



Adherence in the Québec Implementation of Triple P: A multi-method system of measurement

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Adherence in Parenting Interventions

Adherence is defined as the implementation of a program’s essential elements without “drifting” from the program as it was originally validated (or demonstrated to be effective) (Turner & Sanders, 2005).

The most common measures of adherence are session checklists.

Research examining adherence to Level 4 Triple P using session checklists (Taylor et al., 2014) found higher levels of adherence to conducting exercises and reviewing homework among more experienced practitioners.

Mazzuchelli and Sanders (2010):

- Described modifications that are high or low risk
- Emphasized the importance of understanding both the content of each session and the underlying processes of the intervention
- Promoted flexible implementation that remains true to the program’s evidence base and flexibly delivers the session’s content

Content and Process in Adherence

Content

Completion of each session’s activities

Modifications to content of an activity?

Process

Underlying principles of a program

Engagement in the Self-Regulation Model?

The Current Study

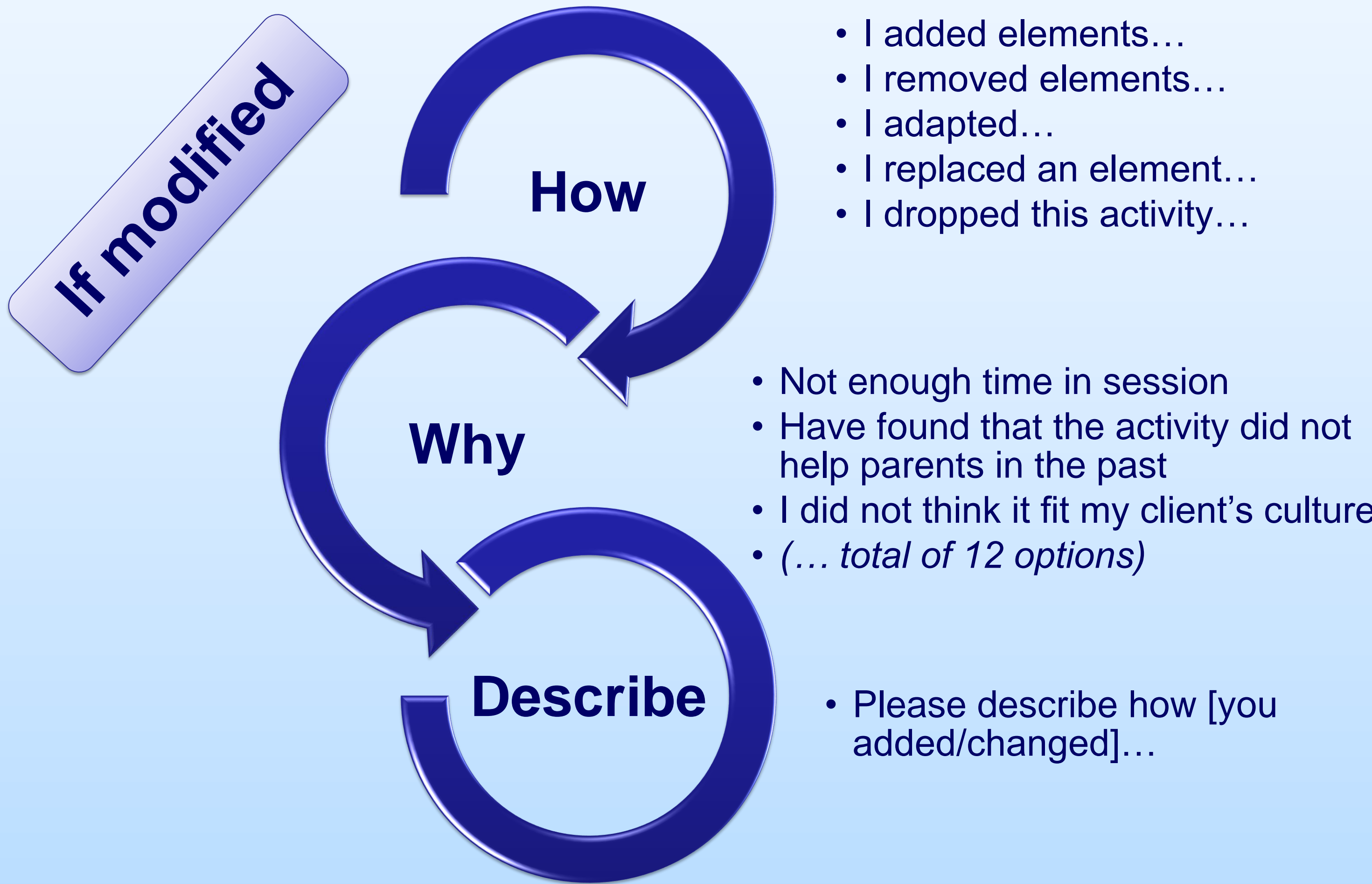
Practitioners in the Québec roll-out are currently asked to complete a new 12-14 item **self-report** measure of adherence after each session: the *Triple P Service Provider Session Reflection* tool (SPSR; Sheshko, Lee, & Gagné, 2015).

We are currently preparing to train a team to **code audio-recordings** of Triple P sessions using the *Adherence Measure for Process Quality in Triple P* (AMPQ; Kirby & Sanders, 2014), which assesses the extent to which practitioners engage in the self-regulation model.

Development of the *Triple P* Service Provider Session Reflection Tool

PART ONE: Reflection on Content

Part I of the SPSR focuses upon adherence to content: it asks the practitioner to reflect on his or her session and determine if each of the session’s components was (i) completed as described in the manual or if (ii) modified:



PART TWO: Reflection on Process

Part II asks the service provider to respond to 8 questions about the degree to which he or she utilized self-regulation:

Please pick the response that best describes the way you worked with the parents during this session (items based upon Sanders & Mazzucchelli’s (2013) discussion of guiding parents in learning Self-management Tools to promote Self-regulation)	Not at all	A little bit	A lot	Not applicable
I invited the parents to develop their own parenting goals				
I invited the parents to monitor their own behaviours				
I invited the parents to monitor the behaviour of their children				
I invited the parents to select the strategies they want to employ				
When discussing parenting strategies employed by the parents, I invited them to identify what went well				
When difficulties were noted in using the parenting strategies, I invited the parents to identify what they could do differently				
I invited the parents to recognize the gains they have made				
I invited the parents to use the parenting practices I introduced across different contexts				

For more information, please contact dshes015@uottawa.ca

Observational Coding: Preliminary examination

Adherence Measure for Process Quality in Triple P

This observational coding measure (Kirby & Sanders, 2014) assesses process quality in the implementation of a Triple P session.

The measure consists of 15 items, each scored on a 4-point range from 1 (not present, indicating that the skill is not used at all in the session) to 4 (fully present, indicating that the skill was used appropriately and at the highest level possible in the session):

- Items 1 – 10 examine specific components of process quality (e.g., *provided rationales for introducing content*)
- Items 11 – 15 assess process delivery overall (e.g., *checked that the parent understood or assessed whether the parent was able to carry out content discussed*).

Translation of Observational Measure

Translation of the AMPQ from English to French helped us to clarify the nuances of each item’s intended meaning, for example:

- *Item 2: “provided rationales for introducing content (e.g., reasons for observations ...) and gained a mandate from the parent.”*
- *Item 5: “set up different types of observations, or demonstration of skills in an appropriate manner (e.g., modelled skill)”*

Item 2 is about why, the underpinning reason behind a course of action, whereas item 5 is how the practitioner set up the skill’s demonstration.

We worked with the measure’s developers to improve our French translation and refine our understanding of the constructs.

Development of Coding Protocol

- The authors of this presentation completed preliminary coding of audio-recordings of Level 3 Primary Care and Level 4 Group Triple P using AMPQ (Kirby & Sanders, 2014)
- We discussed and resolved coding discrepancies, and developed examples to add to our manual
- We will train a team who will code Level 3 and 4 sessions recorded in the Québec rollout in 2016

What does this mean for practitioners and researchers?

It is our hope that the Service Provider Session Reflection tool (SPSR; Sheshko, Lee, & Gagné, 2015) will serve as a **resource to practitioners**: tracking implementation of Triple P, outlining any modifications and reflecting upon how to maintain adherence to Triple P’s content and processes while maintaining responsiveness to clients’ unique needs and engagement in the program’s materials.

In addition, this self-report adherence measure could be a **tool in peer supervision** as practitioners share with a team and discuss elements that were helpful or could be improved in the next implementation.

This research project will be able to offer a multi-method examination of adherence to both the program’s content and processes, in comparing the practitioner self-report and observational coding of sessions.