



## CORE COMPONENT STRENGTHS CHECKLIST

# CONTENT

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 content of the program by practitioners delivering Triple P.

This can be used as a guide to prompt consideration of professional development that will improve fidelity to the content of the Triple P program being delivered. Other checklists are available for consideration of competence (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?)
<b>Alliance</b>				
Each session has a well-established agenda with goals and clear rationales for session objectives				
Practitioner works in collaboration with the parent and seeks clarification as needed				
Practitioner uses self-regulatory model and prompts parents to problem-solve on their own				
Practitioner provides relevant examples to the family's specific context, engages parents in discussion; provides opportunities for further support either through the same practitioner or other community providers				
<b>Self-Regulation</b>				
Parents are guided to articulate clear goals for themselves and their children				
Parents are prompted to reflect on progress toward goals throughout the intervention				
Parents are encouraged to problem solve				
Parents are guided toward self-sufficiency and self-reliance				
<b>Assessment</b>				
Practitioners obtain pre/post measures (may not be applicable for brief delivery options)				
Practitioners collect Satisfaction Surveys				
Practitioners use monitoring forms, observation, and parent report to further inform assessment process				
Practitioners reflect back to parents' findings from all available assessment data resources				



	BEGINNING	DEVELOPING	PROFICIENT	NOT APPLICABLE (OR NOT RATED?)
<b>Parenting Strategies</b>				
Parents are introduced to the strategies as detailed in the manual and associated parent resources adhering to intended sequencing				
All strategies included in the specific delivery content (e.g. strategies covered in a Seminar PowerPoint; those on a Primary Care Tip Sheet or all the strategies in Group and Standard variants) are covered at some level of detail to ensure parents fully understand the available menu of strategies and examples of how and when they may apply				
Practitioners help parents to consider how additional Triple P strategies and resources might be useful in situations and/or for future developmental stages.				
<b>Homework</b>				
Practitioners support parents in identifying goals for positive change that will inform meaningful homework				
Practitioners introduce relevant monitoring resources for parents to track target behaviours for better insight into common traps and to track change over time				
Practitioners introduce rationale for homework and guide parents to identify what relevant work they can do at home to apply Triple P strategies following each session				
Practitioners review homework with parents (may not be relevant for Seminar, Discussion Group, or Brief Primary Care delivery)				

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
<b>Local Outcomes and Outputs</b>			
Outcomes describing the change you wish to see as a result of offering Triple P to parents are clearly articulated and understood.			
Outputs are established and agreed upon – e.g., number of practitioners to be trained, service delivery expectations, number of families to be served, data to be collected			
Indicators for both outcomes and outputs are identified			
Measures, methods and sources of information to inform the indicators are in place			
<b>Practitioner Training</b>			
Practitioner is engaged and actively participates in the training			
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			