TRIPLE P SEMINARS

WHAT IS TRIPLE P SEMINARS?

A "light touch" parenting information presentation delivered to a large group of parents (20 to 200) who are generally coping well but have one or two concerns. There are four seminar topics with each taking around 60 minutes to present, plus 30 minutes for question time. Triple P Seminars is designed to be a brief introduction to the Triple P strategies and will give parents and carers you work with great ideas to take home and try out with their family.

WHO IS IT FOR?

Parents or carers, with children up to 12 years, interested in general information about promoting their child's development. The seminars can also assist parents with specific concerns about their child's behaviour or development. Parents are likely to benefit if their family is not complicated by significant behaviour problems or family stress. This intervention can also be useful as an introduction to the Triple P strategies for families who will access a more intensive intervention.

WHAT IS COVERED IN SEMINARS WITH PARENTS?

Seminar 1: The power of positive parenting

Practitioners introduce parents to the five key principles of positive parenting that form the basis of Triple P. These principles are:

- Having a loving, safe and interesting environment.
- Having a positive learning environment.
- Using assertive discipline.
- Having realistic expectations.
- Taking care of yourself as a parent.

Seminar 2: Raising confident, competent children

In this seminar, parents are introduced to six building blocks for children to become confident and capable at school and beyond. These are:

- Showing respect to others.
- Being considerate.
- Having good communication and social skills.
- Having healthy self-esteem.
- Being a good problem solver.
- Becoming independent.

Seminar 3: Raising resilient children

Parents are introduced to six building blocks for emotional resilience. These involve learning to:

- Recognise and accept feelings.
- Express feelings appropriately.
- Have a positive outlook, including being optimistic, interested and content.
- Develop effective ways of coping.
- Manage strong emotions and unpleasant situations.
- Cope with stressful life events.

Seminar 4: Helping children develop healthy screentime habits

In this seminar, parents are introduced to:

- Recommendations for the amount of screentime children should have.
- Reasons screentime problems can develop.
- Positive parenting strategies to actively prevent problems with screentime, help children develop healthy screentime habits, manage conflict over screentime, and help children be responsible and safe online.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to each seminar, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME	1½ hours
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	n/a
TELEPHONE SUPPORT OR HOME VISIT	n/a
SEMINAR PREPARATION AND POST-SEMINAR DEBRIEF/SUPERVISION	1½ hours
CASE NOTES AND REPORT WRITING**	n/a
TOTAL TIME	3 hours per seminar

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family will receive a Triple P Seminars Tip Sheet corresponding to the seminar they are attending.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	6 seminars
NUMBER OF FAMILIES PER INTERVENTION	50 families per seminar
RESOURCES PER FAMILY	1x Seminar Tip Sheet per seminar place
TOTAL NUMBER OF FAMILIES	300 seminar places
TOTAL RESOURCES PER YEAR	300 Tipsheets (100 of each topic)

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WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Triple P Seminars to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	5 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. It is assumed that an organisation has established a successful referral process for families requiring further assistance (either to in-person or online Triple P programmes).

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Organising a successful seminar series.
- Presentation of the seminar series.
- Core principles of positive parenting and behaviour change.
- Specific positive parenting strategies for promoting children's development.
- Responding to parents' questions.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Practitioner's Manual for Triple P Seminars.
- Access to A Guide to Triple P Seminars.
- Access to the Triple P Seminars PowerPoint presentations.
- Triple P Seminar Tip Sheets (includes a tip sheet from each seminar).

1 In-person is an option in some instances. Please contact your IC for more information.

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TEEN TRIPLE P SEMINARS

WHAT IS TEEN TRIPLE P SEMINARS?

A "light touch" parenting information presentation delivered to a large group of parents (20 to 200) who are generally coping well but have one or two concerns. There are three seminar topics with each taking around 60 minutes to present, plus 30 minutes for question time. Teen Triple P Seminars is designed to be a brief introduction to the Triple P strategies and will give parents and carers you work with great ideas to take home and try out with their family.

WHO IS IT FOR?

Parents or carers, with teenagers up to 16 years, interested in general information about promoting their teenager's development. The seminars can also assist parents with specific concerns about their teen's behaviour. Parents are likely to benefit if their family is not complicated by significant behaviour problems or family stress. This intervention can also be useful as an introduction to the Teen Triple P strategies for families who will access a more intensive intervention.

WHAT IS COVERED IN SEMINARS WITH PARENTS?

Seminar 1: Raising responsible teenagers

Practitioners introduce parents to the six key elements of teenagers becoming responsible and specific ideas about how to teach and encourage each of the following skills:

- Taking part in family decision-making.
- Being respectful and considerate.
- Getting involved in family activities.
- Developing a healthy lifestyle.
- Being reliable.
- Being assertive.

Seminar 2: Raising competent teenagers

Practitioners introduce parents to six aspects of teenagers becoming confident and successful in school and the community. Parents are given specific ideas to teach and encourage the following:

- Developing self-discipline.
- Establishing good routines.
- Getting involved in school activities.
- Being a good problem solver.
- Following school rules.
- Having supportive friends.

Seminar 3: Getting teenagers connected

Practitioners introduce parents to different aspects of teaching their teenagers to develop supportive friendships and become engaged in appropriate social and recreational groups and activities in the wider community. Parents are given specific ideas about teaching their teenagers the following skills:

- Being confident.
- Being socially skilled.
- Planning ahead.
- Meeting commitments.
- Keeping in contact.
- Taking care of others.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to each seminar, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME	1½ hours
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	n/a
TELEPHONE SUPPORT OR HOME VISIT	n/a
SEMINAR PREPARATION AND POST-SEMINAR DEBRIEF/SUPERVISION	1½ hours
CASE NOTES AND REPORT WRITING**	n/a
TOTAL TIME	3 hours per seminar

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family will receive a Teen Triple P Seminars Tip Sheet corresponding to the seminar they are attending. Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	6 interventions (2 rounds of 3 topics)
NUMBER OF FAMILIES PER INTERVENTION	50 families per seminar
RESOURCES PER FAMILY	1x Seminar Tip Sheet per seminar place
TOTAL NUMBER OF FAMILIES	300 seminar places
TOTAL RESOURCES PER YEAR	300 Tipsheets (100 of each topic)

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WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Teen Triple P Seminars to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	5 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. It is assumed that an organisation has established a successful referral process for families requiring further assistance (either to in-person or online Triple P programmes).

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Organising a successful seminar series.
- Presentation of the seminar series.
- Core principles of positive parenting and behaviour change.
- Specific positive parenting strategies for promoting children's development.
- Responding to parents' questions.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Practitioner's Manual for Triple P Seminars.
- Access to the Teen Triple P Seminars PowerPoint presentations.
- Teen Triple P Seminars Tip Sheets (includes a tip sheet from each seminar).

1 In-person is an option in some instances. Please contact your IC for more information.

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STEPPING STONES TRIPLE P SEMINARS

WHAT IS STEPPING STONES TRIPLE P SEMINARS?

A series of parenting information presentations for groups of parents (20 to 200) who have a child with disability. There are three seminar topics with each taking around 60 minutes to present, plus 30 minutes for question time. Stepping Stones Triple P Seminars is designed to be a brief introduction to the principles of positive parenting, teaching children with disabilities new skills, and changing challenging behaviour into positive behaviour.

WHO IS IT FOR?

Parents or carers, who have children with disability up to 12 years, interested in general information about promoting their child's development. The series of seminars can also assist parents with specific concerns about their child's behaviour or development. Parents are more likely to benefit when their family is not facing significant behaviour challenges or high levels of stress. These seminars can also be useful as an introduction to the Stepping Stones Triple P strategies for families who will access a more intensive support.

WHAT IS COVERED IN SEMINARS WITH PARENTS?

Seminar 1: Positive Parenting for Children with Disability

Practitioners introduce parents to the seven core principles of positive parenting. These principles are:

- Ensuring a safe engaging environment.
- Creating a positive learning environment.
- Taking a planned approach to discipline.
- Having reasonable expectations.
- Looking after yourself as a parent.
- Adapting to having a child with disability.
- Being part of the community.

Seminar 2: Helping Your Child Reach Their Potential

In this seminar, practitioners build on the foundation seminar and show parents how they can use the positive parenting principles to promote their child's development by teaching them new skills and behaviours. The six key steps to teach a new skill are:

- Choosing a skill to teach.
- Breaking the skill into steps.
- Choosing rewards.
- Deciding on when and where to teach.
- Using effective teaching strategies.
- Keeping track of progress and review.

Seminar 3: Changing Problem Behaviour into Positive Behaviour

Parents are often uncertain how to manage challenging behaviour in ways that help children learn alternative and more adaptive behaviour to take its place. Parents are introduced to the six key steps of how to do this. The steps covered include:

- Tracking the behaviour.
- Understanding why the behaviour is occurring.
- Changing events that occur before the behaviour.
- Encouraging alternative behaviour.
- Removing accidental rewards.
- Putting the plan into action.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to each seminar, the practitioner should allow time for preparation and/or supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME	1½ hours
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	n/a
TELEPHONE SUPPORT OR HOME VISIT	n/a
SEMINAR PREPARATION AND POST-SEMINAR DEBRIEF/SUPERVISION	1½ hours
CASE NOTES AND REPORT WRITING**	n/a
TOTAL TIME	3 hours per seminar

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family will receive a Stepping Stones Triple P Seminars Tip Sheet corresponding to the seminar they are attending.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	6 interventions (2 rounds of 3 topics)
NUMBER OF FAMILIES PER INTERVENTION	50 families per seminar
RESOURCES PER FAMILY	1x Seminar Tip Sheet per seminar place
TOTAL NUMBER OF FAMILIES	300 seminar places
TOTAL RESOURCES PER YEAR	300 Tipsheets (100 of each topic)

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WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Stepping Stones Triple P Seminars to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	5 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. It is assumed that an organisation has established a successful referral process for families requiring further assistance (either to in-person or online Triple P programmes).

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Organising a successful seminar series.
- Presentation of the seminar series.
- Core principles of positive parenting and behaviour change.
- Specific positive parenting strategies for promoting children's development.
- Responding to parents' questions.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Practitioner's Manual for Triple P Seminars.
- Access to the Stepping Stones Triple P Seminars PowerPoint presentations.
- Stepping Stones Triple P Seminars Tip Sheets (includes a tip sheet from each seminar).

1 In-person is an option in some instances. Please contact your IC for more information.

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FEAR-LESS TRIPLE P SEMINARS

WHAT IS FEAR-LESS TRIPLE P SEMINARS?

Fear-Less Triple P Seminars is a 2-hour seminar for parents with children aged 6 to 14 years who would like to know more about supporting children who experience anxiety and prevent more serious mental health problems developing. The seminar takes around 90 minutes to present, plus 30 minutes for question time. The seminar is designed to be a brief introduction to the Fear-Less Triple P anxiety-management strategies and will give parents and caregivers a range of strategies to take home and try out with their family.

WHO IS IT FOR?

Parents or caregivers, with children aged from 6 to 14 years interested in understanding and supporting children who experience anxiety. The seminar can be used as an engagement strategy for the Level 4 Fear-Less Triple P programme.

WHAT IS COVERED IN THE SEMINAR WITH PARENTS?

Helping children manage anxiety

This seminar explains what anxiety is and why children might feel anxious. It covers how parents can set a good example and support their child's emotional resilience. Parents are provided with advice on how best to respond to their children when they're feeling anxious and introduced to a step-by-step approach to problem solving.

HOW MUCH TIME IS NEEDED TO DELIVER THE PROGRAMME?

In addition to the seminar, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME	2 hours
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	n/a
INDIVIDUAL SUPPORT OR HOME VISIT	n/a
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	1½ hours**
CASE NOTES AND REPORT WRITING***	n/a
TOTAL TIME	3½ hours per seminar

* An additional 2-3 minutes per family should be allowed for reviewing the Fear-Less Triple P Program Satisfaction Questionnaire at the end of the programme.

** Session preparation time may vary depending on providers experience and familiarity with the content.

*** Not including comprehensive reports for government agencies

WHAT RESOURCES DO PARENTS RECEIVE?

Each family will receive a Fear-Less Triple P Seminars Tip Sheet.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	4 seminars
NUMBER OF FAMILIES PER INTERVENTION	25 families per seminar
RESOURCES PER FAMILY	1 x Fear-Less Triple P Seminars Tip Sheet per seminar place
TOTAL NUMBER OF FAMILIES	100 seminar places
TOTAL RESOURCES PER YEAR	100 Tipsheets

WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Fear-Less Triple P Seminars to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	5 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. It is assumed that an organisation has established a successful referral process for families requiring further assistance (either to in-person or online Triple P programmes).

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Familiarisation with the Fear-Less Triple P Seminar content, structure, delivery and rationale.
- Organising and presenting successful seminars.
- Responding to parents' questions.
- Identifying parents and children requiring more intensive intervention and provide appropriate referral pathways.

1 In-person is an option when government rules, safety and insurance requirements allow.

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WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Practitioner's Manual for Triple P Seminars.
- Access to A Guide to Fear-Less Triple P Seminars.
- Access to the Fear-Less Triple P Seminars PowerPoint presentation.
- Fear-Less Triple P Seminar Tip Sheet.

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PRIMARY CARE TRIPLE P

WHAT IS PRIMARY CARE TRIPLE P?

A brief targeted intervention in a one-to-one format that assists parents to develop parenting plans to manage behavioural issues (e.g. tantrums, fighting, going shopping) and skill development issues (e.g. eating independently, toilet training, staying in bed at night). These focused consultations can be carried out by health professionals in the course of providing routine health care. Practitioners provide 3-4 sessions (15-30 minutes each) over a period of 4-6 weeks. Sessions can be done in person, over the phone, or as a combination of both.

WHO IS IT FOR?

Parents or carers with a specific concern about their child's behaviour and prefer one-to-one consultations. They are likely to benefit when their child's behaviour problems are mild and uncomplicated by a high level of family stress. Parents receiving this intervention sometimes then choose to do a Group Triple P course if problems persist.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Assessment of the presenting problem
In this session, the practitioner conducts an initial interview, discusses options for intervention, and introduces the parent to keeping track of their child's behaviour.

Session 2: Developing a parenting plan
In this session, the practitioner provides the parent with feedback of assessment results, helps the parent identify causes of their child's behaviour problem, and helps to set goals for change. Then the practitioner introduces a relevant tip sheet which offers ideas from which to develop an individualised parenting plan to target the parent's specific behaviour concern.

Session 3: Review of implementation
In this session, the practitioner uses a self-regulatory feedback process to assist the parent to review their implementation of their parenting plan and to set goals for further refinement if needed. Behavioural rehearsal in this session is used when parents need to rehearse specific parenting techniques. Obstacles to the implementation of their plan are discussed and problem-solved.

Session 4: Follow up
In this session, the practitioner reviews progress toward specific goals, assists the parent to further refine their parenting plan if needed, and discusses ideas to maintain positive changes. If necessary, referral options are discussed.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to each session, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME*	2 hours (30 minutes per family for 4 sessions)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK**	¼ hour
TELEPHONE SUPPORT OR HOME VISIT	n/a
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	¼–½ hour
CASE NOTES AND REPORT WRITING***	¼–½ hour
TOTAL TIME	2¾–3¼ hours per family

*Practitioners eligible to provide Brief Primary Care Triple P sessions with parents (1-2 sessions, 15-30 minutes each).

**An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

***Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives up to three Triple P Tip Sheets relevant to the targeted problem behaviour/s and a Positive Parenting Booklet.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	50 families
NUMBER OF FAMILIES PER INTERVENTION	1 family
RESOURCES PER FAMILY	3 x Tip Sheets 1 x Positive Parenting Booklet
TOTAL NUMBER OF FAMILIES	50 families
TOTAL RESOURCES PER YEAR	150 x Tip Sheets 50 x Positive Parenting Booklets

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WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Primary Care Triple P to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	5 days

An Extension Course is available, please contact your Triple P representative for more information. A hybrid training model is also available, offering practitioners the opportunity to complete some of the training modules online, reducing the training days required.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Early detection and effective management of child behaviour problems.
- Core principles of positive parenting and behaviour change.
- Specific positive parenting strategies for promoting children's development.
- Effective parent consultation, including active skills training.
- Identification of indicators suggesting more intervention is required and appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Practitioner's Manual for Primary Care Triple P.
- Access to the Primary Care Triple P PowerPoint presentation.
- Triple P Tip Sheet Series — Sample Pack (includes Positive Parenting Booklet and a sample of Triple P Tip Sheets).
- Access to the Every Parent's Survival Guide video.

1 In-person is an option in some instances. Please contact your IC for more information.

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PRIMARY CARE TEEN TRIPLE P

WHAT IS PRIMARY CARE TEEN TRIPLE P?

A brief targeted intervention in a one-to-one format that assists parents to develop parenting plans to manage behavioural issues (e.g. rudeness, disrespect) and skill development issues (e.g. independent problem solving, dealing with strong emotions, positive communication). These focused consultations can be carried out by health professionals in the course of providing routine health care. Practitioners provide 3-4 sessions (15-30 minutes each) over a period of 4-6 weeks. Sessions can be done in person, over the phone, or as a combination of both. During the sessions, parents learn about what influences the development of teenage behaviour problems and then develop an individualised parenting plan based on information sheets specifically targeting the parent's area of concern.

WHO IS IT FOR?

Parents or carers with a specific concern about their teenager's behaviour and prefer one-to-one consultations. They are likely to benefit when their teenager's behaviour problems are mild and uncomplicated by a high level of family stress. Parents receiving this intervention sometimes then choose to do a Group Teen Triple P course if problems persist.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Assessment of the presenting problem
In this session, the practitioner conducts an initial interview, discusses options for intervention, and introduces parents to keeping track of their teenager's behaviour.

Session 2: Developing a parenting plan
The practitioner provides the parent with feedback of assessment results, helps the parent identify influences on their teenager's behaviour, and helps to set goals for change. Then the practitioner introduces a relevant tip sheet which offers ideas from which to develop an individualised parenting plan to target the parent's specific behaviour concern.

Session 3: Review of implementation
In this session, the practitioner uses a self-regulatory feedback process to assist the parent to review their implementation of their parenting plan and to set goals for further refinement if needed. Behavioural rehearsal in this session is used when parents need to rehearse specific parenting techniques. Obstacles to the implementation of their plan are discussed and problem-solved.

Session 4: Follow up
In this session, the practitioner reviews progress toward specific goals, assists the parent to further refine their parenting plan if needed, and discusses ideas to maintain positive changes. If necessary, referral options are discussed.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to each session, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME*	2 hours (30 minutes per family for 4 sessions)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK**	¼ hour
TELEPHONE SUPPORT OR HOME VISIT	n/a
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	¼–½ hour
CASE NOTES AND REPORT WRITING***	¼–½ hour
TOTAL TIME	2¾–3¼ hours per family

*Practitioners eligible to provide Brief Primary Care Teen Triple P sessions with parents (1-2 sessions, 15-30 minutes each).

**An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

***Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives up to three Teen Triple P Tip Sheets relevant to the targeted problem behaviour/s and a Positive Parenting for Families with Teens booklet.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	50 families
NUMBER OF FAMILIES PER INTERVENTION	1 family
RESOURCES PER FAMILY	3 x Tip Sheets 1 x Positive Parenting for Families with Teens booklet
TOTAL NUMBER OF FAMILIES	50 families
TOTAL RESOURCES PER YEAR	150 x Tip Sheets 50 x Positive Parenting for Families with Teens booklet

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WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Primary Care Teen Triple P to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	5 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Early detection and effective management of teenager behaviour problems.
- Core principles of positive parenting and effective behaviour change.
- Factors influencing teenagers' behaviour.
- Specific positive parenting strategies for promoting teenagers' development.
- Identification of indicators suggesting more intensive intervention is required and appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Practitioner's Manual for Primary Care Teen Triple P.
- Access to the Primary Care Teen Triple P PowerPoint presentation.
- Teen Triple P Tip Sheet Series — Sample Pack (includes Positive Parenting for Families with Teens booklet and a sample of Triple P Tip Sheets).
- Access to the Every Parent's Guide to Teenagers video.

1 In-person is an option in some instances. Please contact your IC for more information.

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PRIMARY CARE STEPPING STONES TRIPLE P

WHAT IS PRIMARY CARE STEPPING STONES TRIPLE P?

Stepping Stones Triple P has been developed for parents of children with disability. Primary Care Stepping Stones Triple P involves brief one to one parenting support aimed at addressing specific challenges or helping to develop key developmental skills or developmental skills (e.g. social skills, communication). Primary Care Stepping Stones Triple P has been evaluated with families of children with a range of disabilities (e.g. intellectual disability, autism spectrum disorders, cerebral palsy) and increased levels of challenging behaviour. Sessions are between 15-30 minutes. The first two sessions are delivered in person and the other sessions can be completed either in person or by telephone. The practitioner meets with the parent/s for up to four sessions over a period of six weeks and assists parents to develop parenting plans (behaviour support plans) to prevent challenging behaviours, to promote the development of skills, and to respond to/manage behaviours.

WHO IS IT FOR?

Parents or carers of children with disability (up to 12-years) with a specific concern about their child's behaviour and require one-to-one consultation with active skills training. These parents may be unable to commit to regular treatment over longer periods of time. They are most likely to benefit if their child's behaviour is not significantly influenced by high levels of family stress. Some parents choose to do this programme as an introduction to parenting strategies and then may become interested in the more intensive Group Stepping Stones Triple P for further support.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Assessment of the presenting problem
In this session, the practitioner conducts an initial interview, discusses options for support, and how the parent can keep track of their child's behaviour.

Session 2: Developing a parenting plan
In this session, the practitioner provides the parent with feedback of assessment results and discusses influences of children's behaviour. Parents then set goals for themselves and their child. They are introduced to booklets that provide information on a range of topics (e.g. social skills, early learning skills, challenging behaviour, toileting). An individualised parenting plan is devised based on this format and content.

Session 3: Review of implementation
In this session, practitioners apply a self-regulatory feedback model to help the parent review how they have implemented their plan, to identify strengths and improvements, and to refine their use of specific strategies that may require further practise. Obstacles to the implementation of their plan are discussed and problem-solved.

Session 4: Follow up
In this session, the practitioner reviews progress toward specific goals, assists the parent to further refine their parenting plan if needed, and discusses ideas to maintain positive changes. If necessary, referral options are discussed.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to each session, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME	2 hours (30 minutes per family for 4 sessions)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	¼ hour
TELEPHONE SUPPORT OR HOME VISIT	n/a
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	¼–½ hour
CASE NOTES AND REPORT WRITING**	¼–½ hour
TOTAL TIME	2¾–3¼ hours per family

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives up to two Primary Care Stepping Stones Triple P Booklets relevant to the specific behaviour/s or developemental skills and a Stepping Stones Triple P Positive Parenting Booklet.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	50 families
NUMBER OF FAMILIES PER INTERVENTION	1 family
RESOURCES PER FAMILY	2 x Stepping Stones Triple P Primary Care Booklets 1 x Positive Parenting Booklet
TOTAL NUMBER OF FAMILIES	50 families
TOTAL RESOURCES PER YEAR	100 x Stepping Stones Triple P Primary Care Booklets 50 x Positive Parenting Booklets

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WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Primary Care Stepping Stones Triple P to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	3 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	6 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Identifying and supporting children's behaviour challenges early on.
- Core principles of positive parenting and effective behaviour change.
- Specific positive parenting strategies for promoting children's development.
- Identification of indicators suggesting more intensive intervention is required and appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Practitioner's Manual for Primary Care Stepping Stones Triple P.
- Access to the Care Stepping Stones Triple P PowerPoint presentation.
- Primary Care Stepping Stones Triple P Booklet Series.
- Access to the Stepping Stones Triple P: A Guide to Raising a Child with Disability video

1 In-person is an option in some instances. Please contact your IC for more information.

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TRIPLE P DISCUSSION GROUPS

WHAT IS TRIPLE P DISCUSSION GROUPS?

The Triple P Discussion Group Series includes parent discussion groups on commonly encountered problems such as disobedience, fighting and aggression, and managing situations such as shopping with children, mealtimes and bedtime. The discussion groups are designed to provide an overview of the positive parenting principles for any interested parent. Parents are actively involved throughout the 2-hour small group format discussions.

WHO IS IT FOR?

Parents or carers with a specific concern about their child's behaviour. They are most likely to benefit when their concerns are around a relatively discreet, mild to moderate behavioural issue and when parents can independently implement parenting plans that are generated during each session. They are also encouraged to apply new parenting skills to other problems that may arise.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Topic 1: Dealing with disobedience

This discussion topic provides examples of common forms of disobedience and some reasons why children have difficulty learning to follow instructions. A number of positive parenting strategies are then introduced to help parents develop a personal plan to prevent disobedience, teach their child limits, and also to manage disobedience when necessary.

Topic 2: Managing fighting and aggression

During this discussion topic, parents are encouraged to share their experiences of aggressive and destructive behaviour from their children and discuss some of the reasons children fight. This topic covers the skills that children need to be able to cooperate and get along with others. Parents learn how to teach skills such as sharing, communicating, and being gentle. They also prepare plans to manage times when fighting and aggression do occur.

Topic 3: Developing good bedtime routines

This discussion topic explores different problems parents commonly face at bedtime and some of the reasons why they happen. The skills children need to get into a good bedtime routine are discussed and parents are introduced to positive parenting strategies to help prevent problems. The approaches to encouraging children to stay in their own bed throughout the night are discussed: the gentle, the gradual, and the direct approach. All approaches are evidence-based and parents choose which approach suits them best.

Topic 4: Hassle-free shopping with children

This discussion topic uses shopping trips as an example of one of the most common times parents have to deal with difficult behaviour in public. Positive parenting strategies are discussed as step-by-step suggestions for preventing problems and teaching children how to behave on shopping trips. Parents develop individualised plans to manage problem behaviour during their own shopping trips and are encouraged to transfer new parenting strategies to other potentially difficult community situations.

Topic 5: Hassle-free mealtimes with children

This discussion topic explores things that influence children's mealtime behaviour, setting limits and teaching children good mealtime habits. Parents will look at ways to increase food variety, be introduced to some positive parenting strategies to help manage mealtimes and develop a personal plan for their family's mealtimes.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to each discussion group, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME	2 hours
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	n/a
TELEPHONE SUPPORT OR HOME VISIT	Optional
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	1 hour
CASE NOTES AND REPORT WRITING**	1 hour (10 families, 6 minutes each)
TOTAL TIME	4 hours per group

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a Triple P Discussion Group Workbook on the corresponding topic they are attending.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	10 groups
NUMBER OF FAMILIES PER INTERVENTION	10 families per group
RESOURCES PER FAMILY	1 x Discussion Group Workbook
TOTAL NUMBER OF FAMILIES	100 families
TOTAL RESOURCES PER YEAR	100 x Discussion Group Workbook

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WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Triple P Discussion Groups to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	5 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Early detection and effective management of child behaviour problems.
- Core principles of positive parenting and behaviour change.
- Specific positive parenting strategies for promoting children's development.
- Effective parent consultation.
- Use of active skills training strategies in a group format.
- Group dynamics and common process issues.
- Identification of indicators suggesting more intervention is required and appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Facilitator's Kit for Triple P Discussion Group (includes Presentation Guide and five Workbooks).
- Access to the Triple P Discussion Groups PowerPoint presentations.
- Facilitator's Manual for Triple P Discussion Groups.

1 In-person is an option in some instances. Please contact your IC for more information.

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TEEN TRIPLE P DISCUSSION GROUPS

WHAT IS TEEN TRIPLE P DISCUSSION GROUPS?

The Teen Triple P Discussion Group Series includes parent discussion groups on commonly encountered problems such as getting teenagers to cooperate, coping with teenagers' emotions, reducing family conflict, and building teenagers' survival skills. The discussion groups are designed to provide an overview of the positive parenting principles for all parents who are interested. Parents are actively involved throughout the 2-hour small group format discussions.

WHO IS IT FOR?

Parents or carers with a specific concern about their teen's behaviour or development. They are most likely to benefit when their concerns are around a relatively discreet, mild to moderate problem behaviour and when parents can independently implement parenting plans that are generated during each session. They are also encouraged to apply new parenting skills to other problems that may arise.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Topic 1: Getting teenagers to cooperate
During this discussion, parents share some of their experiences and ideas about dealing with non-cooperation and discuss reasons why teenagers can be uncooperative. Several positive parenting strategies are introduced to help parents develop a plan to motivate their teenager to be cooperative at home.

Topic 2: Coping with teenagers' emotions
In this session, parents discuss some of the reasons teenagers have emotional reactions and the skills that teens need to calm themselves down. Several positive parenting strategies are introduced to help parents teach their teen to better manage their emotions.

Topic 3: Building teenagers' survival skills
This discussion topic explores why teenagers sometimes make risky decisions and how they can learn to keep themselves safe while gradually developing independence. Parents are introduced to positive parenting strategies to help their teen plan for situations which may potentially put their health or wellbeing at risk.

Topic 4: Reducing family conflict
During this discussion, parents share some of their experiences of conflict with their teenager and discuss why sometimes this occurs in families. Several positive parenting strategies are introduced to help parents teach their teens how to get along with other family members and resolve problems. Ways to manage times when conflict affects the whole family are also discussed.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to each discussion group, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME	2 hours
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	n/a
TELEPHONE SUPPORT OR HOME VISIT	optional
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	1 hour
CASE NOTES AND REPORT WRITING**	1 hour (10 families, 6 minutes each)
TOTAL TIME	4 hours per group

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a Teen Triple P Discussion Group Workbook on the corresponding topic they are attending.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	10 groups
NUMBER OF FAMILIES PER INTERVENTION	10 families per group
RESOURCES PER FAMILY	1 x Teen Triple P Discussion Group Workbook
TOTAL NUMBER OF FAMILIES	100 families
TOTAL RESOURCES PER YEAR	100 x Teen Triple P Discussion Group Workbook

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WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Teen Triple P Discussion Groups to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	5 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Early detection and effective management of teen behaviour problems.
- Core principles of positive parenting and behaviour change.
- Factors influencing adolescent behaviour.
- Specific positive parenting strategies for promoting teenager's development.
- Effective parent consultation.
- Use of active skills training strategies in a group format.
- Group dynamics and common process issues.
- Identification of indicators suggesting more intervention is required and appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Facilitator's Kit for Teen Triple P Discussion Group (includes Presentation Guide and four Workbooks).
- Access to the Triple P Discussion Group Teen PowerPoint presentations.
- Facilitator's Manual for Teen Triple P Discussion Groups.

1 In-person is an option in some instances. Please contact your IC for more information.

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GROUP TRIPLE P

WHAT IS GROUP TRIPLE P?

A broad-based parenting intervention delivered over eight weeks for parents of children up to 12-years. The programme involves five (2-hour) group sessions of up to 12 parents. Parents actively participate in a range of exercises to learn about the causes of child behaviour problems, setting specific goals, and using strategies to promote child development, manage misbehaviour, and plan for high-risk situations. Then there are three (15 to 30 minute) individual (telephone) consultations to assist parents with independent problem solving while they are practising the skills at home.

WHO IS IT FOR?

Parents or carers interested in promoting their child's development and potential or they may have concerns about their child's behavioural problems or simply wish to prevent behaviour problems from developing. Parents who have completed lower level interventions and have not achieved the goals they want, may benefit from a Group Triple P intervention. Parents need to be able to commit to all eight sessions.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Positive parenting
This session provides parents with an introduction to positive parenting, why children behave as they do, and how to set goals for change. Parents submit a completed assessment booklet at the beginning of this session.

Session 2: Helping children develop
During this session, the practitioner discusses how to develop good relationships with children, how to encourage good behaviour, and the four strategies for how parents can teach their children new skills and behaviours.

Session 3: Managing misbehaviour
During this session, the practitioner offers additional strategies to assist parents with managing misbehaviour during this session. Parents will also learn to develop parenting routines to promote compliance and manage non-compliance from their children. They have an opportunity to rehearse these routines during the session.

Session 4: Planning ahead
This session covers family survival tips, identifying high-risk situations that still cause concern, and how to develop planning ahead routines to promote good child behaviour in high risk situations (e.g. shopping, learning how to take turns, fighting with siblings, getting ready for school). Parents also prepare for their individual consultations during this session.

Session 5-7: Using positive parenting strategies 1-3
The practitioner provides feedback from initial assessments that the family completed and then uses the self-regulatory feedback model to help parents review their implementation of planning ahead routines for their high-risk situations. From this, parents set goals for further refinement of their routines, if needed.

Session 8: Programme close
Parents return for a final group session to review progress, look at ways to maintain changes and plan for the future, and to close the programme. If necessary, referral options are discussed.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to consultations, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME	10 hours (2 hours per session for 5 weeks)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	5 hours
TELEPHONE SUPPORT OR HOME VISIT	15 hours (10 families, 30 minutes each week for 3 weeks)
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	5 hours
CASE NOTES AND REPORT WRITING**	5 hours
TOTAL TIME	40 hours per group

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of Every Parent's Group Workbook. This workbook provides them with the content of all sessions, space to complete written exercises, and an outline of all homework tasks.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	3 groups
NUMBER OF FAMILIES PER INTERVENTION	10 families per group
RESOURCES PER FAMILY	1 x Every Parent's Group Workbook
TOTAL NUMBER OF FAMILIES	30 families
TOTAL RESOURCES PER YEAR	30 x Every Parent's Group Workbook

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WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Group Triple P to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	3 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	6 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. However, it is desirable that practitioners have knowledge of child development to undertake this training.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Application of key parenting strategies to a broad range of target behaviours.
- Risk and protective factors operating within families.
- Strategies for promoting generalisation and maintenance of behaviour change.
- Use of active skills training strategies in a group format.
- Group dynamics and common process issues.
- Telephone support consultations with parents.
- Identification of indicators suggesting more intervention is required.
- Appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Facilitator's Kit for Group Triple P (includes Facilitator's Manual and Every Parent's Group Workbook).
- Access to the Group Triple P PowerPoint presentations.
- Access to the Every Parent's Survival Guide video.

1 In-person is an option in some instances. Please contact your IC for more information.

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GROUP TEEN TRIPLE P

WHAT IS GROUP TEEN TRIPLE P?

A broad-based parenting intervention delivered over eight weeks for parents of teenagers up to 16-years who are interested in learning a variety of parenting skills. Parents may be interested in promoting their teenager's development and potential or they may have concerns about their teenager's behaviour. The programme involves five (2-hour) group sessions of up to 12 parents. Parents actively participate in a range of exercises to learn about the influences on adolescent behaviour, setting specific goals, and using strategies to promote a teenager's skills development, manage inappropriate behaviour, and teach emotional self-regulation. Parents also learn how to plan around risk-taking behaviour and risky situations. Then there are three (15 to 30 minute) individual (telephone) consultations to assist parents with independent problem solving while they are practising the skills at home.

WHO IS IT FOR?

Parents or carers who have concerns about their teenager's behavioural problems or simply wish to prevent behavioural problems from developing. Parents who have completed lower level interventions and have not achieved the goals they want, may benefit from a Group Teen Triple P intervention. Parents need to be able to commit to all eight sessions.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Positive parenting
This session provides parents with an introduction to positive parenting, factors that influence teenagers' behaviour, and how to set goals for change. Parents submit a completed assessment booklet at the beginning of this session.

Session 2: Encouraging appropriate behaviour
During this session, the practitioner discusses how to develop positive relationships with teenagers, increase desirable behaviour, teach new skills and behaviours, use behaviour contracts, and hold family meetings.

Session 3: Managing problem behaviour
In this session, parents learn how to develop family rules, deal with non- cooperation, acknowledge emotions, and use behaviour contracts. They have an opportunity to rehearse these routines in the session, to promote emotional self-regulation.

Session 4: Dealing with risky behaviour
This session covers identifying risky situations, routines to deal with risky behaviour, and family survival tips. Parents also prepare for their individual consultation sessions.

Session 5-7: Implementing parenting routines 1-3
The practitioner provides feedback from initial assessments that the family completed and then uses a self-regulatory feedback model to assist parents to review their implementation of parenting strategies and risky behaviour plans. From this, parents set goals for the further refinement of their routines, if needed.

Session 8: Programme close.
Parents return for a final group session to review progress and family survival tips, look at ways to maintain changes and problem-solving for the future, and to close the programme. If necessary, referral options are discussed.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to consultations, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME	10 hours (2 hours per session for 5 weeks)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	5 hours
TELEPHONE SUPPORT OR HOME VISIT	15 hours (10 families, 30 minutes each week for 3 weeks)
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	5 hours
CASE NOTES AND REPORT WRITING**	5 hours
TOTAL TIME	40 hours per group

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of Teen Triple P Group Workbook. This workbook provides them with the content of all sessions, space to complete written exercises, and an outline of all homework tasks.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	3 groups
NUMBER OF FAMILIES PER INTERVENTION	10 families per group
RESOURCES PER FAMILY	1 x Teen Triple P Group Workbook
TOTAL NUMBER OF FAMILIES	30 families
TOTAL RESOURCES PER YEAR	30 x Teen Triple P Group Workbook

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WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Group Teen Triple P to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	3 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	6 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. However, it is desirable that practitioners have knowledge of adolescent development to undertake this training.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Application of key parenting strategies to a broad range of teenagers' target behaviours.
- Risk and protective factors operating within families.
- Strategies for promoting generalisation and maintenance of behaviour change.
- Use of active skills training strategies in a group format.
- Group dynamics and common process issues.
- Telephone support consultations with parents.
- Identification of indicators suggesting a more intensive intervention is required.
- Appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Facilitator's Kit for Group Teen Triple P (includes Facilitator's Manual and the Teen Triple P Group Workbook).
- Access to the Group Teen Triple P PowerPoint presentations.
- Access to the Every Parent's Guide to Teenagers video.

1 In-person is an option in some instances. Please contact your IC for more information.

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GROUP STEPPING STONES TRIPLE P

WHAT IS GROUP STEPPING STONES TRIPLE P?

Group Stepping Stones Triple P has been developed for parents of children with disability. Stepping Stones Triple P has been evaluated with families of neurodivergent children with a range of disabilities (e.g. intellectual disability, autism spectrum disorders, cerebral palsy) and increased levels of challenging behaviour. The programme involves six (2–2 ½ hour) group sessions that educate and actively train skills, and three (15 to 30 minute) individual telephone consultations to assist parents to refine the use of their parenting skills and to develop independent problem solving skills. A full behavioural and family assessment is completed before and after the group sessions.

WHO IS IT FOR?

Parents or carers of children with disability (up to 12 years) who benefit from this programme are those that require or are interested in learning a broad-based range of parenting skills to promote child development and to manage challenging behaviours. The programme is designed to support parents in preventing the development of challenging behaviours or to positively address them if they are already occurring. Parents need to be able to commit to six group sessions and three telephone consultations.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Positive parenting
This session provides parents with an introduction to positive parenting, influences on children's behaviour, setting goals for change, and how to keep track of children's behaviour.

Session 2: Promoting children's development
During this session, the practitioner discusses how to develop positive relationships with children and how to encourage desirable behaviour.

Session 3: Teaching new skills and behaviours
This session teaches parents a range of techniques to teach children with disabilities skills in a range of areas, such as communication, problem-solving, self-care, and self-regulation.

Session 4: Managing behaviour and parenting routines
During this session, the practitioner offers strategies to assist parents with managing behaviour during this session. Parents will also learn to develop parenting routines to encourage children to follow instructions.

Session 5: Planning ahead
This session covers family survival tips, identifying high-risk situations, and developing planning ahead routines to implement over the next few weeks. Parents also schedule and prepare for the telephone consultations.

Session 6-8: Implementing parenting routines 1-3
The telephone sessions begin with the practitioner providing assessment feedback to parents and noting progress that has been made. Then the sessions are designed to assist parents in implementing behaviour change strategies in high-risk home and community situations (e.g. travelling on public transport, haircuts, therapy sessions). The practitioner uses the self-regulatory feedback model to help parents identify goals for change and a problem-solving approach is used to assist parents to fine-tune any areas of difficulty.

Session 9: Programme close
Parents return for a final group session to review progress, look at ways to maintain changes, problem solve for the future, and to bring closure to the programme.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to consultations, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME	15 hours (2½ hours per session for 6 weeks)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	3½ hours
TELEPHONE SUPPORT OR HOME VISIT	10½ hours (7 families, 30 minutes each week for 3 weeks)
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	5 hours
CASE NOTES AND REPORT WRITING**	3½ hours
TOTAL TIME	37½ hours per group

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of the Group Stepping Stones Triple P Workbook.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	5 groups
NUMBER OF FAMILIES PER INTERVENTION	7 families per group
RESOURCES PER FAMILY	1 x Stepping Stones Triple P Group Workbook
TOTAL NUMBER OF FAMILIES	35 families
TOTAL RESOURCES PER YEAR	35 x Stepping Stones Triple P Group Workbook

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WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Group Stepping Stones Triple P to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	3 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	6 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. However, it is desirable that practitioners have knowledge of child development to undertake this training.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Using key parenting strategies to address a wide range of specific behaviours.
- Risk and protective factors operating within families.
- Strategies for promoting generalisation and maintenance of behaviour change.
- Use of active skills training strategies in a group format.
- Group dynamics and common process issues.
- Telephone support consultations with parents.
- Identification of indicators suggesting more intervention is required.
- Appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Facilitator's Kit for Group Stepping Stones Triple P (includes Facilitator's Manual and the Group Stepping Stones Triple P Workbook).
- Access to the Group Stepping Stones Triple P PowerPoint presentations.
- Access to the Stepping Stones Triple P: A Guide to Raising a Child with Disability video

1 In-person is an option in some instances. Please contact your IC for more information.

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TRIPLE P FOR FIRST NATIONS FAMILIES

WHAT IS TRIPLE P FOR FIRST NATIONS FAMILIES?

A broad-based culturally acceptable parenting program that can be flexibly delivered for parents of children up to 12-years. The program involves five chapters delivered either individually or in a group. Parents actively participate in a range of exercises to learn about why children behave the way they do, using strategies to promote child development, setting specific goals, supporting building strong family relationships, guiding children's behaviour, and planning ahead for challenging situations. Then there are two brief individual consultations to assist parents with independent problem solving while they are practising the skills. This is followed by a final chapter to keep up the changes and support problem solving for the future.

WHO IS IT FOR?

Aboriginal and Torres Strait Islander parents and caregivers or caregivers of First Nations children, interested in promoting their child's development and potential, or have concerns about their child's behaviour, or simply wish to prevent challenging behaviours from developing. This program may also be suitable for those who have completed lower level programs who may need additional support.

WHAT IS COVERED IN CHAPTERS WITH PARENTS?

Chapter 1: Positive parenting
This chapter provides parents with an introduction to family wellbeing and positive parenting by introducing the five key principles. Parents are given the opportunity to share some of their parenting experiences and complete assessments.

Chapter 2: Why do children behave as they do?
During this chapter, parents look at what influences children's behaviour, set goals for change and discuss how to keep track of their child's behaviour.

Chapter 3: Helping children develop
In this chapter, the practitioner discusses strong, healthy relationships with children that support attachment, how to encourage behaviour you like, and teach your child new skills and behaviours.

Chapter 4: Discouraging behaviour you don't like
This chapter introduces strategies to assist parents with guiding challenging behaviour, developing parenting routines to help their child deal with frustration, and learn to accept limits. They also have an opportunity to rehearse these routines.

Chapter 5: Planning ahead
This chapter looks at ways to keep building a strong family and how to plan for times that may be challenging. It helps making parenting easier by identifying situations that may be a concern. Parents look at parenting routines to promote behaviour they like in challenging situations (e.g going shopping, travelling, bedtime routines, waiting for appointments and getting ready for school.) Parents also prepare for individual consultations with their practitioner.

Chapters 6-7: Putting it all together
The practitioner provides feedback from initial assessments and uses the self-regulatory feedback model to help parents review their planned activities or routines. From this, parents may set goals for further refinement of their routines, if needed.

Chapter 8: Program close
Parents return as a group or individually to review progress, look at ways to maintain changes and plan for the future. If necessary, referral options are discussed.

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WHAT RESOURCES DO PARENTS RECEIVE?

Each family will receive a copy of either the Triple P Workbook for First Nations Families (with content of all eight chapters, space to complete written exercises, and an outline of all tasks for parents to try) or the Positive Parenting for First Nations Families booklet (designed for parents whose second language is English or who have low literacy).

Please see the table below for the expected program resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	3 groups or individually
NUMBER OF FAMILIES PER INTERVENTION	10 families per group or individual sessions
RESOURCES PER FAMILY	1 x Triple P Workbook for First Nations Families or 1 x Positive Parenting for First Nations Families booklet
TOTAL NUMBER OF FAMILIES	30 families
TOTAL RESOURCES PER YEAR	30 x Triple P Workbook for First Nations Families or 30 x Positive Parenting for First Nations Families booklet

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

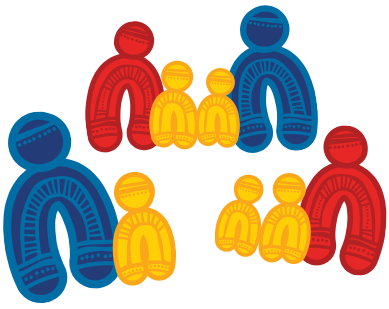
In addition to consultations, the practitioner should allow time to prepare for the program and/or supervision. Please see the table below for a general guide for the expected program resources required when Triple P is adopted as part of core business.

CONSULTATION TIME*	12 hours (2 hours per chapter for individual or group sessions)
QUESTIONNAIRE SCORING AND FEEDBACK - PRE AND POST ASSESSMENT**	5 hours
TELEPHONE SUPPORT OR HOME VISIT	10 hours (10 families, 30 minutes each week for 2 weeks)
GROUP PREPARATION AND POST-GROUP DEBRIEF/SUPERVISION	5 hours
CASE NOTES AND REPORT WRITING***	5 hours
TOTAL TIME	37 hours per group

*Delivery times can be flexible to suit parents.

**An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

*** Not including comprehensive reports for government agencies.



WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Triple P for First Nations Families to families, practitioners must have completed the training program and demonstrated their knowledge and competence in program delivery through an accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support.

NUMBER OF TRAINING DAYS (9.00AM - 4.30PM)	4 days
PRE- ACCREDITATION DAY (9.00AM - 4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4-6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2-3 hours (hourly meetings per month)
TOTAL TIME	7 days

DO PROVIDER PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. However, it is desirable that practitioners have demonstrated experience working together with First Nations families and/or completed cultural capability training. A knowledge of child development is also desirable.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Application of parenting strategies to a range of child behaviours.
- Understanding risk and protective factors operating within families.
- Strategies to support parents to apply and maintain behaviour change within families.
- Understanding and applying the self-regulatory model (in-line with self-determination).
- Use of active skills training strategies in a group format.
- Understanding and responding to common process issues.
- Individual parent support.
- Identification of indicators suggesting more intervention is required.
- Appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive a copy of the following Triple P resources at training:

- Positive Parenting: A Guide for First Nations Families.
- Triple P Workbook for First Nations Families.
- Positive Parenting for First Nations Families booklet.
- PowerPoint Presentation for Triple P for First Nations Families.
- Participant Notes for Triple P for First Nations Families.
- Facilitator's Manual for Group Triple P.

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STANDARD TRIPLE P

WHAT IS STANDARD TRIPLE P?

Standard Triple P provides parents with broadly focused parenting support and intervention on a one-to-one basis. The programme supports parents who have concerns about their child's behaviour or development across various settings (e.g. disobedience in community settings, fighting and aggression, refusing to stay in bed or eat healthy meals). Over 10 sessions, parents identify the causes of child behaviour problems and set their own goals for change. They learn a range of parenting strategies to promote and develop positive behaviour for their child. The practitioner's focus is on generalisation-enhancement strategies to promote parental autonomy throughout the intervention process.

WHO IS IT FOR?

Parents or carers who benefit from this intervention are those with children up to 12 years who are concerned about their child's behaviour. Usually they prefer a one-to-one intervention and they need to be available to commit to 10 weeks of regular one-hour sessions. The programme is appropriate for children with moderate to severe levels of behavioural problems.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Initial Interview

The parent is interviewed to gather comprehensive information about their child's presenting behavioural concerns, developmental history, and family circumstances. They are asked to complete further assessment in the form of questionnaires and they are taught to use monitoring forms to track a specific child behaviour throughout the following week.

Session 2: Observation of family interaction and assessment feedback

The practitioner conducts an observation of child behaviour and parenting. Then they provide feedback to the parent from all forms of the assessment and develop a shared understanding of the nature, severity, and probable causes of current concerns. From there, treatment is negotiated and the parent sets goals for their own and their child's behaviour changes.

Session 3: Promoting children's development

The parent is presented with strategies that aim to enhance the quality of the parent-child relationship and promote a rich environment of encouragement and positive attention for the child. The parent identifies when and how these skills can be used and has the opportunity to practise.

Session 4: Managing misbehaviour

This session involves introducing the parent to strategies for dealing with misbehaviour, rehearsing a routine for managing non-compliance, and setting new homework tasks.

Session 5-7: Practice and feedback

These sessions assist the parent in using the behaviour change strategies. The practitioner observes a brief parent-child interaction where the parent has set goals to practise using specific parenting strategies. The practitioner then has the opportunity to encourage the parent's self-evaluation and goal setting to refine the use of specific parenting strategies.

Session 8: Planned activities training

During this session, the parent identifies high-risk home and community activities (e.g. shopping trips), they learn to develop planned activities and routines to target specific behaviours, and select one of their routines to implement throughout the following week.

Session 9: Using planned activities training

During this session, the parent implements planned activities and routines to encourage independent play when busy and a structured play activity. The practitioner provides feedback and then observes the parent implement a final planned activities routine to get their child ready to go out.

Session 10: Programme close

The practitioner conducts a progress review and discusses family survival tips and how to keep up the changes that have been made. Future problem solving exercises and a final assessment are completed. If necessary, referral options are discussed.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to consultations, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME	7 hours (1 hour per session for 7 sessions)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	1½ hours
TELEPHONE SUPPORT OR HOME VISIT**	3 hours (1 hour per home visit for 3 visits)
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	5 hours
CASE NOTES AND REPORT WRITING***	2½ hours
TOTAL TIME	19 hours per family

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Travel time per visit is not included.

***Not including comprehensive reports for government agencies.

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WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of Every Parent's Family Workbook. This workbook provides them with the content of all sessions, space to complete written exercises, and an outline of all homework tasks.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	25 families
NUMBER OF FAMILIES PER INTERVENTION	1 family
RESOURCES PER FAMILY	1 x Every Parent's Workbook
TOTAL NUMBER OF FAMILIES	25 families
TOTAL RESOURCES PER YEAR	25 x Every Parent's Workbook

An Extension Course is available, please contact your Triple P representative for more information.

WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Standard Triple P to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	3 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	6 days

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. However, it is desirable that practitioners have knowledge of child development to undertake this training.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Early detection and effective management of child behaviour problems.
- Risk and protective factors operating within families
- Core principles of positive parenting and behaviour change.
- Advanced assessment of child and family functioning
- Application of key parenting strategies to a broad range of target behaviours.
- Strategies for promoting generalisation and maintenance of behaviour change.
- Identification of indicators suggesting more intervention is required and appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Practitioner's Kit for Standard Triple P (includes Practitioner's Manual, and Every Parent's Family Workbook).
- Access to the Every Parent's Survival Guide video.

1 In-person is an option in some instances. Please contact your IC for more information.

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STANDARD TEEN TRIPLE P

WHAT IS STANDARD TEEN TRIPLE P?

A broadly focused parenting support intervention on a one-to-one basis for parents of teenagers up to 16 years. After thorough family assessment, parents set their own goals, learn ways to encourage positive behaviour for teens, and teach their teens new skills such as problem solving, conflict resolution, and self-regulation. Over 10 sessions, parents identify the influences on teenagers' behaviour and set their own goals for change. Parents also learn ways to use appropriate consequences for problem behaviour (e.g. breaking family rules, taking inappropriate risks, emotional outbursts).

WHO IS IT FOR?

Parents or carers who have concerns about their teenager's development and behaviour. They may be concerned that their relationship with their teen is not positive, that their teen has not learned independence and self-regulation skills, or that they have not found an effective way to discourage inappropriate or risk-taking behaviour. Parents are most likely to benefit if they can commit to completing the 10 weekly sessions.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Initial interview
The parent is interviewed to gather comprehensive information about their teenager's presenting behavioural concerns, developmental history, and family circumstances. They are asked to complete further assessment in the form of questionnaires and they are taught to use monitoring forms to track a specific teen behaviour throughout the following week.

Session 2: Interview with teenager and family observation
First, the teenager is interviewed to obtain their perspective on family functioning and any presenting problems. This also serves as an assessment of mental status. The parent and teenager are then observed holding a problem-solving discussion.

Session 3: Sharing assessment findings
The practitioner provides feedback to the parent from all forms of assessment and develops a shared understanding of the nature, severity, and probable causes of current concerns. From there, treatment is negotiated and the parent sets goals for their own and their teen's behaviour changes.

Session 4: Encouraging appropriate behaviour
During this session, the parent is presented with three types of parenting skills that aim to enhance the quality of the parent-teenager relationship and promote a rich environment of encouragement and positive attention. These parenting skills include strategies for developing a positive relationship with their teenager, strategies for increasing desirable behaviour, and strategies for teaching new skills.

Session 5: Using positive parenting strategies 1
This session involves the parent and teen being observed to practise strategies such as part of a daily meeting or how to review a behaviour contract. The practitioner uses a self-regulatory feedback process to assist the parent to evaluate their strengths and areas for improvement. They then set goals to further refine their skills.

Session 6: Managing problem behaviour
During this session, the practitioner introduces the parent to strategies to reduce problem behaviour and to help teenagers learn to manage their emotions. An emotional behaviour routine is presented and rehearsed.

Session 7: Using positive parenting strategies 2
This session again involves both the teenager and their parent. They are observed during a structured interaction as they review how things are going. The practitioner again uses a self-regulatory feedback process to assist the parent to evaluate their strengths and areas for improvement. They then set goals to further refine their skills.

Session 8: Dealing with risky behaviour
This session introduces the parent to a routine for addressing teenagers' risky behaviour, guides them through the steps of how to use the routine, and prompts them to use the routine at home in the coming week.

Session 9: Using planning ahead routines
This session assists the parent and their teenager to review how they have planned ahead for potential risky behaviour and situations. They have an opportunity to practise developing further plans with support and feedback from the practitioner.

Session 10: Programme close
The practitioner conducts a progress review and discusses family survival tips and how to keep up the changes that have been made. Future problem solving exercises and a final assessment are completed. If necessary, referral options are discussed.

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HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to consultations, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME	7 hours (1 hour per session for 7 weeks)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	1½ hours
TELEPHONE SUPPORT OR HOME VISIT**	3 hours (1 hour per home visit for 3 visits)
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	5 hours
CASE NOTES AND REPORT WRITING***	2½ hours
TOTAL TIME	19 hours per family

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Travel time per visit is not included.

***Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of Teen Triple P Family Workbook. This workbook provides them with the content of all sessions, space to complete written exercises, and an outline of all homework tasks.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	25 families
NUMBER OF FAMILIES PER INTERVENTION	1 family
RESOURCES PER FAMILY	1 x Teen Triple P Family Workbook
TOTAL NUMBER OF FAMILIES	25 families
TOTAL RESOURCES PER YEAR	25 x Teen Triple P Family Workbook

WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Standard Teen Triple P to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	3 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	6 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. However, it is desirable that practitioners have knowledge of adolescent development to undertake this training.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Early detection and effective management of teenager behaviour problems.
- Risk and protective factors operating within families.
- Core principles of positive parenting and behaviour change.
- Advanced assessment of teenager and family functioning.
- Application of key parenting strategies to a broad range of target behaviours.
- Strategies for promoting generalisation and maintenance of behaviour change.
- Identification of indicators suggesting more intervention is required and appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Practitioner's Kit for Standard Teen Triple P (includes Practitioner's Manual, and Teen Triple P Family Workbook).
- Access to the Every Parent's Guide to Teenagers video.

1 In-person is an option in some instances. Please contact your IC for more information.

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STANDARD STEPPING STONES TRIPLE P

WHAT IS STANDARD STEPPING STONES TRIPLE P?

Standard Stepping Stones Triple P has been developed for parents of children with disability. Stepping Stones Triple P has been evaluated with families of children with a range of disabilities (e.g. intellectual disability, autism spectrum disorders, cerebral palsy) and increased levels of challenging behaviour. Standard Stepping Stones Triple P begins with a comprehensive assessment of parent-child interaction and family concerns. The programme provides parents with comprehensive support in managing their child's behaviour across various settings (e.g. disobedience, fighting and aggression, temper tantrums). The focus is on understanding the function of challlenging behaviour and teaching the child more positive and adaptive coping strategies and behaviour. Over 10 one-to-one sessions, parents learn to set their own goals, work out what changes they would like to see in their child's behaviour, and learn strategies to promote positive behaviour and deal with challenges in behaviour.

WHO IS IT FOR?

Parents or carers of a child with a disability (up to 12 years) who are looking for support with their child's moderate to severe behavioural challenges may find this programme beneficial and are able to commit to up to 10 regular individual consultations, either in a clinic or in the family home.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Initial interview

The parent is interviewed to gather comprehensive child and family information. Details of behaviours or concerns are taken and parents are asked to complete a series of questionnaires designed to screen for factors that may be influencing child development or behaviour. In this session, parents are also introduced to a range of recording techniques that they can use to keep track of the behaviour/s of interest over the coming weeks.

Session 2: Observation and sharing of assessment findings

This session begins with an observation of parent- child interaction which is followed by a feedback discussion with the parent only. Practitioners use a guided participation model to engage parents in a review of all assessment information, developing a shared conceptualisation of the problem and its causes, then negotiating goals and treatment directions.

Session 3: Promoting children's development

During this session, the parent learns the principles of positive parenting, strategies to develop positive relationships with their children, how to encourage desirable behaviour, and strategies to teach children new skills and behaviours.

Session 4: Managing behaviour

This session involves introducing the parent to strategies for dealing with behaviour, developing a parenting routine, and finalising their behavioural charts.

Session 5-7: Practice sessions 1-3

These sessions assist the parent in using the behaviour change strategies. The practitioner observes a brief parent-child interaction where the parent has set goals to practise using specific parenting strategies. The practitioner then has the opportunity to encourage the parent's self-evaluation and goal setting to refine the use of specific parenting strategies.

Session 8: Planning ahead

During this session, the parent identifies high-risk home and community activities (e.g. shopping trips, therapy sessions, getting ready for school). The practitioner then teaches them how to develop planning ahead routines to prevent specific behaviour, encourage skill development, and manage behaviour in one or more of the parent's identified high-risk situations. Parents then plan to implement their routines over the coming week.

Session 9: Planning ahead practice session

During this session, the parent practises encouraging their child to play independently while they discuss their planning ahead routines with the practitioner. The practitioner also observes the parent getting the child ready to go out and provides feedback before ending the session.

Session 10: Programme close

The practitioner conducts a progress review and discusses ideas with the parent to maintain good changes that have been made, how to solve problems in the future, and whether referral for further support is appropriate. The parent then completes a post-assessment similar to the initial questionnaire booklet they completed.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to consultations, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME	7 hours (1 hour per session for 7 sessions)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	1½ hours
TELEPHONE SUPPORT OR HOME VISIT**	3 hours (1 hour per home visit for 3 visits)
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	5 hours
CASE NOTES AND REPORT WRITING***	2½ hours
TOTAL TIME	19 hours per family

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Travel time per visit is not included.

**Not including comprehensive reports for government agencies.

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WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of the Stepping Stones Triple P Family Workbook.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	35 families
NUMBER OF FAMILIES PER INTERVENTION	1 family
RESOURCES PER FAMILY	1 x Stepping Stones Triple P Family Workbook
TOTAL NUMBER OF FAMILIES	35 families
TOTAL RESOURCES PER YEAR	35 x Stepping Stones Triple P Family Workbook

WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Standard Stepping Stones Triple P to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	3 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	6 days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. However, it is desirable that practitioners have knowledge of child development to undertake this training.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Identifying and supporting children's behaviour challenges early on
- Risk and protective factors operating within families.
- Core principles of positive parenting and behaviour change.
- Advanced assessment of child and family functioning.
- Application of key parenting strategies to a wide range of specifc behaviours.
- Strategies for promoting generalisation and maintenance of behaviour change.
- Identification of indicators suggesting the presence of additional family risk factors.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Practitioner's Kit for Standard Stepping Stones Triple P (includes Practitioner's Manual and Stepping Stones Triple P Family Workbook).
- Access to the Stepping Stones Triple P: A Guide to Raising a Child with Disability video

1 In-person is an option in some instances. Please contact your IC for more information.

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FEAR-LESS TRIPLE P

WHAT IS FEAR-LESS TRIPLE P?

Fear-Less Triple P is a cognitive-behavioural parenting intervention that supports parents to help children manage their anxiety more effectively. The programme encourages parents to generalise strategies to all family members, not just the child of concern.

Fear-Less Triple P aims to help parents to set a good example of coping with anxiety, coach their children to become more emotionally resilient, and develop a toolbox of strategies and choose the most effective to respond to their child's anxiety. The Fear-Less Triple P programme can either be completed in six weekly group or individual sessions, or as an intensive group workshop.

PROGRAMME OPTIONS

Group or Individual
6 sessions

Workshop
1-day event or three 2-hour blocks

WHO IS IT FOR?

Both variants are suited to parents or carers of children aged from 6 to 14 years who have moderate to high levels of anxiety that cause significant distress or impact on their everyday functioning.

WHAT IS COVERED IN THE SESSIONS WITH PARENTS?

Session 1: Understanding anxiety
In this session, parents learn about anxiety and how it works. Parents are encouraged to reflect on how anxiety impacts their family. The session aims to give parents a better understanding of the development of their child's anxiety and why it continues. At the end of the session, parents establish some goals for change to focus on through the programme.

Session 2: Promoting emotional resilience
Parents are introduced to parenting strategies that promote emotional resilience in children. These strategies help parents encourage their children to express, tolerate and manage their upsetting emotions more effectively. Parents are also introduced to a tool that helps to track how anxious their child is feeling.

Session 3: Setting a good example and encouraging realistic thinking
This session introduces the importance of parental modelling in understanding children's emotional reactions. The session also covers how thoughts can affect the development and maintenance of anxiety, highlighting the importance of flexible thinking and teaching parents to encourage this skill in children.

Session 4: Understanding avoidance
In this session, parents learn about avoidance, the most common response to anxiety. Parents are introduced to the principle of exposure and the 'fear ladder', a tool used to gradually confront and overcome anxiety.

Session 5: Responding to children's anxiety
This session focuses on the most common ways parents respond to children's anxiety, and the advantages and disadvantages of each. Parents are encouraged to reflect on which responses are relevant to them and what they might want to do differently.

Session 6: Constructive problem solving and maintaining progress
This session introduces parents to a step-by-step problem solving approach to help children manage their anxiety. It also covers some guidelines on how to maintain positive changes over time.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to consultations, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

INDIVIDUAL OR GROUP PROGRAMME	
CONSULTATION TIME	9-12 hours (1 ½–2 hours per session for 6 sessions)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	2 hours
TELEPHONE SUPPORT OR HOME VISIT	n/a
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	6 hours
CASE NOTES AND REPORT WRITING**	1 hour
TOTAL TIME	18–21 hours per intervention
WORKSHOP PROGRAMME	
CONSULTATION TIME	6 hours (1 day or 3 blocks of 2 hours)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	2 hours
TELEPHONE SUPPORT OR HOME VISIT	n/a
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	3 hours
CASE NOTES AND REPORT WRITING**	30 minutes
TOTAL TIME	11 ½ hours per workshop

*An additional 2-3 minutes per family should be allowed for reviewing the Fear-Less Triple P Program Satisfaction Questionnaire at the end of the intervention.

**Not including comprehensive reports for government agencies.

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WHAT RESOURCES DO PARENTS RECEIVE?

Families that attend the programme receive a copy of the Fear-Less Triple P Workbook.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

	GROUP/ WORKSHOPS	INDIVIDUAL
NUMBER OF INTERVENTIONS PER YEAR	4 groups/ workshops	25 families
NUMBER OF FAMILIES PER INTERVENTION	8 families	1 family
RESOURCES PER FAMILY	1 x Fear-Less Triple P Workbook	
TOTAL NUMBER OF FAMILIES	32 families	25 families
TOTAL RESOURCES PER YEAR	32 x Fear-Less Triple P Workbooks	25 x Fear-Less Triple P Workbooks

WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Fear-Less Triple P to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	3 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2-3 hours (hourly meetings per month)
TOTAL TIME	5 ½ days

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. Assumes the practitioner will have basic professional training in psychology, psychiatry, paediatrics, medicine, nursing, education, social work or counselling.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Awareness of the significance of child anxiety and its causal and maintaining factors, as well as proficiency in assessing child anxiety and family functioning.
- Familiarisation with the Fear-Less Triple P programme content, structure, delivery variants and rationale.
- Knowledgeable in the strategies for promoting effective anxiety management, coping skills and resilience in children.
- Use of behavioural rehearsal to help parents coach their children in effective anxiety management strategies.
- Use of the self-regulatory approach when responding to parent questions and giving parents constructive feedback.
- Able to address parent resistance and other common process issues.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Practitioner's Kit for Fear-Less Triple P (includes Fear-Less Triple P Practitioner's Manual and Fear-Less Triple P Parent Workbook).
- Access to the Fear-Less Triple P PowerPoint presentations.
- Access to the Fear-Less Triple P Video.

1 In-person is an option in some instances. Please contact your IC for more information.

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TRIPLE P FOR BABY

WHAT IS TRIPLE P FOR BABY?

Triple P for Baby aims to prepare parents for a positive transition to parenthood and the first year with baby, promoting sensitive and responsive care in the perinatal period. Parents actively participate in a range of exercises to learn strategies to develop a positive relationship with their baby, promote their baby's development and help teach their baby new skills and behaviours.

The programme can be delivered as a group or individually. The first four group sessions are delivered with up to 10 families[1], followed by four individual consultations to assist parents with independent problem solving while practising the skills at home. The programme can also be delivered one-to-one with all eight sessions delivered individually. The four initial sessions can be delivered prenatally with the individual consultations delivered postnatally, or the entire programme can be delivered postnatally.

WHO IS IT FOR?

Parents at the transition to parenthood or with a baby up to 12 months of age. Parents need to be able to commit to all eight sessions.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Positive parenting
Provides parents with an introduction to positive parenting as an approach to raising infants, things that have an impact on early child development, and specific parenting strategies for developing a positive relationship with their baby.

Session 2: Responding to your baby
The practitioner introduces a number of strategies that can help parents teach their new baby skills and behaviours, several ways of responding to their baby and information about babies' crying and sleep.

Session 3: Survival skills
The practitioner introduces changes new parents may experience and some of the early parenting traps, and a variety of coping strategies to manage emotions (e.g. stress, anxiety, sadness).

Session 4: Partner support
Provides parents with information on common relationship changes new parents may experience and some partner traps. The importance of communication and ideas for maintaining relationship happiness are also introduced.

Session 5-7: Implementing parenting routines
During the individual sessions, the practitioner supports parents to continue implementing the strategies, and independently set goals and homework tasks.

Session 8: Programme close
During the individual session, parents review progress, look at ways to maintain changes, and plan for the future.

HOW MUCH TIME IS NEEDED TO DELIVER THE PROGRAMME?

In addition to consultations, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

GROUP PROGRAMME*	
CONSULTATION TIME	8 hours (2 hours per session for 4 weeks)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK**	5 hours (10 families, 30 minutes each)
INDIVIDUAL SUPPORT OR HOME VISIT	20 hours (10 families, 30 minutes each week for 4 weeks)
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	4 hours
CASE NOTES AND REPORT WRITING***	5 hours
TOTAL TIME	42 hours per group
INDIVIDUAL PROGRAMME	
CONSULTATION TIME	8 hours (2 hours per session for 4 weeks)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	30 minutes
INDIVIDUAL SUPPORT OR HOME VISIT	2 hours (30 minutes for 4 weeks)
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	4 hours
CASE NOTES AND REPORT WRITING**	30 minutes
TOTAL TIME	15 hours per family

*Delivery Time is estimated using the number of families participating. A maximum group size of 12 people is recommended.

**An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the programme.

***Not including comprehensive reports for government agencies.

1 Recommended maximum group size is 12 people.

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WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of Triple P for Baby Workbook. This workbook provides them with the content of all sessions, space to complete written exercises, and an outline of all homework tasks.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

	GROUP	INDIVIDUAL
NUMBER OF INTERVENTIONS PER YEAR	3 groups	25 families
NUMBER OF FAMILIES PER INTERVENTION	10 families per group*	1 family
RESOURCES PER FAMILY	1x Triple P for Baby Workbook	
TOTAL NUMBER OF FAMILIES	30 families	25 families
TOTAL RESOURCES PER YEAR	30 x Triple P for Baby Workbook	25 x Triple P for Baby Workbook

*Recommended maximum group size is 12 people.

WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Triple P for Baby to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training will be available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	3 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	6 days

DO PRE-REQUISITES APPLY?

No Triple P pre-requisites apply. It is assumed that an organisation has established a successful referral process for families requiring further assistance (either to in person or online Triple P programmes).

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Application of key parenting strategies to a broad range of baby behaviours.
- Risk and protective factors operating within families at the transition to parenthood.
- Strategies for partner support and coping skills.
- Use of active skills training strategies in a group format.
- Group dynamics and common process issues.
- Individual support consultations with parents.
- Identification of indicators suggesting more intervention is required.
- Appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive a copy of the following Triple P practitioner resources at training:

- Practitioner's Kit for Triple P for Baby (includes Practitioner's Manual and Triple P for Baby Workbook).
- Access to the Triple P for Baby PowerPoint Session Presentations.
- Access to the Triple P for Baby Video.

1 In-person is an option in some instances. Please contact your IC for more information.

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ENHANCED TRIPLE P

WHAT IS ENHANCED TRIPLE P?

Enhanced Triple P consists of four different modules delivered to families in 3 to 8 individualised consultations. The modules address family factors that may impact upon and complicate the task of parenting (e.g. parental mood, partner conflict).

WHO IS IT FOR?

Parents who benefit are those who present with family issues such as stress, poor coping, and/or partner conflict. They have usually completed a Level 3 Primary Care; Primary Care Stepping Stones; Primary Care Teen programme, or a Level 4 programme and require extra support to make or maintain changes in parenting. They need to be able to commit to 3 to 8 sessions depending on their indicated needs.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Review session

During this session, the practitioner will conduct a progress review interview, provide feedback of the results to the parent, and negotiate a treatment plan.

Module 1: Practice sessions
(up to three 40-60 minute sessions)

These sessions are preferably conducted in the family's home or a community setting. They provide the parent with opportunities to practise and receive personalised feedback on how they apply skills introduced in Level 3 or 4 Triple P.

Module 2: Coping skills
(up to three 60-90 minute sessions)

During these sessions, the parent learns a range of cognitive and behavioural strategies to manage mood and to cope with everyday stress. They learn how emotions work, relaxation techniques, how to monitor thoughts and challenge unhelpful or irrational thoughts, and develop coping plans.

Module 3: Partner support
(up to three 60-90 minute sessions)

During these sessions, parents learn a variety of positive communication, problem solving, and conflict resolution skills to enhance their teamwork as parenting partners.

Module 4: Maintenance and closure sessions

Parents practise all skills in this session with minimal support and are introduced to ideas to maintain changes. They review their progress through the programme and set goals for the future.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to consultations, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME*	8–12 hours (60-90 mins per session for 8 sessions)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK**	1 hour
TELEPHONE SUPPORT OR HOME VISIT***	n/a
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	4 hours
CASE NOTES AND REPORT WRITING***	2½ hours
TOTAL TIME	15½–19 hours per family

*Based on an average of 2 modules completed per family in addition to a Level 4 programme.

**An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

***Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of the relevant Every Parent's Supplementary Module Workbook. There are four workbooks in total, one for each module.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	25 families
NUMBER OF FAMILIES PER INTERVENTION	1 family
RESOURCES PER FAMILY	3 x Every Parent's Supplementary Workbook Module
TOTAL NUMBER OF FAMILIES	25 families
TOTAL RESOURCES PER YEAR	75 x Every Parent's Supplementary Workbook Module

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WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Enhanced Triple P to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	n/a (combined with Level 4 course)
TOTAL TIME	4½ days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

Practitioners must have completed a Level 3 Primary Care; Primary Care Stepping Stones; Primary Care Teen Triple P Provider Training Course, or a Level 4 Triple P Provider Training Course. This course includes training in Cognitive Behaviour Therapy (CBT) strategies and experience in this area is an advantage when completing the course.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Assessment of personal and relationship adjustment of parents.
- Specific strategies for improving personal coping skills and reducing parental stress, anxiety and depression.
- Reducing parenting conflict, improving parents' communication skills and promoting partner support.
- Helping parents develop independent problem solving skills.
- Strategies for promoting generalization and maintenance of behaviour change.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Practitioner's Kit for Enhanced Triple P (includes Practitioner's Manual, and Every Parent's Supplementary Workbooks).
- Access to the Supporting your Partner video.
- Access to the Coping with Stress video.
- Access to the Triple P Relaxation audio.

1 In-person is an option in some instances. Please contact your IC for more information.

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PATHWAYS TRIPLE P

WHAT IS PATHWAYS TRIPLE P?

Pathways Triple P specifically targets parents who are experiencing difficulties with managing their emotions, particularly with controlling anger. Pathways Triple P requires parents to have received Level 3 Primary Care; Primary Care Stepping Stones; Primary Care Teen Triple P sessions, or Level 4 Triple P sessions teaching them positive parenting and child management skills. The Pathways Triple P programme can be completed in either a group or on an individual basis over two to five 60-90 minute sessions. There are three core modules that provide parents with support and to learn new attributional retraining and anger management techniques that will assist in improvement and/or maintenance of positive parenting skills.

WHO IS IT FOR?

Parents who benefit are those who have difficulty regulating their emotions, particularly anger or persistently make misattributions about reasons for their child's behaviour and as a result are considered at risk of physically or emotionally harming their children. They have usually completed a Level 3 Primary Care; Primary Care Stepping Stones; Primary Care Teen programme, or a Level 4 programme and need further personal support to improve or maintain positive parenting skills.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Module 1, Session 1: Parent traps
During this session, parents learn to identify parent traps, understand the impact of their own behaviour on their children, and identify dysfunctional attributions.

Module 1, Session 2: How to get out of a parent trap
This session covers the reasons parents get caught in parent traps and teaches parents thought switching and breaking out of a parent trap.

Module 2, Session 1: Recognising and understanding anger
This session introduces cognitive behavioural strategies to recognise and understand anger, how to stop anger escalating, abdominal breathing and other relaxation techniques, and planning pleasurable activities.

Module 2, Session 2: Managing your anger
During this session, parents will learn to catch unhelpful thoughts, develop personal anger coping statements, challenge unhelpful thoughts, and develop coping plans for high risk situations.

Module 3: Maintenance and closure
This final session focuses on how parents can maintain changes, problem solve for the future, and create future goals.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to consultations, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

INDIVIDUAL PROGRAMME	
CONSULTATION TIME*	5–7½ hours (60-90 mins per session for 5 sessions)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK**	½ hours
TELEPHONE SUPPORT OR HOME VISIT***	n/a
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	2 hours
CASE NOTES AND REPORT WRITING***	2 hours
TOTAL TIME	9½–12 hours per family
GROUP PROGRAMME	
CONSULTATION TIME*	10 hours (2 hours per session for 5 sessions)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK**	2 hours (8 families on average per group)
TELEPHONE SUPPORT OR HOME VISIT***	n/a
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	4 hours
CASE NOTES AND REPORT WRITING***	4 hours (30 mins per family, 8 families)
TOTAL TIME	20 hours per group

*Based on an average of 2 modules completed per family in addition to a Level 4 programme.

**An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

***Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of the relevant Pathways to Positive Parenting Module Workbooks.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	25 families
NUMBER OF FAMILIES PER INTERVENTION	1 family
RESOURCES PER FAMILY	3 x Pathways to Positive Parenting Modules
TOTAL NUMBER OF FAMILIES	25 families
TOTAL RESOURCES PER YEAR	75 x Pathways to Positive Parenting Modules

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WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Pathways Triple P to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	n/a (combined with Level 4 course)
TOTAL TIME	4½ days

An Extension Course is available, please contact your Triple P representative for more information.

DO PRE-REQUISITES APPLY?

Practitioners must have completed a Level 3 Primary Care; Primary Care Stepping Stones; Primary Care Teen Triple P Provider Training Course, or a Level 4 Triple P Provider Training Course. This course includes training in Cognitive Behaviour Therapy (CBT) strategies and experience in this area is an advantage when completing the course.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Advanced assessment of child and family functioning.
- Identification of indicators suggesting the presence of additional risk factors within families.
- The delivery of interventions targeting additional risk factors, including anger management training and cognitive restructuring skills.
- Strategies for promoting generalisation and maintenance of behaviour change.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Practitioner's Kit for Pathways Triple P (includes Practitioner's Manual and Pathways to Positive Parenting Modules).
- Access to the Pathways PowerPoint presentations.
- Access to the Coping with Stress video.

1 In-person is an option in some instances. Please contact your IC for more information.

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FAMILY TRANSITIONS TRIPLE P[1]

WHAT IS FAMILY TRANSITIONS TRIPLE P?

Family Transitions Triple P is designed for parents who are experiencing personal distress from separation or divorce, which is impacting on or complicating their parenting. During five sessions, Family Transitions Triple P assists parents who need extra support to adjust and manage the transition of separation or divorce. It focuses on skills to resolve conflicts with former partners and how to cope positively with stress.

WHO IS IT FOR?

Parents who benefit from this programme are those who have been or are going through separation and divorce where there are unresolved conflicts and difficulties communicating effectively with former partners. Parents may be concerned that the separation or divorce is upsetting their children or they may want to learn ways to talk to their children about it and teach them ways to cope. Parents who do this course usually have concurrent concerns about their child's behaviour.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Divorce - a family transition

During this session, parents learn about parent traps during separation and divorce, how to talk to their children about separation and divorce, and how to help children manage their emotions.

Session 2: Coping with emotions (1)

Parents learn to identify unhelpful emotions (e.g. stress, anxiety, anger) and the link between these unhelpful emotions and parenting. Coping skills and relaxation strategies will also be discussed during this session.

Session 3: Coping with emotions (2)

This session teaches parents how thoughts influence emotions and how they can challenge those automatic unhelpful thoughts. They will also learn coping strategies and how to take care of themselves.

Session 4: Managing conflict

During this session, the practitioner introduces parents to a model of conflict and explains different conflict response styles. Parents will learn assertive communication skills, how to hold a child-related discussion with their former partner, problem solving techniques, and develop a parenting plan.

Session 5: Balancing work, family and play

During this session, the practitioner discusses developing a new family identity, social support, and new romantic relationships.

Note:
It is recommended that these five sessions be followed by a Level 3 or 4 Triple P programme.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to consultations, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME	10 hours (2 hours per session for 5 weeks)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	2 hours (8 participants on average per group)
TELEPHONE SUPPORT OR HOME VISIT	n/a
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	5 hours
CASE NOTES AND REPORT WRITING**	4 hours (30 mins per participant, 8 participants)
TOTAL TIME	21 hours per group

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of the Family Transitions Triple P Workbook.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	25 families
NUMBER OF FAMILIES PER INTERVENTION	1 family
RESOURCES PER FAMILY	1 x Family Transitions Triple P Workbook
TOTAL NUMBER OF FAMILIES	25 families
TOTAL RESOURCES PER YEAR	25 x Family Transitions Triple P Workbook

1 This programme is aimed at managing co-parenting communication and creating positive co-parenting relationships. It isn't designed to manage situations where there are safety concerns regarding engaging with your co-parent or there is a history of family violence. In that situation, please reach out to your local domestic and family violence support provider.

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WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Family Transitions Triple P to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	4½ days

DO PRE-REQUISITES APPLY?

This course includes training in Cognitive Behaviour Therapy (CBT) strategies and experience in this area is an advantage when completing the course. It is assumed that an organisation has established a successful referral process for families requiring further assistance (either to in-person or online Triple P programmes).

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Assessment of personal adjustment in parents following divorce.
- Specific strategies for improving personal coping skills and reducing parenting stress, anxiety and anger.
- Specific strategies for reducing conflict between parents and improving communication.
- Strategies for promoting work, family, and play balance, and gaining appropriate social support.
- Helping parents develop independent problem solving skills.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Facilitator's Kit for Family Transitions Triple P (includes Facilitator's Manual and Family Transitions Triple P Workbook).
- Access to the Family Transitions Triple P PowerPoint presentations.
- Access to the Family Transitions Triple P Relaxation audio.
- Access to the Family Transitions Triple P video.

1 In-person is an option in some instances. Please contact your IC for more information.

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GROUP LIFESTYLE TRIPLE P

WHAT IS GROUP LIFESTYLE TRIPLE P?

Group Lifestyle Triple P is an adaptation of Level 4 Group Triple P and is a multi-component intervention for families with overweight or obese children. The aim of the programme is to help parents develop effective strategies for managing their child's weight by introducing gradual permanent changes to their family's lifestyle (e.g. healthier family eating, increased physical activity). Group Lifestyle Triple P consists of ten 90-minute group sessions and four telephone support calls.

WHO IS IT FOR?

Parents who benefit are those who have children aged between 5 and 10 years and are concerned about their child's weight and activity level. Parents need to be able to commit to up to 6 months of regular contact and be willing to make changes in their whole family's lifestyle.

WHAT IS COVERED IN SESSIONS WITH PARENTS?

Session 1: Preparing for change
This session covers working as a group, what 'overweight' means, how it can be treated, readiness for change, and keeping track.

Session 2: Increasing self-esteem and understanding nutrition
During this session, parents learn about increasing their child's self-esteem, changing eating behaviours, food groups, nutrients, daily food serves, and nutrition goals.

Session 3: Encouraging healthy behaviour and understanding physical activity
During this session, parents will learn to encourage healthy behaviour, trying new foods, the importance of physical activity, how to set physical activity goals, increase incidental activity, and reduce sugar intake.

Session 4: Using rewards and modifying recipes
This session covers motivating children to be healthy, the different types of fat, and how to reduce fat intake.

Session 5: Limiting sedentary activity and reading food labels
During this session, parents will learn to reduce television and computer time, prevent problem behaviour, and understand food labels.

Session 6: Playing active games
This session covers increasing energetic play.

Session 7: Providing healthy meals and snacks
During this session, parents will learn how to manage hunger and overeating, prepare healthy food, and increase involvement in sport and other activities.

Session 8: Managing problem behaviour
During this session, parents will learn how to manage problem behaviour, develop parenting routines, and prepare for the weekly telephone sessions.

Session 9-10: Using Lifestyle Triple P strategies
These telephone consultations will provide the parent with an opportunity to update the practitioner with their family's progress and discuss any issues.

Session 11: Planning ahead
During this session, parents will learn about family survival tips, high-risk situations, planned activities, and prepare for fortnightly telephone sessions.

Session 12-13: Using planned activities
These telephone consultations will provide the parent with an opportunity to update the practitioner with their family's progress and discuss any issues.

Session 14: Programme close
Parents return for a final group session to review progress, look at ways to maintain the healthy changes, plan for the future, and to bring closure to the programme.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

In addition to consultations, the practitioner should allow time for preparation and supervision. Please see the table below for an approximate timeframe for delivering the programme.

CONSULTATION TIME	15 hours (90 mins per session for 10 weeks)
PRE AND POST ASSESSMENTS — QUESTIONNAIRE SCORING AND FEEDBACK*	5 hours (10 families on average per group)
TELEPHONE SUPPORT OR HOME VISIT	20 hours (10 families, 30 mins each week for 4 weeks)
SESSION PREPARATION AND POST-SESSION DEBRIEF/SUPERVISION	10 hours
CASE NOTES AND REPORT WRITING**	5 hours
TOTAL TIME	55 hours per group

*An additional 2-3 minutes per family should be allowed for reviewing the Client Satisfaction Questionnaire (CSQ) at the end of the intervention.

**Not including comprehensive reports for government agencies.

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WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a copy of the Every Parent's Group Lifestyle Workbook, and Lifestyle Triple P Active Games Booklet.

Please see the table below for the expected programme resources required when Triple P is adopted as part of core business.

NUMBER OF INTERVENTIONS PER YEAR	2 groups
NUMBER OF FAMILIES PER INTERVENTION	10 families per group
RESOURCES PER FAMILY	1 x Every Parent's Group Lifestyle Workbook 1 x Lifestyle Triple P Active Games Booklet
TOTAL NUMBER OF FAMILIES	20 families
TOTAL RESOURCES PER YEAR	20 x Every Parent's Group Lifestyle Workbook 20 x Lifestyle Triple P Active Games Booklet

An Extension Course is available, please contact your Triple P representative for more information.

WHAT IS INVOLVED IN PROVIDER TRAINING?

To provide Group Lifestyle Triple P to families, practitioners must have completed an approved active skills training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for practitioners to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	3 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	2–3 hours (hourly meetings per month)
TOTAL TIME	6 days

DO PRE-REQUISITES APPLY?

No Triple P Pre-requisites apply. However, it is desirable that practitioners have some knowledge of child development, physical science and food nutrition to undertake this training.

WHAT ARE THE PROVIDER LEARNING OUTCOMES?

- Monitoring child growth using height, weight and BMI (Body Mass Index)
- Assessing child and family functioning
- Strategies for promoting generalization and maintenance of behaviour change
- Use of active skills training strategies in a group format
- Group dynamics and common process issues
- Telephone support consultations with parents
- Identification of indicators suggesting more intervention is required and appropriate referral procedures.

WHAT RESOURCES DO PRACTITIONERS RECEIVE?

Each practitioner will receive the following Triple P practitioner resources:

- Facilitator's Kit for Group Lifestyle Triple P (includes Facilitator's Manual, Lifestyle Triple P Group Workbook, and Active Games Booklet).
- Access to the Group Lifestyle Triple P PowerPoint presentations.
- Access to the Every Parent's Survival Guide video.

1 In-person is an option in some instances. Please contact your IC for more information.

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TRIPLE P ONLINE

WHAT IS TRIPLE P ONLINE?

A broad-based parenting intervention delivered online for parents of children up to 12 years. The programme involves eight (1-hour) online modules that parents complete independently in their own time, from a computer, tablet or smartphone. Parents have online access to complete the programme for 12 months. Triple P Online introduces users to Triple P's 17 core parenting skills – simple strategies to encourage positive behaviour and to prevent and manage misbehaviour. The programme teaches parents to apply these principles to specific situations, and includes strategies for partner support and coping with stress. The video-enriched programme aims for a balance of simplicity and interactivity to promote parental engagement and completion of the programme.

WHO IS IT FOR?

Parents who prefer an online programme or are more suited to completing an online programme for reasons such as busy schedules, geographical isolation, or inability to attend regular parenting courses. The programme can be used to prevent problems from developing or for parents of children with significant social, emotional or behavioural problems.

WHAT IS COVERED IN THE PROGRAMME?

Module 1: What is Positive Parenting?
Lays the foundations with the five basic principles of Triple P:

- Create a safe and interesting environment
- Create a positive learning environment
- Use assertive discipline
- Have realistic expectations
- Take care of yourself

Module 2: Encouraging behaviour you like
Focuses on ways to help get more of the behaviour parents like, and less of the behaviour they don't like. Gives information, tips and activities on:

- Quality time
- Paying attention
- Showing affection
- Talking with your child
- Descriptive praise
- Interesting activities

Module 3: Teaching new skills
Covers the key skills that children need, such as:

- Communicating and getting on with others
- Managing their feelings
- Becoming independent
- Solving problems

Parents will also learn 'incidental' teaching to help encourage language development, increase general knowledge and promote independent play.

Module 4: Managing misbehaviour
Provides information, tips and strategies for managing misbehaviour, including:

- Ground rules
- Directed discussion
- Planned ignoring
- Clear, calm instructions
- Consequences
- Quiet time
- Time-out

Module 5: Dealing with disobedience
Provides insights and strategies on:

- Why children behave the way they do
- Common parent traps that inadvertently reward disobedience
- The most effective way to give instructions
- The importance of consequences
- How to use quiet time and time-out effectively

Module 6: Planning ahead to prevent problems
This module helps parents to prevent problems through the following strategies, including:

- Planning ahead at home and away from home
- Planning for high-risk times
- Preparing in advance
- Deciding on rules
- Choosing interesting activities
- Using rewards for good behaviour and consequences for misbehaviour
- Having follow-up discussion

Module 7: Making shopping fun
This module provides tips and strategies for going shopping, including:

- Why children misbehave
- Planning ahead
- Encouraging good behaviour
- Dealing with difficult behaviour

Module 8: Raising confident, capable kids
Provides tips and key points on:

- Raising confident, capable kids
- Showing respect
- Being considerate
- Developing good social skills
- Developing healthy self-confidence
- Being a problem-solver
- Becoming independent

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WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a Triple P Online access code. Within the programme, a text summary of the content is continuously imported to an individualised workbook, which parents can print or email. Parents also receive worksheets, podcasts (English versions only), and emailed module summaries.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

A practitioner is not required to deliver the intervention, unless telephone support is to be provided to families completing Triple P Online. Telephone support time can be estimated at one hour per family requiring support (up to four 15-minute telephone calls). Telephone support is an optional service that agencies can provide to parents.

HOW DO PARENTS ACCESS THE INTERVENTION?

Each user requires a unique access code to operate Triple P Online. Agencies can either purchase access codes in bulk and provide these to parents, or parents can purchase an access code directly from the Triple P parent website.

Additional support options are available to promote Triple P Online and facilitate access code distribution. These may include digital parent assessment measures, a data dashboard that reports on user progress, digital and print media, or a website landing page.

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TEEN TRIPLE P ONLINE

WHAT IS TEEN TRIPLE P ONLINE?

A broad-based parenting intervention delivered online for parents of teens up to 16 years. The programme involves six (1-hour) online modules that parents complete independently in their own time, from a computer, tablet or smartphone. Parents have online access to the programme for 12 months. Teen Triple P Online provides parents with a toolbox of strategies that help them to encourage positive behaviour and to prevent and manage misbehaviour. The programme teaches parents to apply these principles to specific situations which re-enforce learnings. The video-enriched content aims for a balance of simplicity and interactivity to promote parental engagement and completion of the programme.

WHO IS IT FOR?

Parents who prefer an online programme or are more suited to completing an online programme for reasons such as busy schedules, geographical isolation, or inability to attend regular parenting courses. The programme can be used to prevent problems from developing or for parents of teens with significant social, emotional or behavioural problems.

WHAT IS COVERED IN THE PROGRAMME?

Module 1: What is Positive Parenting for teenagers?
Lays the foundations with the five basic principles of Triple P:

- Create a safe and interesting environment
- Create a positive learning environment
- Use assertive discipline
- Have realistic expectations
- Take care of yourself

Module 2: Encouraging appropriate behaviour
Focuses on ways to help get more of the behaviour parents like, and less of the behaviour they don't like. Gives information, tips and activities on:

- Spending time together
- Talking with your teenager
- Showing affection
- Praising appropriate behaviour
- Paying attention
- Suggesting interesting activities

Module 3: Teaching new skills and behaviour
Covers the key skills that teenagers need, such as:

- Communicating and getting on with others
- Managing their feelings
- Becoming independent
- Solving problems

As well as coaching problem solving to help encourage cognitive development, increase general knowledge and promote independence, and the use of behaviour contracts to support change.

Module 4: Managing problem behaviour
Provides information, tips and strategies on:

- Family rules
- Directed discussion
- Clear, calm requests
- Consequences
- Selective ignoring
- Acknowledging teenagers' emotions

Module 5: Planning ahead for risky situations
Provides tips and key points on:

- Planning for risky situations
- Preparing in advance
- Explaining your concerns
- Deciding on risk-reduction strategies
- Using rewards for following the plan and consequences for not following it
- Having follow-up discussion

Module 6: Raising confident, capable teenagers
Provides tips and key points on:

- Raising confident, capable teenagers
- Showing respect
- Being considerate
- Developing good social skills
- Developing healthy self-confidence
- Being a problem-solver
- Becoming independent

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WHAT RESOURCES DO PARENTS RECEIVE?

Within the programme, a text summary of the content is continuously imported to an individualised workbook, which parents can download, print or email. Parents also receive worksheets, podcasts (English versions only), and emailed module summaries.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

A practitioner is not required to deliver the intervention, unless telephone support is to be provided to families completing Teen Triple P Online. Telephone support time can be estimated at one hour per family requiring support (up to four 15-minute telephone calls). Telephone support is an optional service that agencies can provide to parents.

HOW DO PARENTS ACCESS THE INTERVENTION?

Each user requires a unique access code to operate Teen Triple P Online. Agencies can either purchase access codes in bulk and provide these to parents, or parents can purchase an access code directly from the Triple P parent website.

Additional support options are available to promote Teen Triple P Online and facilitate access code distribution. These may include digital parent assessment measures, a data dashboard that reports on user progress, digital and print media, or a website landing page.

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STEPPING STONES TRIPLE P ONLINE

WHAT IS STEPPING STONES TRIPLE P ONLINE?

Stepping Stones Triple P Online involves ten online modules with videos and interactive activities that parents complete independently in their own time and at their own pace, from a computer, tablet or smartphone. The programme is designed for parents of children with developmental disabilities or special/additional needs (up to 12 years).

Programme content is indicated for children with special needs who have co-occurring challenging behaviour. The programme is also beneficial for parents who are interested and/or want to promote child skill development and prevent the development of behaviours of concern. Parents have online access to complete the programme for 12 months.

WHO IS IT FOR?

Parents who prefer or are more suited to completing an online programme due to busy schedules, geographical isolation, or inability to attend regular parenting courses. The online programme may also be used by families waiting for clinic services or as an adjunct to in-person services (e.g. missed clinical sessions or session reviews).

WHAT IS COVERED IN THE PROGRAM?

Module 1: Introduction to positive parenting
This module provides parents with an introduction to positive parenting and a detailed overview of the seven positive parenting principles for parents of children with developmental disabilities and special/additional needs.

Module 2: Influences on children's behaviour
This module takes an in-depth look into influences on children's development, with a specific focus on identifying functions of challenging behaviour. Parents set specific goals for change for themselves and their children. They are also introduced to methods to keep track of behaviour change and progress over time.

Module 3: Helping children develop
In this module, parents are introduced to a range of strategies to develop strong family relationships and to encourage child development, well-being and good behaviour. There is a strong focus on developing good communication and incorporating alternative/augmentative communication systems if needed. Parents are introduced to family routines, using visual schedules, and using a wide range of social and/or tangible rewards which can be faded out as children learn new skills.

Module 4: Teaching new skills
Parents are prompted to consider child development skills they want to focus on (including options relating to communication and cooperation; becoming independent; solving problems; and managing emotions and behaviour/actions). Parents set specific goals to achieve and are then introduced to a range of teaching methods drawn from applied behavioural analysis and social learning principles.

Module 5. Preventing problems and guiding children's behaviour
This module covers two of three approaches to managing challenging behaviours: preventing problems and guiding children. The focus is on setting up environments to promote learning and prevent problems, identifying skills or behaviours that a child can use as functional equivalents to challenging behaviour, and always using the least intrusive methods that will work.

Module 6: Responding to children's behaviour
This module guides parents through the third approach to responding to challenging behaviours. Parents learn how to back up clear calm instructions with consequences, and graded calming-down routines (brief interruption, quiet time, and time-out from attention/rewards). A strong emphasis again is on using least intrusive methods and focusing on teaching functional skills to promote development and self-regulation.

Module 7: Parenting routines: Putting it all together
Parents consolidate previous knowledge from modules one to six to develop parenting routines for three specific situations. Firstly, they consider strategies to put into a plan to teach their child to play independently. Secondly, they consider a routine for encouraging children to follow instructions. And thirdly, parents develop a specific routine for when children do not follow instructions.

Module 8: Planning ahead
In this module, parents are introduced to Planned Activities Training and the steps to develop a parenting routine to focus on high-risk situations. Then they take a close look at applying this in the context of setting up a morning routine to assist children to get ready for school, or going out, as independently as possible and within a calm and pleasant family environment.

Module 9: Changing challenging behaviour into positive behaviour
This module provides parents with detailed content and examples for them to identify a behaviour that concerns them, keep track and determine the function of the behaviour, teach and encourage alternative behaviour, and respond to their child if the challenging behaviour occurs. In this module, parents are prompted to develop their own plan to change a behaviour that concerns them.

Module 10: Keeping up the good progress
This final module looks at ways to keep up the changes made during the program, and provides parents with an opportunity to review their progress and come up with a plan for future high-risk situations.

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WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a Stepping Stones Triple P Online access code. Within the programme, a text summary of the content and parents' responses to activities are automatically saved to a personalised workbook, which parents can print or email. Parents can also download worksheets.

HOW MUCH TIME IS NEEDED TO DELIVER THE PROGRAMME?

A practitioner is not required to deliver the programme, unless organisations or services decide to provide additional telephone/video call support to families completing Stepping Stones Triple P Online. This is optional and can be estimated at 45-minutes per family requiring support (up to three 15-minute telephone/video calls).

HOW DO PARENTS ACCESS THE PROGRAMME?

Each user requires a unique access code to use Stepping Stones Triple P Online. Agencies can either purchase access codes in bulk and provide these to parents, or parents can purchase an access code directly from the Triple P parent website.

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FEAR-LESS TRIPLE P ONLINE

WHAT IS FEAR-LESS TRIPLE P ONLINE?

A cognitive-behavioural parenting intervention delivered online that supports parents to help children manage their anxiety more effectively. The programme involves six (1-hour) online modules with videos and interactive activities that parents complete independently in their own time and at their own pace, from a computer, tablet or smartphone. (Parents have online access to complete the programme for 12 months.) Fear-Less Triple P aims to help parents to: set a good example of coping with anxiety; coach their children to become more emotionally resilient; develop a toolbox of strategies for helping children to manage their anxiety; and choose the most effective ways to respond to their children's anxiety.

WHO IS IT FOR?

The programme is suited to parents or carers interested in coaching children to become more emotionally resilient or have children aged from 6 to 14 years with anxiety that causes significant distress or impact on their everyday life. Parents who prefer an online programme or are more suited to completing an online programme due to busy schedules, geographical isolation, or inability to attend regular parenting courses. The online programme may also be used by families waiting for clinic services or as an adjunct to in-person services (e.g. missed clinical sessions or session reviews).

WHAT IS COVERED IN THE PROGRAMME?

Module 1: Understanding anxiety
Parents learn about anxiety and how it works, and are encouraged to reflect on how it impacts their family. The module aims to give parents a better understanding of the factors involved in the development and continuation of children's anxiety.

Module 2: Promoting emotional resilience
Parents are introduced to parenting strategies that promote emotional resilience in children. These strategies help parents encourage their children to express, tolerate and manage uncomfortable emotions more effectively.

Module 3: Setting a good example and encouraging flexible, realistic thinking
This module introduces the importance of parental modelling in understanding children's emotional reactions. It also covers how thoughts can affect the development and maintenance of anxiety, highlighting the importance of flexible thinking and teaching parents to encourage this skill in children.

Module 4: Overcoming avoidance
Parents learn about avoidance, the most common response to anxiety. Parents are introduced to the principle of exposure and the 'fear ladder', a tool used to gradually confront and overcome anxiety.

Module 5: Responding to children's anxiety
This module focuses on the most common ways parents respond to children's anxiety, and the advantages and disadvantages of each. Parents are encouraged to reflect on which responses are relevant to them and what they might want to do differently.

Module 6: Constructive problem solving and maintaining progress
Parents are introduced to a step-by-step problem solving approach to help children manage their anxiety. The module also covers some guidelines on how to maintain positive changes over time.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a Fear-Less Triple P Online access code. Within the programme, a text summary of the content and parents' responses to activities are automatically saved to a personalised workbook, which parents can print or email. Parents can also download worksheets.

HOW MUCH TIME IS NEEDED TO DELIVER THE INTERVENTION?

A practitioner is not required to deliver the intervention, unless organisations or services decide to provide additional telephone/video call support to families completing Fear-Less Triple P Online. This is optional and can be estimated at 45-minutes per family requiring support (up to three 15-minute telephone/video calls).

HOW DO PARENTS ACCESS THE INTERVENTION?

Each user requires a unique access code to use Fear-Less Triple P Online. Agencies can either purchase access codes in bulk and provide these to parents, or parents can purchase an access code directly from the Triple P parent website.

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TRIPLE P ONLINE FOR BABY

WHAT IS TRIPLE P ONLINE FOR BABY?

Triple P Online for Baby involves seven online modules with videos and interactive activities that parents complete independently in their own time and at their own pace, from a computer, tablet or smartphone. Triple P Online for Baby can be completed by parents prenatally and/or postnatally, and parents have online access to complete the programme for 12 months.

WHO IS IT FOR?

Parents at the transition to parenthood or with a baby up to 12 months of age.

WHAT IS COVERED IN THE PROGRAMME?

Module 1: Positive parenting
Provides parents with an introduction to positive parenting as an approach to raising infants, things that have an impact on early child development, and specific parenting strategies for developing a positive relationship with their baby.

Module 2: Understanding your baby's development
Parents are introduced to elements that can play a role in their baby's development and a number of ways they can monitor and keep track of their baby's behaviour and development.

Module 3: Developing a positive relationship
Parents learn strategies for developing a positive relationship with their baby and how to teach their baby new skills and behaviours.

Module 4: Responding to your baby
This module aims to help parents understand crying and teach settling techniques. Parents will also learn how to apply parenting strategies to promote positive sleeping habits.

Module 5: Survival skills
Parents are introduced to changes new parents may experience and some of the early parenting traps, and a variety of coping strategies to manage emotions (e.g. stress, anxiety, sadness).

Module 6: Partner support
Provides parents with information on common relationship changes new parents may experience and some partner traps. The importance of communication and ideas for maintaining relationship happiness are also introduced.

Module 7: Conclusion
Parents are encouraged to think about how to keep up the good changes.

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a Triple P Online for Baby access code. Within the programme, a text summary of the content and parents' responses to activities are automatically saved to a personalised workbook, which parents can print or email. Parents can also download worksheets.

HOW MUCH TIME IS NEEDED TO DELIVER THE PROGRAMME?

A practitioner is not required to deliver the programme, unless organisations or services decide to provide additional telephone/video call support to families completing Triple P Online for Baby. This is optional and can be estimated at 45-minutes per family requiring support (up to three 15-minute telephone/video calls).

HOW DO PARENTS ACCESS THE PROGRAMME?

Each user requires a unique access code to use Triple P Online for Baby. Agencies can either purchase access codes in bulk and provide these to parents, or parents can purchase an access code directly from the Triple P parent website.

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FAMILY TRANSITIONS TRIPLE P ONLINE[1]

WHAT IS FAMILY TRANSITIONS TRIPLE P ONLINE?

Family Transitions Triple P Online involves five online modules with videos and interactive activities that parents complete independently in their own time and at their own pace, from a computer, tablet or smartphone. The programme is designed for parents who are experiencing personal distress from separation or divorce, which is impacting on or complicating their parenting. Parents may be concerned that the divorce is upsetting their children or they may want to learn ways to talk to their children about it and teach them ways to cope. Parents have online access to complete the programme for 12 months.

WHO IS IT FOR?

Parents who prefer or are more suited to completing an online programme due to busy schedules, geographical isolation, or inability to attend regular parenting courses. The online programme may also be used by families waiting for clinic services or as an adjunct to in-person services (e.g. missed clinical sessions or session reviews).

WHAT IS COVERED IN THE PROGRAMME?

Module 1: Separation or Divorce - a family transition
During this module, parents learn about parent traps during separation and divorce, how to talk to their children about separation and divorce, look at the things that are going well and decide what they would like to be different within their family.

Module 2: Coping with emotions (1)
Parents learn to identify unhelpful emotions (e.g. stress, anxiety, anger) and the link between these unhelpful emotions and parenting. Coping skills and relaxation strategies will also be discussed during this module. Parents will also be introduced to ways of supporting children with their own emotions.

Module 3: Coping with emotions (2)
This module teaches parents how thoughts influence emotions and how they can challenge those automatic unhelpful thoughts. They will also learn coping strategies and the importance of taking care of themselves.

Module 4: Managing co-parent conflict
During this module, parents are introduced to a model of conflict and different conflict response styles. Parents will learn assertive communication skills, how to hold child related discussions with their former partner, problem solving techniques, and how to develop a parenting plan.

Module 5: Balancing work, family and play
During this module, parents are shown ideas about how to develop a new family identity and the importance of social support.

Note:
It is recommended that these five modules be followed by a Level 3 or 4 Triple P programme (including Triple P Online).

WHAT RESOURCES DO PARENTS RECEIVE?

Each family receives a Family Transitions Triple P Online access code. Within the programme, a text summary of the content and parents' responses to activities are automatically saved to a personalised workbook, which parents can print or email. Parents can also download worksheets.

HOW MUCH TIME IS NEEDED TO DELIVER THE PROGRAMME?

A practitioner is not required to deliver the programme, unless organisations or services decide to provide additional telephone/video call support to families completing Family Transitions Triple P Online. This is optional and can be estimated at 45-minutes per family requiring support (up to three 15-minute telephone/video calls).

HOW DO PARENTS ACCESS THE PROGRAMME?

Each user requires a unique access code to use Family Transitions Triple P Online. Agencies can either purchase access codes in bulk and provide these to parents, or parents can purchase an access code directly from the Triple P parent website.

1 This programme is aimed at managing co-parenting communication and creating positive co-parenting relationships. It isn't designed to manage situations where there are safety concerns regarding engaging with your co-parent or there is a history of family violence. In that situation, please reach out to your local domestic and family violence support provider.

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POSITIVE EARLY CHILDHOOD EDUCATION PROGRAM (FOR COACHES)

WHAT IS THE POSITIVE EARLY CHILDHOOD EDUCATION PROGRAM?

The Positive Early Childhood Education (PECE) Program is an online professional learning programme, designed to build educators' knowledge, confidence and skills and enhance educators' self-efficacy in implementing strategies that promote children's development, social competence and self-regulation. The overall goal is to support educators in engaging with children in a positive and supportive way, that encourages them to reach their potential.

Centre directors, lead teachers, supervisors, or consultants complete face-to-face training, where they learn the content of the online programme and the consultation skills necessary to facilitate practice sessions with educators using a self-regulatory approach to become a PECE Coach.

Educators complete four 1-hour online modules (PECE Online), including video modelling, interactive activities, and key take away messages to help educators acquire new knowledge and skills, self-evaluate their performance and set themselves goals for change. This is followed by two to four practice sessions with a PECE Coach.

WHO IS IT FOR?

PECE Online is designed for professionals in the early childhood education sector, including early childhood education and care centres, preschools, home-based child care and after school care. PECE Coach Training is suitable for centre directors, lead teachers, supervisors, consultants, or others in a position to support professional learning.

WHAT IS COVERED IN PRACTICE SESSIONS WITH EDUCATORS?

The practice sessions are designed to assist educators with the practical implementation of the PECE Program strategies introduced in the online programme. After observing educators interacting with children, coaches provide clear, specific and helpful information about their interaction, and support educators' use of skills such as self-tracking, self-identification of strengths and areas for improvement, problem solving, and the self-selection of future goals for change. Each session is approximately 40-50 minutes in length. The number of sessions required will vary, however two to four sessions are usually sufficient.

HOW MUCH TIME IS NEEDED TO DELIVER THE PRACTICE SESSIONS?

Please see the table below for an approximate delivery guideline time for practice sessions.

CONSULTATION TIME	3 hours (45 minutes per educator for 4 sessions)
SESSION PREPARATION	¼–½ hour
CASE NOTES AND REPORT WRITING*	¼–½ hour
TOTAL TIME	3 ¼–4 hours per educator

*Not including comprehensive reports for government agencies.

WHAT IS INVOLVED IN COACH TRAINING?

To provide PECE practice sessions, the centre director, supervisor or consultant must have completed the PECE Coach training programme and demonstrated their knowledge and competence in programme delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for Coaches to attend training and support days, as well as time needed for preparation and peer support. Training is available via video conference or in-person[1].

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	1 day
PEER SUPPORT	Hourly meetings per month
TOTAL TIME	6 days

DO PRE-REQUISITES APPLY?

No pre-requisites are required. Coaches will not be trained to deliver Triple P. It is recommended Coaches have established a successful referral process for families requiring assistance (either to in-person or online Triple P programmes).

An Extension Course is available for PECE Coaches also interested in delivering Triple P. The Extension Course can be added to Primary Care, Primary Care Stepping Stones, Group, Group Stepping Stones, Standard, or Standard Stepping Stones Triple P. Please contact your Triple P representative for more information.

1 In-person is an option in some instances. Please contact your IC for more information.

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WHAT ARE THE COACH LEARNING OUTCOMES?

- Be familiar with the content, structure and rationale of the PECE Program.
- Be familiar with assessment procedures suitable for early childhood education and care settings.
- Describe specific positive childcare strategies for promoting children's development, social competence and self-control.
- Be skilled at using the self-regulatory approach to provide educators with constructive feedback regarding implementation of strategies.
- Be able to use behavioural rehearsal to help educators practice strategies and routines.
- Be equipped to understand and address educator resistance and other common process issues.
- Have a plan for implementing the programme in your workplace (identify educators requiring more coaching support or external assistance and be aware of appropriate options in their community).

WHAT RESOURCES DO COACHES RECEIVE?

Each coach will receive the following resources:

- Positive Early Childhood Education Coach's Manual.
- PECE Online Access Code.

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