



Implementation and process issues in using Group Triple P with Chinese parents: Preliminary findings

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Abstract

The aim of this study was to implement and evaluate a Triple P-Positive Parenting Program Level 4 (Group) intervention with Chinese parents. Forty five Cantonese-speaking parents living in Sydney participated in five groups conducted over a 12-month period. Implementation aspects included promoting the service to the Chinese community, using an appropriately trained bilingual facilitator, and modifying the process of conducting groups to suit Cantonese-speaking parents. The intervention involved four group sessions followed by four optional brief weekly telephone consultation sessions. Parents were asked to complete the Strengths and Difficulties Questionnaire (Goodman, 2001) before and after the intervention. There were significant improvements on the Prosocial Behaviour Score. Parents also completed an abbreviated version of the Client Satisfaction Questionnaire (Turner, Markie-Dadds & Sanders, 1998) which showed parents were satisfied with the program, most particularly in relation to receiving the help they required and being helped to deal with their child's behaviour. Given the unwillingness of some parents to complete questionnaires, the difficulties encountered in conducting evaluation in cross-cultural contexts are discussed, along with recommendations for multiple methods in future research.

Keywords

Triple P, groups, Chinese, cross-cultural, evaluation

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