

## Group Stepping Stones Triple P

Group Stepping Stones Triple P has been developed for parents of children with a disability. Stepping Stones Triple P has been evaluated with families of children with a range of disabilities (e.g. intellectual disability, autism spectrum disorders, cerebral palsy) and elevated levels of disruptive behaviour.

The course is for parents or care givers of children with a disability (up to 12 years of age) who require or are interested in learning a broad-based range of parenting skills to promote child development and to manage mild to moderate level challenging behaviours. The program is appropriate to assist parents to prevent the development of problem behaviour or to change problem behaviour if it is occurring.

The program involves six (2 ½ hour) group sessions and three (15 to 30 minute) phone calls to assist parents in implementing what they have covered on the course. A family assessment is completed both pre and post course. Parents will need to be able to commit to all sessions.

### What is covered?

**Session 1: Positive Parenting:** This session provides parents with an introduction to positive parenting, causes of child behaviour problems, setting goals for change, and how to keep track of children's behaviour.

**Session 2: Promoting children's development:** The practitioner discusses how to develop positive relationships with children and how to encourage desirable behaviour.

**Session 3: Teaching new skills and behaviours:** This session teaches parents a range of techniques to teach children with disabilities skills in a range of areas, such as communication, problem solving, self care, and self-regulation.

**Session 4: Managing misbehaviour and parenting routines:** The practitioner offers strategies to assist parents with managing misbehaviour during this session. Parents also learn to develop parenting routines to encourage children to follow instructions.

**Session 5: Planning ahead:** This session covers family survival tips, identifying high-risk situations, and developing planning ahead routines to implement over the next few weeks.

**Session 6 – 8: Implementing parenting routines:** The telephone sessions begin with the practitioner providing assessment feedback to parents and noting progress that has been made. Then the sessions are designed to assist parents in implementing behaviour change strategies in high-risk home and community situations.

**Session 9: Program close:** Parents return for a final group session to review progress, look at ways to maintain changes, problem solve for the future, and to bring closure to the program.