

Québec Implementation of Triple P: Multi-method Measurement of Adherence

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Overview

- ▶ Triple P
 - ▶ Core features
- ▶ Adherence to evidence-based programs
 - ▶ How is it measured?
 - ▶ What do we know so far?
 - ▶ Adherence to both content and process
 - ▶ Multi-method tools
- ▶ Future directions
- ▶ Questions and discussion

What is Triple P?

- ▶ Parenting program that promotes the principles of
 - 1) Ensuring a safe and engaging environment
 - 2) Creating a positive learning environment
 - 3) Using assertive discipline
 - 4) Having realistic expectations (for a child's behaviour given his or her developmental stage)
 - 5) Parental self-care

(Sanders, 1999)

Core features of Triple P

- ▶ Minimal sufficiency
- ▶ Promotion of self-regulation

What is Adherence?

- ▶ **Delivering an efficacious program in a manner that respects its core elements**

How is adherence measured?

▶ Self report

▶ Observation

Previous research on adherence in parenting interventions

- ▶ Few practitioners deliver the program exactly as it was designed
- ▶ More experienced practitioners report being able to manage exercise and homework better than newer practitioners (Taylor et al. 2015)

But isn't some flexibility necessary?

▶ Low risk modifications

▶ High risk modifications

Adherence to Content and Process

Content

What are the session activities?

Process

How are they presented? Do they promote self-regulation

Multi-method Measurement of Adherence

- ▶ **Self-report:** Practitioners complete a new 12-14 item measure of adherence after each session, the **Triple P Service Provider Session Reflection Tool** (SRT; Sheshko, Lee, & Gagné, 2015) to assess:
 - ▶ **Content** of each session
 - ▶ Engagement in the self-regulation model (**process**)
- ▶ **Observational coding:** We currently **coding audio-recordings** of Triple P sessions by completing the
 - ▶ **Adherence Measure for Process Quality in Triple P** (AMPQ; Kirby & Sanders, 2014): extent to which practitioners engage in the self-regulation model
 - ▶ **Triple P Service Provider Session Reflection Tool:** coding content variations and self-regulation

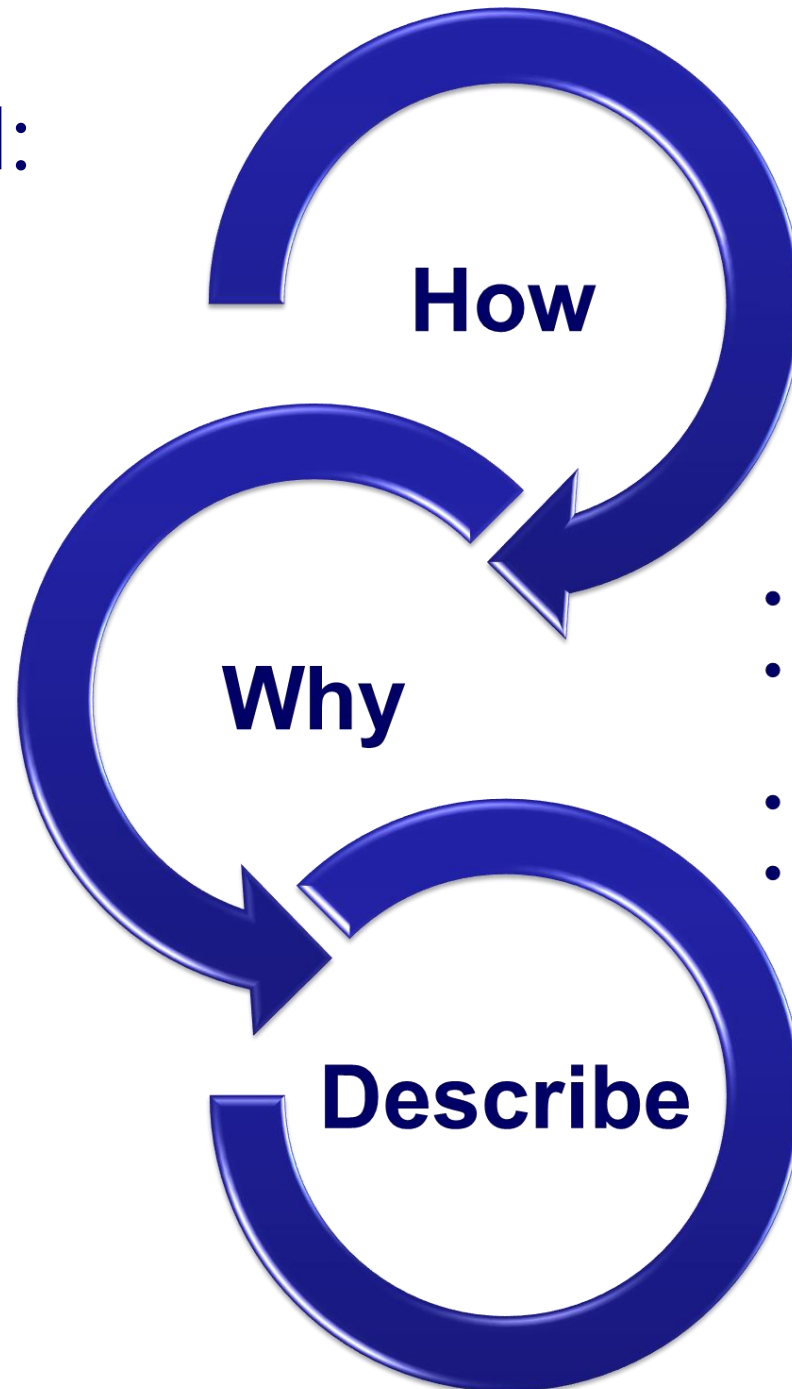
Development of the Self-report

PART I: Reflection on Content

Part I of the SPSR focuses upon adherence to content:

- ▶ 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:

► if modified:



- I added elements...
- I removed elements...
- I adapted...
- I replaced an element...
- I dropped this activity...

- Not enough time in session
- Have found that the activity did not help parents in the past
- I did not think it fit my client's culture
- (... total of 12 options)

- Please describe how [you added/changed]...

Development of the Self-report (continued)

PART II: Reflection on Process

Part I of the SPSR focuses upon adherence to process:

- ▶ Asks the practitioner to reflect on 8 questions exploring 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

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**

** Items based on Sanders & Mazzucchelli's (2013) discussion: guiding parents in learning self-management tools to promote self-regulation*

Observational Coding: Measure

Adherence Measure for Process Quality in Triple P

(Kirby & Sanders, 2014)

- ▶ 15 items: Assess process quality in the implementation of a Triple P session, scored 1 (not present) to 4 (fully present)
 - ▶ Items 1 – 10 examine **specific components** (e.g., *provided rationales for introducing content*)
 - ▶ Items 11 – 15 assess **overall delivery** (e.g., *checked that the parent understood or assessed whether the parent was able to carry out content discussed*)

Observational Coding: Measure Translation

Translation of the AMPQ from English to French: clarified 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.

Observational Coding: Development of Coding Protocol

Completed preliminary coding of audio-recordings

- ▶ Discussed and resolved coding discrepancies; developed examples to add to our manual

Coding team trained Spring, 2016; currently coding audio

- ▶ When listening to audio, coder completes the SRT (to compare with practitioner self-report) assessing each session component
- ▶ Following the audio, coder completes the AMPQ as a global measure

Implications for Practitioners and Researchers

- ▶ Developed project to offer a multi-method examination of adherence to both the program's content and processes:
 - ▶ Aim is to develop a **low-cost and user-friendly** self-report tool that can be used by practitioners in daily practice
- ▶ It is our hope that the *Service Provider Session Reflection Tool* will serve as a **resource to practitioners** to:
 - ▶ **Track** implementation of Triple P
 - ▶ **Reflect** upon modifications and practice
 - ▶ Serve as a **tool in peer supervision**

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Questions and comments?