

Triple P Online Community

Final Results

What problem were we solving?

Highly vulnerable parents are least likely to seek help and first to drop out of traditional parenting classes.

Parents prefer media and online delivery.

The sheer numbers of highly vulnerable families (quarter of a million children in LA are maltreated) demands a more scalable solution than in-person classes.

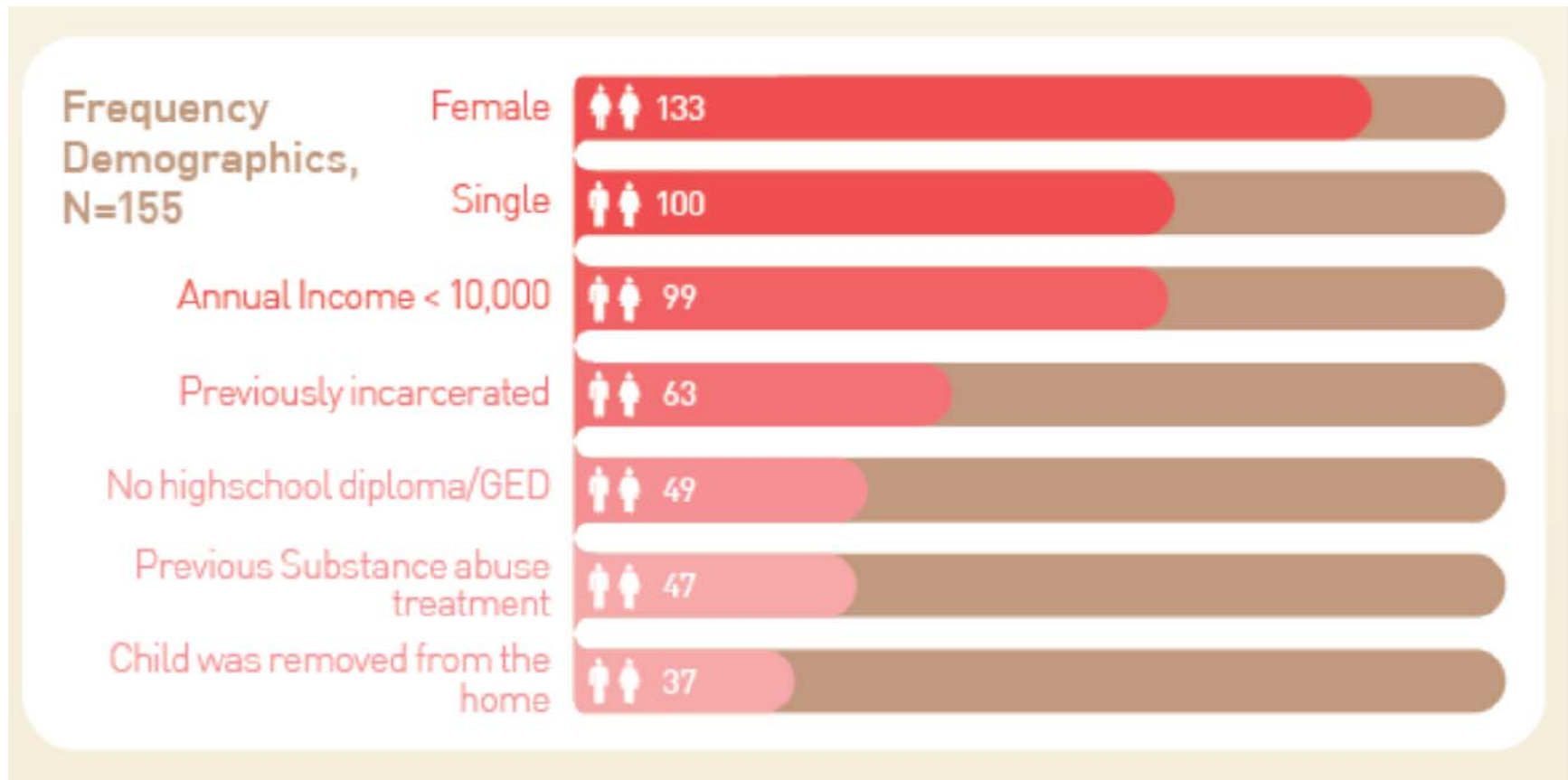
Research question

Will enhancing TPOL with social media, gamification, and responsive design engage highly vulnerable parents in an effective online parenting program (TPOL)?

What did we do?

- Engaged the community
- Enhanced computer labs
- Brought in broadband
- Invited 155 parents to participate
- [to manage resources] we randomly divided 155 parents into two cohorts
- Pretested Cohort 1, started TPOC for 12 weeks—
Post-tested—then 6 month follow-up
- Pretested Cohort 2, started TPOC for 12-16
weeks, post tested—then 6 month follow-up

Highly vulnerable parents





10:32

Modules Home Community Menu Logout

Susan's Support Team

About me

Baz

Edit my details

View my posts

Quick start
Module 8: Program close

My activity

I have received: ★ 0

I have been awarded: ★ 0

I have given: ★ 0

Program progress 100%

10:33

Modules Home Community Menu Logout

Susan's Support Team

1 2 3 4 5 6 7 8

Get active

Encouraging behavior you like

Needs to be completed before continuing.

Choose one or two strategies to try out over the next couple of days.

Spend quality time together

RESPONSIVE DESIGN

The screenshot displays the Triple P Online Community website. The browser's address bar shows the URL: california.triplep.net/viewpostthread.aspx?id=5058. The website header includes the Triple P logo, navigation links for 'Modules', 'Home', and 'Community', and a 'Menu - Logout' option. A contact link for 'Susan's Support Team' is also visible.

The main content area is titled 'View Post'. It features a post by a user named 'Ge Ge' dated August 27, 2013. The post title is 'Ge Ge checked in and earned an Interesting activities badge'. The content of the post is as follows:

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

Below the post, there is a 'Sharing' watermark and a yellow badge that says 'Excellent plan'. There are also 'Follow' and 'Reply' buttons.

The left sidebar shows community statistics: 3 Community members, 3 Badges earned, 80 Stars earned, and 18 Modules completed. A 'Quick start' button for 'Module 8: Program close' is also present.

The footer of the website includes links for 'About the program', 'Help', 'Disclaimer', 'Privacy', 'Copyright', and 'Acknowledgements'. The Triple P logo and 'POSITIVE PARENTING PROGRAM' text are also visible in the footer.

The Windows taskbar at the bottom shows several open applications, including a PDF viewer, a document editor, and various utility programs. The system tray shows the date and time as 21:03 on 19/10/2013.

Social interaction in the form of sharing program work, questions, & comments and the ability to reply, star or follow shared posts; FACILITATOR manages the site from the back-end, and can gild with descriptive praise parent posts, and badges that demonstrate self-efficacy



Susan's Support Team

- Module 1
- Module 2**
- Module 3
- Module 4
- Module 5
- Module 6
- Module 7
- Module 8

- Check in
- Encouraging behavior you like
- Spend quality time together
- Talk with your child
- Show affection
- Praise
- Pay attention
- Have interesting activities

Encouraging behavior you like



Needs to be completed before continuing.

Choose one or two strategies to try out over the next couple of days.

- Spend quality time together
- Talk with your child
- Show affection



Susan's Support Team

About me

I am a mother. I am a primary caregiver. I am in school. When my kids and I have time together, we like to play together.

Katelyn31

Program progress: 91%

Current module: 8

View my posts

Quick start
Module 8: Program close

My activity

I have received: ★ 1 I have been awarded: ★ 3

I have given: ★ 1 Program progress: 91%

My badges



Gamification



What happened?

- Design

In a single group pretest posttest six-month follow-up design, we explored the accessibility, engagement and impact of TPOC with highly vulnerable parents.

- Measures

Child behavior (ECBI, CAPES)

Parent style (PS)

Parent confidence(CAPES) & Attributions (DASS-21)

Patterns of program use (Google Analytics)

Satisfaction with the program (online survey, focus group)

Social contagion (online survey, focus group)

- Evaluate intervention effects

Within-subjects repeated measures ANOVAs were conducted across the 3 time points, in a intent-t0-treat 'all in' of 115 parents

Accessibility

The digital divide in Los Angeles

- Parents needed access to up-to-date computers and browsers and adequate broadband
- Agencies restricted parents' access to computers
- Connections were often unplugged, overloaded or weak
- More than one out of five parents started the program without 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. Now, *TPOL* videos offer a low resolution version for users with limited broadband.

Engagement

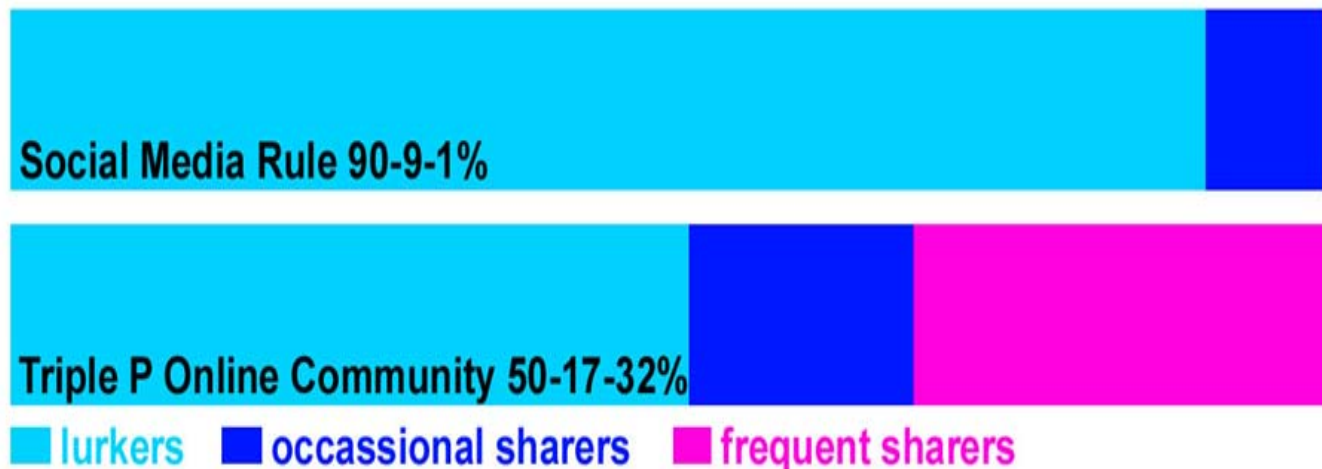
Social network aspects made the program engaging.

- The ability to socially share program work and comments/questions within the online community.
- The ability to 'like' posts by assigning a star
- Receive a gold star from the facilitator: *“Reassured I was doing something right”*; and *“Got gold stars, that encouraged me*
- *Ability to earn badges for applying Positive Parenting strategies*
- *Receive a gold badge from the facilitator for sharing exceptional work*

Nearly half of the parents in the second Cohort completed the entire eight-module program, a rate comparable to the Australian middle class sample (broadband and personal computers in the home) that pilot tested *Triple P Online* (Sanders, Baker and Turner, 2012).

90-9-1 Social Media Rule

Triple P Online Community Social Sharing compared to “90-9-1 Social Media Rule”



During focus groups a majority of 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.”*

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.

No effects were found on the ECBI Problem scale, CAPES Parental Confidence, PS Verbosity, PACBM attributional measures, or DASS depression or anxiety.

Place matters

Was it social media and gamification features, or the “buzz” and excitement in the neighborhood that engaged and sustained the attention of 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 in the US, has a powerful influence.



Graduation rates, 51%!, equivalent to TPOL
Australian study