Triple P Online Community
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Funded by Robert Wood Johnson Foundation (#69451) $1.2 million
The Problem

- 10.2% of children are maltreated (CM)
  [Nearly quarter of a million children in LA!]
- CM associated with adverse social/ emotional/ behavioral and health outcomes
- Families most at-risk are least likely to seek treatment due to shame & blame
- EBP parenting program (Triple P, IY, PCIT) work!
- But, a **creative solution** is needed to reach and engage highly vulnerable families

[note see last slide for references]
Research question

Will adding *social media, games and responsive design* to an effective (EBP) online parenting program improve *Accessibility, Engagement, Impact* for highly vulnerable parents?
What is positive parenting?
TP’s teaches 17 parenting skills

To develop positive relationships

To encourage desirable behavior e.g. descriptive praise

To teach new skills & behaviors

To set a good example

To use positive behavior charts, quiet time and time-outs

To hearten caregivers to practice self-care
Good parenting is as important to children’s health and development as clean water.
Sample of highly vulnerable parents

Frequency Demographics, N=155

- Female: 133
- Single: 100
- Annual Income < 10,000: 99
- Previously incarcerated: 63
- No highschool diploma/GED: 49
- Previous Substance abuse treatment: 47
- Child was removed from the home: 37
8 Modules—videos & exercises
GAMIFICATION—BADGES AND SOCIAL SHARING
WHAT DID WE LEARN?

Research question
Adding social media and gaming to TP, it can:
1. REACH
2. ENGAGE &
3. CHANGE PARENT AND CHILD BEHAVIORS (Impact)

Also discovered that parents liked it, shared it, and sustained the changes!

Graduation rates équivalent to TPOL Australian study!
Data Collection Strategy
- Standardized measures: Eyberg; CAPES; Parenting Scale; PACBM; and DASS-21;
- Parent surveys
- Site reporting data to track parent behaviors
- Google Analytics for aggregated usage data
- Shared posts
- Parent focus groups
- In-depth interviews of key agency staff
Ge Ge checked in and earned an Interesting activities badge
Aug 27, 2013

Module 3 - Check in
How did you go with your goal?

My mom and I went to buy my children crayons, coloring books, markers, puzzles, drawing paper kids scissors, pasting glue and we went on the internet and surfed kids website so the kids can get equated with the educational games online for now. They are finding creative ways to have different activities to do.

If something stopped you, how can you plan for that to make sure you can use your chosen strategies in future?

Nothing got in our way

Excellent plan
Accessibility

Parents needed

• up-to-date computers and browsers
  ▪ adequate broadband
  ▪ and internet literacy education

BUT,

○ connections were often unplugged, overloaded, or weak
○ some of the agencies restricted parents’ access to computers
○ on registration day, more than one out of five parents did not have a working email account

Regardless of the “digital divide” in the poorest neighborhoods of Los Angeles, parents increasingly, over the year of the intervention phase, accessed TPOC on their smartphones which mitigated broadband barriers and increased participation.
Engagement: sustaining attention long enough to be exposed to intervention

Parents could ‘like’ each others posts with stars
Facilitator could gild a star—rewarding self-efficacy
“Reassured I was doing something right”; and “Got gold stars, that encouraged me”.

In focus groups, parents explicitly remarked on the sense of moving through the program as a community, such as: “I read the opinions of others. They were a great source of support”; and “I was encouraged when someone moved on to another module, and it made me want to try what they were doing.” The reason that I stayed in the program.”
IMPACT

- ECBI Intensity ($F(2,228) = 3.896, \ p = .022$);
- CAPES Behavior Scale ($F(2,228) = 3.313, \ p = .038$);
- CAPES Emotion Scale ($F(2,228) = 5.534, \ p = .005$);
- PS Total ($F(2,230) = 17.141, \ p < .001$), PS Laxness ($F(2,230) = 8.153, \ p < .001$), PS Overreactivity ($F(2,230) = 5.617, \ p = .004$);
- DASS-21 Stress ($F(2,228) = 3.648, \ p = .028$).

Significant differences on parenting and parental stress were maintained or improved at 6-month follow-up.

[NOTE: Although all in the expected direction, no effects were found on the ECBI Problem scale, CAPES Parental Confidence, PS Verbosity, PACBM attributional measures, or DASS depression or anxiety.]
Blew out the 90-9-1 social media rule
Sharing

The majority of our parents shared what they were learning...

• Online
• With friends and family
• In the neighborhood
Place matters

We do not know if it was the program’s social media features, or the “buzz” and excitement in the neighborhood that motivated and engaged the parents.

Although, this study could not tease out these influences, it does suggest that peer-to-peer enthusiasm whether online or in-person, especially in disadvantaged communities, has a powerful influence.
In 2013, Compton was the 6th most deadly neighborhood out of L.A. County's 270 neighborhoods, according to an L.A. Times report.

There were 3.48 killings per 10,000 people and 3.32 killings per square mile.
Cited articles


**FINDINGS OF THE RWJF STUDY:**