

AMENDMENT OF THE PROFESSIONAL SERVICES AGREEMENT

This Amendment to the Professional Services Agreement is entered into between the City of San Antonio ("City"), a Texas Municipal Corporation, on behalf of the San Antonio Metropolitan Health District ("Metro Health"), and Triple P America, Inc. ("Contractor"), hereinafter collectively referred to as "the Parties."

WHEREAS, pursuant to Ordinance No. 2023-09-14-0623 on October 31, 2023 the City executed an Agreement with Contractor for Contractor to provide services for implementation of the Triple P Parenting Program in order to promote the mission of Metro Health's Violence Prevention Program and shall provide the following Triple P Positive Parenting Program (Triple P) virtual training, training resources and support services; and

WHEREAS, said Agreement provided for an initial term from October 1, 2023 until September 30, 2024; and

WHEREAS, the City wishes to amend the Agreement for Contractor to provide additional services through March 31, 2025 and wishes to extend the Agreement through March 31, 2025, amend the scope of services to add services and increase the compensation for the additional services; and

WHEREAS, the City has determined that the Agreement term scope of work and compensation should be amended in pursuant to the term of this amendment; **NOW THEREFORE:**

I. AMENDMENTS

City and the Contractor agree to amend the Agreement as follows:

A. Article II. Term, section 2.1 is amended to read as follows:

2.1 Unless sooner terminated in accordance with the provisions of this Agreement, the term of this Agreement shall commence on October 1, 2023 and terminate on March 31, 2025.

B. Article III. Scope of Services, section 3.2 is amended to read as follows:

3.2 Contractor agrees to perform the following services:

For the period of October 1, 2023 through September 30, 2024 consistent with the attached **Attachment I-Training Description**, Contractor shall provide the following Triple P Positive Parenting Program (Triple P) virtual training, training resources and support services:

- a. Contractor shall provide Level 2 Selected Triple P Seminars open enrollment training for up to 5 practitioners (City shall determine attendees).
- b. Contractor shall provide Level 2 Seminar Stepping Stones Triple P Seminars open enrollment training for up to 1 practitioner (City shall determine attendees).
- c. Contractor shall provide Level 2 Selected Seminars TEEN Triple P for up to 3 practitioners (City shall determine attendees).
- d. Contractor shall provide Level 3 Triple P Discussion Group open enrollment training for up to 6 practitioners (City shall determine attendees).
- e. Contractor shall provide Level 3 Discussion Groups TEEN Triple P for up to 3 practitioners (City shall determine attendees).
- f. Contractor shall provide Level 4 Group Triple P open enrollment training for up to 2 practitioners (City shall determine attendees).

- g. Contractor shall provide Level 4 Group TEEN Triple P for up to 3 practitioners (City shall determine attendees).
- h. Contractor shall provide Level 5 Pathways Triple P open enrollment training for up to 1 practitioner (City shall determine attendees).
- i. Contractor shall provide Level 5 Family Transitions Triple P open enrollment training for up to 1 practitioner (City shall determine attendees).
- j. Contractor shall provide 500 Triple P Online Codes for parents to complete Triple P Online, stand-alone web-based intervention designed to promote positive parenting practices and teach parents the application of principles to specific situations. Contractor agrees the codes for the online training course provided under this Agreement shall have no expiration date for use by the City and City may continue to use them beyond the term of this Agreement.
- k. Contractor shall provide 200 TEEN Triple P Online Codes, designed for parents of teenagers to complete as a stand-alone web-based intervention that promotes the use of positive parenting practices and teaches parents the application of principles to specific situations involved in raising teenagers. Contractor agrees the codes for the online training course provided under this Agreement shall have no expiration date for use by the City and City may continue to use them beyond the term of this Agreement.

For the period of October 1, 2024 through March 31, 2025 consistent with the attached **Attachment II-Training Description**, Contractor shall provide the following Triple P Positive Parenting Program (Triple P) virtual training, training resources and support services:

- l. Contractor shall provide Level 2 Selected Seminar Teen Triple P Special Accreditation service, including accompanying training materials, for up to 2 practitioners (City shall determine attendees).
- m. Contractor shall provide Level 3 Discussion Group Teen Triple P Special Accreditation service, including accompanying training materials, for up to 2 practitioners (City shall determine attendees).
- n. Contractor shall provide Level 3 Discussion Group 0-12 Triple P Special Accreditation service, including accompanying training materials, for 1 practitioner (City shall determine attendee).
- o. Contractor shall provide Level 2 Seminar Stepping Stones Triple P Seminars open enrollment training, including accompanying training materials, for 1 practitioner (City shall determine attendee).
- p. Contractor shall provide Level 4 Group Triple P for Baby open enrollment training, including accompanying training materials, for 3 practitioners (City shall determine attendees).
- q. Contractor shall provide Level 4 Group TEEN Triple P open enrollment training, including accompanying training materials, for 1 practitioner (City shall determine attendees).
- r. Contractor shall provide Level 5 Pathways Triple P open enrollment training, including accompanying training materials, for 1 practitioner (City shall determine attendee).
- s. Contractor shall provide 400 Triple P Online Codes for parents to complete Triple P Online, stand-alone web-based intervention designed to promote positive parenting practices and teach parents the application of principles to specific situations. Contractor agrees the codes for the online training course provided under this Agreement shall have no expiration date for use by the City and City may continue to use them beyond the term of this Agreement. Once an Online Code is activated users will have access to the platform for a period of 12 months, which may be extended at Contractor's sole discretion.
- t. Contractor shall provide 200 TEEN Triple P Online Codes, designed for parents of teenagers to complete as a stand-alone web-based intervention that promotes the use of positive parenting practices and teaches parents the application of principles to specific situations involved in raising teenagers. Contractor agrees the codes for the online training course provided under this

Agreement shall have no expiration date for use by the City and City may continue to use them beyond the term of this Agreement. Once an Online Code is activated users will have access to the platform for a period of 12 months, which may be extended at Contractor's sole discretion.

- u. Contractor shall provide 150 Triple P for Baby Online Codes, designed for parents of babies to complete as a stand-alone web-based intervention that promotes the use of positive parenting practices and teaches parents the application of principles to specific situations. Contractor agrees the codes for the online training course provided under this Agreement shall have no expiration date for use by the City and City may continue to use them beyond the term of this Agreement. Once an Online Code is activated users will have access to the platform for a period of 12 months, which may be extended at Contractor's sole discretion.

C. Article IV. Compensation to Contractor, section 4.1 and 4.2 of the Agreement are amended to read as follows:

4.1 In consideration of Contractor's performance in a satisfactory and efficient manner, as determined solely by Director, of all services and activities set forth in this Agreement, City agrees to pay Contractor an amount not to exceed two hundred seven thousand four hundred ninety- three dollars and 08/100th (\$207,493.08) as total compensation, to be paid to Contractor in accordance with the following:

A. For the period of October 1, 2023 through September 30, 2024 Contractor shall be paid as follows:

For services under section 3.2.a: Level 2 Selected Triple P Seminars open enrollment training- \$1,760.00/practitioner (up to \$8,800.00).

For services under section 3.2.b: Level 2 Selected Stepping Stones Triple P Seminars Extension open enrollment training- \$1,860.00/practitioner (up to \$1,860.00).

For services under section 3.2.c: Level 2 Selected Seminars TEEN Triple P open enrollment training- \$1,795/practitioner (up to \$5,385.00)

For services under section 3.2.d: Level 3 Triple P Discussion Groups open enrollment training- \$2,140.00/practitioner (up to \$12,840.00).

For services under section 3.2.e: Level 3 Discussion Groups TEEN Triple P open enrollment training- \$2,085/practitioner (up to \$6,255.00)

For services under section 3.2.f: Level 4 Group Triple P open enrollment training- \$2,850.00/practitioner (up to \$2,850.00).

For services under section 3.2.g: Level 4 Group TEEN Triple P open enrollment training- \$2,910/practitioner (up to \$8,730.00)

For services under section 3.2.h: Level 5 Pathways Triple P open enrollment training- \$2,140.00/practitioner (up to \$2,140.00).

For services under section 3.2.i: Level 5 Family Transitions Triple P open enrollment training- 2,460.00/practitioner (up to \$2,460.00).

For services under section 3.2.j: Triple P Online Codes - \$93.45/code (up to \$46,725.00)

For services under section 3.2.k: TEEN Triple P Online Codes - \$93.45/code (up to \$18,690.00)

B. For the period of October 1, 2024 through March 31, 2025 Contractor shall be paid as follows:

- a. Level 2 Selected Seminar Teen Triple P Special Accreditation service - \$507.79/practitioner (up to \$1,015.58).
- b. Level 3 Discussion Group Teen Triple P Special Accreditation service - \$824.00/practitioner (up to \$1,648.00).
- c. Level 3 Discussion Group 0-12 Triple P Special Accreditation service - \$864.00/practitioner (up to \$864.00)

- d. For shipping costs related to materials for the aforementioned services in a, b, and c – up to \$113.00 total.
- e. Level 2 Seminar Stepping Stones Triple P Seminars open enrollment training - \$1,915.00/practitioner (up to \$1,915.00).
- f. Level 4 Group Triple P for Baby open enrollment training - \$2,935/practitioner (up to \$8,805.00).
- g. Level 4 Group TEEN Triple P open enrollment training- \$2,005/practitioner (up to \$2,005.00)
- h. Level 5 Pathways Triple P open enrollment training- \$2,205.00/practitioner (up to \$2,205.00).
- i. Triple P Online Codes - \$96.25/code (up to \$38,500.00)
- j. TEEN Triple P Online Codes - \$96.25/code (up to \$19,250.00)
- k. Triple P for Baby Online Codes - \$96.25/code (up to \$14,437.50)

4.2 Contractor will invoice the City in a form acceptable to City, which City shall pay within 30 days of receipt and approval by Director as follows:

A. Contractor will submit an invoice to the City for the Triple P online codes provided under section 3.2.j and 3.2.k, upon submission of all the codes to the City.

Contractor will submit an invoice to the City after each completed round of training session under sections 3.2.a through 3.2.i.

B. Contractor will submit an invoice to the City for the Triple P online codes provided under section 3.2.s, 3.2.t, and 3.2.u upon submission of all the codes to the City.

Contractor will submit an invoice to the City after each completed round of training session under sections 3.2.l through 3.2.r.

The invoice shall be submitted to: Accounts.Payable@sanantonio.gov with copy to SAMHD.invoices@sanantonio.gov or City of San Antonio, Accounts Payable, P.O. Box 839976, San Antonio, Texas 78283-3976, with a copy to City of San Antonio, San Antonio Metropolitan Health District, P.O. Box 839966, San Antonio, Texas 78283-3966.

II.

This Amendment to the Agreement shall not prejudice any present or future rights, remedies, benefits, or powers belonging to or accruing to the Parties under the terms of the Agreement herein amended. Except as provided otherwise herein, all other terms, conditions, covenants and provisions of the Agreement are hereby continued and shall remain in effect in their original form, except for the provisions modified by this Amendment.

EXECUTED and AGREED to as of the dates indicated below.

CITY OF SAN ANTONIO

Claude A. Jacob, DrPH, MPH
Health Director
San Antonio Metropolitan Health District

Date

TRIPLE P AMERICA, INC.


Kat Green
Chief Operating Officer

10/24/24
Date

Approved as to form:

City Attorney

The following table summarises the Triple P system with a description of the target parent group, the practitioners best suited to each level, the delivery format, and any Triple P pre-requisite training required.

TARGET CLIENT GROUP ^a	TYPICAL PRACTITIONERS	DELIVERY FORMAT	PRE-REQUISITE COURSES	TRAINING & ACCREDITATION DAYS	TOTAL TIME FOR PROGRAMME DELIVERY ^b	RESOURCES PER FAMILY	ESTIMATED FAMILIES PER PRACTITIONER PER YEAR ^c
LEVEL 2 BRIEF INTERVENTION							
SELECTED TRIPLE P ^d							
Parents interested in general information about promoting their child's development.	Those involved in education, social services, health services, or voluntary organisations.	3 x 90-minute seminars delivered to large groups of parents.	None	2 days' training 1 day pre-accreditation 1 day accreditation (2 x ½ day accreditation workshops with maximum 10 participants each)	3 hours per seminar	1 x Seminar Tip Sheet	300 seminar places ^e
SELECTED STEPPING STONES TRIPLE P ^d							
Parents of children with a disability (up to 12 years old) interested in general information about promoting their child's development.	Those involved in education, disability services, health services, or voluntary organisations.	3 x 90-minute seminars delivered to large groups of parents.	None	2 days' training 1 day pre-accreditation 1 day accreditation (2 x ½ day accreditation workshops with maximum 10 participants each)	3 hours per seminar ^f	1 x Stepping Stones Seminar Tip Sheet	300 seminar places ^e

TARGET CLIENT GROUP ^a	TYPICAL PRACTITIONERS	DELIVERY FORMAT	PRE-REQUISITE COURSES	TRAINING & ACCREDITATION DAYS	TOTAL TIME FOR PROGRAMME DELIVERY ^b	RESOURCES PER FAMILY	ESTIMATED FAMILIES PER PRACTITIONER PER YEAR ^c
LEVEL 3 BRIEF INTERVENTION							
TRIPLE P DISCUSSION GROUPS							
<p>Parents with a specific concern about their child's behaviour who would benefit from a focused topic-based 2-hour group discussion. The discussion group topics are:</p> <ul style="list-style-type: none"> • Hassle-free shopping with children. • Managing fighting and aggression. • Developing good bedtime routines. • Dealing with disobedience. <p>Hassle-free mealtimes with children.</p>	Those who may be involved in occasional support for the client and are able to provide brief therapeutic interventions to small groups of parents, including teachers, school counsellors, nurses, home visitors, family physicians, pediatricians, allied health professionals and parent educators.	A single-session 2-hour group discussion with an average of 10 parents.	None	<p>2 days' training</p> <p>1 day pre-accreditation</p> <p>1 day accreditation (2 x ½ day accreditation workshops with maximum 10 participants each)</p>	4 hours per group	1 x Group Discussion Workbook	100
TEEN TRIPLE P DISCUSSION GROUPS							
<p>Parents with a specific concern about their teen's behaviour who would benefit from a focused topic-based 2-hour group discussion. The discussion group topics are:</p> <ul style="list-style-type: none"> • Getting teenagers to cooperate. • Coping with teenagers' emotions. • Building teenagers' survival skills. <p>Reducing family conflict.</p>	Those who may be involved in occasional support for the client and are able to provide brief therapeutic interventions to small groups of parents, including teachers, school counsellors, nurses, family physicians, allied health professionals and parent educators.	A single-session 2-hour group discussion with an average of 10 parents.	None	<p>2 days' training</p> <p>1 day pre-accreditation</p> <p>1 day accreditation (2 x ½ day accreditation workshops with maximum 10 participants each)</p>	4 hours per group	1 x Teen Group Discussion Workbook	100

TARGET CLIENT GROUP ^a	TYPICAL PRACTITIONERS	DELIVERY FORMAT	PRE-REQUISITE COURSES	TRAINING & ACCREDITATION DAYS	TOTAL TIME FOR PROGRAMME DELIVERY ^b	RESOURCES PER FAMILY	ESTIMATED FAMILIES PER PRACTITIONER PER YEAR ^c
LEVEL 4 INTENSIVE INTERVENTION							
GROUP TRIPLE P							
Parents with concerns about their child's behaviour who require intensive training in positive parenting or those who wish to learn a variety of parenting skills to apply to multiple contexts. These parents can commit to 8 weeks of regular appointments.	Those who are able to provide regular group interventions, including school counsellors, nurses, psychologists, social workers and parent educators.	5 x 2-hour group sessions + 3 x 20-minute individual telephone consultations for a group of up to 12 parents of children aged 0–12 years.	None	3 days' training 1 day pre-accreditation 2 days' accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	40 hours per group	1 x Every Parent's Group Workbook	30
GROUP TEEN TRIPLE P							
Parents with concerns about their teen's behaviour who require intensive training in positive parenting or those who wish to learn a variety of parenting skills to apply to multiple contexts. These parents can commit to 8 weeks of regular appointments.	Those who are able to provide regular group interventions, including school counsellors, nurses, psychologists, and social workers and parent educators.	5 x 2-hour group sessions + 3 x 20-minute individual telephone consultations for a group of up to 12 parents of teens.	None	3 days' training 1 day pre-accreditation 2 days' accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	40 hours per group	1 x Teen Triple P Group Workbook	30

TARGET CLIENT GROUP ^a	TYPICAL PRACTITIONERS	DELIVERY FORMAT	PRE-REQUISITE COURSES	TRAINING & ACCREDITATION DAYS	TOTAL TIME FOR PROGRAMME DELIVERY ^b	RESOURCES PER FAMILY	ESTIMATED FAMILIES PER PRACTITIONER PER YEAR ^c
LEVEL 5 ADJUNCTIVE SUPPORT							
PATHWAYS TRIPLE P							
Parents who have anger-management issues and other issues that put them at risk of child abuse and neglect.	Those who are able to provide regular interventions, including school counsellors, nurses, psychologists, social workers and allied health professionals.	2–5 individualised or group 60–90-minute sessions.	Any Level 4 Triple P Provider Training Course, or any Level 3 Primary Care Triple P Provider Training Course.	2 days' training 1 day pre-accreditation 2 days' accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	Individual Programme ^k 9 ½–12 hours per family Group Programme 20 hours per group	3 x Pathways to Positive Parenting Modules	25
FAMILY TRANSITIONS TRIPLE P							
Parents going through separation and divorce who have concurrent concerns about their child's behaviour.	Those who are able to provide regular interventions, including family support workers, school counsellors, nurses, psychologists, social workers, and allied health professionals.	5 x 2-hour individual or group sessions in addition to a Level 4 Triple P programme.	None	2 days' training 1 day pre-accreditation 2 days' accreditation (4 x ½ day accreditation workshops with maximum 5 participants each)	21 hours per group ^l	1 x Family Transitions Workbook	25

The following table summarises the Triple P online programmes with a description of the target parent group, the typical providers, and the delivery format.

TARGET CLIENT GROUP*	TYPICAL PROVIDERS	DELIVERY FORMAT
ONLINE PROGRAMMES FOR PARENTS		
TRIPLE P ONLINE		
Parents of children up to 12 years who are more suited to completing an online programme for reasons such as busy schedules, geographical isolation, personal preference for online, or unable to attend regular parenting courses.	Triple P Online is a stand-alone web-based intervention designed to promote positive parenting practices and teach parents the application of principles to specific situations. Parents can complete the programme in their own time on a computer, tablet, or smartphone.	8 x 30–60 minute online modules. Recommended completion rate is 1 module per week.
TEEN TRIPLE P ONLINE		
Parents of children aged between 10 and 16 years who are more suited to completing an online programme for reasons such as busy schedules, geographical isolation, personal preference for online, unable to attend regular parenting courses.	Teen Triple P Online is designed for parents to complete as a stand-alone web-based intervention that promotes the use of positive parenting practices and teaches parents the application of principles to specific situations. Parents can complete the programme in their own time on a computer, tablet or smartphone.	6 x 30–60 minute online modules. Recommended completion rate is 1 module per week.

* The word “parent” referred to in relation to Triple P is used to refer to any person who is a biological parent, adoptive parent, guardian, carer, or who is otherwise acting in a parental role in respect of a person who is a child or adolescent.

** Available in late 2022.

SELECTED TRIPLE P

WHAT IS SELECTED TRIPLE P?

A “light touch” parenting information presentation delivered to a large group of parents (20 to 200) who are generally coping well but have one or two concerns. There are three seminar topics with each taking around 60 minutes to present, plus 30 minutes for question time. The Selected Triple P Seminar Series is designed to be a brief introduction to the Triple P strategies and will give parents and carers you work with great ideas to take home and try out with their family.

WHO IS IT FOR?

Parents or caregivers, with children up to 12 years, interested in general information about promoting their child’s development. The series of seminars can also assist parents with specific concerns about their child’s behavior or development. Parents are likely to benefit if their family is not complicated by significant behavior problems or family stress. This intervention can also be useful as an introduction to the Triple P strategies for families who will access a more intensive intervention.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Seminar 1: Positive parenting

Practitioners introduce parents to the five key principles of positive parenting that form the basis of Triple P. These principles are:

- Ensuring a safe engaging environment.
- Creating a positive learning environment.
- Using assertive discipline.
- Having reasonable expectations.
- Looking after yourself as a parent.

Seminar 2: Raising confident, competent children

In this seminar, parents are introduced to six core building blocks for children to become confident and successful at school and beyond. These competencies are:

- Showing respect to others.
- Being considerate.
- Having good communication and social skills.
- Having healthy self-esteem.
- Being a good problem solver.
- Becoming independent.

Seminar 3: Raising resilient children

Parents are introduced to six core building blocks for children to manage their feelings and become resilient in dealing with life stress. These competencies are:

- Recognising and accepting feelings.
- Expressing feelings appropriately.
- Building a positive outlook.
- Developing coping skills.
- Dealing with negative feelings.
- Dealing with stressful life events.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to each seminar, the practitioner should allow time for preparing for the seminar and supervision. Please see the table below for an approximate delivery guideline time for each seminar.

CONSULTATION TIME	1½ hours
PRE AND POST ASSESSMENTS- QUESTIONNAIRE SCORING AND FEEDBACK*	n/a
TELEPHONE SUPPORT OR HOME VISIT	n/a
SESSION PREPARATION AND POST- SESSION DEBRIEF/SUPERVISION	1½ hours
CASE NOTES AND REPORT WRITING**	n/a
TOTAL TIME	3 hours per seminar

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family will receive a Triple P Seminar Series Tip Sheet corresponding to the seminar they are attending.

Please see the table below for the expected program resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	6 interventions (2 rounds of 3 topics)
NUMBER OF FAMILIES PER INTERVENTION	50 families per seminar
RESOURCES PER FAMILY	1x Seminar Tip Sheet per seminar place
TOTAL NUMBER OF FAMILIES	300 seminar places
TOTAL RESOURCES PER YEAR	300 Tipsheets (100 of each topic)

WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Selected Triple P to families, practitioners must have completed an approved active skills training program and demonstrated their knowledge and competence in program delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support.

NUMBER OF TRAINING DAYS (9.00AM - 4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM - 4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4-6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2-3 hours (hourly meetings per month)
TOTAL TIME	5 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. Assumes an organization has established a successful referral process for families requiring further assistance (either to in person or online Triple P programs).

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Organising a successful seminar series.
- Presentation of the seminar series.
- Core principles of positive parenting and behavior change.
- Specific positive parenting strategies for promoting children's development.
- Responding to parents' questions.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive a copy of the following Triple P practitioner resources at training:

- Facilitator's Kit for Selected Triple P (includes Facilitator's Manual and Seminar Series PowerPoint presentations CD).
- Triple P Tip Sheet Series - Seminar Series (includes a tip sheet from each seminar).

GROUP TEEN TRIPLE P

WHAT IS GROUP TEEN TRIPLE P?

A broad-based parenting intervention delivered over eight weeks for parents of teenagers up to 16-years who are interested in learning a variety of parenting skills. Parents may be interested in promoting their teenager's development and potential or they may have concerns about their teenager's behavior. The program involves five (2-hour) group sessions of up to 12 parents. Parents actively participate in a range of exercises to learn about the influences on adolescent behavior, setting specific goals, and using strategies to promote a teenager's skills development, manage inappropriate behavior, and teach emotional self-regulation. Parents also learn how to plan around risk-taking behavior and risky situations. Then there are three (15 to 30 minute) individual (telephone) consultations to assist parents with independent problem solving while they are practicing the skills at home.

WHO IS IT FOR?

Parents or caregivers who have concerns about their teenager's level of behavioral problems or simply wish to prevent behavioral problems from developing. Parents who have completed lower level interventions and have not achieved the goals they want, may benefit from a Group Teen Triple P intervention. Parents need to be able to commit to all eight sessions.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Positive parenting

This session provides parents with an introduction to positive parenting, factors that influence teenagers' behavior, and how to set goals for change. Parents submit a completed assessment booklet at the beginning of this session.

Session 2: Encouraging appropriate behavior

During this session, the practitioner discusses how to develop positive relationships with teenagers, increase desirable behavior, teach new skills and behaviors, use behavior contracts, and hold family meetings.

Session 3: Managing problem behavior

In this session, parents learn how to develop family rules, deal with non-cooperation, acknowledge emotions, and use behavior contracts. They have an opportunity to rehearse these routines in the session, to promote emotional self-regulation.

Session 4: Dealing with risky behavior

This session covers identifying risky situations, routines to deal with risky behavior, and family survival tips. Parents also prepare for their individual consultation sessions.

Session 5-7: Implementing parenting routines 1-3

The practitioner provides feedback from initial assessments that the family completed and then uses a self-regulatory feedback model to assist parents to review their implementation of parenting strategies and risky behavior plans. From this, parents set goals for the further refinement of their routines, if needed.

Session 8: Program close.

Parents return for a final group session to review progress and family survival tips, look at ways to maintain changes and problem-solving for the future, and to close the program. If necessary, referral options are discussed.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to consultations, the practitioner should allow time for preparing for the sessions and supervision. Please see the table below for an approximate delivery guideline time for each group.

CONSULTATION TIME	10 hours (2 hours per session for 5 weeks)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	5 hours
TELEPHONE SUPPORT OR HOME VISIT	15 hours (10 families, 30 minutes each week for 3 weeks)
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	5 hours
CASE NOTES AND REPORT WRITING**	5 hours
TOTAL TIME	40 hours per group

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.



WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of Teen Triple P Group Workbook. This workbook provides them with the content of all sessions, space to complete written exercises, and an outline of all homework tasks.

Please see the table below for the expected program resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	3 groups
NUMBER OF FAMILIES PER INTERVENTION	10 families per group
RESOURCES PER FAMILY	1 x Teen Triple P Group Workbook
TOTAL NUMBER OF FAMILIES	30 families
TOTAL RESOURCES PER YEAR	30 x Teen Triple P Group Workbook

WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Group Teen Triple P to families, practitioners must have completed an approved active skills training program and demonstrated their knowledge and competence in program delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person¹.

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	3 days
PRE-ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	6 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. However, it is desirable that practitioners have knowledge of adolescent development to undertake this training.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Application of key parenting strategies to a broad range of teenagers' target behaviors.
- Risk and protective factors operating within families.
- Strategies for promoting generalization and maintenance of behavior change.
- Use of active skills training strategies in a group format.
- Group dynamics and common process issues.
- Telephone support consultations with parents.
- Identification of indicators suggesting a more intensive intervention is required.
- Appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resource:

- Facilitator's Kit for Group Teen Triple P (includes Facilitator's Manual and the Teen Triple P Group Workbook).
- Access to the Group Teen Triple P PowerPoint presentations.
- Access to the Every Parent's Guide to Teenagers video.

¹ In-person is an option when government rules, safety and insurance requirements allow.

PATHWAYS TRIPLE P

WHAT IS PATHWAYS TRIPLE P?

Pathways Triple P has been developed as an intensive intervention program for parents who have difficulty regulating their emotions and as a result are considered at risk of physically or emotionally harming their children. Pathways Triple P requires parents to have received Level 4 Triple P sessions teaching them positive parenting and child management skills. The Pathways Triple P program can be completed in either a group or on an individual basis over two to five 60-90 minute sessions. There are three core modules that provide parents with support and to learn new attributional styles and anger management techniques that will assist in improvement and/or maintenance of positive parenting skills.

WHO IS IT FOR?

Parents who benefit are those who have difficulty regulating their emotions or persistently make misattributions about reasons for their child's behavior and as a result are considered at risk of physically or emotionally harming their children. They have usually completed a Level 4 program and need further personal support to improve or maintain positive parenting skills.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Module 1, Session 1: Parent traps

During this session, parents learn to identify parent traps, understand the impact of their own behavior on their children, and identify dysfunctional attributions.

Module 1, Session 2: How to get out of a parent trap

This session covers the reasons parents get caught in parent traps and teaches parents thought switching and breaking out of a parent trap.

Module 2, Session 1: Recognizing and understanding anger

This session introduces cognitive behavioral strategies to recognize and understand anger, how to stop anger escalating, abdominal breathing and other relaxation techniques, and planning pleasurable activities.

Module 2, Session 2: Managing your anger

During this session, parents will learn to catch unhelpful thoughts, develop personal anger coping statements, challenge unhelpful thoughts, and develop coping plans for high risk situations.

Module 3: Maintenance and closure

This final session focuses on how parents can maintain changes, problem solve for the future, and create future goals.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to consultations, the practitioner should allow time for preparing for the sessions and supervision. Please see the table below for an approximate delivery guideline time for each group.

INDIVIDUAL PROGRAM	
CONSULTATION TIME*	5–7½ hours (60–90 mins per session for 5 sessions)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK**	½ hours
TELEPHONE SUPPORT OR HOME VISIT***	n/a
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	2 hours
CASE NOTES AND REPORT WRITING***	2 hours
TOTAL TIME	9½–12 hours per family
GROUP PROGRAM	
CONSULTATION TIME*	10 hours (2 hours per session for 5 sessions)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK**	2 hours (8 families on average per group)
TELEPHONE SUPPORT OR HOME VISIT***	n/a
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	4 hours
CASE NOTES AND REPORT WRITING***	4 hours (30 mins per family, 8 families)
TOTAL TIME	20 hours per group

*Based on an average of 2 modules completed per family in addition to a Level 4 program.

**An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

***Not including comprehensive reports for government agencies.



WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of the relevant Pathways to Positive Parenting Module Workbooks.

Please see the table below for the expected program resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	25 families
NUMBER OF FAMILIES PER INTERVENTION	1 family
RESOURCES PER FAMILY	3 x Pathways to Positive Parenting Modules
TOTAL NUMBER OF FAMILIES	25 families
TOTAL RESOURCES PER YEAR	75 x Pathways to Positive Parenting Modules

WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Pathways Triple P to families, practitioners must have completed an approved active skills training program and demonstrated their knowledge and competence in program delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support.

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	n/a (combined with Level 4 course)
TOTAL TIME	4½ days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

Practitioners must have completed a Level 4 Triple P Provider Training Course. This course includes training in Cognitive Behavior Therapy (CBT) strategies and experience in this area is an advantage when completing the course.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Advanced assessment of child and family functioning.
- Identification of indicators suggesting the presence of additional risk factors within families.
- The delivery of interventions targeting additional risk factors, including anger management training and cognitive restructuring skills.
- Strategies for promoting generalization and maintenance of behavior change.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive a copy of the following Triple P practitioner resources at training:

- Practitioner's Kit for Pathways Triple P (includes Practitioner's Manual, CD with Group Pathways PowerPoint presentations, and Pathways to Positive Parenting Modules).
- Coping with Stress [DVD].

TEEN TRIPLE P DISCUSSION GROUPS

WHAT IS TEEN TRIPLE P DISCUSSION GROUPS?

The Teen Triple P Discussion Group Series includes parent discussion groups on commonly encountered problems such as getting teenagers to cooperate, coping with teenagers' emotions, reducing family conflict, and building teenagers' survival skills. The discussion groups are designed to provide an overview of the positive parenting principles for all parents who are interested. Parents are actively involved throughout the 2-hour small group format discussions.

WHO IS IT FOR?

Parents or caregivers with a specific concern about their teen's behavior or development. They are most likely to benefit when their concerns are around a relatively discreet, mild to moderate problem behavior and when parents can independently implement parenting plans that are generated during each session. They are also encouraged to apply new parenting skills to other problems that may arise.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Topic 1: Getting teenagers to cooperate

During this discussion, parents share some of their experiences and ideas about dealing with non-cooperation and discuss reasons why teenagers can be uncooperative. Several positive parenting strategies are introduced to help parents develop a plan to motivate their teenager to be cooperative at home.

Topic 2: Coping with teenagers' emotions

In this session, parents discuss some of the reasons teenagers have emotional reactions and the skills that teens need to calm themselves down. Several positive parenting strategies are introduced to help parents teach their teen to better manage their emotions.

Topic 3: Building teenagers' survival skills

This discussion topic explores why teenagers sometimes make risky decisions and how they can learn to keep themselves safe while gradually developing independence. Parents are introduced to positive parenting strategies to help their teen plan for situations which may potentially put their health or wellbeing at risk.

Topic 4: Reducing family conflict

During this discussion, parents share some of their experiences of conflict with their teenager and discuss why sometimes this occurs in families. Several positive parenting strategies are introduced to help parents teach their teens how to get along with other family members and resolve problems. Ways to manage times when conflict affects the whole family are also discussed.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to each discussion group, the practitioner should allow time for preparing for the sessions and supervision. Please see the table below for an approximate delivery guideline time for each group.

CONSULTATION TIME	2 hours
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	n/a
TELEPHONE SUPPORT OR HOME VISIT	optional
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	1 hour
CASE NOTES AND REPORT WRITING**	1 hour (10 families, 6 minutes each)
TOTAL TIME	4 hours per group

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a Teen Triple P Discussion Group Workbook on the corresponding topic they are attending.

Please see the table below for the expected program resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	10 groups
NUMBER OF FAMILIES PER INTERVENTION	10 families per group
RESOURCES PER FAMILY	1 x Teen Triple P Discussion Group Workbook
TOTAL NUMBER OF FAMILIES	100 families
TOTAL RESOURCES PER YEAR	100 x Teen Triple P Discussion Group Workbook

TRIPLE P DISCUSSION GROUPS

WHAT IS TRIPLE P DISCUSSION GROUPS?

The Triple P Discussion Group Series includes parent discussion groups on commonly encountered problems such as disobedience, fighting and aggression, and managing situations such as shopping with children, mealtimes and bedtime. The discussion groups are designed to provide an overview of the positive parenting principles for any interested parent. Parents are actively involved throughout the 2-hour small group format discussions.

WHO IS IT FOR?

Parents or caregivers with a specific concern about their child's behavior. They are most likely to benefit when their concerns are around a relatively discreet, mild to moderate behavioral issue and when parents can independently implement parenting plans that are generated during each session. They are also encouraged to apply new parenting skills to other problems that may arise.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Topic 1: Dealing with disobedience

This discussion topic provides examples of common forms of disobedience and some reasons why children have difficulty learning to follow instructions. A number of positive parenting strategies are then introduced to help parents develop a personal plan to prevent disobedience, teach their child limits, and also to manage disobedience when necessary.

Topic 2: Managing fighting and aggression

During this discussion topic, parents are encouraged to share their experiences of aggressive and destructive behavior from their children and discuss some of the reasons children fight. This topic covers the skills that children need to be able to cooperate and get along with others. Parents learn how to teach skills such as sharing, communicating, and being gentle. They also prepare plans to manage times when fighting and aggression do occur.

Topic 3: Developing good bedtime routines

This discussion topic explores different problems parents commonly face at bedtime and some of the reasons why they happen. The skills children need to get into a good bedtime routine are discussed and parents are introduced to positive parenting strategies to help prevent problems. The approaches to encouraging children to stay in their own bed throughout the night are discussed: the gentle, the gradual, and the direct approach. All approaches are evidence-based and parents choose which approach suits them best.

Topic 4: Hassle-free shopping with children

This discussion topic uses shopping trips as an example of one of the most common times parents have to deal with difficult behavior in public. Positive parenting strategies are discussed as step-by-step suggestions for preventing problems and teaching children how to behave on shopping trips. Parents develop individualized plans to manage problem behavior during their own shopping trips and are encouraged to transfer new parenting strategies to other potentially difficult community situations.

Topic 5: Hassle-free mealtimes with children

This discussion topic explores things that influence children's mealtime behavior, setting limits and teaching children good mealtime habits. Parents will look at ways to increase food variety, be introduced to some positive parenting strategies to help manage mealtimes and develop a personal plan for their family's mealtimes.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to each discussion group, the practitioner should allow time for preparing for the sessions and supervision. Please see the table below for an approximate delivery guideline time for each group.

CONSULTATION TIME	2 hours
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	n/a
TELEPHONE SUPPORT OR HOME VISIT	Optional
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	1 hour
CASE NOTES AND REPORT WRITING**	1 hour (10 families, 6 minutes each)
TOTAL TIME	4 hours per group

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a Triple P Discussion Group Workbook on the corresponding topic they are attending.

Please see the table below for the expected program resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	10 groups
NUMBER OF FAMILIES PER INTERVENTION	10 families per group
RESOURCES PER FAMILY	1 x Discussion Group Workbook
TOTAL NUMBER OF FAMILIES	100 families
TOTAL RESOURCES PER YEAR	100 x Discussion Group Workbook

WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Triple P Discussion Groups to families, practitioners must have completed an approved active skills training program and demonstrated their knowledge and competence in program delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person¹.

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE-ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	5 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Early detection and effective management of child behavior problems.
- Core principles of positive parenting and behavior change.
- Specific positive parenting strategies for promoting children's development.
- Effective parent consultation.
- Use of active skills training strategies in a group format.
- Group dynamics and common process issues.
- Identification of indicators suggesting more intervention is required and appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resource:

- Facilitator's Kit for Triple P Discussion Group (includes Presentation Guide and five Workbooks).
- Access to the Triple P Discussion Groups PowerPoint presentations.
- Facilitator's Manual for Triple P Discussion Groups.

¹ In-person is an option when government rules, safety and insurance requirements allow.

SELECTED TEEN TRIPLE P

WHAT IS SELECTED TEEN TRIPLE P?

A “light touch” parenting information presentation delivered to a large group of parents (20 to 200) who are generally coping well but have one or two concerns. There are three seminar topics with each taking around 60 minutes to present, plus 30 minutes for question time. The Selected Teen Triple P Seminar Series is designed to be a brief introduction to the Triple P strategies and will give parents and carers you work with great ideas to take home and try out with their family.

WHO IS IT FOR?

Parents or caregivers, with teenagers up to 16 years, interested in general information about promoting their teenager’s development. The series of seminars can also assist parents with specific concerns about their teen’s behavior. Parents are likely to benefit if their family is not complicated by significant behavior problems or family stress. This intervention can also be useful as an introduction to the Teen Triple P strategies for families who will access a more intensive intervention.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Seminar 1: Raising responsible teenagers

Practitioners introduce parents to the six key elements of teenagers becoming responsible and specific ideas about how to teach and encourage each of the following skills:

- Taking part in family decision-making.
- Being respectful and considerate.
- Getting involved in family activities.
- Developing a healthy lifestyle.
- Being reliable.
- Being assertive.

Seminar 2: Raising competent teenagers

Practitioners introduce parents to six aspects of teenagers becoming confident and successful in school and the community. Parents are given specific ideas to teach and encourage the following:

- Developing self-discipline.
- Establishing good routines.
- Getting involved in school activities.
- Being a good problem solver.
- Following school rules.
- Having supportive friends.

Seminar 3: Getting teenagers connected

Practitioners introduce parents to different aspects of teaching their teenagers to develop supportive friendships and become engaged in appropriate social and recreational groups and activities in the wider community. Parents are given specific ideas about teaching their teenagers the following skills:

- Being confident.
- Being socially skilled.
- Planning ahead.
- Meeting commitments.
- Keeping in contact.
- Taking care of others.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to each seminar, the practitioner should allow time for preparing for the seminar and supervision. Please see the table below for an approximate delivery guideline time for each seminar.

CONSULTATION TIME	1½ hours
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	n/a
TELEPHONE SUPPORT OR HOME VISIT	n/a
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	1½ hours
CASE NOTES AND REPORT WRITING**	n/a
TOTAL TIME	3 hours per seminar

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family will receive a Teen Triple P Seminar Series Tip Sheet corresponding to the seminar they are attending. Please see the table below for the expected program resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	6 interventions (2 rounds of 3 topics)
NUMBER OF FAMILIES PER INTERVENTION	50 families per seminar
RESOURCES PER FAMILY	1x Seminar Tip Sheet per seminar place
TOTAL NUMBER OF FAMILIES	300 seminar places
TOTAL RESOURCES PER YEAR	300 Tip Sheets (100 of each topic)

SELECTED STEPPING STONES TRIPLE P

WHAT IS SELECTED STEPPING STONES TRIPLE P?

A series of parenting information presentations for groups of parents (20 to 200) who have a child with a disability. There are three seminar topics with each taking around 60 minutes to present, plus 30 minutes for question time. The Selected Stepping Stones Triple P Seminar Series is designed to be a brief introduction to the principles of positive parenting, teaching children with disabilities new skills, and changing problem behavior in children.

WHO IS IT FOR?

Parents or caregivers, who have children with a disability up to 12 years, interested in general information about promoting their child's development. The series of seminars can also assist parents with specific concerns about their child's behavior or development. Parents are likely to benefit if their family is not complicated by significant behavior problems or family stress. This intervention can also be useful as an introduction to the Stepping Stones Triple P strategies for families who will access a more intensive intervention.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Seminar 1: Positive Parenting for Children with a Disability

Practitioners introduce parents to the seven core principles of positive parenting. These principles are:

- Ensuring a safe engaging environment.
- Creating a positive learning environment.
- Using assertive discipline.
- Having reasonable expectations.
- Looking after yourself as a parent.
- Adapting to having a child with a disability.
- Being part of the community.

Seminar 2: Helping Your Child Reach Their Potential

In this seminar, practitioners build on the foundation seminar and show parents how they can use the positive parenting principles to promote their child's development by teaching them new skills and behaviors. The six key steps to teach a new skill are:

- Choosing a skill to teach.
- Breaking the skill into steps.
- Choosing rewards.
- Deciding on when and where to teach.
- Using effective teaching strategies.
- Keeping track and review.

Seminar 3: Changing Problem Behavior into Positive Behavior

Parents are often uncertain how to manage problem behavior in ways that help children learn alternative and more adaptive behavior to take its place. Parents are introduced to the six key steps of how to do this. The steps covered include:

- Tracking the behavior.
- Understanding why the behavior is occurring.
- Changing events that occur before the problem.
- Encouraging alternative behavior.
- Removing accidental rewards.
- Putting the plan into action.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to each seminar, the practitioner should allow time for preparing for the seminar and supervision. Please see the table below for an approximate delivery guideline time for each seminar.

CONSULTATION TIME	1½ hours
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	n/a
TELEPHONE SUPPORT OR HOME VISIT	n/a
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	1½ hours
CASE NOTES AND REPORT WRITING**	n/a
TOTAL TIME	3 hours per seminar

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family will receive a Stepping Stones Triple P Seminar Series Tip Sheet corresponding to the seminar they are attending.

Please see the table below for the expected program resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	6 interventions (2 rounds of 3 topics)
NUMBER OF FAMILIES PER INTERVENTION	50 families per seminar
RESOURCES PER FAMILY	1x Seminar Tip Sheet per seminar place
TOTAL NUMBER OF FAMILIES	300 seminar places
TOTAL RESOURCES PER YEAR	300 Tip Sheets (100 of each topic)



WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Selected Stepping Stones Triple P to families, practitioners must have completed an approved active skills training program and demonstrated their knowledge and competence in program delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support.

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	5 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. Assumes an organization has established a successful referral process for families requiring further assistance (either to in person or online Triple P programs).

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Organizing a successful seminar series.
- Presentation of the seminar series.
- Core principles of positive parenting and behavior change.
- Specific positive parenting strategies for promoting children's development.
- Responding to parents' questions.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive a copy of the following Triple P practitioner resources at training:

- Facilitator's Kit for Selected Stepping Stones Triple P (includes Facilitator's Manual and Stepping Stones Seminar Series PowerPoint presentations CD).
- Stepping Stones Triple P Tip Sheet Series — Seminar Series (includes a tip sheet from each seminar).

TRIPLE P FOR BABY

WHAT IS TRIPLE P FOR BABY?

Triple P for Baby aims to prepare parents for a positive transition to parenthood and the first year with baby, promoting sensitive and responsive care in the perinatal period. Parents actively participate in a range of exercises to learn strategies to develop a positive relationship with their baby, promote their baby's development and help teach their baby new skills and behaviors.

The program can be delivered as a group or individually. The first four group sessions are delivered with up to 10 parents, followed by four individual consultations to assist parents with independent problem solving while practising the skills at home. The program can also be delivered one-to-one with all eight sessions delivered individually. The four initial sessions can be delivered prenatally with the individual consultations delivered postnatally, or the entire program can be delivered postnatally.

WHO IS IT FOR?

Parents at the transition to parenthood or with a baby up to 12 months of age. Parents need to be able to commit to all eight sessions.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Seminar 1: Positive parenting

Provides parents with an introduction to positive parenting as an approach to raising infants, things that have an impact on early child development, and specific parenting strategies for developing a positive relationship with their baby.

Session 2: Responding to your baby

The practitioner introduces a number of strategies that can help parents teach their new baby skills and behaviors, several ways of responding to their baby and information about babies' crying and sleep.

Session 3: Survival skills

The practitioner introduces changes new parents may experience and some of the early parenting traps, and a variety of coping strategies to manage emotions (e.g. stress, anxiety, sadness).

Session 4: Partner support

Provides parents with information on common relationship changes new parents may experience and some partner traps. The importance of communication and ideas for maintaining relationship happiness are also introduced.

Session 5-7: Implementing parenting routines

During the individual sessions, the practitioner supports parents to continue implementing the strategies, and independently set goals and homework tasks.

Session 8: Program close

During the individual session, parents review progress, look at ways to maintain changes, and plan for the future.

HOW MUCH TIME IS NEEDED TO DELIVER THE PROGRAM?

In addition to consultations, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the program.

GROUP PROGRAM	
CONSULTATION TIME	8 hours (2 hours per session for 4 weeks)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	5 hours (10 families, 30 minutes each)
INDIVIDUAL SUPPORT OR HOME VISIT	20 hours (10 families, 30 minutes each week for 4 weeks)
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	4 hours
CASE NOTES AND REPORT WRITING**	5 hours
TOTAL TIME	42 hours per group
INDIVIDUAL PROGRAM	
CONSULTATION TIME	8 hours (2 hours per session for 4 weeks)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	30 minutes
INDIVIDUAL SUPPORT OR HOME VISIT	2 hours (30 minutes for 4 weeks)
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	4 hours
CASE NOTES AND REPORT WRITING**	30 minutes
TOTAL TIME	15 hours per family

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the program.

**Not including comprehensive reports for government agencies.



WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of Triple P for Baby Workbook. This workbook provides them with the content of all sessions, space to complete written exercises, and an outline of all homework tasks.

Please see the table below for the expected program resources required when Triple P is adopted as part of core business.

	GROUP	INDIVIDUAL
NUMBER OF INTERVENTIONS PER YEAR	3 groups	25 families
NUMBER OF FAMILIES PER INTERVENTION	10 families per group	1 family
RESOURCES PER FAMILY	1x Triple P for Baby Workbook	
TOTAL NUMBER OF FAMILIES	30 families	25 families
TOTAL RESOURCES PER YEAR	30 x Triple P for Baby Workbook	25 x Triple P for Baby Workbook

WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Triple P for Baby to families, practitioners must have completed an approved active skills training program and demonstrated their knowledge and competence in program delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Triple P for Baby will be available late-2022 as part of a service evaluation. Training will be available via video conference or in-person¹.

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	3 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	6 days

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. Assumes an organisation has established a successful referral process for families requiring further assistance (either to in person or online Triple P programs).

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Application of key parenting strategies to a broad range of baby behaviors.
- Risk and protective factors operating within families at the transition to parenthood.
- Strategies for partner support and coping skills.
- Use of active skills training strategies in a group format.
- Group dynamics and common process issues.
- Telephone support consultations with parents.
- Identification of indicators suggesting more intervention is required.
- Appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive a copy of the following Triple P practitioner resources at training:

- Practitioner's Kit for Triple P for Baby (includes Practitioner's Manual and Triple P for Baby Workbook).
- Access to Triple P for Baby PowerPoint Session Presentations.
- Access to Triple P for Baby Video.

¹ In-person is an option when government rules, safety and insurance requirements allow.