

<b>Component 3:</b> <b>Parenting support and education</b>  <b>General programs</b>	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
<u><a href="#">AusParenting in Schools</a></u>		✓	✓	○	✓	4	C	✓	✓
<u><a href="#">Fun for Kids</a></u>		✓		○	✓	5		E	
<u><a href="#">1-2-3 Magic and Emotion Coaching Parenting Program</a></u>		✓		◐	✓	3		✓	✓
<u><a href="#">Parent Effectiveness Training (PET)</a></u>		✓		●	✓	8		✓	✓
<u><a href="#">Triple P Positive Parenting Program (Level 2)</a></u>		✓		◑	✓	1-3	C, I	✓R	✓
<u><a href="#">Tuning in to Kids</a></u>		✓		◒	✓	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**

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##### **Target group**

This section identifies the direct recipients of the program:

- Students
- Parents/Carers/Families
- Staff

*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.)

##### **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*

##### **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 programs

✓ Yes