AMKFSC
COMMUNITY SERVICES

ASER Symposium 2021

10 December 2021

Barriers and Facilitators in Triple P Program Implementation: A Mixed-methods Study

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Background

Poor-quality parenting (i.e., harsh discipline, lack in parental involvement and supervision) is an important precursor to child behavioural and emotional problems (Farrington & Welsh, 2008; Kim et al., 2015; Ogundele, 2018).

In 2019, the Ministry of Social and Family Development (MSF) appointed Parenting Support Providers (PSPs) to deliver evidence-based parenting programmes on a regional basis, such as the Triple P – Positive Parenting Programme.

Triple P provides tiered continuum of parenting support:

- **Level 1:** Media and informational strategies on positive parenting (i.e., television, radio, online and prints)
- **Level 2:** Brief interventions consisting of three large group parenting seminars
- **Level 3:** Narrow-focused interventions consisting of four individual face-to-face, telephone or online zoom sessions
- **Level 4:** Broad-focus, intensive interventions consisting of five groupwork sessions and three brief individual telephone consultations

Background

Evaluations of Triple P program with Asian Chinese parents have shown **positive outcomes in parenting skills, parental well-being, and reduced child's behaviour problems** (Leung et al, 2003; Zhou et al, 2017)

Despite proven effectiveness of parenting programs, those who have greatest potential to benefit from such programs are usually least likely to attend the programs.

Few studies examined the barriers experienced by parents in completing the Triple P program.

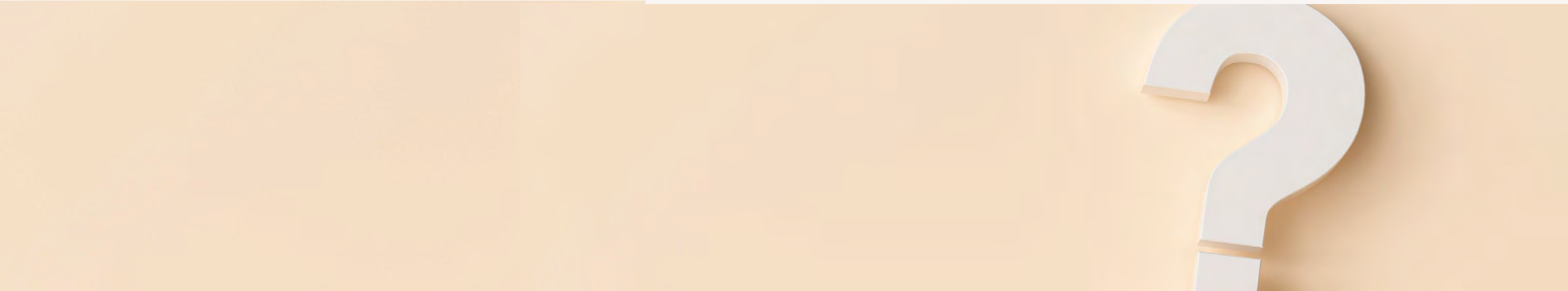
Research Aims

- To explore the demographics and psychosocial factors that contribute to program completion
- To understand the barriers and facilitators experienced by participants who are engaged in the program
- To explore participants' perceptions of reducing the barriers of engaging in the Triple P program

Research Questions

1. What are the barriers and facilitators experienced by participants in completing the Triple P Program?

2. What is the difference in parenting experiences between participants who completed the Triple P Program and those who dropped out?



Methodology

PHASE 01

CLINICAL DATA MINDING

- 62 closed cases from October 2019 to December 2020
- Moderate parenting concerns determined by Strengths & Difficulties Questionnaire (SDQ)
- Descriptive and bivariate analysis (IBM SPSS Ver. 28)

PHASE 02

ONLINE INTERVIEWS

- 3 individual interviews with Triple P participants via convenience sampling
- 2 Small Group Interviews with 6 Triple P practitioners recruited via group email
- Thematic analysis (Braun & Clarke, 2006)

Participants Profile

PARENTS

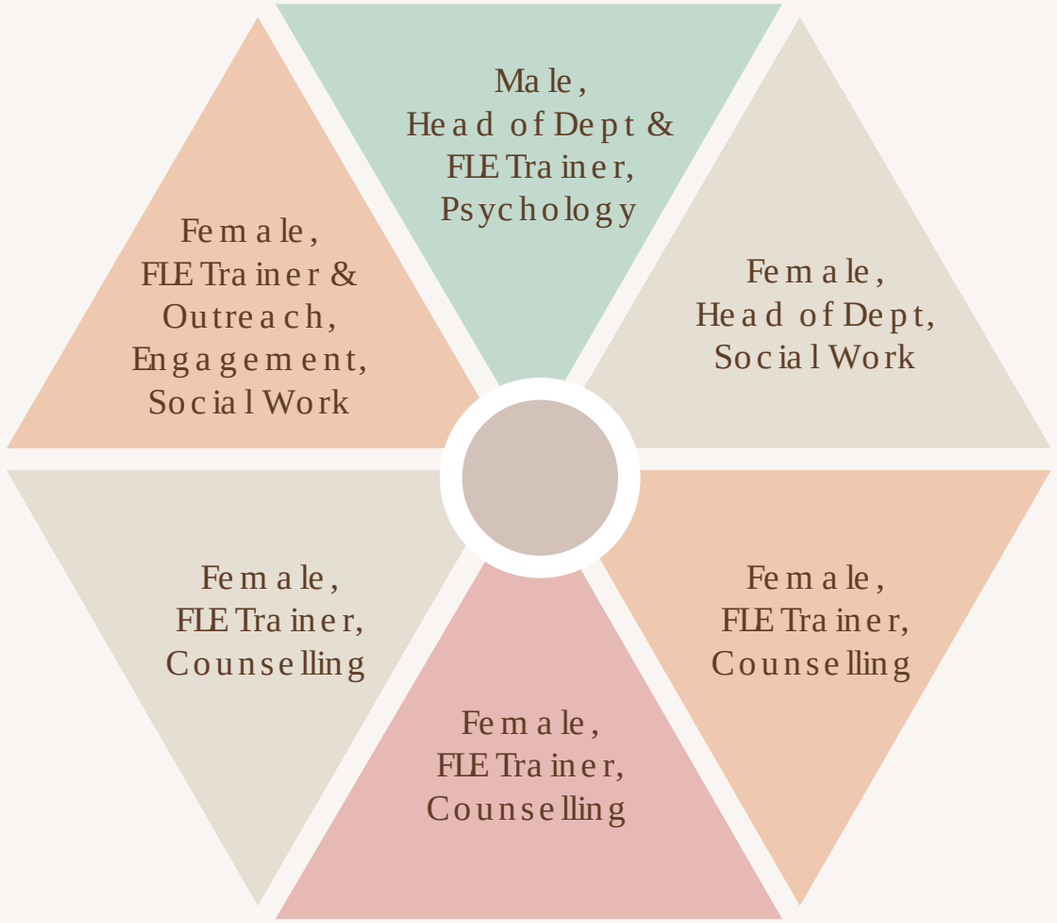
Mother, Chinese,
1son

Mother, Indian,
2 sons & 1daughter

Mother, Indian-Muslim,
1son & 1daughter

PRACTITIONERS

2 years of Triple P experience



Phase 1

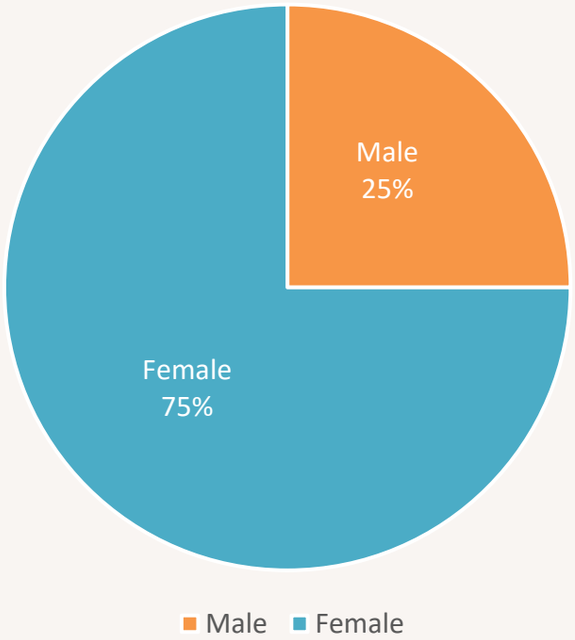
Quantitative Findings

Demographics

Parent's Gender

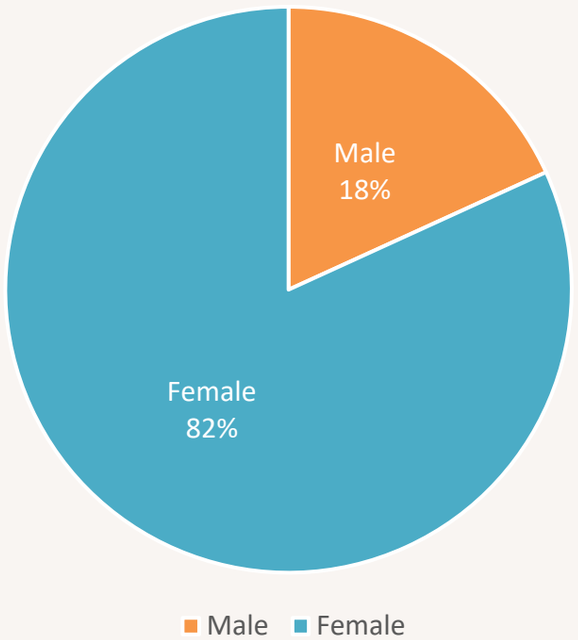
n=40

Program Completers

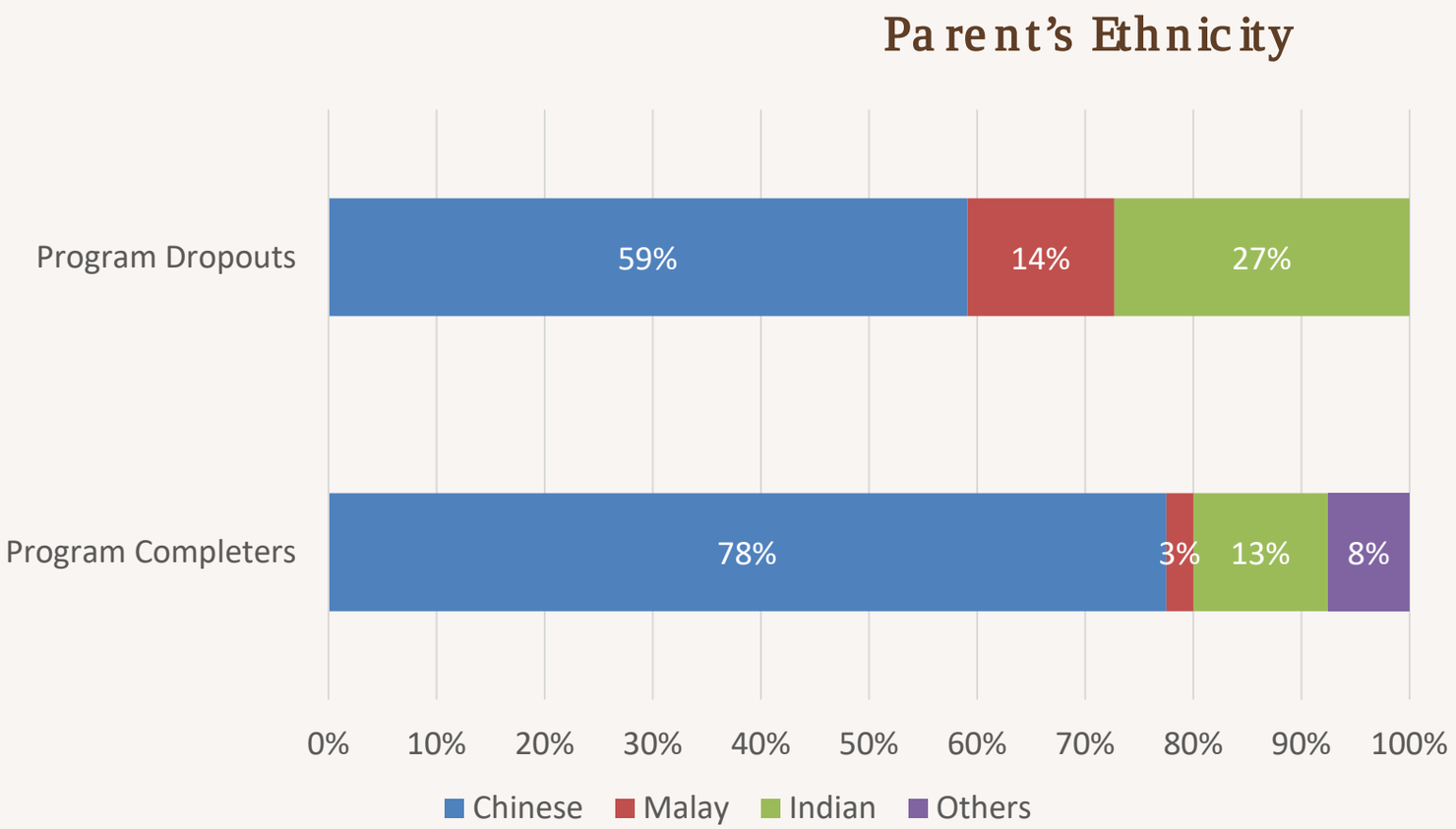


n=22

Program Dropouts



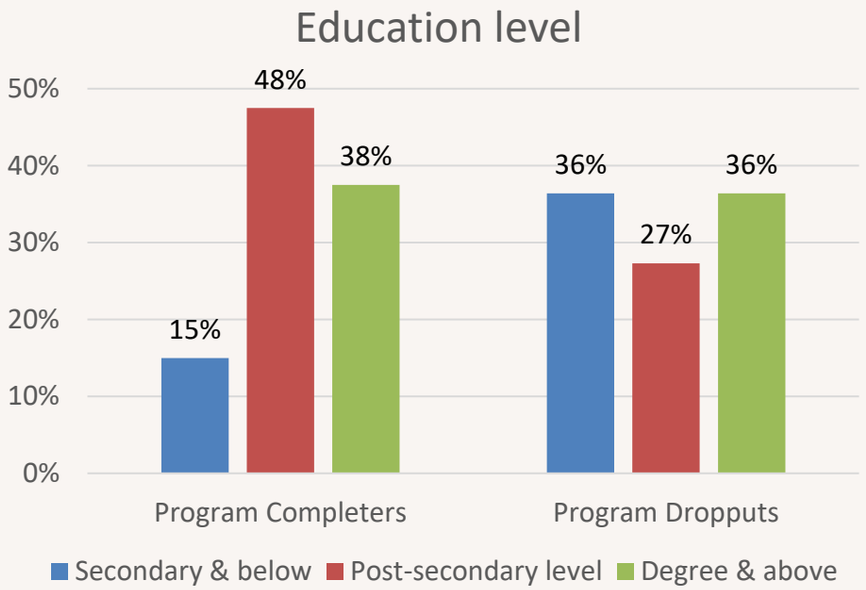
Demographics

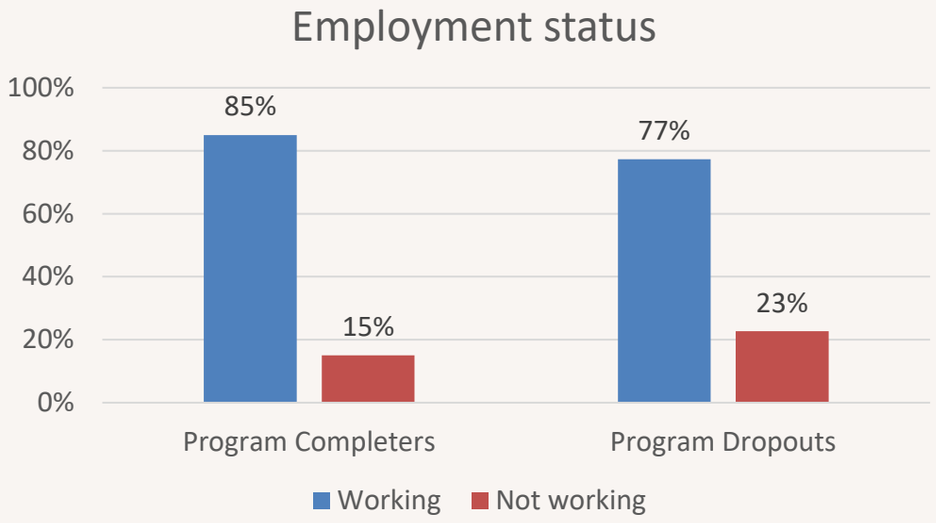


- 78% of program completers are Chinese.
- **41% of program dropouts are non - Chinese.**
- Significant difference by ethnicity for program completion ($p < 0.1$)

Demographics

- No significant finding among parent's education level and employment status
- 85% of Program Completers have attained tertiary education.
- 64% of Program Dropouts have attained tertiary education.
- Majority of the program participants are working.

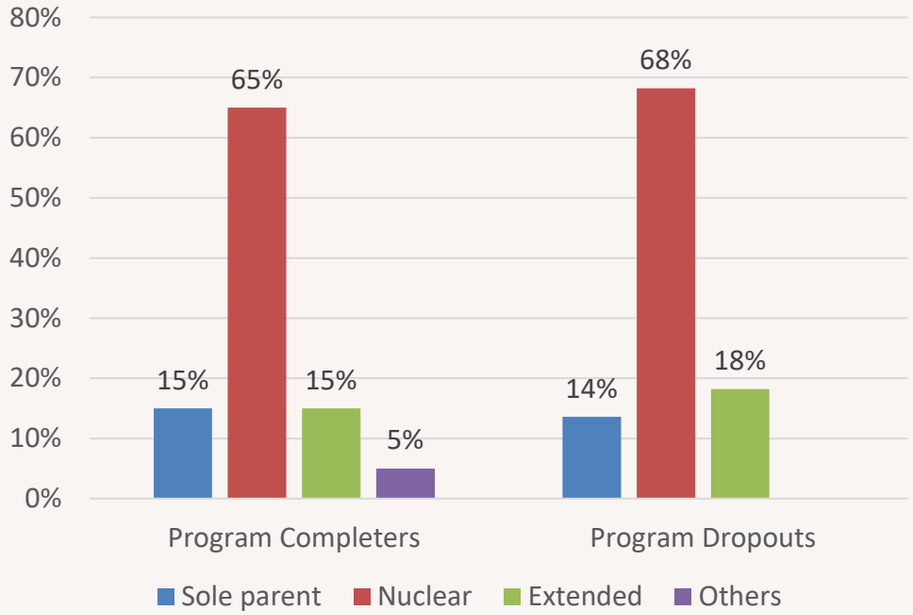


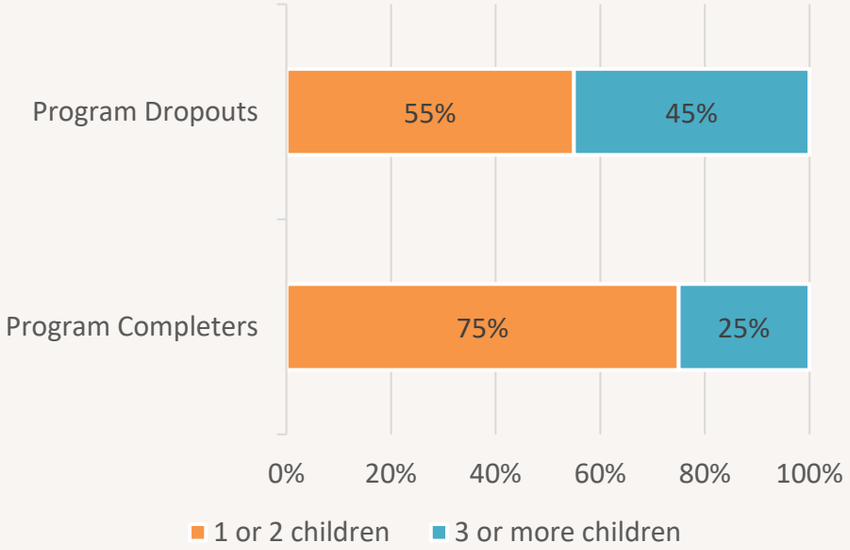


Demographics

Family Type

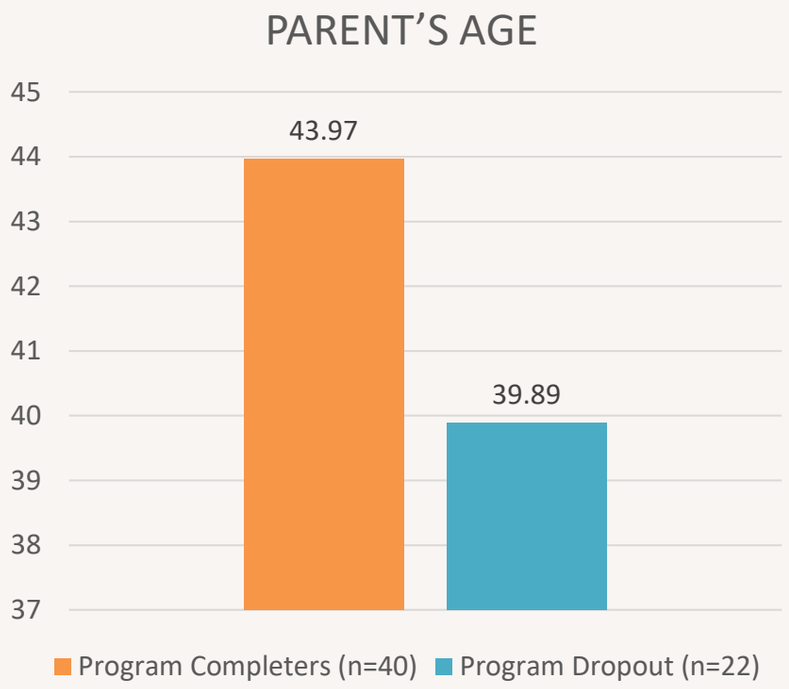
- No significant finding in the family type and number of children
- Majority of the program participants comes from nuclear family.
- Majority of the program completers **(75%) have only 1 or 2 children** while a relatively higher number of families from the **program dropouts (45%) have more than 2 children.**

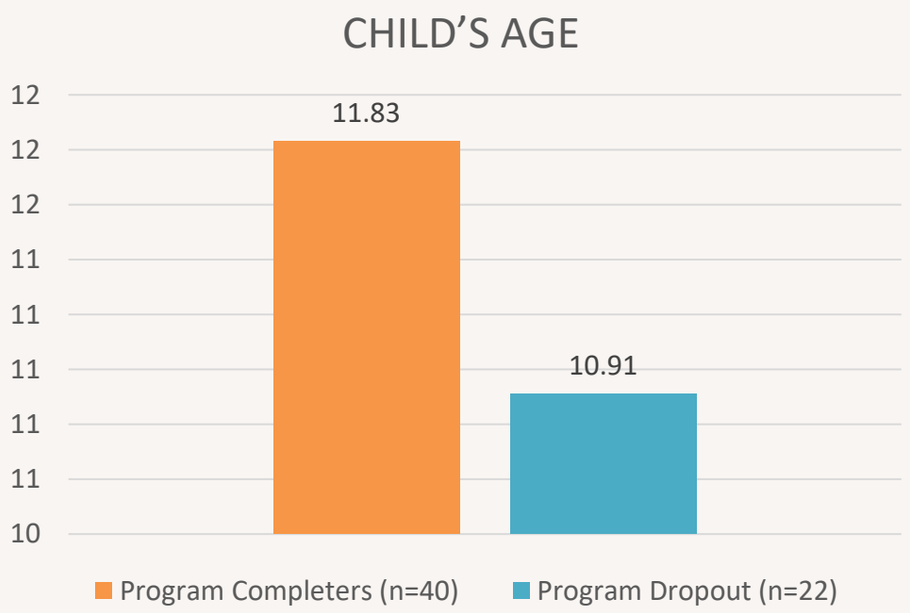




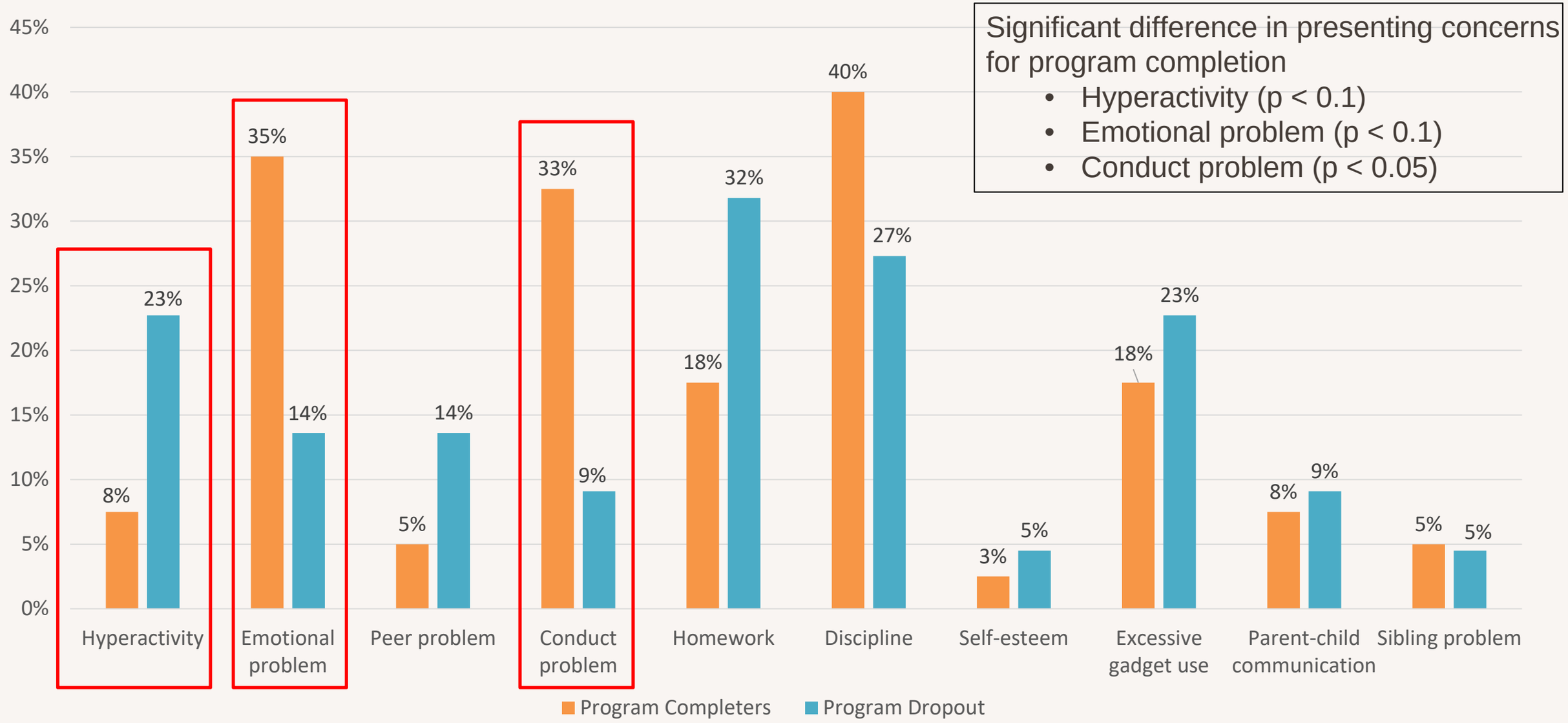
Demographics

- Significant difference by **parent's age and child's age** for program completion
- Parents who drop out from program are younger as compared to those who completed program, with children who are slightly younger.





Presenting Concerns



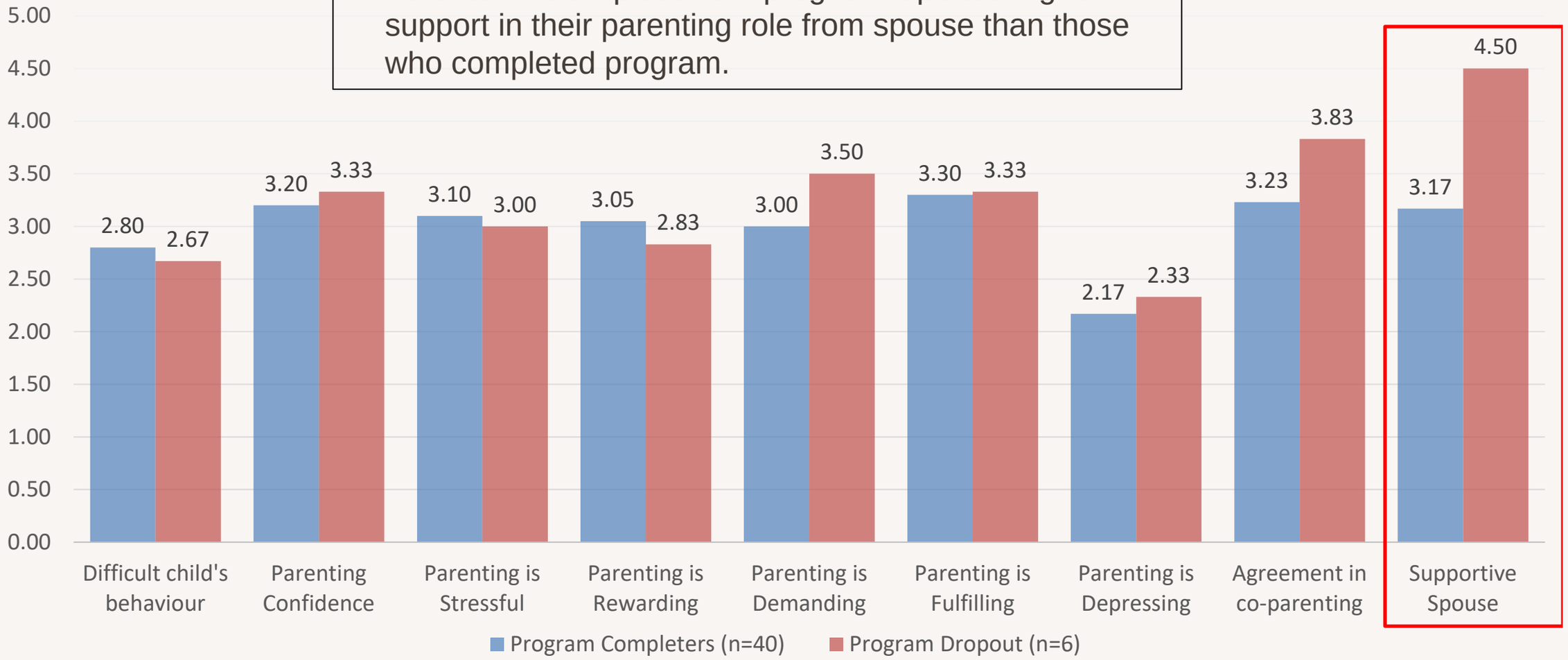
Significant difference in presenting concerns for program completion

- Hyperactivity ($p < 0.1$)
- Emotional problem ($p < 0.1$)
- Conduct problem ($p < 0.05$)

Parenting Experience

Significant finding ($p < 0.05$)

- Parents who drop out from program reported higher support in their parenting role from spouse than those who completed program.



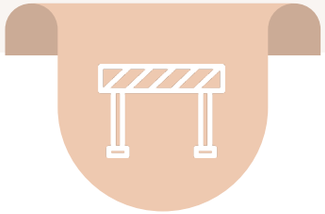
Phase 2

Qualitative Findings

Thematic Analysis

FACILITATORS

- Structured program is easy to follow
- Flexibility in session arrangement
- Parent's motivation for change



BARRIERS

- Practical barriers
- Language & literacy issues
- Family culture & parenting beliefs
- Complex needs
- Inaccuracy of screening tool

PARENTING EXPERIENCES

- Increased parenting confidence & competency
- Supportive role of practitioners

Facilitators

Common themes

Structured Program is easy to follow	Flexibility in session arrangement	Parent's motivation for change
• Provision of materials • Effective changes seen	• Convenience of online platform • Location • Timing	• Parenting need • Receptive to change parenting style

Theme 1 : Structured Program is easy to follow

EFFECTIVE CHANGES SEEN

"As basic as just using praise, you know.. Some parents don't even use praise **so the moment they use praise, they can see the change** so it's that basic."

- Practitioner 3

PROVISION OF MATERIALS

"They have some reading materials as a guideline so if let's say not sure, then we can go to the guide. Information provided from there to learn, and also search for the information."

- Parent 2

Theme 2 : Flexibility in Session Arrangement

LOCATION

"She [Practitioner] was very nice she actually was in AMK primary.. AMK that area but for me, she came here in Potong Pasir area and she take a room for me and she'd do that.. so yeah so nice.."

- Parent 3

TIMING

"We really do morning, night, day, Saturday, Sunday, Public holiday, whatever time you want, we will do for you, you know.. But those whom we accommodate, they really appreciate."

- Practitioner 3

CONVENIENCE OF ONLINE PLATFORM

"Even if parents are late, they can just sign in more immediately.. After checking with them, I mean if it's face to face then I don't think parents will rush down.. so I think that [online platform] helps."

- Practitioner 6

Theme 3 : Parent's Motivation for Change

PARENTING NEED

"There are parents who are really at their wit's ends managing their kids, especially with teenagers, so they are really looking for some help."

- Practitioner 5

RECEPTIVE TO CHANGE PARENTING STYLE

"I have a lot of parents especially from Myanmar and China, I think their parenting is very harsh one so they really need to learn what we call positive parenting. They are the use cane, scold, very result oriented, driven. These are parents who really lap up everything you say. Whatever you say, they do and they find a lot of breakthroughs. "

- Practitioner 3

Barriers

Common themes

Practical barriers

- Lack of time
- Difficulty to travel

Language & literacy issues

Family culture & parenting beliefs

- Lack awareness of problem
- Looking for "quick fix"

Complex needs

- Limited parenting bandwidth
- Beyond Triple P intervention

Inaccuracy of screening tool

Theme 1 : Practical Barriers

LACK OF TIME

“They don’t have the time. Some really working and have 3 kids, 4 kids to manage. These are the ones who will try, and you have to try to fit into their schedule.”

- Practitioner 5

DIFFICULTY TO TRAVEL

“Yes,if she asked me to come to another location means it’s really difficult for me . Because that time my.. you know, the daughter I told you. Now she is in P1, but that time she was in K1 so for me it’s difficult to.. I had to pick her up from school and all.”

- Parent 2

Theme 2 : Language & Literacy issues

“I also have cases where parents find the tipsheets too wordy. They want me to summarize, so it’s like huh.”

- Practitioner 2

Some questions I cannot understand. That’s why.. You give the other language also can like Tamil language ?”

- Parent 1

Theme 3 : Family Culture & Parenting Beliefs

"..like this Singaporean parent he says "I'm Chinese you know, this is an ang moh, western program. Why must I negotiate with my child?.. You know, family meeting, negotiation.. "Why must I praise? They are ought to do it, like their homework"
- Practitioner 1

LACK AWARENESS OF PROBLEM

"..but I just felt that they [parent] needed a lot of help but they were not prepared to see that they are the problem."
- Practitioner 3

LOOKING FOR "QUICK FIX"

"They [parents] don't even do homework but they just want some sort of like a quick fix. It's like"You just give me the main points. Just help me." So it contradicts with the self-regulatory framework that Triple P is advocating."
- Practitioner 2

Theme 4 : Complex Needs

LIMITED PARENTING BANDWIDTH

"I got another parent who dropped out because of a lot of needs. She got special needs child, her marital issues, financial issues, a lot of issues, so doing a program is the last thing on her mind. She can't even find time to do the program."

- Practitioner 3

BEYOND TRIPLE P INTERVENTION

""I cannot continue after the first session with the family because.. Triple P will not help the family because they havevery strained relationship with the family, like the child is physically abusing the family so basically refer to police, refer to Trybeto deal with them because the family is considering FGO (Family Guidance Order)."

- Practitioner 1

Theme 5 : Inaccuracy of Screening Tool

SCREENING TOOL DOES NOT REFLECT PARENTING NEED ACCURATELY

"Because of SDQ, we got a lot of cases by the time we offer the program or after my first intake, I realise they don't really need the program because their score is bumped up because of hyperactivity. Some of their [hyperactivity] scores very high then their overall [SDQ] scores become very high but actually they don't have an issue with parenting, just that they have the ADHD child based on what they answered."

- Practitioner 3

Parenting Experiences

THEME 1: INCREASED PARENTING CONFIDENCE & COMPETENCY

"So, attending this Triple P Parents Program is considered quite good because it's something that alsoeducate me how to understand the children behaviour, and also help to maybe think positive."

- Parent 2

THEME 2: SUPPORTIVE ROLE OF PRACTITIONERS

"Sometimes when you ask how has the program benefitted you or what is your takeaway from this program and they [parents] can even say things like "I am so glad I am not alone." That's it, you know. They just want to feel very supported and encouraged."

- Practitioner 3

"It really like a lesson but it's quite.. not a stressed lesson, but really like friends talking. Because they [practitioner] want to why you want to attend this parent program. They also want to understand how to help you to come across when you face the problem and how you able to cope and managing."

- Parent 2

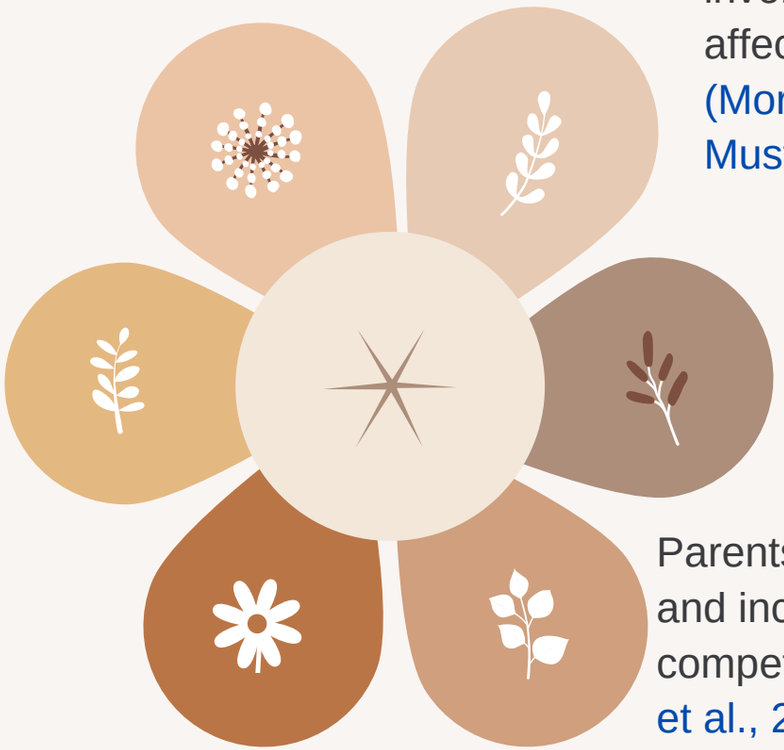
Discussion

Key Findings:

Program Completers: Chinese parents facing emotional and conduct problems (Li, Peng & Li, 2021)

Program Dropouts: Younger parents from minority group, more support from spouse in parenting

Higher dropout rate for parents who indicated hyperactivity as presenting concerns warrants attention to suitability of SDQ as standalone screening tool



Disadvantaged families are less likely involved due to stressful life demands affecting parenting bandwidth (Morawska , 2011; Ozbek , Gencer & Mustan , 2019)

Importance of parent's motivation & recognition of need for change (Butler et al., 2020).

Parents' experiences of the practitioner's role and increased parenting confidence and competency are aligned with literature (Guo et al., 2016; Mytton et al, 2014) but there's insufficient narrative from dropout parents.

Limitations

01

Small Sample Size

- Limits generalisability of data
- Too few sample from dropout parents
- Statistical measurement (P-value > 0.05)

02

Selection & Recall bias

- Convenience sampling & parents' self-report
- Potential recall bias due to time gap from program completion (ie. 2 years ago)

Implications

Practice-level

- Pay attention to those with similar profile and presenting concerns as dropout group to address anticipated barriers
- **Recommendation:** Bite-size information of parenting strategies, keeping in mind fidelity of program

Future Research

- Expand study in different regions with more diverse sample (e. dropout parents, different culture/ ethnicity)
- Substantiate findings with other outcome indicators (ie. child behaviour)

Acknowledgement

Special thanks to :

Hilyah, Audrey, Xing Jun, Prof. Satvinder, Prof. Choo Hyekyung

&

All participants who contributed in this study

Thank you!

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