

Component 3: Parenting support and education Programs for a specific purpose		Target group			Other factors				Staff PL	
		Students	Parents / Carers / Families	Staff	Evidence of effectiveness	Identified theoretical framework	Number of sessions	Designed for, or demonstrated applicability to, special student groups	Staff professional learning (PL) available	Staff professional learning (PL) compulsory
Issue to be addressed	Program title									
Parenting children with disabilities	Signposts for Building Better Behaviour		✓		◐	✓	6	S	✓	✓
	Triple P - (Level 3-5) Stepping Stones		✓		●	✓	10	S	✓R	✓
Parenting prevention of child abuse	Triple P - (Level 3-5) Pathways		✓		◐	✓	4-7		✓R	✓
Parental mental illness	Kidz Club Program (Primary)	✓			○	✓	8		✓R	✓
	Supporting Kids in Primary Schools (SKIPS)	✓		✓	○	✓	2-3		✓R	✓
Refugee adjustment / settlement	Rainbow Program for Children in Refugee Families	✓	✓	✓	○	✓	1-8	C	R	
Separation and divorce	Key Steps to Parenting		✓		○	✓	3		E	
	Rainbows Prism		✓		○	✓	6-12		✓	✓
	Rainbows Sunbeams / Rainbows	✓			○	✓	12		✓	✓
	Seasons for Growth	✓			○	✓	8-11		✓	✓
Bereavement	Rainbows Prism		✓		○	✓	6-12		✓	✓
	Rainbows Sunbeams / Rainbows	✓			○	✓	12		✓	✓
	Seasons for Growth	✓			○	✓	8-11		✓	✓
Domestic violence	Creating the Future	✓	✓		○	✓	7	I	✓	
Emotional and / or behavioural difficulties	Exploring Together	✓	✓		●	✓	10	C, I, LS	✓R	✓
	Kool Kids Positive Parents (KKPP)	✓	✓		○	✓	8-12		✓E	✓
	Together Parenting		✓		○	✓	10		✓	✓
	Triple P – Positive Parenting Program (Level 3-5)		✓		●	✓	3-21	C, I, S	✓R	✓
Siblings of children with special needs	SibWorkS	✓			○	✓	6		✓	

Applicability to special student groups: C = CALD I = Indigenous LS = Low SES R = Rural S = Special needs Staff PL: R = Restricted E = External agency only

Note: A more detailed key is provided at the end of this document

Component 3:

Parenting support and education

Categorisation Key

Target group

This section identifies the direct recipients of the program:

- Students
- Parents/Carers/Families
- Staff

Other factors

Evidence of effectiveness

- Program effectiveness not empirically supported. There were no evaluations submitted that met the inclusion criteria, *OR* the preponderance of evidence does not show positive program impacts on behavioural measures.
- Single study documents positive behavioural outcomes at post-test.
- Multiple studies* document positive behavioural outcomes at post-test, *OR* a single study finds positive behavioural impacts at a follow-up at least one year after the intervention ended.
- Multiple studies* document positive behavioural outcomes at post-test, with at least one study indicating positive behavioural impacts at follow-up at least one year after the intervention ended.

**to count as a separate evaluation study, the report must be based on a different sample or data set than described in another study.*

Identified theoretical framework

The authors and/or developers of the program have identified a recognised theoretical framework that the interventions/activities used in the program are based on.

✓ Yes

Number of sessions

This section provides the approximate number of sessions in the program.

Designed for, or demonstrated applicability to, special student groups

- C** Culturally and linguistically diverse (CALD)
- I** Indigenous
- LS** Low socioeconomic status and disadvantaged
- R** Rural settings
- S** Special needs (e.g. Learning disabilities, intellectual disability, physical disabilities etc.)

Staff professional learning (PL)

Staff professional learning (PL) available

- ✓ Yes
- R** Program training and/or implementation are restricted to specific staff members, such as a school psychologist, or those who have completed preliminary training levels.
- E** Professional learning for school staff is not required, as program can only be implemented by an external agency (i.e. Community Health Centre, organisation etc.).

Staff professional learning (PL) compulsory

It is compulsory that staff professional learning be undertaken prior to the implementation of the program.

✓ Yes