



## CORE COMPONENT ORGANISATIONAL CHECKLIST

# CONTEXT

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 context in which the practitioners deliver the program. Context focuses on organisational responsibilities, highlighting on the seven core components.

This can be used as a guide to prompt consideration organisation conditions to support delivery of the Triple P program being delivered. Other checklists are available for consideration of content (practitioner) and competence (practitioner). Organisational support is essential to achieve all seven components.

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>Alliance</b>			
Venue for service provides a supportive environment for parents and practitioners to develop a constructive alliance	<input type="radio"/>		<input type="radio"/>
Practitioners have access to and are encouraged to attend PASS sessions to reflect on their practitioner alliance with parents		<input type="radio"/>	<input type="radio"/>
Practitioners have access to organisational supervision to assess their professional boundaries and alliances with parents and receive guidance where necessary		<input type="radio"/>	<input type="radio"/>
Practitioners have access to information and resources with respect to cultural norms for the parents they are serving			
<b>Self-Regulation</b>			
Peer Assisted Supervision and Support (PASS) sessions provide opportunities for practitioners to discuss effective strategies for promoting self-regulation			
A learning environment is created where practitioners are able to both identify areas that are strengths as well as honest reflection on areas for improvement with respect to modelling self-regulation.			
<b>Assessment</b>			
Practitioners have established processes for collecting and reviewing assessment data both at the family level and programmatically.			
Time is allowed for documentation, data entry, and review.			
The infrastructure for collection and reporting is in place			
Peer Assisted Supervision and Support (PASS) sessions provide opportunities for practitioners discuss conducting assessments and practise sharing assessment findings with families.			
<b>Parenting Strategies</b>			
Peer Assisted Supervision and Support (PASS) sessions provide opportunities for practitioners to discuss effective strategies for introducing parenting strategies with parents, practice role-playing, and addressing common parent questions related to the strategies.			
Practitioners have access to individual coaching if struggling with teaching parenting strategies or conducting role plays			



	NOT IN PLACE	PARTIALLY IN PLACE	IN PLACE
<b>Homework</b>			
Having access to Peer Assisted Supervision and Support (PASS) sessions provides opportunities for practitioners to set goals for themselves related to effective strategies for co-creating meaningful homework with parents.			
Access to individual coaching is available within the organization or access to a consultant is arranged if a practitioner is struggling in their proficiency with co-creating meaningful homework			
<b>Local Outcomes and Outputs</b>			
Outcomes, with indicators, describing the change you wish to see as a result of offering Triple P to parents are clearly articulated and understood			
Outputs, with indicators, are established and agreed			
Mechanisms and procedures are in place to provide information with respect to progress or challenge in achieving outcomes.			
Communication systems enable the sharing of outcomes, outputs and results with stakeholders.			
Feedback loops are supported through dedicated time and resources			
Data systems are aligned with the required data collection			
Data is used to inform an on-going quality improvement process (e.g. at the family, practitioner, program, agency, and community levels)			
Data is monitored in a timely manner in order that successes can be shared and celebrated, challenges can be addressed with problem solving, and plans can be developed if/when outcomes are not being achieved/goals not being met.			
<b>Practitioner Training</b>			
The organisation has provided the opportunity for Participants to prepare for training.			
The organization supports the Participants to attend the training, Pre-Accreditation and Accreditation process			
The venue in which the training is being presented is appropriate			
The Participant Notes are provided			
Required Technology is available			
The organisation provides extra support for participants post-training where necessary			