Chaire de partenariat en prévention de la maltraitance

# A LONGITUDINAL STUDY ON THE IMPLEMENTATION OF THE TRIPLE P – POSITIVE PARENTING PROGRAM:

# CHANGES IN PRACTITIONERS' PERSPECTIVES


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Québec

# CONTEXT

**Triple P – Positive Parenting Program**

- Multilevel parenting program
  - Level 1 : Parenting information campaign
  - Level 2 : Brief parenting advice/public seminars
  - Level 3 : Narrow focus parent skills training
  - Level 4 : Broad focus parent skills training
  - Level 5 : Intensive cognitive-behavioral skills training
- Efficacy
  - Prevent child maltreatment
  - ⬆ positive parenting practices
  - ⬇ emotional and behavioral child problems

Evidence-based program (EBP)

de Graaf, Speetjens, Smit, de Wolff & Tavecchio, 2008; Prinz, Sanders, Shapiro, Whitaker & Lutzker, 2009; 2016; Nowak & Heinrichs, 2008; Sanders, 2008; Thomas & Zimmer-Gembeck, 2007

# IMPLEMENTATION MATTERS

*The quality of a program's implementation is as important as the quality of the program itself when it comes to achieving the desired outcomes*

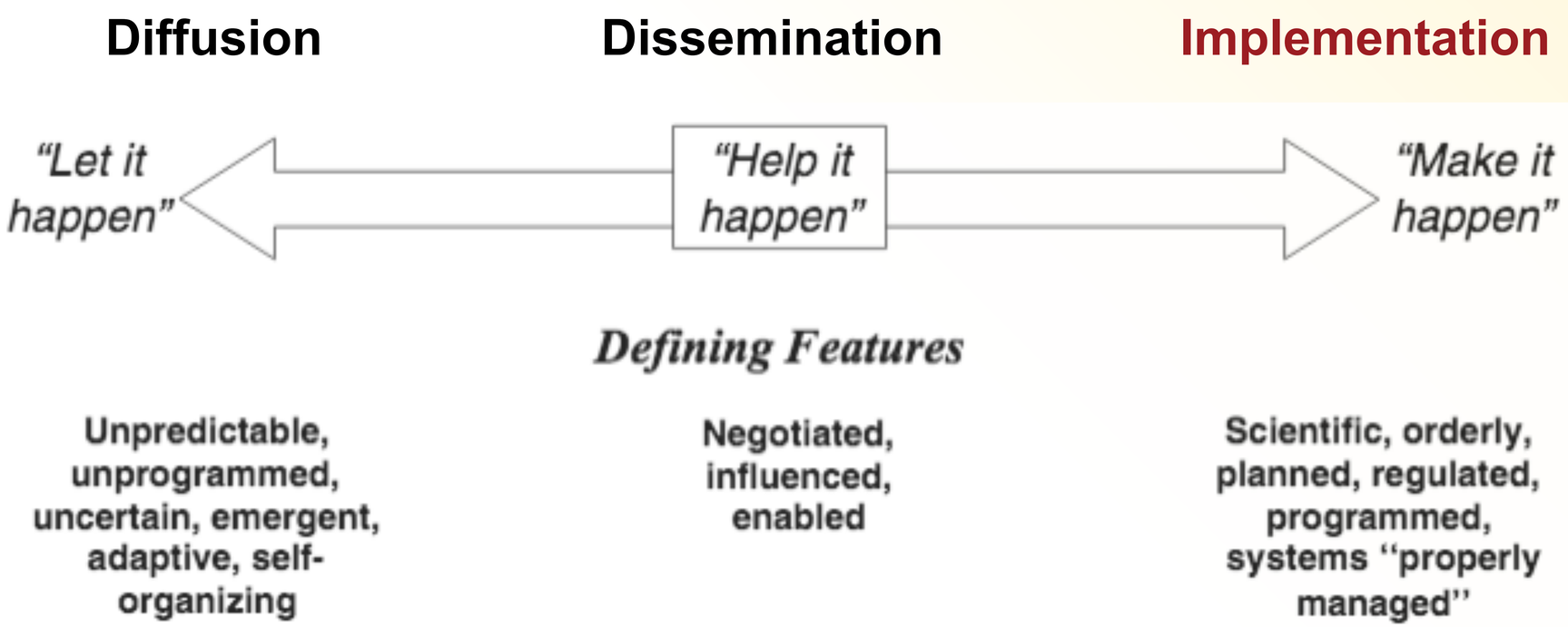
**Implementation of an EBP:**

- ''Specified set of activities designed to put into practice an activity or program of known dimensions''
  - e.g. host setting capacity assessment, adaptation planning, ongoing monitoring

Aarons, Hurlburt & Horwitz, 2011; Ogden et al., 2012; Fixsen, Naoom, Blase, Friedman & Wallace, 2005

# IMPLEMENTATION MATTERS

- Spread of innovations in service organizations




- Wide-scale implementation

Greenhalgh, Robert, MacFarlane, Bate & Kyriakidou (2004); Simpson (2002); Rogers (1995)

# FACTORS RELATED TO PRACTITIONERS

**Implementation involves multiple actors**

- e.g. community leaders, agency directors, supervisors, policy makers, practitioners (service providers)

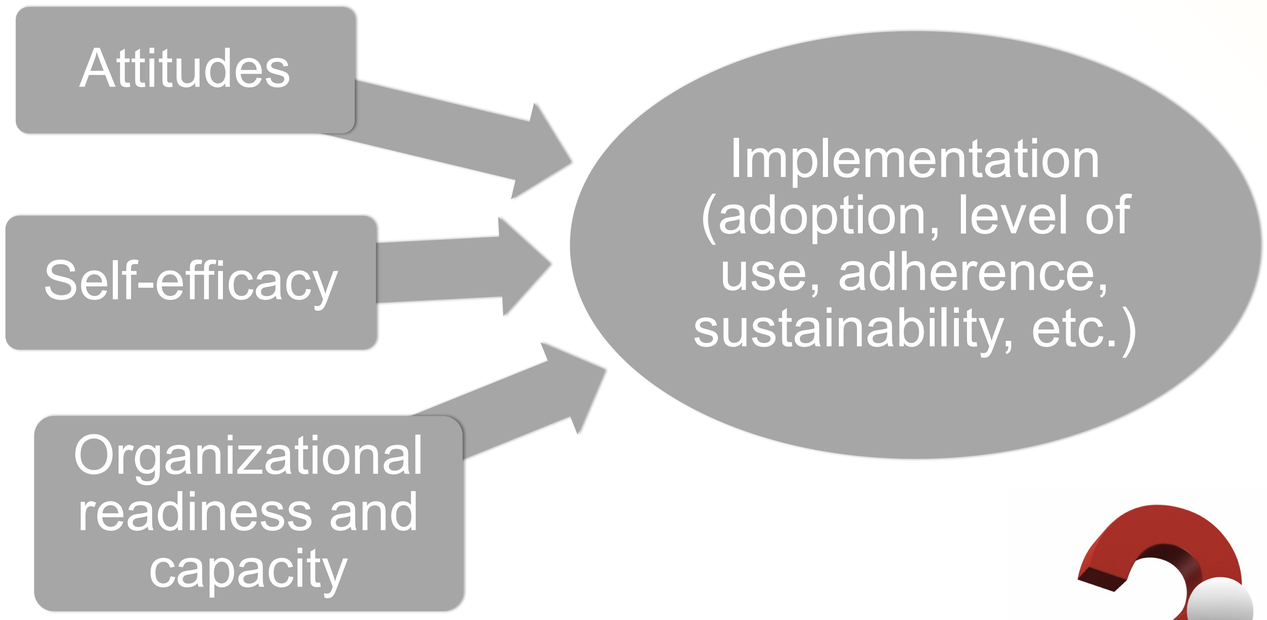
**Barriers or facilitators to the implementation of an EBP**

- Individual-level factors (e.g. attitudes, self-efficacy, perceptions of program benefits)
- Organizational-level factors (e.g. clinical supervision, funding, organizational climate, premises, coordination, communication)
- Program-level factors (e.g. possibility to adapt the content and structure, quality of training)

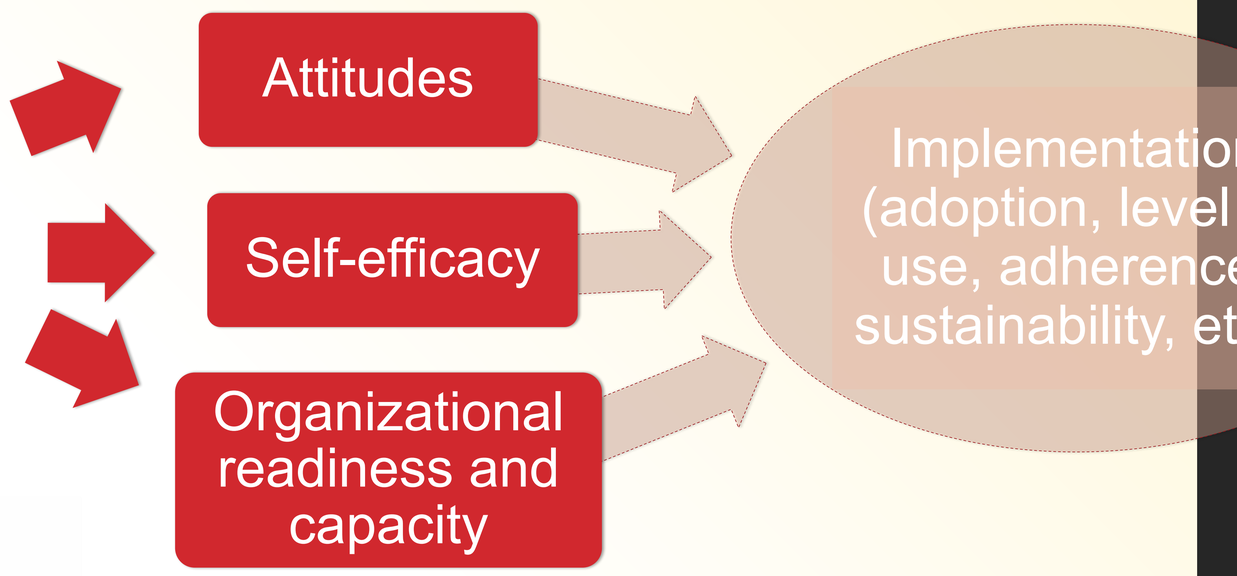
Beidas et al., 2012; Breitkreuz, McConnell, Savage & Hamilton, 2011; Turner, Nicholson & Sanders, 2011; Greenhalgh, Robert, MacFarlane, Bate & Kyriakidou (2004); Glisson et al., 2008; Sanders & Murphy-Brennan, 2010; Sanders, Prinz & Shapiro, 2009; Simpson, 2002

# CHANGES IN PERCEPTIONS OVER TIME

## Literature overview




## Research question



**Why such changes are important?**

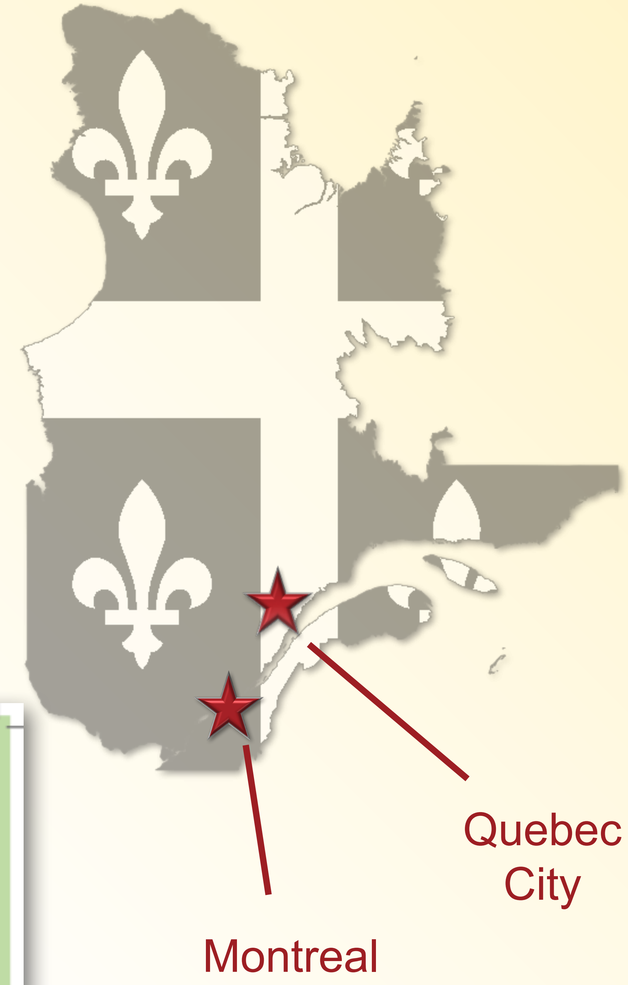
- Could diminish resistance towards EBPs and enable an organizational culture and capacity promoting their adoption…

…for the benefit of a greater number of families

# Context: Triple P in Quebec

**Implementation of an EBP in Quebec, Canada**

- All five levels of Triple P were implemented in two communities



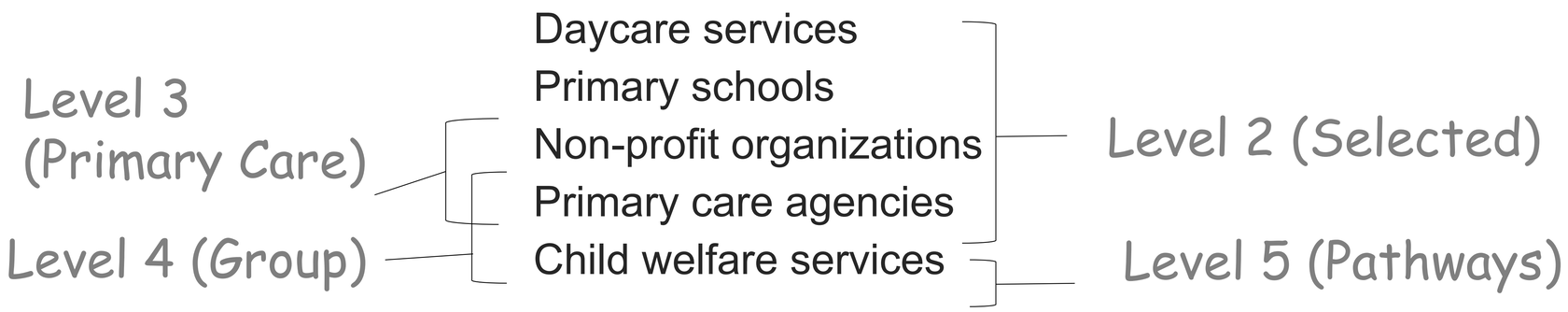
# Context: Triple P in Quebec

**Implementation of an EBP in Quebec, Canada**

- All five levels of Triple P were implemented in two communities

**Practitioners received training in Triple P**

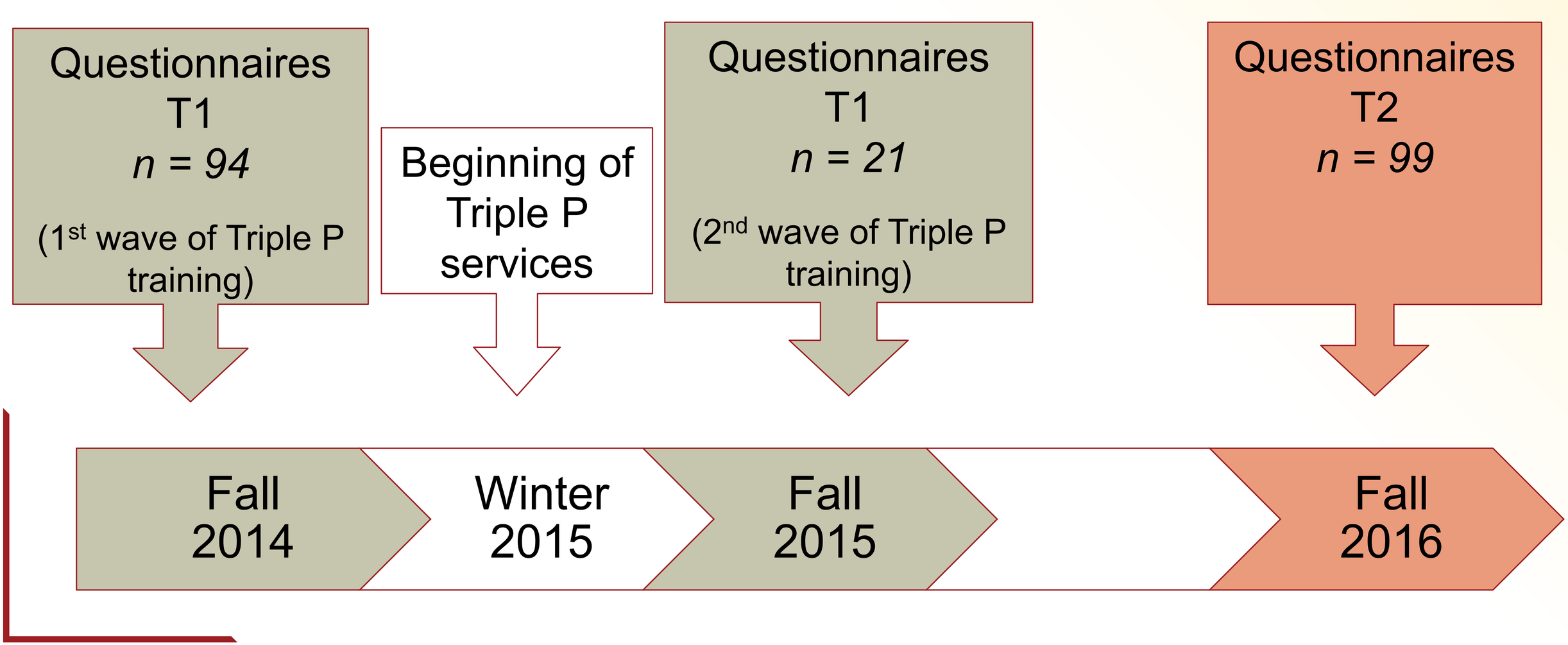
- Type of work organizations:



# METHOD

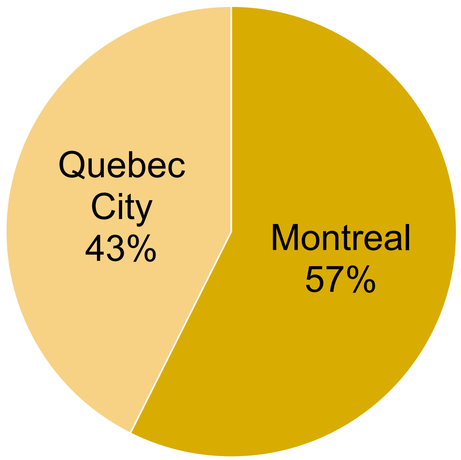
## Participants and procedure

- T1 : N = 115
- T2 : N = 99

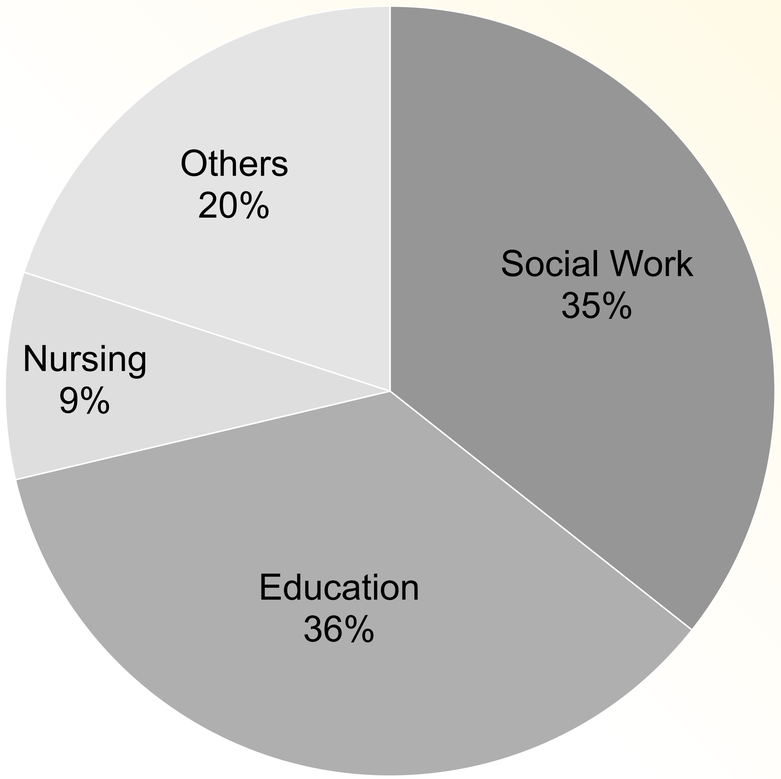


# PARTICIPANTS (AT T1)

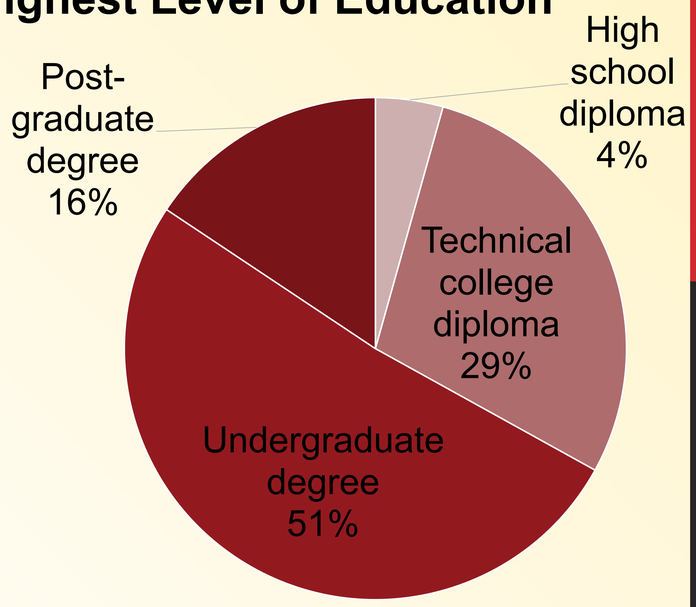
### Areas



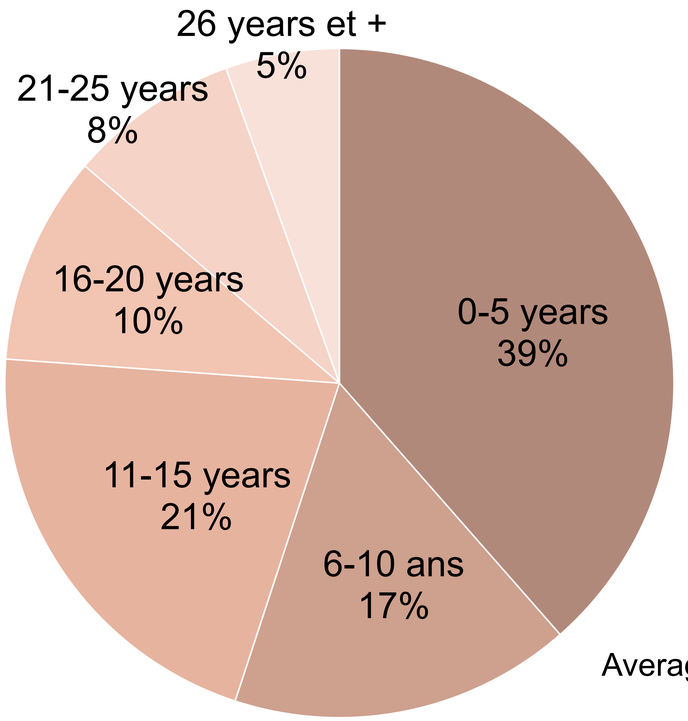

### Academic background




### Highest Level of Education

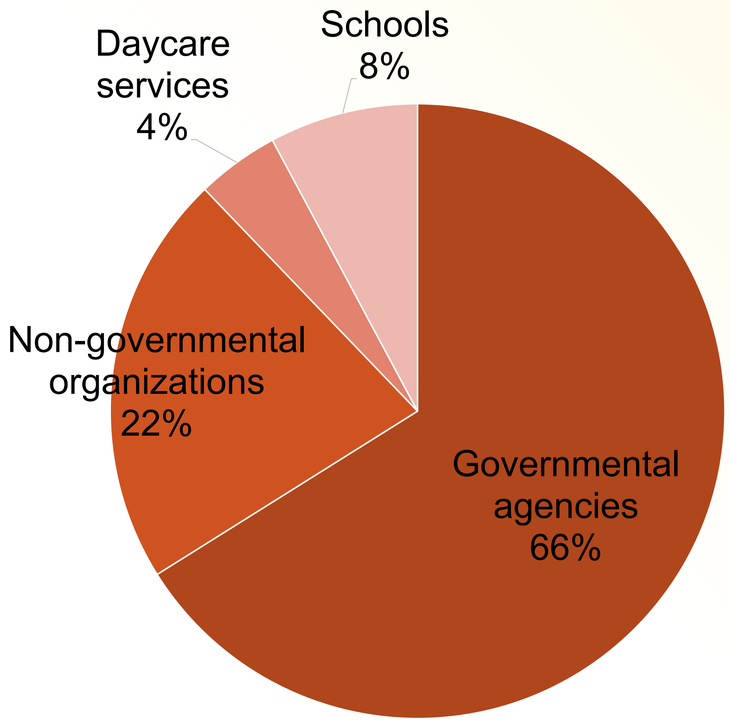



### Number of years of experience with children and families



Average of years of experience = 13.3 years (SD=9.2)

### Type of organizations



# METHOD

**Instruments**

- Questionnaires
  - *Sociodemographic data*
  - **a) Attitudes :**
    - 4 subscales of the *Evidence-Based Practices Attitudes Scale* (EBPAS)
  - **b) Self-efficacy :**
    - 1 subscale of the *Parent Consultation Skills Checklist* (PCSC)
    - 1 subscale of the *Organizational Readiness for Change Measure* (ORC)
  - **c) Organization's readiness and capacity :**
    - 2 subscales of the *Organizational Readiness for Change Measure* (ORC)
    - 4 subscales of the *Factors Related to Program Implementation* (FRPI)

**Analysis**

1. Latent class analysis (Charest & Gagné)
2. Factorial MANOVA or ANOVA 2X2
   - Time (T1, T2) X Profile (Skeptics, Optimists)

# LATENT CLASS ANALYSIS – TWO PROFILES

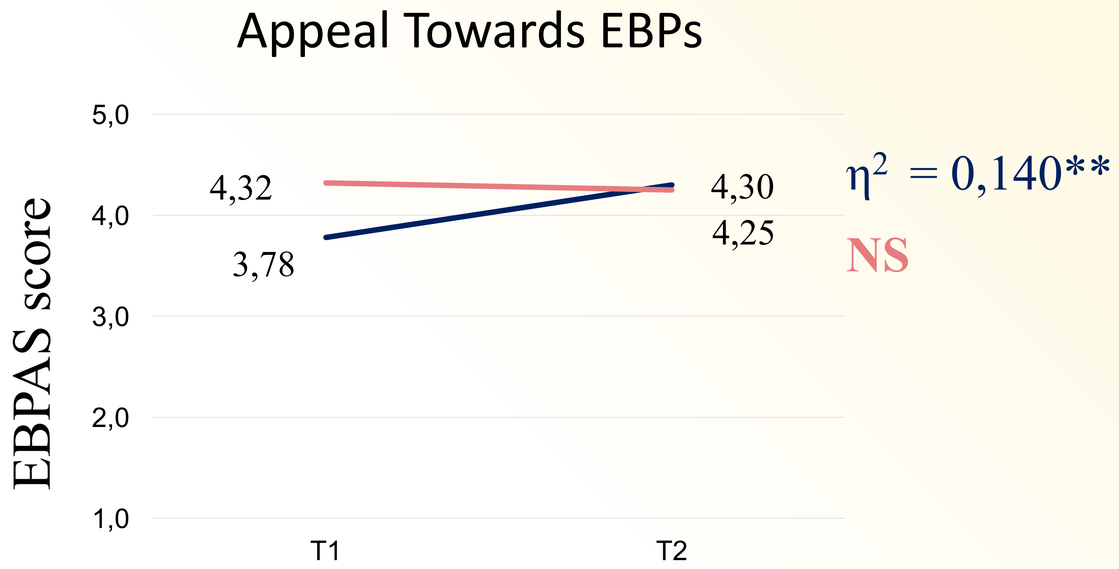
**OPTIMISTICS (N= 94)**

**SKEPTICALS (N=21)**

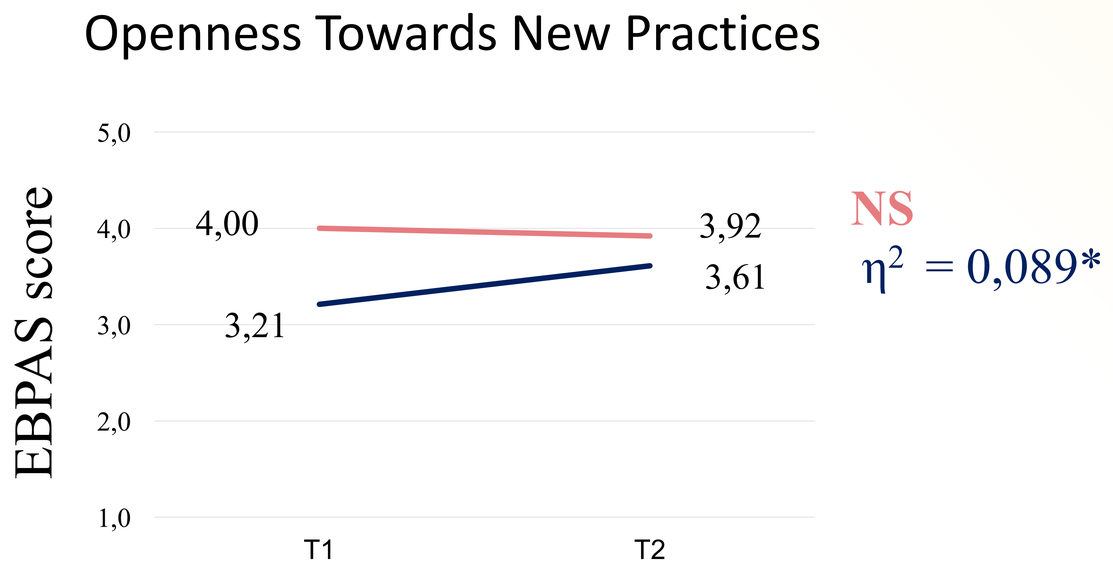
# EVOLUTION OF ATTITUDES

***To what extent would you ….***

***… adopt an EBP if it makes sense for you?”***



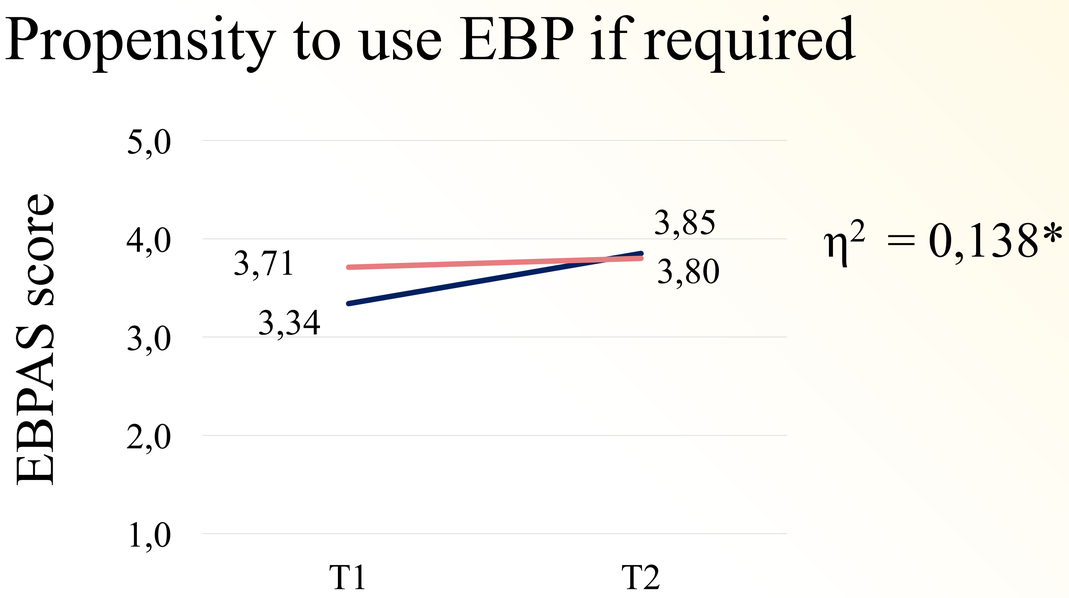

***… try a new program even if it is really different to what you are used to do?”***



# EVOLUTION OF ATTITUDES

***To what extent would you ….***

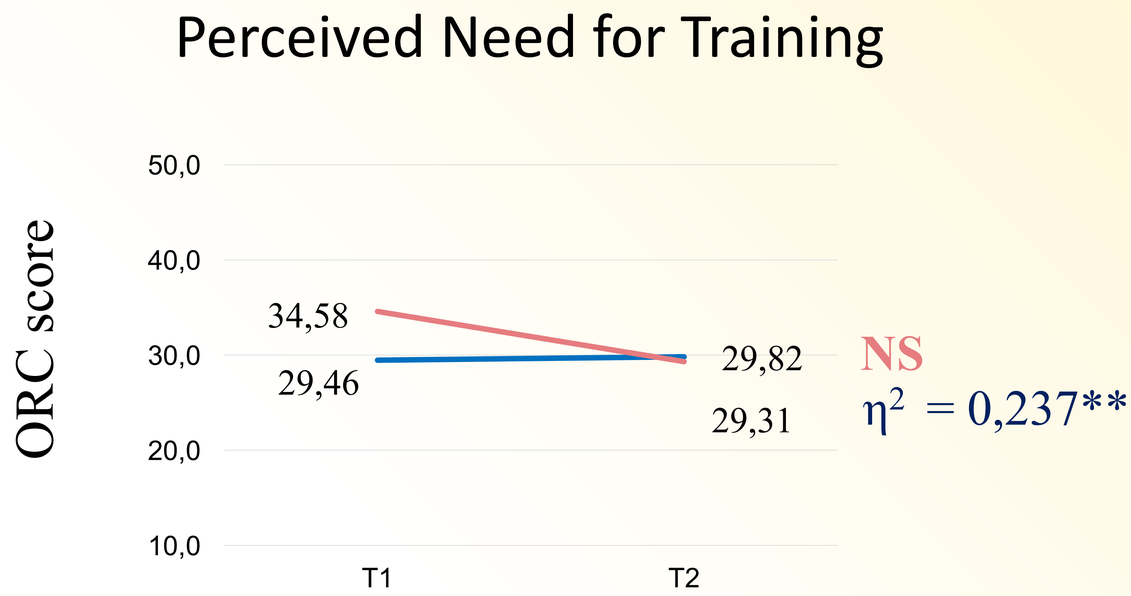
***… adopt an EBP if it is required by your manager?”***



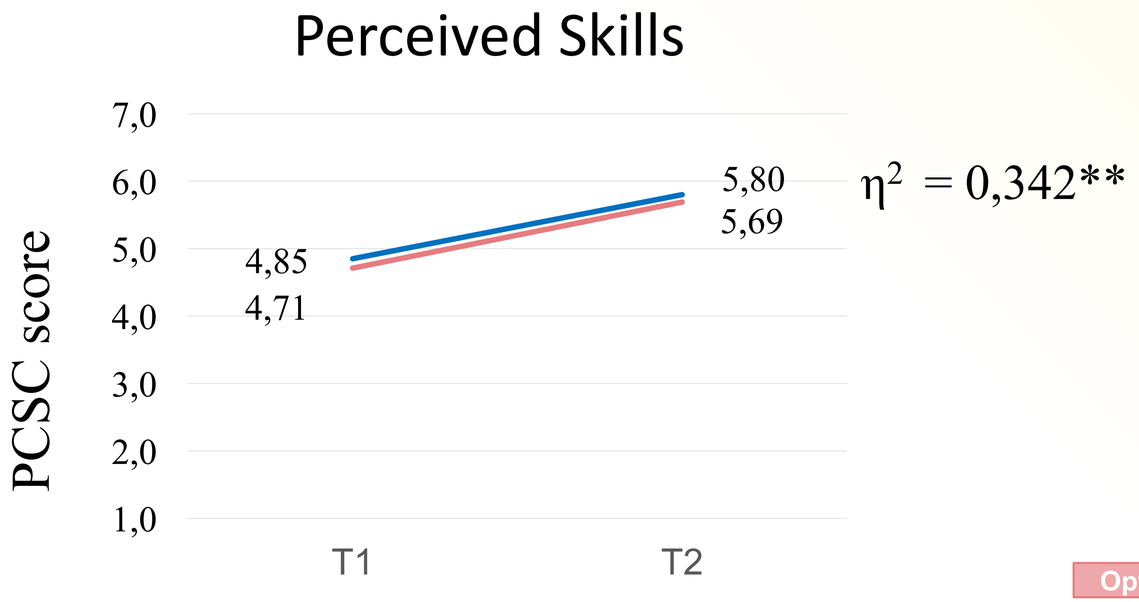
# EVOLUTION OF SELF-EFFICACY

***To what extent would you ….***

***… say you need more training to <u>monitore progress of parents</u>?”***



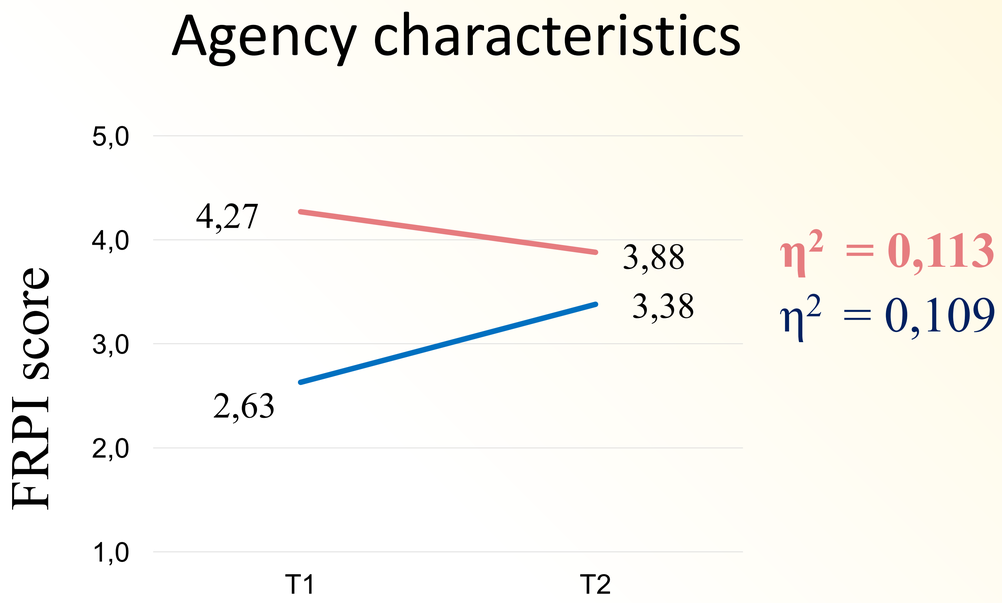

***… say you are able to <u>help parents choose realist and spectific objectives</u> with their child?”***



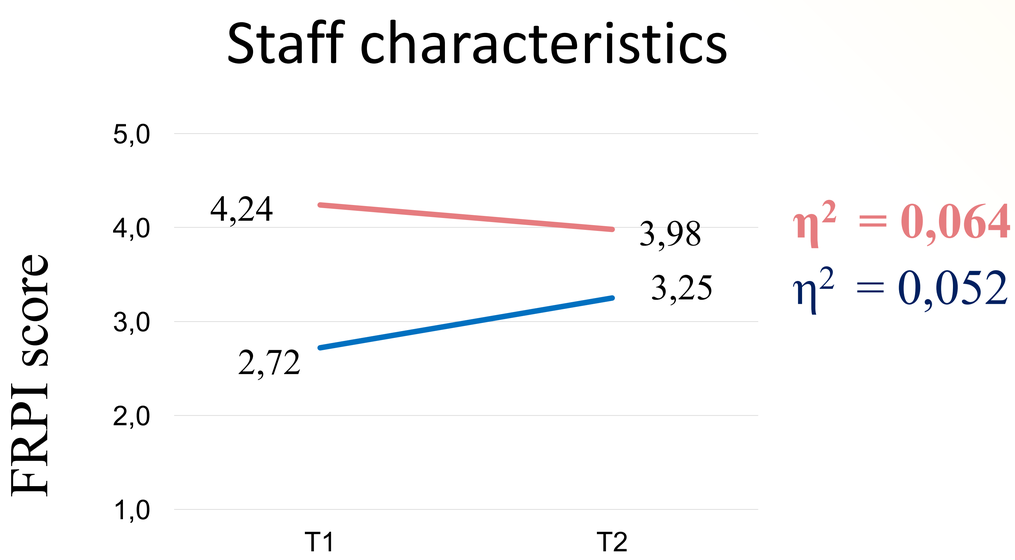
# EVOLUTION OF ORGANIZATIONAL CAPACITY

***To what extent would you ….***

***… say that the <u>leadership and administrative support</u> will be/has been a barrier or an obstacle to the implementation of Triple P?"***




***… say that the <u>level of priority allowed to Triple P by the staff</u> will be/has beeen a barrier or an obstacle to the implementation?"***



# Conclusions and discussion

**Implications for practice:**

- Perceptions towards Triple P and the implementation itself
  - are generally favourable at the beginning of the initiative
  - tend to be maintained for initially more optimistic practitioners
  - tend to improve for initially more skeptical practitioners
- The efforts put in the implementation process seem to be worth it!

**Discussion:**

- What was your EBP's implementation experience over time as practitioners/managers/coordinators/researchers/etc.?
- In your opinion, what factors could influence the direction and intensity of changes in practitioners' perceptions over time?
  - Level of use of Triple P? Level of benefits observed with parents? Quality and adequacy of support?
  - …?

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# QUESTIONS? COMMENTS?
# THANK YOU! MERCI!

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