

**Triple P and IDD**  
**[Summary White Paper Developed by Louisiana OCDD Clinical Services Team]**

## **Overview of Triple P and IDD**

Positive Parenting Program (Triple P) is aimed at providing **family intervention** as a **proactive** and preventive approach to future problems for the child(ren). Consistent with the proactive and preventive emphasis the program provides varying **levels of intensity/specificity** beginning with a universal level that is aimed at broad population-level education for all parents. The levels are outlined in the table provided in this white paper.

The model **draws on** areas of research and intervention also implicated in work with individuals with intellectual/developmental disabilities.

1. **Social learning models**<sup>1</sup>
2. Child and family **behavior therapy** (including ABA)<sup>2</sup>
3. **Developmental approaches** to learning and developmental psychopathology research<sup>3</sup>
4. **Population health**, normalization and role of ecology in development<sup>4</sup>

The **self-regulatory approach** to parenting is very consistent with approaches often used for children with developmental disabilities but steps in early to teach parents the needed skills including:

1. **Understanding** and selecting **goals appropriate** to their child's developmental stage
2. **Monitoring** the child and their own behavior
3. Choosing **appropriate intervention** approaches for specific issues
4. **Implementing** and **monitoring** the **solutions**
5. **Vetting strengths** and **limitations** of their own performance
6. **Adjusting** or setting new goals

The program also works to **connect** parents to **other social support networks** and considers the environmental context for the family and how this may affect parenting and thus the child. **Core parenting skills** are **identified** and **developed** within this framework.

Because each level looks at impacts across the developmental stages it should not be presumed that a parent of a child with IDD would not be able to benefit and participate with a positive impact on the child.

**Stepping Stones Triple P**<sup>5</sup> is a parallel version of the **core Triple P system** developed for families with youth with IDD. It has 5 levels of increasing intensity and takes a "**blended prevention/treatment approach**". The Triple P program offers a certification in Stepping Stones Triple P. The program aims to increase the skills of the existing workforce/programs. Currently the focus is on pre-adolescent children but program authors note an aim to extend through adolescence in future. **Core concepts** include:

- **Safe and engaging environment**
- **Positive learning environment**
- **Assertive discipline**
- **Adaptation** to a child with a disability
- **Realistic expectations**
- **Community participation**
- **Parental self-care**

**Research** into this program demonstrates the following:

- Decreases in child **behavior problem**
- Decreases in **dysfunctional parenting** behaviors
- Decreases in **parental stress**
- Decreases in **parental conflict**
- Increase in **relationship satisfaction**

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<b>Level</b>	<b>Target Group</b>	<b>Approach/Methods</b>	<b>Professionals Involved</b>
<b>1: Media-based</b> parent information campaign  Universal Triple P	Population of parents with children with <b>disabilities</b>	<ul style="list-style-type: none"> <li>• <b>Coordinated media</b> and health promotion campaign</li> <li>• <b>Electronic and print</b> media</li> </ul>	Media Liaison
<b>2: Brief Selective</b> Intervention  Selected Stepping Stones Triple P	Parents of children with <b>disabilities</b> with <b>specific concern</b> about child's behavior or development	<ul style="list-style-type: none"> <li>• <b>Specific advice</b> for child-specific problem</li> <li>• <b>May</b> involve <b>telephone or face-to-face</b> work with clinician</li> <li>• <b>May</b> involve <b>group work</b> (up to 20 min)</li> </ul>	<ul style="list-style-type: none"> <li>• Child and community health</li> <li>• Education Professionals</li> <li>• Allied Health</li> <li>• Childcare Staff</li> <li>• Early Intervention Staff [during routine well-child care]</li> </ul>
<b>3: Narrow Focus</b> <b>Parent Training</b>  Primary Care Stepping Stones Triple P	Parents of children with <b>disabilities</b> with <b>specific concern</b> about child's behavior or development who require <b>consultations</b> or <b>active skills training</b>	<ul style="list-style-type: none"> <li>• <b>Brief Therapy</b> Program (1-4 clinic sessions)</li> <li>• Combines <b>advice, rehearsal, and self-evaluation</b></li> <li>• <b>Teaches parents</b> to manage discrete child problem behavior</li> <li>• <b>Telephone or face-to-face</b> clinician contact</li> <li>• <b>May</b> involve <b>group work</b></li> </ul>	<ul style="list-style-type: none"> <li>• Child and community health</li> <li>• Education Professionals</li> <li>• Allied Health</li> <li>• Childcare Staff [during routine well-child care]</li> </ul>
<b>4: Broad Focus</b> <b>Parent Training</b>  Standard Stepping Stones Triple P Group Stepping Stones Triple P Self-Directed Stepping Stones Triple P	Parents of children with <b>disabilities</b> who want intensive training in <b>positive parenting skills</b> [usually have child(ren) with more severe behavior problems or at risk]	<ul style="list-style-type: none"> <li>• <b>Intensive program</b> (9-16 hours over 9-10 sessions)</li> <li>• <b>Broad range</b> of targets</li> <li>• Includes <b>generalization focus</b></li> <li>• <b>May</b> be <b>self-directed</b></li> <li>• <b>May</b> involve <b>telephone or face-to-face</b></li> <li>• <b>May</b> involve <b>group work</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health staff</li> <li>• Welfare Staff</li> <li>• Allied Health</li> <li>• Education Professionals [Who routinely consult with parents about behavioral challenges]</li> </ul>
<b>5: Behavioral family</b> intervention modules  Enhanced Triple P  Pathways Triple P	Parents with concurrent <b>child behavior problems</b> and <b>family needs</b> [Parent stress, conflict, depression, etc]  <b>Parents at risk of abuse/neglect</b>	<ul style="list-style-type: none"> <li>• Individually <b>tailored intensive program</b></li> <li>• Modules involve <b>home visits</b> with focus on <b>parenting skills, mood management, stress related coping, and partner support</b></li> <li>• <b>May</b> involve <b>telephone or face-to-face</b></li> <li>• <b>May</b> involve <b>group work</b></li> <li>• Modules focus on <b>attribution retraining</b> and <b>anger management</b></li> </ul>	<ul style="list-style-type: none"> <li>• Disability Professionals</li> <li>• Mental Health Staff</li> <li>• Welfare Staff</li> </ul>

NOTE: Adapted from Mazzuchelli & Sanders, 2012.

## Triple P (Positive Parenting Program) and Intellectual Disabilities

### REFS

(References include studies and publications cited in this document along with publications related to Triple P and may be of interest to the reader.)

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