# Data Driven Discussion Tool: Triple P Program Selection

The North Carolina Triple P 5-Year Strategic Plan Template asks you to support the selection of target populations and Triple P program variants with community data. This tool helps teams review and understand data that can inform Triple P program variant selection. Use this tool with your team and other stakeholders who can help interpret the data to replace hunches and feelings with facts, examine patterns and trends, and generate "root-cause" discussions.  The steps below are strategies to begin identifying and analyzing data in a team setting.

## COLLECT COMMUNITY DATA

To use this tool, participants need to have data to review. There are several types of data that can help to narrow your focus on 1-2 priority problems that the implementation and scale-up of Triple P can improve. The Children & Youth Branch of the NC Department of Health and Human Services has provided NC Triple P Staff with available secondary data resources that may helpful, in addition to any community needs assessments, Triple P practitioner information, or other local data sources, to identify and collect community data.

### Outcome Data

Studies show Triple P lowers the rate of child maltreatment, reduces out-of-home foster care placement, and decreases injury-related hospital visits for children.  Additional community-wide outcomes, such as school suspension, drop-out and graduation rates, and youth crime may also be improved by rolling-out Triple P in your community. Further, Triple P can make a difference for individuals and families by improving child behavior, increasing parenting skills and confidence, and building stronger partnerships among caregivers.

The North Carolina Triple P Data Team, of a group of individuals at the state level with extensive evaluation experience, provided a list of short-term (proximal) and long-term (distal) outcomes that are expected to be achieved by implementation of Triple P across the state and at the community level. The figure below illustrates these state-selected outcomes. Note that this list is not exhaustive; your community may identify additional outcomes to address in your strategic plan in response to community-specific needs and goals.
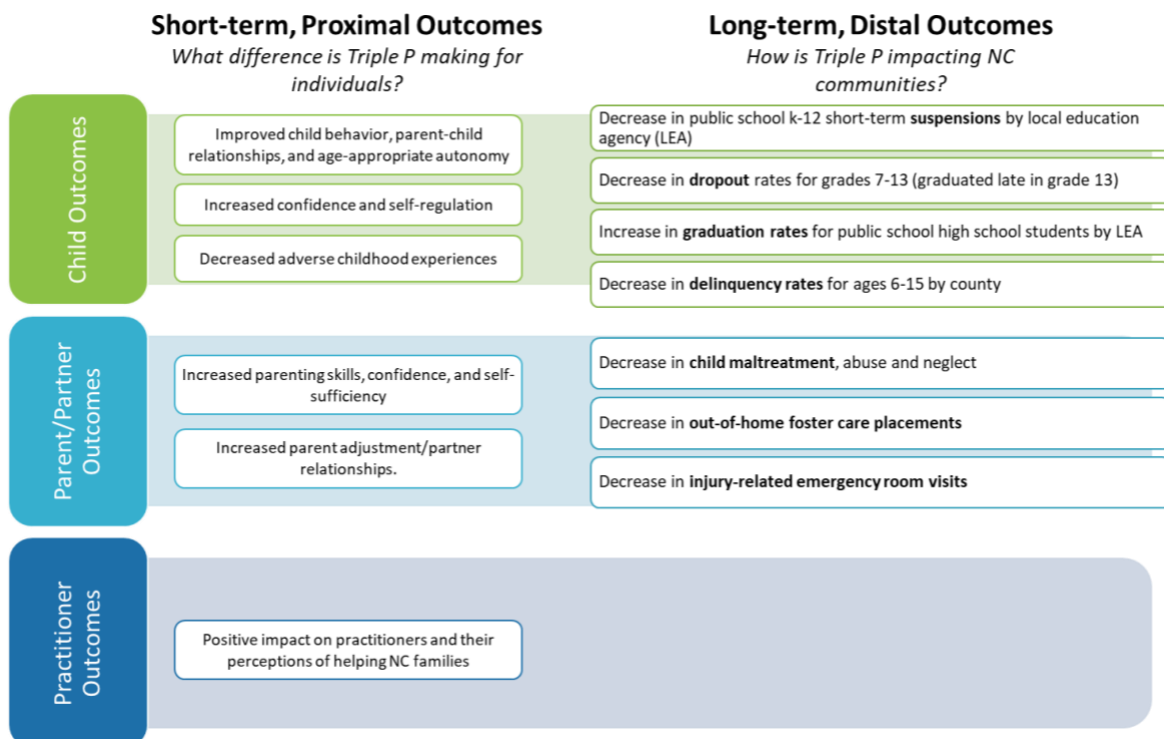
Target Population Data
Look at your local outcomes data, disaggregated by geography, age, race/ethnicity, and language, when possible, to give you a better view of subpopulations most impacted by the issue. You may find that priority target populations emerge, such as children under five years, teens, non-English speaking residents, rural youth, or children with special needs, based on these data. Identifying and addressing disparities is an important part of equity-focused community change efforts.

Program Reach and Access Data
Your community may desire to implement and expand Triple P to support positive parenting in all families across your region. Collecting information on where Triple P is available can help to ensure that all parents have access to the program. Mapping the location of trained practitioners can show the distribution of Triple P across your community and highlight areas where additional roll-out could be prioritized to meet the service needs of the population.

## IDENTIFY THE PROBLEM YOU WANT TO IMPACT
Your community has unique strengths and challenges, ongoing coalitions and partnerships, and priority issues that Triple P could address. Once you've gathered your local data, bring together your team and other stakeholders who can help interpret the data.

Individual Reflection
When engaging your team and stakeholders in helping to identify a problem to impact, you can ask the group to activate prior knowledge, surface assumptions, and make predictions, thus creating readiness to examine and discuss the data. Ask the group to reflect privately and record several preliminary thoughts about the data. One or more of the following thought-starters may be helpful.
- I assume…
- I predict…
- I wonder…
- My questions/expectations are influenced by…
- Some possibilities for learning that this data may present…

Go Visual
Re-create the data visually, on large sheets of paper, on a data wall, etc. Mark up the data so participants can better understand it (for example, highlight trend lines in different colors, do math calculations and chart those, color code parts of the data that relate to each other). Depending upon the amount of data, it might be helpful to divide it into subsets and identify who in the group will work with different subsets.

Observations
Ask participants to note only the facts they observe in the data. Conjectures, explanations, conclusions, and inferences are off-limits. You make statements about quantities (e.g., Over half the students…), the presence of certain specific information and/or numerical relationships between ideas (e.g., Over 60% of child maltreatment investigations result in out-of-home foster care placements; Compared to last year's data, the percentage of out-of-home placements increased by 8%…).
- I observe that…
- Some patterns/trends that I notice…
- I can count…
- I believe the data suggests… because…
- I'm surprised that I see…
- Positive trends that I see are….

## WHAT DO WE WANT TO LEARN ABOUT THIS TARGETED PROBLEM?

After identifying the issue, your next step is to figure out the root cause(s), or why the issue or service need exists. You must understand the root cause(s) of the issue before being able to address it. You can perform this analysis by continuing to ask why an issue or service need exists and examining the data to figure out the factors associated with the problem. Questions that may facilitate group discussion can include:

- Why is this issue happening?
- Why are certain populations impacted more than others?
- What community factors may be compounding this issue?
- To what extent do people in the community have different ideas or assumptions about why this issue is happening?
- What local attitudes, values, or beliefs are contributing to the issue? How are they contributing? Who holds these attitudes or beliefs?
- In what ways is our community trying to address this problem(s)?
- What is getting in the way?

## WHICH OTHER PERSPECTIVES AND DATA SOURCES SHOULD GATHER TO HELP US UNDERSTAND THESE CONDITIONS?

It is important to identify additional data that may be needed to confirm/contradict your explanations and successfully move to decision-making. Use one or more of the following thought starters to prompt participant thinking:

- Additional data that would help me verify/confirm my explanations is...
- Additional data that would help guide program selection is...
- What groups can we engage to help us better understand the problem?

## WHAT TRIPLE P PROGRAM VARIANT WILL BEST ADDRESS THE PROBLEM?

Based on needs assessment data, what determinations have been made by your team about what Triple P program variant can best address the need identified.

- What Triple P program addresses the identified issue?
- Can the program be used with the target population? Is the variant realistic or feasible for this group to complete?
- How does the program or practice fit with family and community values in the impacted community, including the values of culturally and linguistically specific populations?
- What other initiatives currently being implemented intersect with the program?
- How does this Triple P program align with other community initiatives?
- How does this program align with potential service delivery agency priorities and mission?

### Triple P Variants – by target population

| Target population | | | | |
|---|---|---|---|---|
| **Children age 0-12?** | L2 Seminar | **L3** • Primary Care (ind'l) • Discussion Group (group) | **L4** • Standard (ind'l) • Group • Online | L5 Pathways |
| **Teens age 12-17?** | L2 Seminar Teen | **L3** • Primary Care (ind'l) • Discussion Group (group) | **L4 Teen** • Standard (ind'l) • Group • Online | L5 Pathways Teen |
| **Children with Special Needs?** | L2 Seminar Stepping Stones | **L3 Stepping Stones** • Primary Care (ind'l) | **L4 Stepping Stones** • Standard (ind'l) • Group | L5 Pathways Stepping Stones |
| **Parenting Information Campaign?** | L1 Stay Positive | | | |
| **Early Childhood Educators?** | Positive Early Childhood Education Program | | | |