

# STANDARD TEEN TRIPLE P

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## 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 behavior 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' behavior and set their own goals for change. Parents also learn ways to use appropriate consequences for problem behavior (e.g. breaking family rules, taking inappropriate risks, emotional outbursts).

## WHO IS IT FOR?

Parents or caregivers who have concerns about their teenager's development and behavior. 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 behavior. 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 behavioral 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 behavior 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 behavior changes.

### Session 4: Encouraging appropriate behavior

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 behavior, and strategies for teaching new skills.

### Session 5: Using positive parenting strategies 1

This session involves the parent and teen being observed to practice strategies such as part of a daily meeting or how to review a behavior 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 behavior

During this session, the practitioner introduces the parent to strategies to reduce problem behavior and to help teenagers learn to manage their emotions. An emotional behavior 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 behavior

This session introduces the parent to a routine for addressing teenagers' risky behavior, 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 behavior and situations. They have an opportunity to practice developing further plans with support and feedback from the practitioner.

### Session 10: Program 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 preparing for the sessions and supervision. Please see the table below for an approximate delivery guideline time for each group.

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 group

\*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 program 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 program and demonstrated their knowledge and competence in program 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.

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 behavior problems.
- Risk and protective factors operating within families.
- Core principles of positive parenting and behavior change.
- Advanced assessment of teenager and family functioning.
- Application of key parenting strategies to a broad range of target behaviors.
- Strategies for promoting generalization and maintenance of behavior change.
- Identification of indicators suggesting more intervention is required and 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 Standard Teen Triple P (includes Practitioner's Manual, and Teen Triple P Family Workbook).
- Every Parent's Guide to Teenagers [DVD].

