Practitioners' Self-Reported Adherence to Level 4 Triple P: Testing a New Measure

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Introduction

Adherence
- Degree to which program delivery is in line with the core elements of its evidence base (Forgatch, et al., 2005)
- Experts recommend multi-method, multi-informant approach to adherence measurement (Mowbray et al 2003)
- Important to adhere to both the content of each session and to the underlying process of promoting self-regulation (Mazzuchelli & Sanders, 2010)

Flexibility
- Need to deliver programs flexibly, adapting to client needs and simultaneously maintaining adherence (Kendall et al., 2008; Mazzuchelli & Sanders, 2010)
- Useful to assess modifications of its content and to the program's core processes, but most available tools do not do this

What the practitioner does

CONTENT

PROCESS

How the practitioner conveys the materials

Measure Development
An adherence tool was developed for the trial of Triple P in Québec: the *Session Reflection Tool* (SRT; Sheshko, Lee, & Gagné, 2015), a 12 – 14 item measure completed by practitioners after each session.

The SRT evaluates adherence to both the content of Triple P sessions (and extent to which practitioners made modifications) and the degree to which practitioners engage in the core process of self-regulation. It may be used as a practitioner self-report (SRT-P) and for observational ratings (SRT-O).

Research Questions
Among practitioners delivering Group Triple P:
1) How reliable and valid is this measure?
2) To what extent do practitioners rate themselves as adhering to the content or rate themselves as flexibly adapting the program?
3) To what extent do practitioners rate themselves as adhering to the process of the program?

Method

Participants: 53 practitioners delivering Group Triple P submitted 366 SRTs related to group sessions.

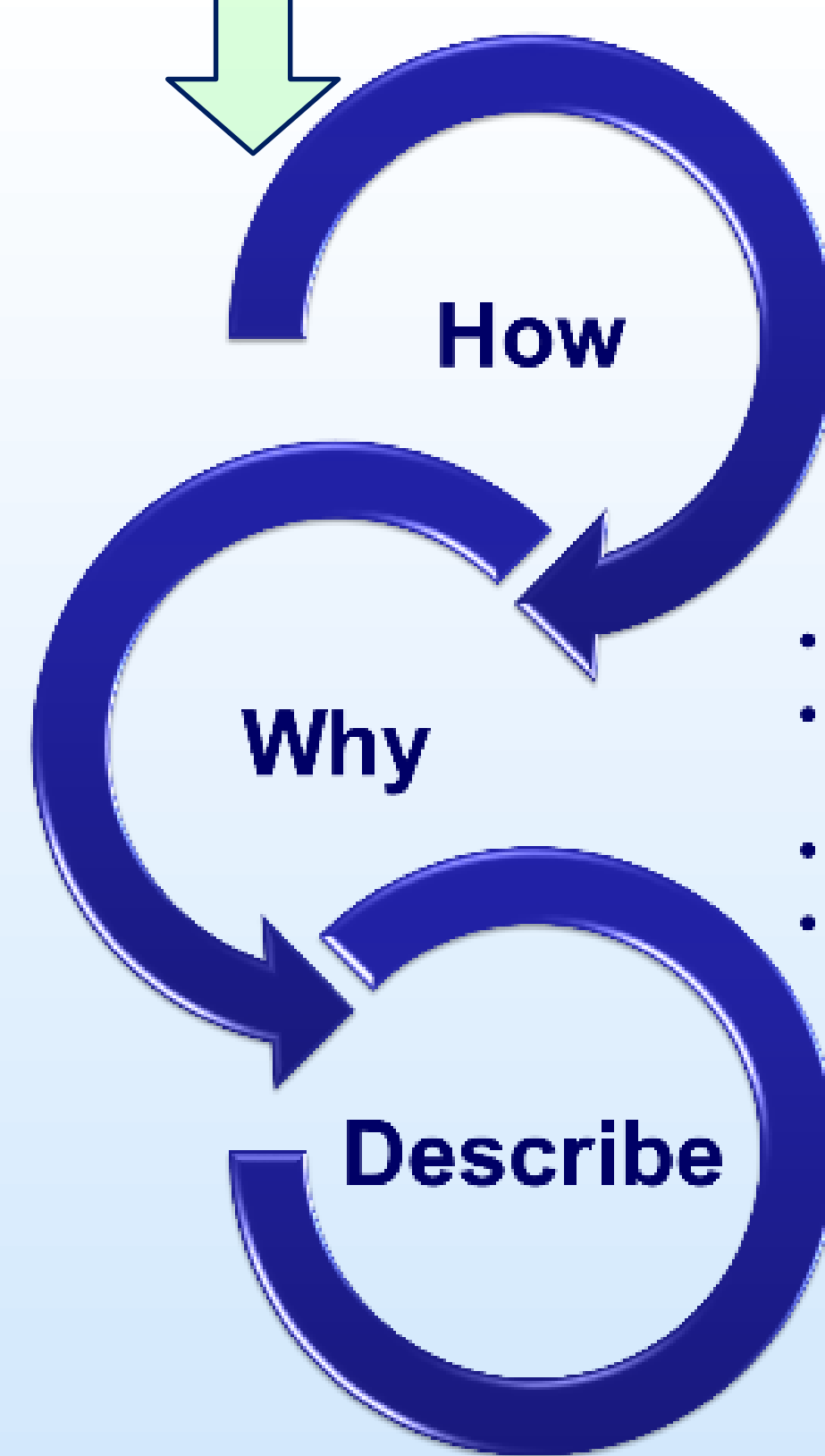An observational coding team rated recordings of 62 sessions.

Session Reflection Tool

PART I: Reflection on Content

Practitioner asked to reflect on session and determine if each session component was
(i) completed as described in the manual or
(ii) modified: if modified, practitioner asked…

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

Why
- 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)*

Describe
- Please describe how [you added/changed]…

PART II: Reflection on Process

Practitioner asked to reflect on degree to which he or she promoted **core process** of self-regulation. Eight items scored from 0 (*not at all*), 1 (*a little*), 2 (*a lot*) or not applicable: **I invited parents to…**
- Develop their own parenting **goals**?
- **Monitor** their own behaviour? Children's behaviour?
- **Select** the strategies they wanted to employ?
- Identify what is **going well**? What they would do **differently**?
- Recognize their **gains**?
- Integrate these parenting practices in **different contexts**?

Results

Reliability of the *Session Reflection Tool*:
- The SRT indicated adequate to good **internal consistency** across both practitioner self-report observational ratings using Part II of the SRT. This indicates that the 8 items assessing the core process of self-regulation are assessing the same construct
- The observational coding team achieved good **inter-rater reliability**, indicating a high level of agreement across outside observers rating adherence using the SRT

Validity of *Session Reflection Tool*:
- Observational ratings of self-regulation (SRT – Part II) demonstrated an adequate correlation with a separate measure of global adherence (*Adherence Measure for Process Quality*; AMPQ, Kirby & Sanders, 2014). This suggests that both measures are tapping into the process of self-regulation
- The correlation between the self-reports (SRT-P) and observational ratings (SRT-O) was low, with observers rating adherence more stringently than practitioners

Self-reported Adherence

Descriptive Results

Content Adherence (SRT – Part I)	• Practitioners reported high adherence to program content, particularly in agenda setting, homework review, presenting the first set of strategies in a session, and session wrap-up
Flexible Implementation of Content	• When practitioners reported modifications, it was often in the latter half of a session, mainly to specific strategies and session wrap-up • Practitioners more often rated modifications as adapted; Observational coders more often rated modifications as removed
Process Adherence (SRT – Part II)	• Practitioners reported high levels of promoting self-regulation; Observational ratings were systematically lower than self-reports

Self-reports: N = 366; Observational ratings: N = 62

Discussion

The *Session Reflection Tool* was designed to support practitioners in reporting on implementation flexibility and indicate the degree to which they are promoting self-regulation. Observers are able to consistently rate content adherence and self-regulation reliably using the SRT. The self-regulation scale (SRT-Part II) was internally consistent when used as self-report and an observational measure, and was correlated with another observational rating of global adherence (AMPQ).

The low correlation between self-reports and observation ratings of adherence indicate that it may to be easier to agree when rating content (using dichotomous yes/no options) than process adherence (rated on a scale). This finding is congruent with existing literature assessing content as compared to process adherence (e.g., Stern et al., 2008). Overall, observers tended to rate more strictly than self-reports, yielding lower correlations. This discrepancy between self-report and observational ratings is line with the existing literature demonstrating weak correlations between different reports of the same circumstances (e.g., Hogue et al., 2015; McLeod et al., 2017), highlighting the value of accessing multiple perspectives.