perspective on family functioning and any presenting problems. This also serves as an assessment of mental status. The parent and teenager are then observed holding a problem-solving discussion.

Session 3: Sharing assessment findings. The practitioner provides feedback to the parent from all forms of assessment and develops a shared understanding of the nature, severity and causes of current concerns. From there, treatment is negotiated and the parent sets goals for their own and their teen's behavior change.

Session 4: Encouraging appropriate behavior. During this session, the parent is presented with three types of parenting skills that aim to enhance the quality of the parent-teenager relationships and promote a rich environment of encouragement and positive attention. These parenting skills include: strategies for developing a positive relationship with their teenager, strategies for increasing desirable behavior, and strategies for teaching new skills.

Session 5: Using positive parenting strategies 1. This session involves the parent and teen being observed to practice strategies such as part of a daily meeting or how to review their behavior contract. The practitioner uses a self-regulatory feedback process to assist them to evaluate their strengths and areas for improvement. They then set goals to further refine their skills.



Standard Teen Triple P (11-16yrs)

Session 6: Managing problem behavior. During this session, the practitioner introduces the parent to strategies to reduce misbehavior and to help teenagers learn to manage their emotions. An emotional behavior routine is presented and rehearsed.

Session 7: Using positive parenting strategies 2. This session again involves both the teenager and their parent/s. They are observed during a structured interaction as they review how things are going. The practitioner again uses a self-regulatory feedback process to assist them to evaluate their strengths and areas for improvement. They then set goals to further refine their skills.

Session 8: Dealing with risky behavior. This session introduces the parent to a routine for addressing teenagers' risky behavior, guides them through the steps of how to use the routine, and prompts them to use the routine at home in the coming week.

Session 9: Using planning ahead routines. This session assists the parent and their teenager to review how they have planned ahead for potential risky behavior and situations. They have an opportunity to practice developing further plans with the support and feedback from the practitioner.

Session 10: Program close. The practitioner conducts a progress review and discusses with the parent family survival tips and how to keep up the changes that have been made. Future problem solving exercises and a final assessment is completed. If necessary, referral options are discussed.

What resources do parents receive?

Each family will receive a copy of the Teen Triple P Family Workbook.



STANDARD STEPPING STONES TRIPLE P

WHAT IS STANDARD STEPPING STONES TRIPLE P?

Standard Stepping Stones Triple P has been developed for parents of children with a disability. Stepping Stones Triple P has been evaluated with families of children with a range of disabilities (e.g. intellectual disability, autism spectrum disorders, cerebral palsy) and elevated levels of disruptive behaviour. Standard Stepping Stones Triple P begins with a comprehensive assessment of parent-child interaction and family issues. The intervention provides parents with comprehensive support in managing their child's behaviour across various settings (e.g. disobedience, fighting and aggression, temper tantrums). The focus is on understanding the function of problem behaviour and teaching the child skills that can be used to replace misbehaviour. Over 10 one-to-one sessions, parents learn to set their own goals, work out what changes they would like to see in their child's behaviour, and learn strategies to promote positive behaviour and deal with misbehaviour.

WHO IS IT FOR?

Parents or caregivers of a child with a disability (up to 12 years) who benefit from this programme have concerns about their child's moderate to severe behavioural problems and are able to commit to up to 10 regular individual consultations, either in a clinic or in the family home.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Initial interview

The parent is interviewed to gather comprehensive child and family information. Details of behavioural problems or issues are taken and parents are asked to complete a series of questionnaires designed to screen for factors that may be influencing child development or behaviour. In this session, parents are also introduced to a range of recording techniques that they can use to keep track of the behaviour/s of interest over the coming weeks.

Session 2: Observation and sharing of assessment findings

This session begins with an observation of parent-child interaction which is followed by a feedback discussion with the parent only. Practitioners use a guided participation model to engage parents in a review of all assessment information, developing a shared conceptualisation of the problem and its causes, then negotiating goals and treatment directions.

Session 3: Promoting children's development

During this session, the parent learns the principles of positive parenting, strategies to develop positive relationships with their children, how to encourage desirable behaviour, and strategies to teach children new skills and behaviours.

Session 4: Managing misbehaviour

This session involves introducing the parent to strategies for dealing with misbehaviour, developing a parenting routine, and finalising their behavioural charts.

Session 5-7: Practice sessions 1-3

These sessions assist the parent in using the behaviour change strategies. The practitioner observes a brief parent-child interaction where the parent has set goals to practise using specific parenting strategies. The practitioner then has the opportunity to encourage the parent's self-evaluation and goal setting to refine the use of specific parenting strategies.

Session 8: Planning ahead

During this session, the parent identifies high-risk home and community activities (e.g. shopping trips, therapy sessions, getting ready for school). The practitioner then teaches them how to develop planning ahead routines to prevent misbehaviour, encourage skill development, and manage misbehaviour in one or more of the parent's identified high-risk situations. Parents then plan to implement their routines over the coming week.

Session 9: Planning ahead practice session

During this session, the parent practises encouraging their child to play independently while they discuss their planning ahead routines with the practitioner. The practitioner also observes the parent getting the child ready to go out and provides feedback before ending the session.

Session 10: Programme close

The practitioner conducts a progress review and discusses ideas with the parent to maintain good changes that have been made, how to solve problems in the future, and whether referral for further support is appropriate. The parent then completes a post-assessment similar to the initial questionnaire booklet they completed.



All Standard Courses;

Attend online or in-person with one of our accredited Practitioners at a time flexible to your needs.

Fees:

- Online: £900.00
- In Person: £1220.00

Instalment Plans Available.