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Implementing an Evidence-Based Program: Sustaining Triple P to Improve Child Outcomes

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Purpose of Presentation

- Using evaluation to support implementation of an evidence-based program
  - Evidence Review and Summary
  - Program Logic Model
  - Internal Report

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Where it all began . . .
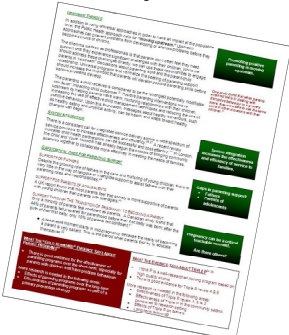
- Initial Parenting Report (2009)
  - Focussed on the "what" and "why"

- Health Unit workgroup formed to develop parenting plan (2010)
  - Internal Inventory
  - Evidence seeking around "how"
  - Program Investigation

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Evidence Summary

- Succinct, easy to read
- Highlight key themes

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Role of Evidence Summary

- To present the evidence

- To build momentum for decision to adopt Triple P program

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Program Logic Model

- After adopting the Triple P Program, we shifted into implementation

- Used a <u>Program Logic Model</u> to guide implementation

  – Simplified picture of how a program is *supposed* to work

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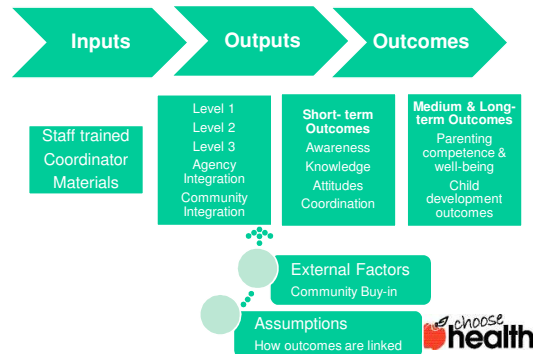| Inputs	Outputs	Outcomes

| Staff trained
Coordinator
Materials | Level 1
Level 2
Level 3
Agency Integration
Community Integration | **Short- term Outcomes**
Awareness
Knowledge
Attitudes
Coordination | **Medium & Long-term Outcomes**
Parenting competence & well-being
Child development outcomes |

External Factors
Community Buy-in

Assumptions
How outcomes are linked

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Use of Program Logic Model

- Facilitated program planning
- Identified key decisions for management
- Framework for evaluation plan
- Kept the "big picture" in view

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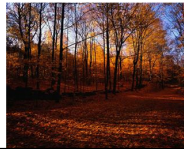
Internal Report

- Internal Report
  – Recommendations and rationale

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Design, develop & implement Triple P tracking system

Finding:
 – Existing processes are inefficient and unable to provide accurate program data

Literature:
  – Decision-support data systems are critical to the overall performance; they support decision making and ensure continuing implementation of program

Next steps:
  – Design system to address program & facilitator tracking, client registration & tracking, documentation

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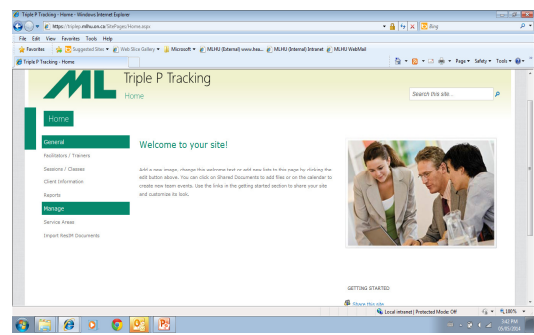
Maintain & enhance peer support to ensure program fidelity

Finding:
– 57 staff trained and accredited in Triple P

Literature:
– Peer support needs to be maintained throughout implementation (competency driver)

Next steps:
– Support from Parenting Coordinator
– Considering implementing peer-support model

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Increase reach of Triple P programs to parents of 2-4 year olds

Literature:
– Important age to engage parents; they are receptive and motivated to attend early interventions

Next steps:
– Consider appropriate locations to engage parents

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Recommendations

- Dedicated Administrative Assistant Support

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Administrative Assistant Support

- At present we have 2 Administrative Assistant Support

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Recommendations

Allocate funding for population level communications campaign
– Level 1 needed to drive participation in Level 2 programming

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Triple P iParent-Aug 2013

PARENTING DOESN'T STOP WHEN YOUR KIDS START SCHOOL.

As your child grows up you will face different challenges.

There are lots of ways to manage the changes you and your child are going through.

Stay involved. Keep parenting.

Contact us today to find answers together.
519.850.2280

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iParent Campaign-Hits the Road

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November 2013

DOES BEING A **PARENT** MAKE **YOU** FEEL LIKE YOU ARE **LIVING** IN A **ZOO**?

Parenting can be demanding in the early years.

There are ways to stay positive and deal with challenges.

Contact us today to find answers together.
519.850.2280

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May 2014

LIFE'S ABOUT TO **CHANGE.** IT'S **NEVER** TOO EARLY TO **THINK** ABOUT **PARENTING.**

iParent — Finding answers together — www.iparent.net

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Fall 2014

UNEASY ABOUT YOUR **TEEN'S RELATIONSHIPS?**

It is normal to face tough questions and issues. You CAN have a positive relationship with your teen.

Stay involved. Keep parenting.

Contact us today to find answers together.
519.850.2280

iParent — Finding answers together — www.iparent.net

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Spring 2015

IS IT TIME FOR "THE TALK"?

As your child grows they will have a lot of questions

You may feel like you don't know all the answers

Stay involved. Keep parenting.

Contact us today to find answers together.
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Recommendations

Dedicate resources to partnership building in the community.

– Triple P is a community-based strategy

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Triple P Community

- Challenges and struggles
- Small group
- French and Spanish in fall
- Triple P group level 4 with a partner

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Recommendations

Explore opportunities for implementation of Triple P Level 3 (1-to-1) in our community beyond HBHC clients.

– Current gap in our community

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And now it is time for . . .
Questions

THANK YOU

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