Stepping Stones Triple is for parents of children (aged up to 12 years) diagnosed with a serious physical or learning disability, such as Down’s Syndrome or Autistic Spectrum Disorder. Stepping Stones Triple P can be implemented one of four ways: 1) as a short seminar series, 2) as a one-to-one parenting intervention targeting specific child behaviours, 3) as a group-based programme involving six weekly sessions and three individual telephone calls and 4) ten comprehensive one-to-one sessions involving a careful assessment of parent and child interaction and family dynamics. Stepping Stones Triple P has established evidence of reducing parental stress, increasing parenting effectiveness and improving children’s behaviour.

**Where has it been implemented?**
The UK, the USA and internationally

**Settings**
This programme can be delivered in a number of settings, including the home, school, children centres or any appropriate community venue.

**Who can deliver it?**
Practitioner: QCF Level 6 in a helping profession

**Who is it for?**
Age: Parents with a disabled child between nought to 12 years
Classification: Universal; Targeted
Need: Low; Moderate; High

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How it works

What is the theory of change?

- Stepping Stones Triple P assumes that parents with a disabled child need help understanding and adapting to their child’s needs.
- Parents therefore learn positive strategies for managing their child’s behaviour and helping their child become more independent.
- Children, in turn, become more independent and learn how to better manage their own behaviour.
- Children ultimately become more independent of their parents and the parents experience less stress and greater family harmony.

What happens during delivery?

How is it delivered?

- Selected Stepping Stones (Seminars Level 2) Triple P: three seminar topics with each taking around 90 minutes, plus 30 minutes for question time.
- Primary Care Stepping Stones Triple P (Level 3): up to four (15 to 30 minute) one-to-one sessions.
- Group Stepping Stones Triple P (Level 4): six (2 ½ hour) group sessions and three (15 to 30 minute) individual telephone consultations.
- Standard Stepping Stones Triple P (Level 4): ten (1 hour) one-to-one sessions.

What happens during the intervention?

- The Stepping Stones Triple P content varies depending on its delivery format and the needs of the families attending it. However, all four versions teach parents strategies for managing their child’s behaviour, supporting their child’s independence and establishing family routines.

What are the implementation requirements?

Who can deliver it?

- Practitioners should ideally have a QCF Level 6 qualification in a helping profession.
What are the training requirements?

Triple P Provider Training Courses consist of many components, including: training, a competency-based accreditation process, and Implementation Support for both practitioners and organisations.

Selected Stepping Stones (Seminars) Triple P: 1 day training and ½ day accreditation
(Practitioners must have completed one of the following courses: Primary Care Stepping Stones; Group Stepping Stones; or Standard Stepping Stones Triple P as a pre-requisite)

- Primary Care Stepping Stones Triple P: 3 days training, 1 day pre-accreditation workshop and ½ day accreditation
- Group Stepping Stones Triple P: 3 days training, 1 day pre-accreditation workshop and ½ day accreditation
- Standard Stepping Stones Triple P: 3 days training, 1 day pre-accreditation workshop and ½ day accreditation

A Pre-Accreditation Workshop is provided to practitioners approximately 2 weeks prior to accreditation to allow an opportunity for individualised feedback on skill development, practice and discussion of any relevant implementation issues in the presence of a Triple P Trainer. Practitioners are able to see competencies demonstrated by the trainer and practice specific competencies with peers in preparation for demonstration of these competencies at their accreditation day.

Accreditation is awarded to practitioners at a final workshop that takes place after the practitioner has delivered the programme for 2 to 3 months. At the accreditation workshops practitioners are given the opportunity to demonstrate their proficiency in the competency areas targeted for accreditation, and receive coaching and feedback on their performance.

More information about Triple P Training can be found here.

How are the practitioners supervised?

- Practitioners should be supervised once every fortnight by an experienced and qualified individual with at least a Master’s degree (QCF Level 7) and prior experience of delivering a Triple P programme.

- The Peer-Assisted Supervision and Support (PASS) Model has been developed as a workforce development strategy to assist practitioners in the process of peer support. PASS is a structured feedback process to promote learning of a complex set of consultation skills. It is especially useful for less experienced practitioners, but is also helpful for practitioners with equal levels of experience. The PASS model is intended to be used by practitioners throughout their careers, but is particularly beneficial when they are learning to implement a new intervention, such as the Triple P – Positive Parenting Program®
What are the systems for maintaining fidelity?

- Accreditation (pending training completion and assessment).
- Training materials.
- Supervision.
- Practitioners fill in a ‘fidelity checklist’ after every session.

Projected Costs and Benefits

- Please click [here](#) for cost-benefit information (for all levels of Triple P)

Evidence

Stepping Stones Triple P has established evidence of improving child and parent outcomes from seven randomised controlled trials.


- Reduced child behaviour problems
- Improved parenting styles
- Improved parenting satisfaction and efficacy
- Improved parental relationships

Selected Stepping Stones (Level 2 Seminars) Triple P

Selected Stepping Stones (Seminars) Triple P has initial evidence from one randomised controlled trial.


- Reduced child behaviour problems (parent-reported)
- Reduced use of dysfunctional parenting styles (parent-reported)
- Reduced parental conflict (parent-reported)
Primary Care (Level 3) Stepping Stones Triple P
Primary Care Stepping Stones Triple P has initial evidence from one randomised controlled trial.

- Reduced child behaviour problems (parent-reported)
- Reduced use of dysfunctional parenting styles (parent-reported)
- Increased parental confidence (parent-related)
- Reduced parental stress and conflict (parent-reported)

Group (Level 4) Stepping Stones Triple P
Group Stepping Stones Triple P has initial evidence from two randomised controlled trials.

- Improved child behaviour (parent-reported)
- Improved parenting styles (parent-reported)
- Improved parental satisfaction (parent-reported)
- Reduced parental conflict (parent-reported)

- Improved child behaviour (coded-observation)
- Improved parenting practice (coded-observation)
- Reduced maternal stress (parent self-report)

Standard (Level 4) Stepping Stones Triple P
Standard Stepping Stones Triple P has initial evidence from three randomised controlled trials.

- Improved child behaviour (coded-observation)
- Improved parental confidence and satisfaction (parent self-report)