IMPLEMENTING THE EVIDENCE-BASED TRIPLE P — POSITIVE PARENTING PROGRAM: DIVERSITY IN PRACTITIONERS' EXPERIENCES

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Canada

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Triple P – Positive Parenting Program

- Multilevel parenting program

  - Level 1 : Parenting information campaign

  - Level 2 : Brief parenting advice (parenting 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 <u>as important</u> as the quality of the program itself when it comes to achieving the desired outcomes

Implementation of EBP:

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

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

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

PRACTITIONERS

Literature overview

- Identification of barriers and facilitators to the implementation of an EBP

  - Individual-level factors (e.g. attitudes, self-efficacy, perceptions of program benefits)

  - Organizational-level factors (e.g. availability of supervision and funding, organizational culture and climate)

Research questions

- How do these barriers and facilitators impact the practitioners' path throughout the implementation's phases?

  - Diversity in practitioners' experience?

  - Distinct patterns in experience?
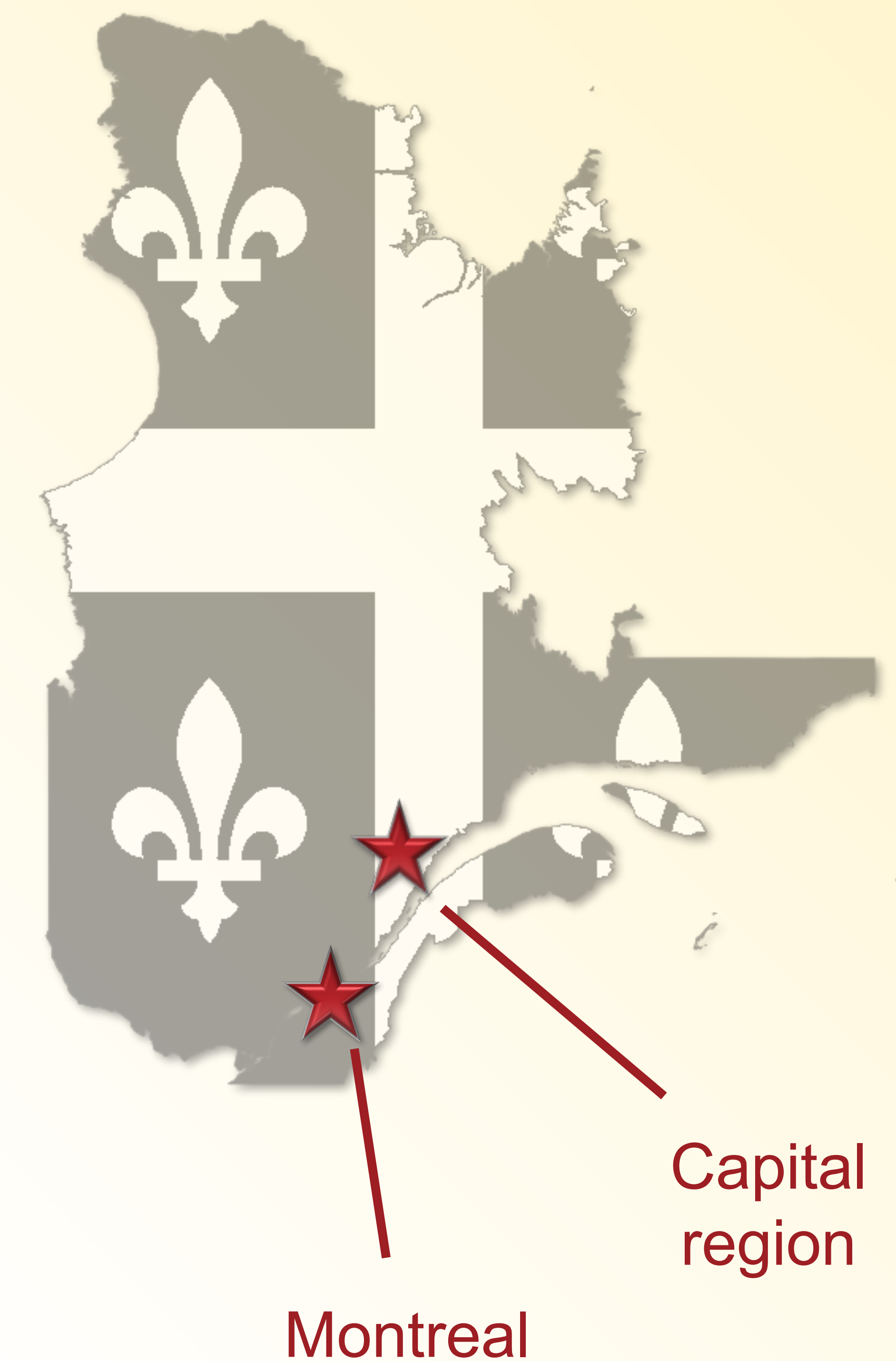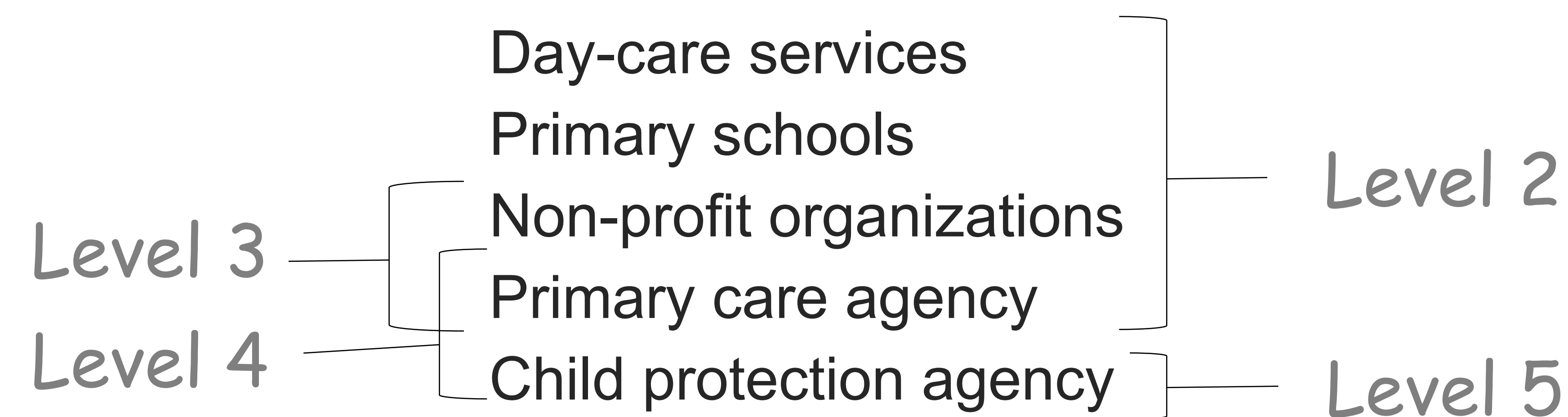
  - Evolution of perspectives trough time?

Beidas et al., 2012; Breitkreuz, McConnell, Savage & Hamilton, 2011; Turner, Nicholson & Sanders, 2011; Glisson et al., 2008; Sanders & Murphy-Brennan, 2010; Sanders, Prinz & Shapiro, 2009; Simpson, 2002

CONTEXT

Implementation of an EBP in Quebec, Canada

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

96 practitioners were trained to Triple P

- Type of work organizations:

Day-care services
Primary schools
Non-profit organizations
Primary care agency
Child protection agency

Level 2

Level 3
Level 4

Level 5

Capital region

Montreal

Triple P training (n=96)	...	Focus groups (n=38)
Fall 2014		Fall 2015

METHODS

Focus groups

- 38 participants divided in 6 focus groups based on :
  - level of Triple P in which they had been trained
  - type of organization for which they worked

	Community 1	Community 2
Level 2 (Parenting seminars) • Daycare, schools, non-profit, primary care	n = 4	n = 5
Level 3 (Individual coaching) **Level 4** (Intensive skills training) • Non-profit, primary care	n = 7	n = 5
Level 4 (Intensive skills training) **Level 5** (Adjunct to Level 4, anger management) • Primary care, child protection	n = 9	n = 8

METHODS

Material

- 4 themes covered by the semi-structured interview guide

    1. Reaching the parent clientele
    2. Perceived outcomes
    3. Program's integration into work practices
    4. Availability, use and relevance of the support provided

Analysis

- Thematic content analysis

    - Codification and refinement of codes

- Development of a typology

    - Pairs of focus groups shared a similar discourse

    - Identification of core features for each type of discourse

	Comm1	Comm2
Level 2 (Parenting seminars) • Daycare, schools, non-profit, primary care	n = 4	n = 5
Level 3 (Individual coaching) **Level 4** (Intensive skills training) • Non-profit, primary care	n = 7	n = 5
Level 4 (Intensive skills training) **Level 5** (Adjunct to Level 4, anger management, reattribution) • Primary care, child protection	n = 9	n = 8

RESULTS

3 type of group discourses identified

→ reflecting distinct group implementation trajectories

- Trajectory 1 : « Conviction »

- Trajectory 2 : « Mastering »

- Trajectory 3 : « Estrangement »

Illustration of the 3 trajectories reflected in each type of discourse

EVOLUTION OF POSITIONING TOWARDS TIME

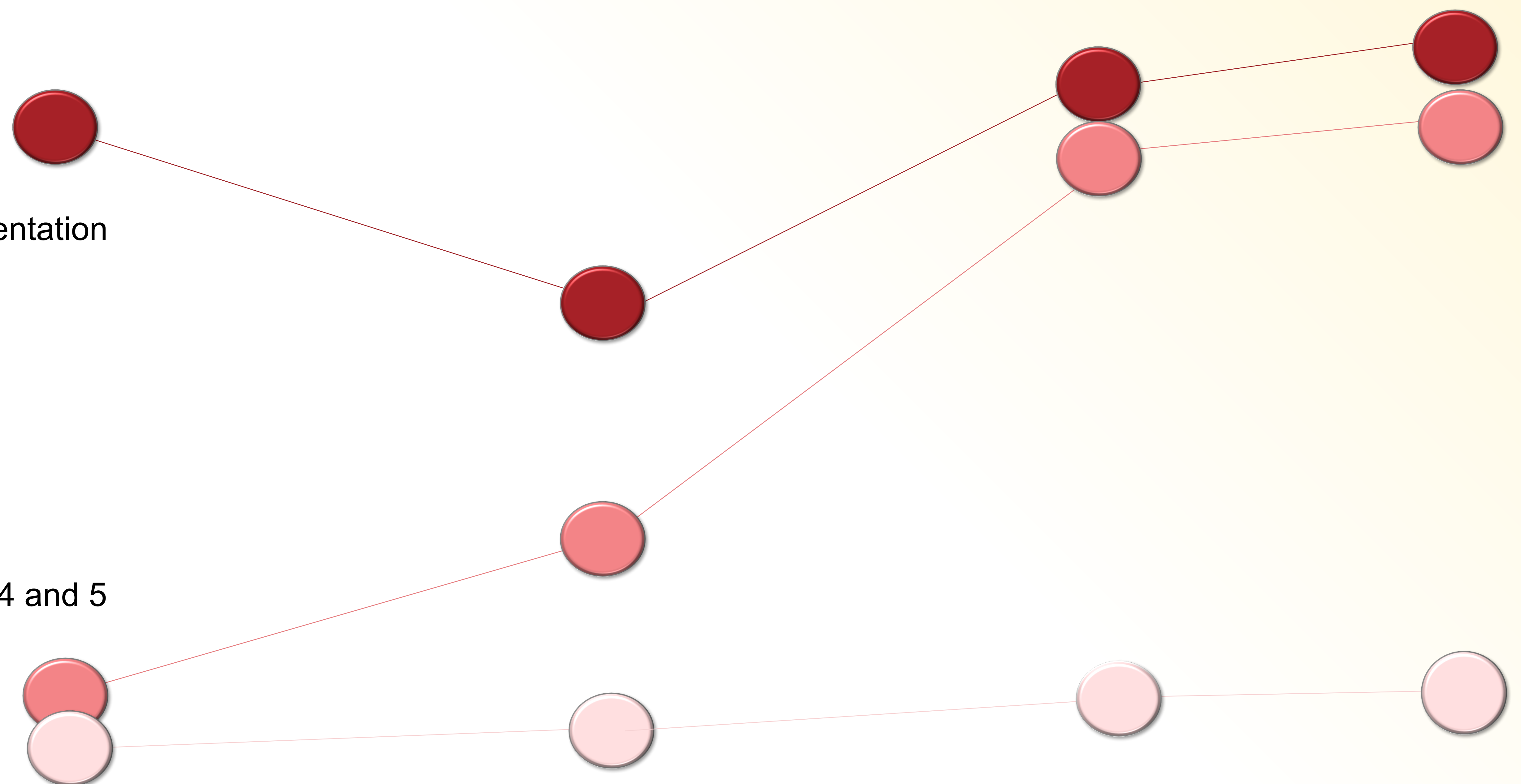| INITIAL INVOLVEMENT | INITIAL IMPLEMENTATION | CURRENT IMPLEMENTATION | FUTURE OF THE INITIATIVE |

High

LEVEL OF SATISFACTION

Conviction
- Trained to Level 2
- Member of implementation committee
- 2 communities
- n=9

Mastering
- Trained to Level 3, 4 and 5
- Same community
- n=16

Estrangement
- Trained to Level 3, 4 and 5
- Same community
- n=13

Low

DESCRIPTION OF THE 3 TYPE OF DISCOURSES

	Type of discourse		
	Conviction (n=9)	Mastering (n=16)	Estrangement (n=13)
First contact with the program			
Decision to be part of the project	Voluntary	Requested by organization	Requested by organization
Initial attitudes towards the program	Favourable attitudes, enthusiasm	Neutral stance or resistance and skepticism	Neutral stance or resistance and skepticism
Initial implementation			
Perception of support received by their organization	Variable depending of organization	Useful	Insufficient despite some efforts
Integration into work practice	Variable depending of organization	Satisfying	Not satisfying
Current implementation			
Perceived self-efficacy towards assimilation of the program content and process	Increasing	Increasing	Mainly decreasing through low or distorted use
Level of perceived benefits	High	High	Low to moderate
Positioning towards the future			
Perceptions	Benefits > costs	Benefits > costs	Benefits = or < costs
Focus of the discourses	Future (expressing ideas to increase program diffusion, sustainability and deployment)	Present (exchanging tips and advice for daily challenges)	Past (wished that things would have been done differently)

DISCUSSION

Self-determination theory (Deci & Ryan, 2002):
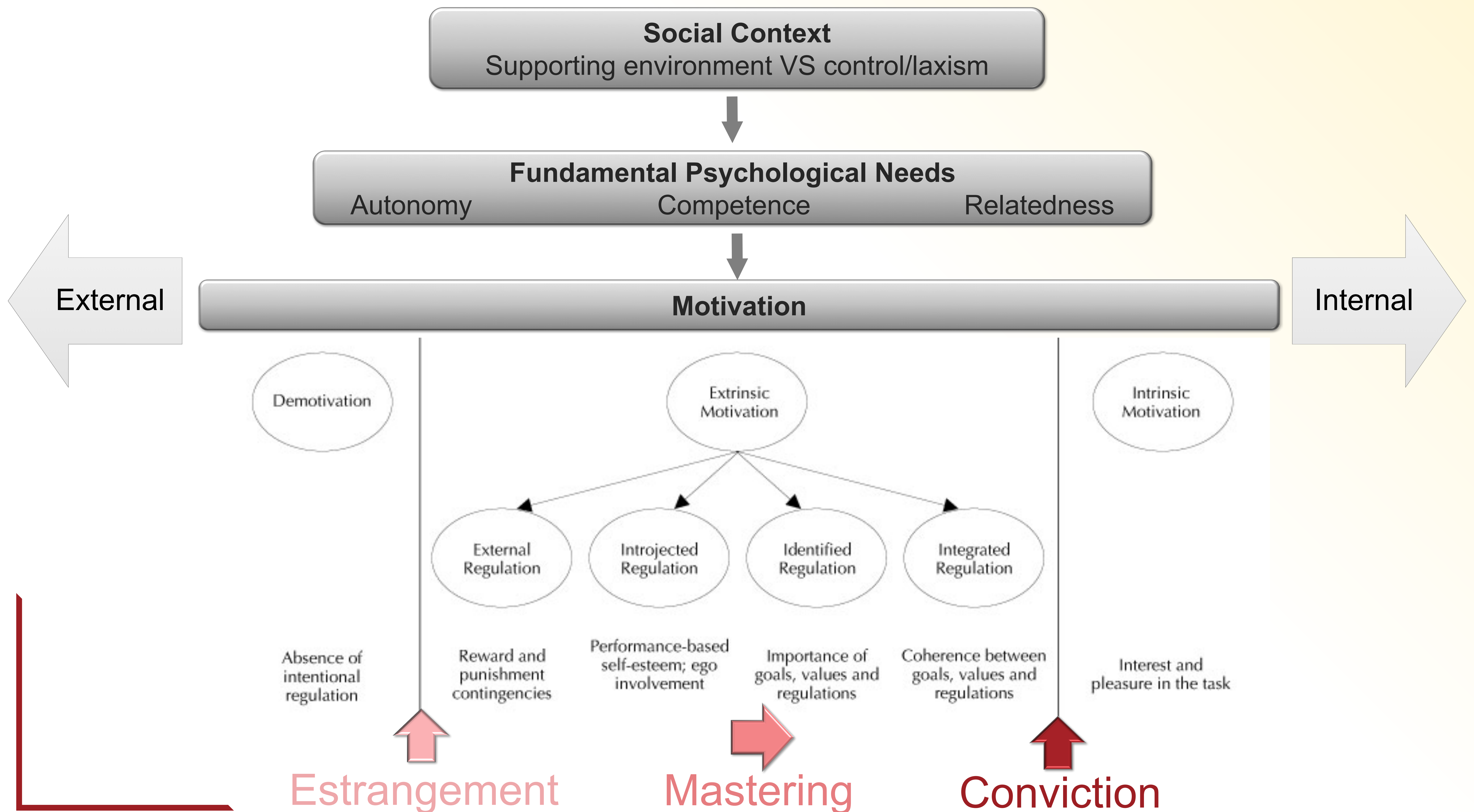
CONCLUSION

Implementation science

- Relevance of self-determination theory in the field

- Dynamic nature of the implementation process

Implications for supervisors

→ In case of a top-down decision to implement an EBP

- Fostering a ''mastering'' instead of an ''estrangement'' trajectory

- **Individual factors** (attitudes, self-efficacy, perseverance…)
- **Organizational factors** (supervision, barriers reduction, moral support, work climate…)

QUESTIONS? COMMENTS? MERCI! KÖSZÖNÖM!

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