



**Providers' Attitudes, Self-efficacy, Language
Fluency and Satisfaction When Using an
Evidence-based Practice
Model: The Triple P-positive Parenting
Program In Spanish**

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Background of the Problem

- EBP models have increased in importance since they were first introduced into the counseling psychology field and are promoting the integration of practice and research in counseling psychology (Rubin & Parrish, 2009).
- One example of an EBP that has a large and growing evidence base for both efficacy and effectiveness, and that meets the criteria for dissemination promulgated by Flay et al. (2005), is the Triple P Program.





Background of the Problem (cont.)

- Parents from diverse cultural backgrounds have a greater risk of developing behavioral problems (McCabe et al. 2005; Willgerodt & Thompson, 2006).
- Ethnic minority parents are less likely to participate in a parenting program than Caucasian parents (Sawrikar & Katz, 2008).



Purpose of the Study

- Quantify the relationship between language fluency of the Spanish-speaking providers who are using Triple P, the providers' attitudes and self-efficacy when using Triple P as an evidence-based practice model, and the providers' satisfaction after program completion with the Latino parents.
- Build and expand on the existing research



Research Questions

- 1- What is the relationship between the attitudes, self-efficacy of Spanish speaking providers and their satisfaction in using Triple P with the Latino population?
- 2- What is the relationship between providers' Spanish language fluency and their satisfaction in using Triple P with the Latino population?



Research Questions (cont.)

- 3- What is the relationship between practitioner's Spanish language fluency and their level of self-efficacy using Triple P with the Latino population?
- 4- How do the challenges differ between providers who use Triple P in Spanish and providers who use Triple P in English?





Hypotheses

- Spanish speaking providers who are using Triple P that have high levels of self-efficacy and a high willingness to use Triple P with the Latino population will, after use, report higher levels of satisfaction when using Triple P with the Latino population.
- Providers who are more fluent with the Spanish language will report a higher level of satisfaction in using the Triple P program in Spanish with the Latino population than providers who are less fluent in Spanish.



Hypotheses (cont.)

- Providers who are more fluent with the Spanish language will report a higher level of self-efficacy in using the Triple P program in Spanish with the Latino population than providers who are less fluent in Spanish.





Importance of the Study

- Children from all ethnic groups are impacted by cultural and social issues; however ethnic minority children are especially impacted and this can increase parenting problems (Guerra & Phillips-Smith, 2005).
- It is imperative to study Triple P in the Spanish-speaking Latino population as this program was created in Australia, based on Australian and European values and normed on middle class Caucasian families (Morawska et al., 2010; Sanders, 2008; McCabe et al., 2005).



Importance of the Study (cont.)

- More specific research needs to be conducted with minority communities as EBP models are now increasingly used in those settings (Gonzales Castro et al., 2004).
- Contribute to the training in Triple P to bilingual therapists who will be providing the services in Spanish to the Latino community.



Literature Review



- Importance of EBP's (Leung, 2001, Gibbs & Gambrill, 2002; Mullen, 2006; Rubin & Parrish, 2009)
- Parenting (De Graaf, Speetjens, Smit, De Wolff & Tavecchio, 2008; Sanders, 2008; Loeber & Farrington, 1998; Sanders, Markie-Dadds & Turner, 2003)
- Parenting styles: relationship between child outcomes and caregivers' behaviors and attitudes (Domenech Rodriguez, Donovanick, & Crowley, 2009).



Literature Review (cont.)

- Parenting and SES (Medora et al., 2001)
- Triple P (Sanders, 1999, 2008)
 - Levels
 - Theoretical framework
 - Research
- Latinos and mental health (Kouyoumdjian et al. , 2003; Bernal & Domenech Rodriguez, 2009; González Castro et al., (2004))



Methodology



- Mixed-methods design with both quantitative and qualitative elements.



- Focus group and online survey.



- Pearson's correlation analysis was applied.



Methods-Procedures

- E-mail invitation to practitioners from DMH agencies and Triple P America.
- Using snowball method to increase participation from other agencies.
- Interested individuals directed to World Wide Web for online survey.
- Focus group (5)
- Debriefing information and counseling referrals, raffle incentive.



Methods-Instruments

- Demographic questionnaire.
- Therapist Satisfaction Index (TSI) (adapted from Addis & Krasnow, 2000).
- Evidence Based Practice Attitude Scale (EBPAS). (Aarons, 2004) .
- Self Efficacy (How confident are you in conducting parent consultations about child behavior?)
- Language Fluency (How fluent is your Spanish?)




Methodology- Participants

- Accredited Triple P providers: Level 4, Spanish, Latinos. (n=115, n=83).
- 87% females. Latinos (57.4%), followed by Caucasians (30.6%)
- Agencies contracted by the Department of Mental Health in California
- MFT Registered Interns (40.7%), followed by MFT's (22.2%), MSW's (17.6%)
- Work with lower socioeconomic class (88%).
- Work with Latino families (98%)







Results and Discussion



Q1- What is the relationship between the attitudes, self-efficacy of Spanish speaking providers and their satisfaction in using Triple P with the Latino population?



H1-Spanish speaking providers who are using Triple P that have high levels of self-efficacy and a high willingness to use Triple P with the Latino population will, after use, report higher levels of satisfaction when using Triple P with the Latino population.





Results and Discussion (cont.)

- Total EBPAS with TSI** ($r(83) = .950, p < .01$)
- Requirements with TSI ** $r(83) = .890, p < .01$
- Appeal with TSI ** $r(83) = .938, p < .01$
- Openness with TSI ** $r(83) = .936, p < .01$
- Divergence with TSI ** $r(83) = .901, p < .01$





Results and Discussion (cont.)

- Total EBPAS with self-efficacy ** ($r(83) = .528, p < .01$)
- Requirements with self-efficacy ** $r(83) = .376, p < .01$
- Appeal with self-efficacy ** $r(83) = .514, p < .01$
- Openness with self-efficacy ** $r(83) = .426, p < .01$
- Divergence with self-efficacy ** $r(83) = .327, p < .01$
- TSI and self-efficacy** $r(83) = .481, p < .01$



Results and Discussion (cont.)

- Adds: self-efficacy and efficiency (Sanders, 2008).
- Adds: satisfaction on the use of treatment manuals (Najavits et al. (2004).
- Well accepted and likely to continue to be used with Latinos (Morawska et al., 2010).
- Support that adopting a new program is highly influenced by the attitudes of the providers (Turner et al., 2011).



Results and Discussion (cont.)



- Self-efficacy ratings are not objectively reliable as these ratings seem to be influenced by social desirability (Berg-Cross & So, 2011)



- Others: very important to consider the levels of self-efficacy of the practitioners when using a new EBP (Turner et al., 2011)



- Challenges the skepticism find by some studies re: EBP's (Rubin and Parish, 2007)



Results and Discussion (cont.)



Q2- What is the relationship between providers' Spanish language fluency and their satisfaction in using Triple P with the Latino population?



H2- Providers who are more fluent with the Spanish language will report a higher level of satisfaction in using the Triple P program in Spanish with the Latino population than providers who are less fluent in Spanish.



- Spanish language fluency and Satisfaction ** $r(83) = .836, p < .01$




Results and Discussion (cont.)

- Important: Latinos less likely to participate in parenting programs and do not use mental health services as much as other populations (Kouyoumdjian et al., 2003; González Castro, et al., 2004; Berg-Cross & So, 2011).
- Practitioners perceive that Triple P is liked by the Latino parents







Results and Discussion (cont.)



Q3- What is the relationship between practitioner's Spanish language fluency and their level of self-efficacy using Triple P with the Latino population?



H3- A relationship between practitioners' Spanish language fluency and self-efficacy level when using Triple P is not supported.



Spanish language fluency and self efficacy $-* r(83) = .086, p = 0.441$



Results and Discussion (cont.)

- Can still deliver with confidence Triple P services in Spanish.
- Contrary to prior research (Kouyoumdjian et al., 2003) thx's lack of language proficiency might be interfering with the services provided to the Latino community.





Results and Discussion (cont.)



4- How do the challenges differ between providers who use Triple P in Spanish and providers who use Triple P in English?



❖ Program structure:

- increase number of sessions-language barriers
- increase psycho education.



❖ Consistency:

- translation of material into Spanish (videos, books, outcome measures, parents' understanding).



Results and Discussion (cont.)

❖ Cultural issues

- language needs illiteracy
- low cognitive level
- low SES
- immigration issues
- different terminology for concepts
- traditional parenting.

❖ Cultural mirroring

- lack of material reflecting Latino population
- lack of material spoken in native Spanish
- lack of examples relevant to this population.



Focus Group Recommendations for Developers and New Practitioners

Developers

- Take into consideration the cultural values of the population and the challenges faced.
- Adjust the DVD material.
- Including in the model a session on play therapy.

Practitioners

- To take their time.
- Be flexible and to use consultation calls and specific Triple P supervision.
- Meet the families 'where they are at'
- work very collaboratively with the parents



Limitations

Quantitative

- Small population sample.
- Measures used in the research were self-report measures.
- Measurement errors.
- Non-response error.
- Technical considerations and related limitations.

Qualitative

- Small focus group.
- Participants were self-selected.
- Colleagues.
- Qualitative analysis by the researcher.



Clinical Implications

- Further research with culturally diverse populations.
- Prepare practitioners on diversity issues and recommended adaptations.
- DMH and developers to offer more flexibility.
- Incorporate a discussion of language fluency during Triple P trainings.
- Outreach events in the community, at schools, in mobile clinics.
- More training in Triple P.
- Policy makers in other community agencies or schools could also start considering adoption of the Triple P program.
- Significant implications for grants (duplicate study, bigger sample)