

## Getting Parents to Complete Questionnaires:

- Explain what will be involved and how long it will take;
- Explain why the information is important and how it is used;
- Be prepared to answer parents' questions about the use of the information without being defensive;
- Put all questionnaires in a nicely presented booklet;
- Ask parents to come early to first session to complete questionnaires;
- Thank parents for the time and effort they put into completing the questionnaires; keep the number of questionnaires to the necessary minimum. Each level of intervention has a minimum data collection requirement;
- Offer support in completing questionnaires if needed;
- Offer incentives for completion (such as feedback on their forms, or a gift voucher if possible);
- Allow time for completion of post-assessment questionnaires in the final session to avoid postage and data chasing;
- The most difficult questionnaires to collect are the post intervention ones.

Triple P International Pty Ltd. (2005)

# TRIPLE P POSITIVE PARENTING PROGRAM

Vancouver Island Triple P Newsletter  
Issue 3 Fall 2009

## Data, Data, Data—Is it Worth the Effort?

In our Spring 2009 issue of the Vancouver Island Triple P Newsletter, we looked at evaluating outcomes as an integral part of providing quality services to families. We highlighted why questionnaires are important. In this issue, we are going to carry on our discussion around data and look at some ways of making sense of the data collected. Practitioners often find it difficult to get parents to complete the questionnaires so in this issue, we are also going to look at some helpful ways for encouraging parents to complete questionnaires.

### Making Sense of the Data:

- At first, quickly visually scan the questionnaire for extreme scores (such as simply adding the number of ratings of 2 on the DASS);
- As soon as possible, set aside time to score the questionnaires and check against clinical cut-offs;
- Be responsible for the data collection and scoring for all families you work with (i.e. look after your own data);
- Use the Triple P data base or equivalent for scoring data to help with scoring and keeping records (i.e. the Assessment Measures Data Collection forms established by Cheryl Streifel in Nanaimo and distributed to Triple P contacts in each community);
- Remember that questionnaires are completed to aid your clinical decision making about continuing or referring a family for a more intensive program.

Triple P International Pty Ltd. (2005)





## USING TRIPLE P IN CREATIVE WAYS

### TRIPLE P SEMINARS

The 2008 round of Triple P training offered for the first time on Vancouver Island, Level 2 Seminar training. As a result, 15 practitioners were accredited. There are three seminars in the series; The Power of Positive Parenting; Raising Confident, Competent Children; and Raising Resilient Children. They function as basic parenting information sessions and promote engagement at more intensive levels for those parents who might want this. Feedback from communities on participation and parental responses has been very positive. To February 28, 2009, we had reached 526 parents/carers through the delivery of Triple P seminars.

Delivery of seminars is occurring in many communities. Here's some of what has, or is, happening: **SD62** offered the seminar series during the last school year to parents of students attending schools in that District. Below is Carolyn Vincent and Cheryl Westergard delivering a seminar.



Nicky Logins of Sooke Family Resource Society delivered seminars last year in Sooke.

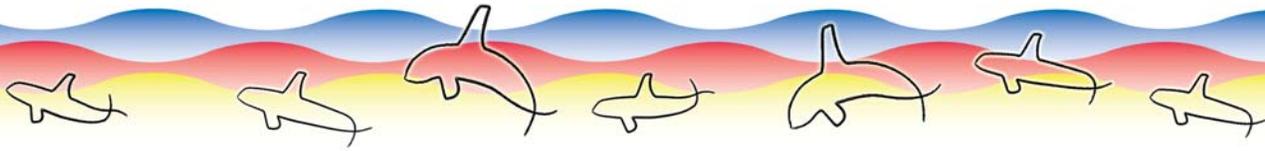
In our Spring 2009 issue of the Triple P Newsletter, we highlighted some of the themes from the Helping Families Change Conference. One of those themes was the flexibility of Triple P and how creativity and innovation can be used in presenting the basics. As the Vancouver Island Coordinator, I have the opportunity to visit our Triple P communities and have heard many stories of how practitioners are getting creative with the presentation of Triple P strategies and principles. Some of those ideas are shared here:

**Tote Bags:** Margot Edwards at the Victoria Native Friendship Centre facilitated a craft day where they ordered plain canvass tote bags. While the children and parent/carer decorated the bags, a discussion was held about "high-risk" situations as described by Triple P. Examples of these are: traveling in the car; going shopping; having visitors. The discussion included what could go into the bags, such as toys, activities, etc. (Planned Activities Routine) to use during these situations. They also discussed why they would not do things at certain times i.e. not going shopping at 5 p.m. when your child is hungry.



**Practitioner Binder:** Donna Warrender, PHN with the Westshore Health Unit in Victoria, has developed a Triple P binder for her own use. She uses an insert in the inside pocket of the binder where she has photocopied the format for the Primary Care (level 3) 1st interview. When she sees a family where parenting issues arise, she can use the binder as a reference. It contains those Triple P tools she uses most, right up front. Those tools used less frequently are further down in the binder but are available in the event that she would like to use them. Donna gives out copies of the behaviour graph right away and follows up with it at the next visit. Some ideas for the binder include: copies of monitoring forms; tip sheets, the Parenting Plan Checklist, etc.

**Parent Binder:** The Family Place in Port Hardy has used Triple P in many creative ways. In the first issue of the Newsletter, the Key Chain developed by Bettina Knopp was detailed. In addition, they develop binders for parents to take home with them that contain the Triple P information used in consultation with a practitioner. The binder could include the tip sheet (i.e. Sharing), the parenting experience survey, the causes of child behaviour problems checklist, the monitoring form for tracking the behaviour, the parenting plan checklist for the parent to monitor his/her follow through, copies of the strategy from the flip chart so the parent remembers the steps, etc. In addition, Family Place models and teaches Triple P strategies during supervised visits with families whose children are in care of MCFD.



Cont'd from pg. 2. Triple P Seminars

This coming winter, she plans to partner with **Esquimalt Neighbourhood House** to offer the series to families in that community. Bonnie Potter and Kirstin Esau have delivered the seminars out of the Margaret Moss Health Unit in **Duncan**. Bonnie is expanding to other communities in the **Cowichan Valley** along with Kathie Ruggieri this year and Cherie Nicholas will be delivering seminars in **Shawnigan Lake**. In the **Comox Valley**, Rhonda Denton Davies and Carlene Steves have delivered a seminar and in **Campbell River**, PHNs, Wendy Michon, Darlene Simper and Katie Hine have all been involved in bringing Triple P seminars to that community. In **Nanaimo and area**, Cheryl Streifel regularly delivers the seminars. She has also offered seminars to specialized groups at the Vancouver Island Multicultural Society and the Nanaimo Correctional Centre. Cheryl has used her knowledge and creativity to offer parents whose first language is not English, this opportunity. It involved slowing down the pace of the Seminars and she is considering using translators for future sessions. At the correctional centre, the community was “therapeutic” and the audience was all inmates that are parents. Delivering in this setting required some extra coordination prior to attending the facility but a total of 11 participants attended all three seminars.

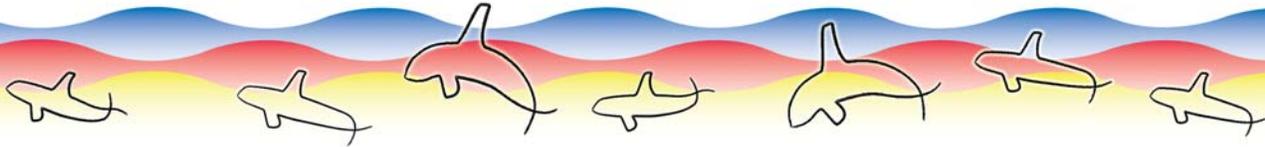
Cont'd from pg. 2—Using Triple P in Creative Ways

**Incorporating Triple P strategies and concepts into other programs:** Donna RossPoppe, PHN in Victoria, facilitates the Toddler Talk program at Esquimalt Neighbourhood House. Toddler Talk is a drop-in parent group that Donna has found ways to creatively incorporate Triple P tools and/or strategies into. She has used tip sheets i.e. Tantrums, and facilitated a 20-minute session with several parents at once on the topic. She navigates through the tip sheet with the group covering all the steps. The parents leave with the tip sheet on the topic. Another 20-minute session Donna has developed, is to use one particular strategy as a topic. For example she has held a Toddler Talk session on Planned Ignoring where she covers what Planned Ignoring is, how it is intended to be used, when it is appropriate to use, and when it is not appropriate. Time can also be spent having parents provide examples of how and when to use the strategy. Donna has also held discussions on Praise and Encouragement for behaviours parents would like to see more of; Responding to Misbehaviour; when kids Hurt Others; and Rules and Instructions that kids will follow. Up-coming sessions will cover Coping with Stress as a Parent; Separation Anxiety; what is Quality Time; how to cope with Wanderers; and Quiet Time vs. Time Out. Similarly, Sandra Bellosillo, Early Childhood Behaviour Consultant at the Campbell River Family Services Society, has held a session for parents on Understanding Misbehaviour using the Every Parent’s Survival Guide DVD as a tool.



**Triple P “Mini Groups”:** In Duncan at the Margaret Moss Health Unit, Bonnie Potter, Child and Youth Worker, and Kathy Ruggieri, PHN, offer Level 3 in a group format. They hold 4, 1 1/2 hour sessions with 4—8 participants. The sessions are prevention focused targeting parents of children 18 months—6 years of age. The sessions follow the content of the first four sessions of Triple P Group and look at identifying behaviour concerns, setting goals, tracking behaviour, and following identified goals throughout the program. The assessment booklets used for Group Triple P are not completed. The parents are given exercises to complete as homework and The Every Parent’s Survival Guide DVD is used during sessions.

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Cont'd from pg. 3—Using Triple P in Creative Ways

**KEEP US UP TO DATE**

If you have changed jobs, changed addresses or made any other adjustments since training, please keep us posted so we can update your information in our database. There are many ways to do this:

- ✓ Call Cindy Knott at : (250)519-6780
- ✓ Send an e-mail to: cindy.knott@viha.ca
- ✓ Fax the information to: (250)519-6932

**Keeping Track Forms:** These forms were developed by Juliana McCaig, Special Projects Coordinator for Triple P, as a means of making the task of monitoring a child’s behaviour easier than the monitoring forms available in the materials. The form simply requires a tick mark each time a “new” good behaviour is shown or when monitoring a behaviour that a parent would like to see change, each time the misbehaviour happens. The form for new behaviours can be left out where the child can see it, whereas, the form for misbehaviour should be only for the parent to see.

**Visual Aids:** Getting creative with Triple P can also mean finding ways to demonstrate strategies through the use of visual aids and simple language. Here is an example of a visual aid developed by Juliana McCaig:



**“ASK, SAY, DO”**

When a task is difficult, teach your child one step at a time:

- ASK *What is the first thing we do?*
- SAY *Say the first step and ask your child to do it*
- DO *Guide your child through the task – give as little help as possible*
- Praise cooperation and success
- Repeat “Ask, Say, Do” for each step of the task



Ministry of Children and Family Development

PLEASE CONTACT CINDY KNOTT FOR FURTHER DETAILS OR TEMPLATES ON THESE CREATIVE IDEAS FOR USING TRIPLE P:  
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