



CORE COMPONENT STRENGTHS CHECKLIST

COMPETENCE

Three checklists have been designed as companion documents to informational sheets describing each of the seven core components with attention to content (practitioner); competence (practitioner); and context (organisation). This checklist addresses the competence of the practitioners' delivery of Triple P.

The checklist can be used as a guide to prompt consideration of professional development to improve the competence of the practitioners in delivering the Triple P programs. Of the seven components identified as core to the fidelity of Triple P, this checklist focuses on the five components most relevant to direct service delivery in consideration of program content. Other checklists are available for consideration of content (practitioner) and context (organisation).

This tool can serve both for self-reflection on the part of Accredited providers as well as for broader quality monitoring within an agency. While practitioners are trained to consider fidelity in Triple P, the responsibility for assuring professional development in this regard lies with implementing agencies as much as it does with practitioners.

Please rate each element as: 1 – Beginning, 2 — Developing, or 3 — Proficient. For select items, there may be circumstances where they are not applicable. Please check not applicable only when it truly does not apply.

	BEGINNING	DEVELOPING	PROFICIENT	NOT APPLICABLE (OR NOT RATED?)
Alliance				
Information is presented in a collaborative way				
Practitioner normalises concerns while identifying and acknowledging parent strengths.				
Practitioner invites parents to seek further information and provide feedback				
Practitioner manages time in the session well, and is respectful of session start and finishing times relevant to cultural norms				
Practitioner is non-judgemental, provides respectful and constructive feedback and attends to parents' emotional needs				
Practitioner makes necessary adjustments to meet the individual needs of parents (pace of sessions, parent capacity/literacy, cultural considerations)				
Practitioner demonstrates consistent professional boundaries				
Practitioner uses humour and self-disclosure when appropriate and consistent with professional behaviour				
Practitioner provides clear and specific examples that are meaningful to the family				



	BEGINNING	DEVELOPING	PROFICIENT	NOT APPLICABLE (OR NOT RATED?)
Self-Regulation				
Practitioner models self-evaluation				
Practitioner continually uses the guided participation model to prompt parents to self-evaluate				
When parents ask questions practitioners will first clarify the referent and when appropriate, prompt the parent to consider possible answers				
Acknowledge parent's perception of the problem and any distress				
Clarify parent's referent (e.g., what exactly do they think won't work?)				
Use minimal prompts to help parent answer the question for themselves				
Assessment				
Practitioners are adept at explaining the rationale for assessment				
Practitioners support parents to understand how to complete the assessments				
Practitioners are competent in interpreting assessment data in a way that minimises resistance				
Practitioners use assessment data to make informed decisions about level of support needed				
Practitioners use all available assessment data to support parent participation in the sessions				
Parenting Strategies				
Practitioner uses behavioural rehearsal/role-play when needed to gauge parent understanding and identify areas that may need clarification or further coaching				
Practitioner uses strategies to overcome parent anxiety involved in participating in role plays (see also Core Components Information Sheet on Alliance)				
Practitioner is able to provide examples of each of the strategies for various ages and stages of child development as well as contextual examples				
Homework				
Practitioners support parent in planning for relevant homework best suited to achieve parent's goals				
Practitioners guide parents to consider optimal conditions for homework success				
Practitioners help identify potential barriers to homework completion				
Practitioners help parents consider solutions to potential barriers for homework completion				
Practitioners ensure both they and parent have a clear idea of the homework plan				
Practitioners review homework with parents, prompting for self-evaluation				
Practitioners help parents revise goals for change as they progress in the program				



Please rate each element as: 1 – Not in place, 2 — Partially in place, or 3 — In place.

	NOT IN PLACE	PARTIALLY IN PLACE	IN PLACE
Local Outcomes and Outputs			
Practitioners, managers, the organisation and community know and understand the outcomes and outputs			
Practitioners know the service delivery expectations and are achieving them			
Data is collected to inform the outcome and output indicators			
Data is analysed and reported to inform the achievement of outcomes and outputs			
Practitioner Training			
Practitioner is engaged and actively participates in the initial training days			
When available, practitioner participates in the Pre-Accreditation workshop to prepare for successful Accreditation			
Practitioner reviews and becomes familiar with practitioner and program resources			
Practitioner successfully demonstrates required key competencies of program delivery through role plays at Accreditation and passes the quiz			