



A qualitative study on parents' views regarding their experience as a participant in an evidence-based parent training program (Triple P)

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*Partnership Chair in
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Triple P-positive parenting program[®]



Triple P[®]



Developer

Matthew R. Sanders (PhD) and
collaborators (University of Queensland)

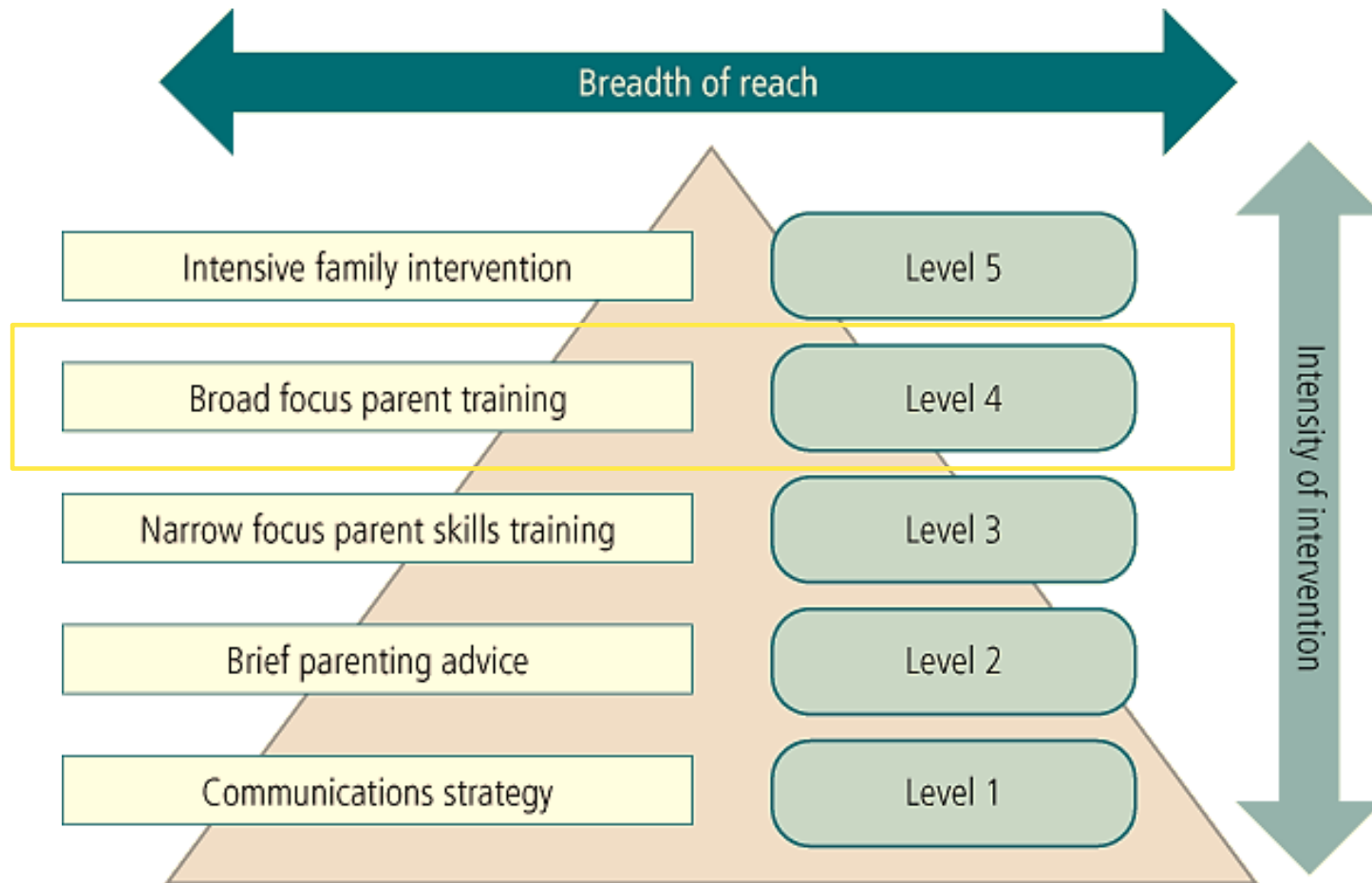
Description

Population-level parenting and family support system designed to prevent and treat behavioral and emotional problems in children (0-12 years).

Draw on social learning, cognitive behavioral and developmental theory, it aims to reduce risk factors, both for child maltreatment and for children's behavioral and emotional problems, by enhancing parental (Prinz, Sanders, Shapiro, Whitaker, & Lutzker, 2009) :

- confidence
- knowledge
- skills and competence

Triple P[®]



Triple P[®] in Quebec



Implementation process

- *Partnership Chair in Child Maltreatment Prevention* and partners
- In Montreal and Quebec cities : local community service center, community organization, daycare center, school, Child protective services.
- From January 2015 to December 2016
- Offered in French

Research projects

1. Evaluation of the implementation
2. Evaluation of effectiveness

Research questions



To explore and understand the implementation process of Triple P from the parents' point of view:

- ▶ How is the **engagement process** experienced (e.g. recruitment, attendance, participation in group, retention, provider interactions and interventions, etc.) ?
- ▶ What are the **factors** that influences the engagement process?

Method : a phenomenology approach

Participants and recruitment

- Montreal (Canada), between September 2015 and January 2016
- Eight voluntary participants who have followed the group intervention level 4 (at least the two first sessions)
- Reward for participation (\$30)

Recorded semi-structured interviews

1. Past experiences
2. Motives and expectations
3. Satisfaction in regard to Triple P
4. Perceived impacts on their family

Analysis

- Transcribed verbatim and journal
- Coding (*N'Vivo*) (Gallagher, 2014; Miles & Huberman, 2003)

Research participants



ID	Age	Marital Status	Occupation	Family income	*Child's age	Number of children	Attendance Triple P
1	42	Married	Stay at home	\$15 000 - \$25 000	4	3	8/8
2	30	Legal union	Full-time job	> \$75 000	5	2	8/8
3	36	Single	Stay at home	< \$15 000	12	2	6/8
4	41	Married	Part-time job	> \$75 000	4	2	8/8 (with husband)
5	36	Legal union	Full-time job	> \$75 000	5	2	8/8 (with husband)
6	56	Legal union	Full-time job	> \$75 000	8	2	8/8
7	40	Married	Stay at home	\$35 000 - \$45 000	10	2	8/8
8	49	Married	Full-time job	\$45 000 - \$55 000	8	2	6/8

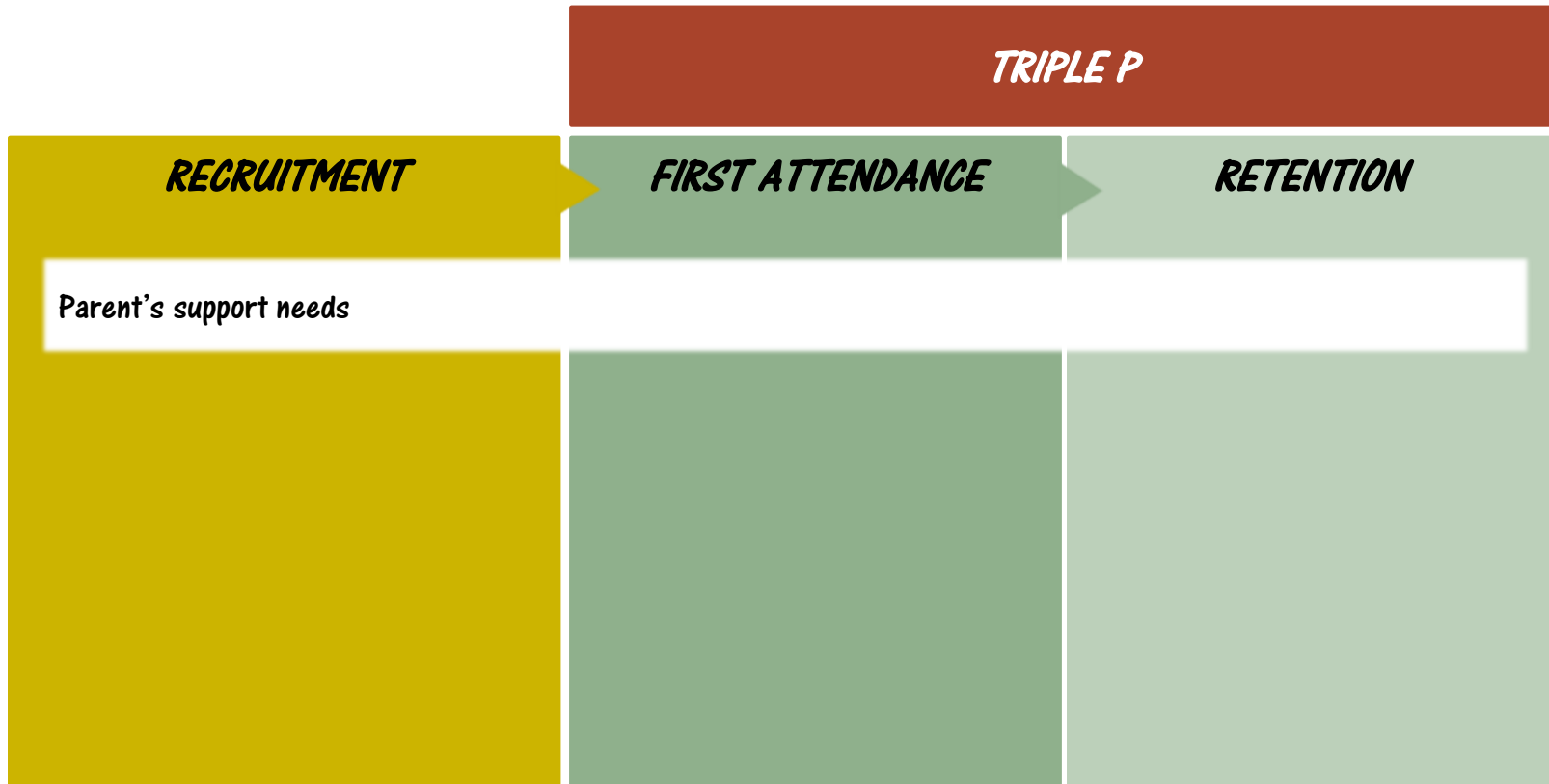
*Targeted child for the program

Preliminary results

Engagement process as experienced by parents



Preliminary results : INDIVIDUAL factors



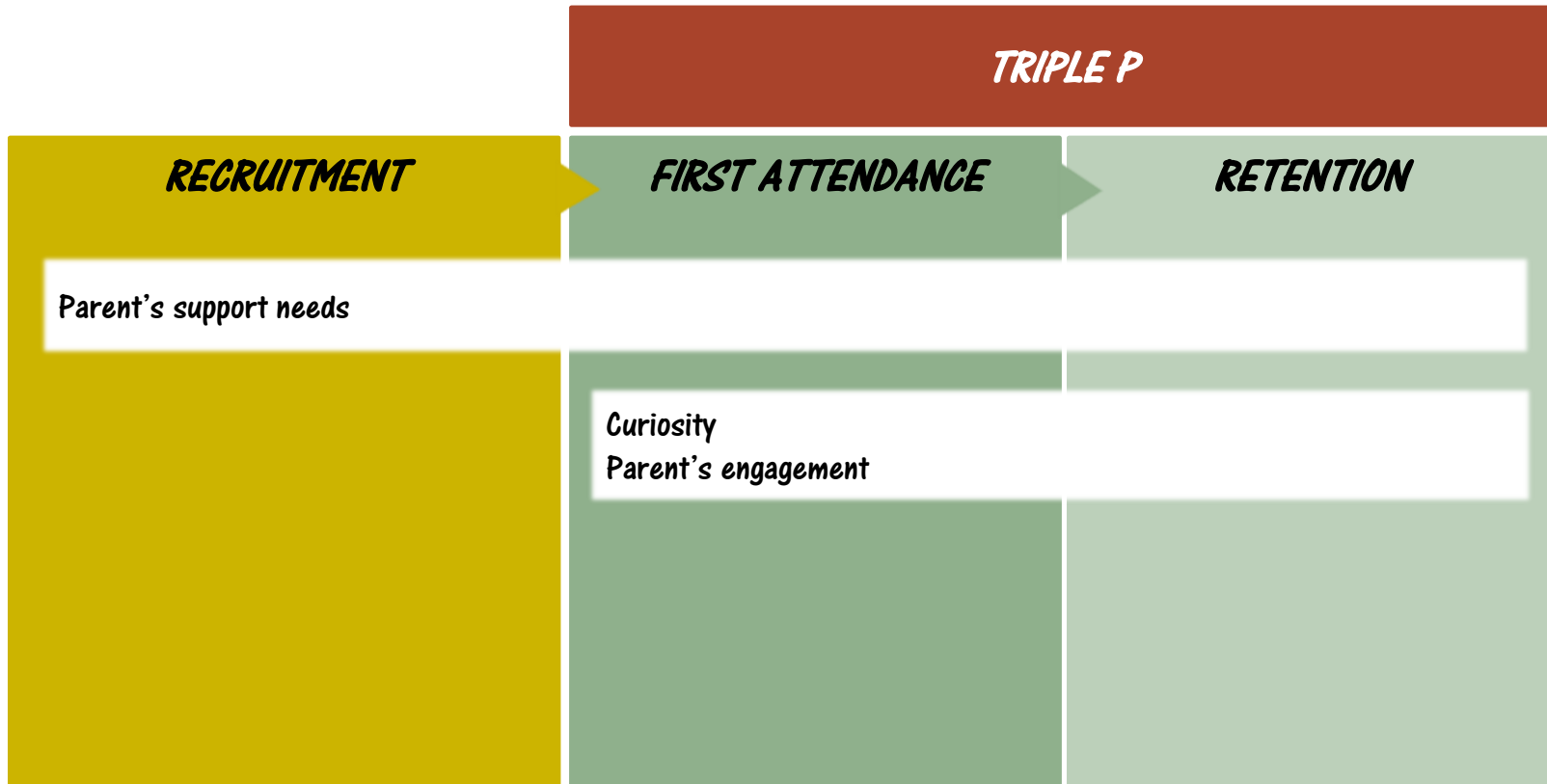
Recruitment

Parent's support needs

"It was really to find strategies to get help to better manage, better control of my son's tantrums, his excessive aggressiveness, have little tricks also as parents, there, to help us in everyday life. It's mostly that." (2)

" It's like it is in that perspective that contact has been made, then it is just to look for solutions. Because I find it hard that you have a child and then there's no chemistry between you and your child. There is no collaboration, there is not listening, there is no monitoring when you ask something. “ (7)

Preliminary results : INDIVIDUAL factors



First attendance

Parent's support needs

"Honestly, we have come to a dead end and I really wanted to have new ideas, new approaches to ... to ... to help my child and help ourselves (laughs). And this is the reason that I and my husband followed" (4)

Curiosity

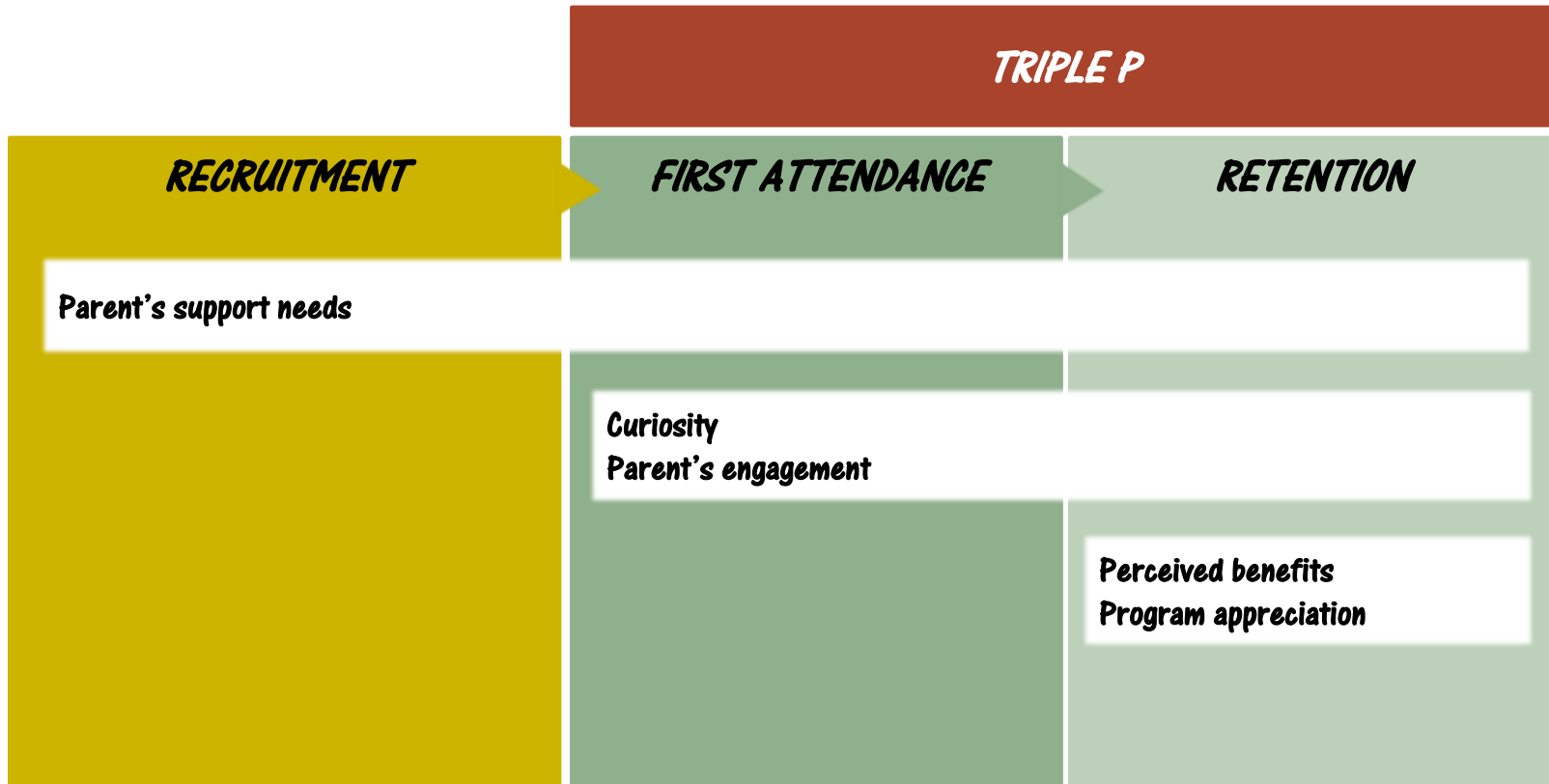
" I was curious too. It was curiosity that made me go, but I 've never regretted it (laughter)" (5)

Engagement (internal and external motivations)

"...I was enrolled in a course, I'll go, then. (Laughter) I do not need more motivation than that. I registered, I'll go. "(6)

"...I went because I gave my word to go. And I signed up , I do not want people to say : she withdrew without given any reason. " (1)

Preliminary results : INDIVIDUAL factors



Retention

Parent's support needs

"... but I wanted to continue because we had gone to a point where it was more difficult, so I wanted to continue and see how it would have been ... where it would take us..." (5)

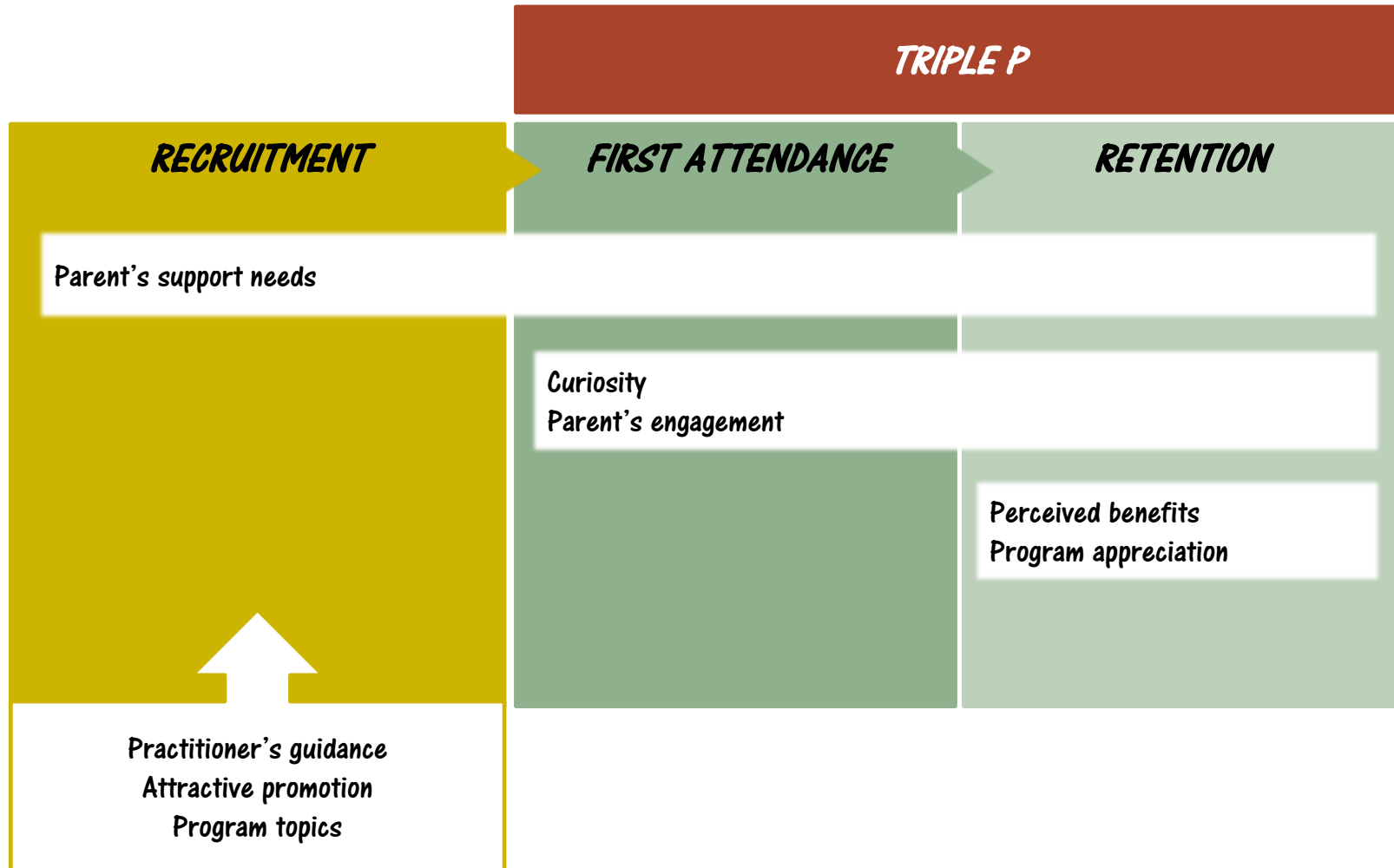
Program appreciation

"...definitely. I thought afterwards, maybe I'll stop, but I did not stop, because every time, I like it. Because every time, every session, I like it more than the other." (1)

Perceived benefits

"...well, sure, from one course to the other, I could see the advantage....I could see the application, I applied with my daughter, so that I could see that it could work or not work, but at least it progressed there. Sure, she felt a difference from before, because there I was a little more, I followed her more, I was punishing her more, I watched her more (Laughter). So that's where she began to respond. But at least we did it, there was something that went on." (6)

Preliminary results : EXTERNAL factors



Recruitment

Practitioner's guidance

"I called several places, hospitals, Sainte-Justine, CLSC also, to put on waiting lists for speech therapy. Then working with the worker, talking with the social worker, she asked me questions, then it come to the conclusion that my son had small problems of violence caused by his language delay. So there she offered me the program ..." (2)

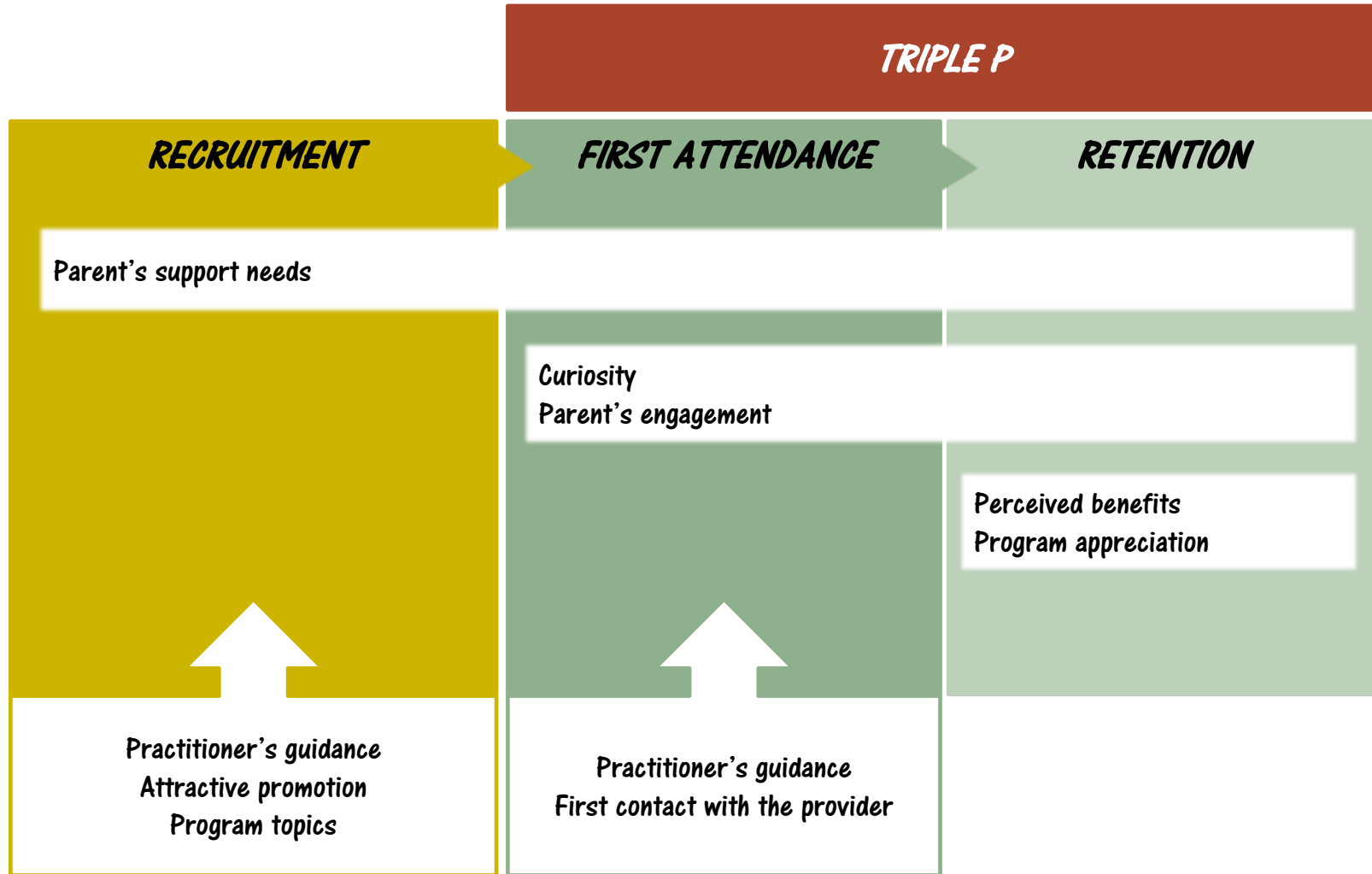
Attractive promotion

" Uh, actually, I took the pamphlet and then after that I went to the website, which was posted on the pamphlet. Let's say that (Silence) ... I think, from memory, it seems to me that there was not much information there, that explained the program in general, it would not go into detail. But it was enough for me to say: bah, it can be interesting there. I looked at the description in the pamphlet I read the description of the training and also information sessions. There was an evening information sessions there. Then I thought it sounded interesting, I said we're going to see... " (6)

Program topics

"..the themes, sure. With the situation we had with my son I thought it was things that I wanted to have more information and more help. " (4)

Preliminary results : EXTERNAL factors



First attendance

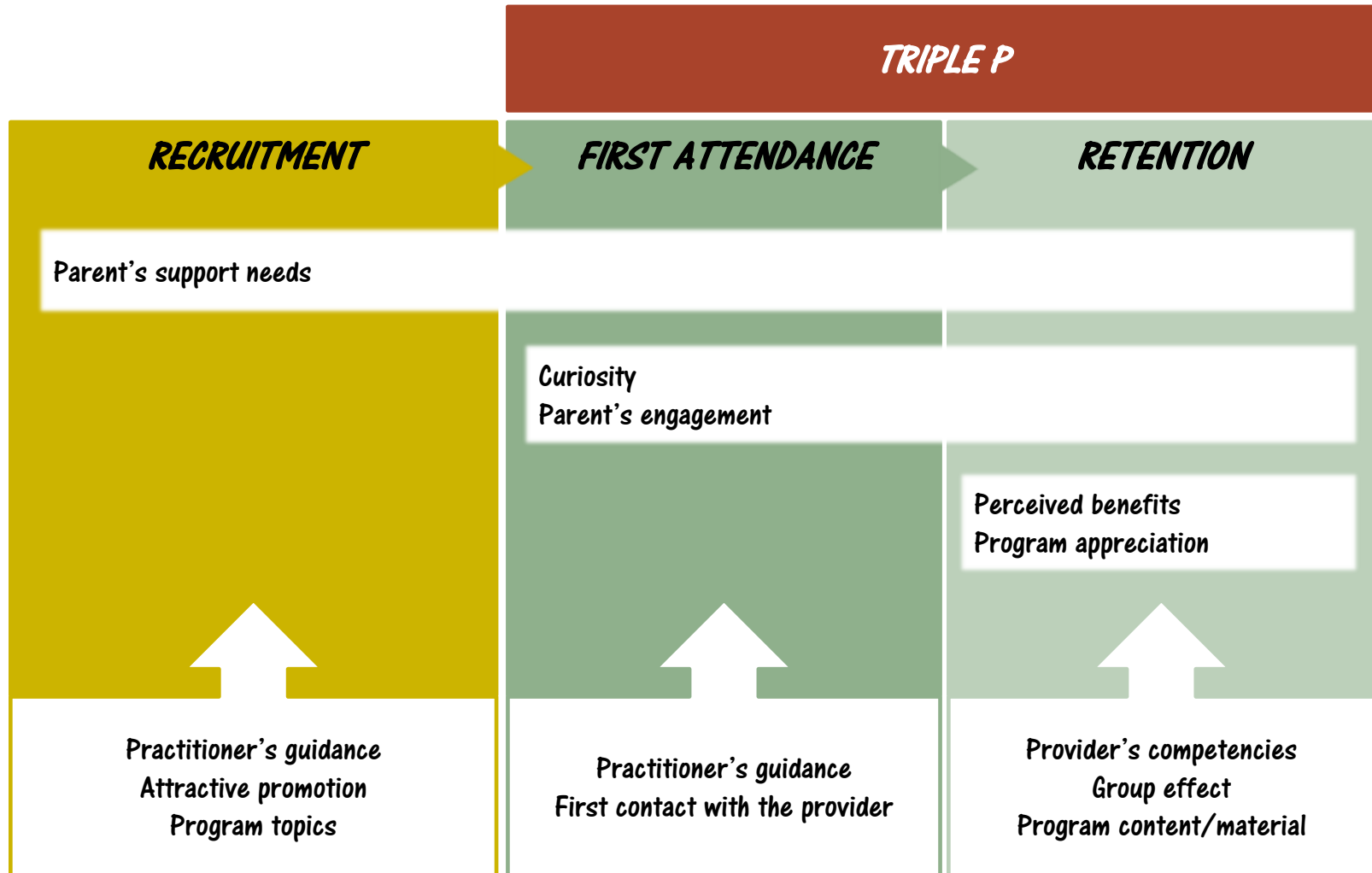
First contact with the provider

"And I can also say that the social worker with whom we spoke on the phone, who told us about Triple P, and heard the whole situation we live... the way she gave us... we found that it could be helpful... there was no question to not get involved. " (4)

Practitioner's guidance

" [Practitioner's name] advised me to go, to see ... at least see what it was ... "(5)

Preliminary results : EXTERNAL factors



Retention

Provider's competencies

"...not they give solutions, but they were able to ... together ... we were able to see how we adapt what we learned and what we read or strategies to our situation. That was very much appreciated. " (4)

"Then when she asked me questions and I was looking for answers, she gave me small hints, without giving me the answer, just give me some small hints to get me to the answer. So, I found this good. Then when I found nothing, there are things she had noticed in what I told her, so she would bring them out, and it helped me " (2)

Group effect

" We were not afraid to say, to give examples of what was happening at home, we were not afraid of being judged by others. We had confidence, even if we do not know each other. That, I thought it was fun. " (2)

Program content/material

" ...really were going to enjoy it, because not only is there reading made for understanding, there are short videos that come as a little plus, their touch, as especially as when a child is in crisis and then you talk to him, the child is not listening, and then the video shows you how. " (7)

Discussion

The experience of the engagement process is :

- **Unique to each parent**, depending on the immediate need for support, their current familial situation and its own perceptions (Ajzen 1991; Spoth and Redmond, 1996; McCurdy and Daro, 2001)
- **Dynamic and influenced by different factors** (individual and external) (McDaro & Curdy, 2001; Platt, 2012)

The importance of the role of practitioners/providers in the parental engagement process:

- Knowledge of parent's need
- Knowledge of the program (Turner et al., 2010)
- Promotion of the program (Wellington et al., 2006; Zeedyk, Werritty, Riach & 2003)
- Therapeutic alliance (Hétu, 2007)

Logistical constraints are little or not expressed by parents as potential barriers to engagement, in contrast to others studies (Axford et al, 2012;. Dumas et al., 2007; Ingoldsby, 2010; Jago et al, 2013).

Further investigation

- Recommendations of parents regarding the improvement of the program and its implementation.
- Intra-case analysis in regarding to their own situation and past experiences.

Conclusion



The preliminary results of this study provide a better understanding of parental engagement process to an evidence-based parenting program :

- ▶ Bring out the factors that would influence the parent to register and participate in the program offered in their community.
- ▶ Practitioner will better target interventions that are favorable to the needs and concerns of their parents.
- ▶ Public and community organization providers will assess their implementation strategies to better recruit and actively engage families.

Thank you!

Questions

