



# Community Triple P Coaching Systems Discussion Guide

## WHAT

- discussion guide to help answer questions that will lead to the development of a community coaching system plan
- questions use the coaching drivers best practices to support the CIT/CLT in developing coaching activities that will best support their Community Triple P Coaching Systems by exploring existing coaching strengths in the region as well as areas for development

## WHY

- Community Triple P Coaching System will lead to confident, competent Triple P Practitioners who:
  - Deliver Triple P to children and families
  - Deliver Triple P as intended
  - Deliver Triple P in a way that is responsive to caregiver needs and preferences

## WHO

This guide is helpful to Community Implementation Teams/Community Leadership Teams who:

- understand that the function of coaching is to build competent, confident Triple P practitioners who can deliver Triple P as intended and deliver Triple P in varied situations and settings.
- understand the basics of PASS.
- understand the structures of the community within which Triple P practitioners work and receive coaching.

## HOW

- use the discussion guide to support community members to explore existing coaching/peer support/Peer Assisted Supervision and Support (PASS) activities

## WHEN

- complete this discussion guide when preparing your Triple P delivery system
- ideally before service delivery starts there would be recruitment and selection, training, and coaching systems in place to support practitioners

## Know before you go:

For foundational information about coaching and community coaching systems for Triple P, please complete module 7 and 8 (add link).

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Citation: **Reed, J. J. & Aldridge, W. A., II** (2021, December). *Community Triple P Coaching Systems Discussion Guide (ICTP Projects)*<sup>1</sup>  
Chapel Hill, NC: The Impact Center at Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.



## Forms of Coaching and Coaches

1. After practitioners are accredited in Triple P, how do they develop and grow the skills needed to effectively deliver Triple P? What mechanisms exist in your region for them to get feedback, identify areas for growth, practice new skills, receive coaching either individually or in peer support, and receive consultation from a Triple P fluent practitioner when they get stuck?
2. Generally, who is leading these efforts to support accredited Triple P practitioners across your region (CIT, community, individual agencies)?
3. Of these existing forms of coaching in your community, which could be incorporated into your Triple P Coaching System?
  - a. What forms of individual, group or peer-based coaching are already being used within your community Triple P Service Organizations?
  - b. Do these existing forms of coaching already embed; **link coaching checklist**
    - i. Coaching best practices
      1. Behaviorally specific feedback
      2. Role modeling/role playing
      3. Focus on the knowledge/skills application needed to deliver Triple P
      4. Reflection and self-awareness
      5. Practitioner judgment for flexible delivery of Triple P
      6. Connection to a specific goal
      7. Positive reinforcement for use of new skills
      8. Coaching activities, goals, and action plans are documented and shared with participants
    - ii. The use of practice observation
    - iii. The use of other data (e.g., observational data, case or records review, Triple P session checklists, practitioner self-report, parent outcome measures, interviews with others who may know about the Triple P practitioner's delivery such as parents or colleagues)
4. Among individual or groups of practitioners delivering Triple P, who in your region is currently providing feedback, support, self-reflection, and joint action planning?
  - a. Are they at the LIA? Within the community? These people could be potential coaches, although they may not be called that already. To be a coach, some best practices should be met.
    - i. First, do those people you identified above have knowledge of Triple P?
    - ii. Second, do they have knowledge of how to be a good coach (that's different than having knowledge of Triple P!)?

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5. Do you have existing Triple P community practitioners or coaches that are fluent in the key principles, components, skills, and abilities required to effectively deliver Triple P? Are any of these practitioners or coaches available to support your broader community Triple P efforts?
  - a. If yes, how can you make them accessible to any Triple P practitioner as needs are identified?
  - b. If no,
    - i. can a certified Triple P trainer or consultant be made available to Triple P practitioners across your community?
    - ii. How can your community develop, over time, local coaches who have the level of fluency needed?
6. If Peer Assisted Supervision and Support (PASS) is a good fit for the coaching needs of your community Triple P practitioners, how can PASS be implemented to fill in the gaps or add other value within your community Triple P coaching system? If agencies are not using PASS, how can you ensure they have the skills needed to provide effective coaching that supports delivery of Triple P as intended?
7. How will PASS sessions be structured in your community?
  - a. Does your community need community level PASS sessions (e.g., open to all practitioners)?
  - b. Does your community need PASS sessions for smaller groups of practitioners based on similar practice settings or Triple P program variance?
  - c. What adaptations may need to be made to PASS to increase the model's fit and feasibility within your community, without affecting the core functions of the model?
  - d. Who will facilitate PASS sessions?
8. Taking a step back and looking holistically at the mix you now have of coaching forms/elements, will this meet your community's needs? Is anything missing/are there any remaining gaps e.g., practitioners that do not have a place to receive coaching? If so, how will you fill the gaps?

### **Coaching Expectations and Adherence Data**

9. What is the frequency that community Triple P practitioners will be expected to participate in coaching about their delivery of Triple P?
  - a. Are frequency needs different at different stages of practitioner development early after accreditation versus later in practice?
10. How will you know practitioners are participating in coaching at the expected frequency?

Frequency counts

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Attendance lists

Other

11. What other documentation do you want about what is occurring in coaching sessions and at what frequencies/intervals will you collect it (e.g., PASS session checklist, other form checking for coaching best practices and the use of data)?
12. What data will be collected to determine whether or not practitioner's abilities to deliver Triple P improve as a result of Triple P coaching?
  - Delivery of Triple P (e.g., # of caregivers/families, dosage within caregivers/families)
  - Use of Triple P as intended (i.e., Fidelity)
  - Appropriateness of delivery
  - Acceptability of delivery
  - Feasibility of delivery
  - Participant engagement in delivery (e.g., during in-session activities, out of session homework)
  - Other
13. How will adherence to the elements of your Community Triple P Coaching System be checked and at what frequencies/intervals will you check?
  - a. How will you check for the presence of coaching best practices, the use of practice observation and the use of other forms of data in the individual or group coaching sessions happening within your Community Triple P Service Organizations?
  - b. How might you check for adherence to PASS session protocols?
    - i. How might you use PASS session checklists?
    - ii. How might you use opportunities to observe PASS sessions to check for adherence?
  - c. How might you use data collected about frequency of participation in coaching (question 10) and the outcomes of coaching (question 12)?

### Coaching for the Coaches

14. How will ongoing support be provided to those individuals who are coaching Triple P practitioners?
  - a. How will coaches be supported to increase their knowledge and skills related to the key principles, components and abilities needed to effectively deliver Triple P?
  - b. How will coaches be supported to identify and address barriers to the provision of coaching to Triple P practitioners they support?

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- c. What sources of feedback will be provided to coaches about their coaching (e.g., practitioner satisfaction with coaching, observational assessment of coaching, practitioner fidelity data determined under #8)?
  - d. Are there any other supports needed for coaches?
15. Who will have overall accountability for the implementation and improvement of this community Triple P coaching system? This could be the CIT, CLT or others as appropriate in your community Triple P system.

**Next Steps and Action Planning**

- 16. Who is currently driving your community coaching system? If it’s the CIT, that might be OK for now, but how can you think about how to make this community-owned for sustainability?
- 17. How will you get this started?

**Action Steps:**

What	Who	By When	Notes
Enter step 1	Enter who for step 1	By when step 1	Notes step 1
Enter step 2	Enter who for step 2	By when step 2	Notes step 2
Enter step 3	Enter who for step 3	By when step 3	Notes step 3
Enter step 4	Enter who for step 4	By when step 3	Notes step 4
Enter step 5	Enter who for step 5	By when step 4	Notes step 5
Enter step 6	Enter who for step 6	By when step 5	Notes step 6
Enter step 7	Enter who for step 7	By when step 6	Notes step 6

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