



Parenting West Lothian Annual Report 2013 – 2014

Contents

	Page
Introduction	3
Section 1 - Evidence Based Programmes	
Psychology of Parenting Project:	
1.1 Incredible Years ® (Basic)	8
1.2 Triple P (Level 4, Group)	10
Mellow Parenting:	
1.3 Mellow Mums and Mellow Dads	12
1.4 Mellow Babies	14
Incredible Years (non PoPP):	
1.5 Incredible Years® (Basic)	15
1.6 Incredible Years ® (Toddler)	16
1.7 Incredible Years ® for Professionals	17
Others	
1.8 Parents as Early Educators (PEEP)	18
1.9 Family Nurse Partnership (FNP)	20
1.10 Baby Massage	21
Section 2- Locally Evaluated Programmes	
2.1 Positive Steps	22
2.2 Baby Brains (version 2)	23
2.3 Parenting Teens	24
2.4 What About Me?	25
2.5 Getting Through the Day (GTTD)	26
2.6 GTTD with Autistic Spectrum Disorder	28
2.7 The Parent Factor in ADHD	29
2.8 Playlab	30
Section 3 – Plans: summary of activity and conclusions	32
Appendix 1 – Partnerships: Parenting West Lothian Membership List	33
Appendix 2 – Communication: 2013-14 Newsletters; PWL Website	34

Introduction

Welcome to the 2013-14 annual report of Parenting West Lothian. The work described here is by no means all of the work that supports parents, but it does represent the work of the partners who make up the Parenting West Lothian steering group, especially the group work programmes, often jointly delivered by partners (see Appendix 1 for membership list).

All parenting work aims to support the Scottish Government aim to make Scotland 'the best place to grow up' and meet national and local outcome agreements:

National Outcomes 4 and 5

- Our young people are successful learners, confident individuals, effective contributors and responsible citizens
- Our children have the best start in life and are ready to succeed

West Lothian Single Outcome Agreement

- Our young people are successful learners, confident individuals, responsible citizens and effective contributors
- Parents/carers are responsive to their children's developmental needs. Children are ready to start school

West Lothian Early Years Life Stage Model Outcomes 10, 15, 22 and 27

- Parents and carers understand the benefits of and can support structured and unstructured play
- Children develop appropriate resilience
- Parents and carers and child relationships are more positive
- Children are confident learners and contributors

National Developments

We continue to follow the National Parenting Strategy launched in October 2012 and its aims to:

- Ensure all parents have easy access to clear, concise information on everything from pregnancy to the teenage years and beyond.
- Offer informed, coordinated support to enable parents to develop their parenting skills, whatever their need, wherever they live, whether they live together or apart.
- Provide targeted support to families facing additional pressures that impact on a day-to-day parenting.
- Acknowledge and address the wider issues that can affect parents' abilities to provide a nurturing environment and care for their child.

We have continued to provide specialist services for teenage parents, for fathers, for parents of children with disabilities, and to deliver services in local communities, or provide transport. Groups are supported by crèches and where possible run at times which suit parents- either when older children are in nursery or school, or in the evening for working parents.

We also aim to reach every child/family who may need support, as we are committed to Getting it Right for Every Child (GIRFEC): ensuring that they are safe, healthy, active, nurtured, achieving, responsible, respected and included (SHANARRI). We know that the best outcomes for children are achieved when their care is positive, and when this is given by positive, authoritative, secure parenting.

The Psychology of Parenting Project

The most exciting and important development in parenting work this year has been the arrival of the Psychology of Parenting Project hosted by NHS Education Scotland (NES). The Project spent three years researching the most effective and well evidenced parenting programmes, and looking at when they could make most impact. They found that the best results were gained from Incredible Years ® (Basic) and Triple P (Level 4 Group) when delivered to 3 and 4 year olds with challenging behaviour.

Training and short-term funding were then offered across Scotland to interested local authority partnerships, who had to bid for acceptance on to the Project. West Lothian and Falkirk were the first two authorities to be trained in the two evidence-based programmes, and funded for a year to support implementation. Funding covered training packs, books/manuals, transport, snacks, parent incentives, crèche: but not staff time, as it is intended to change staff practice to delivering these groups instead of other less effective work.

The aim is to reach the families of the 10% of this age group who find their children's behaviour to be most challenging. With a population of over 4,000 three and four year olds, West Lothian's target population is nearly 450 families. So far we have run 28 (14 each IY® and Triple P) groups with 217 parents/carers starting programmes and 145 completing.

While this falls below our target of 450, it represents considerable effort and commitment by staff, and huge logistical challenges to deliver all of the components with fidelity.

PoPP are collecting data on

- SDQ scores,
- parent satisfaction questionnaires
- parent and child gender information
- postcode analysis
- recruitment and retention data

NHS Education Scotland (NES) compile the data and analyse it for each authority so in our next report we will have results from year 1 (September 2013 to June 2014), including comparative data from other authorities.

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Annual Report 2013-14

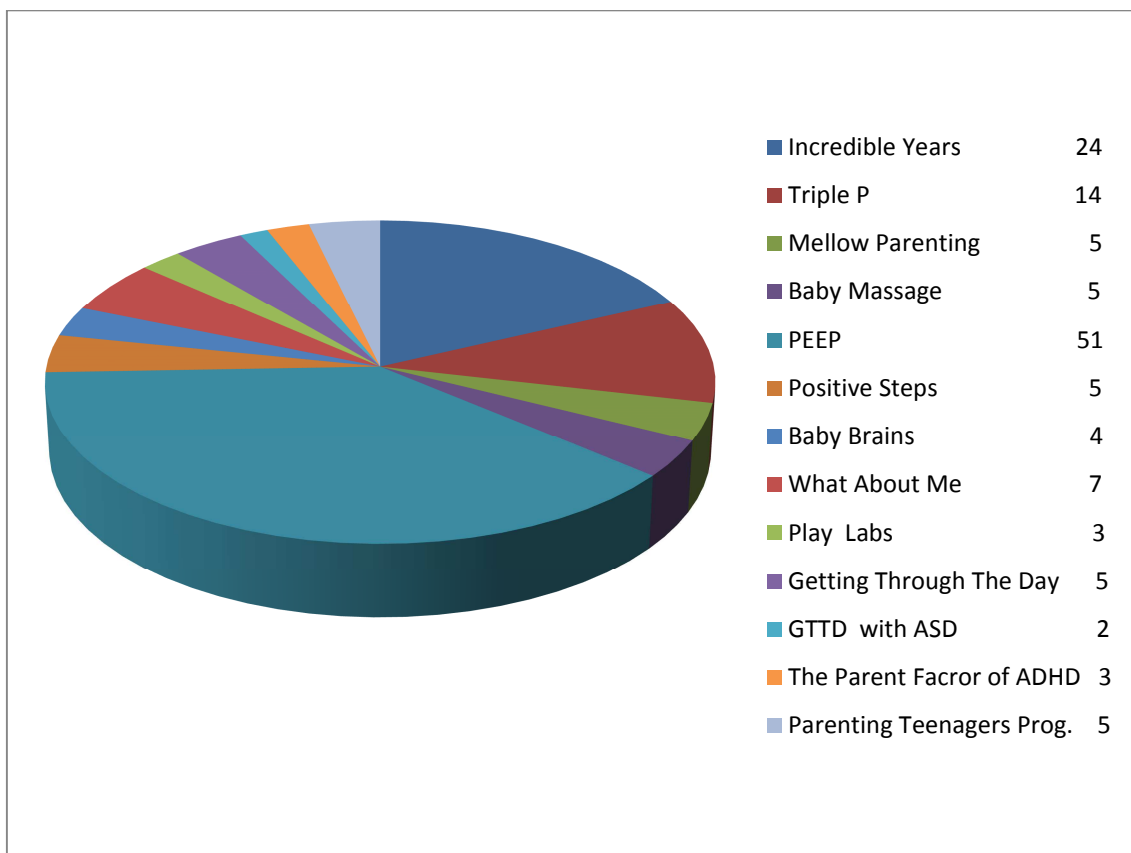
Each programme has a different content, but the main messages are consistently about positive parent-child relationships building on information, learning and practised skills from the group sessions week by week, or with Family Nurse Partnership (FNP) the programme of regular home visits. The main focus is always to promote positive relationships which enhance attachment.

Consistent, secure and authoritative parenting should lead to improved parent-child relationships.

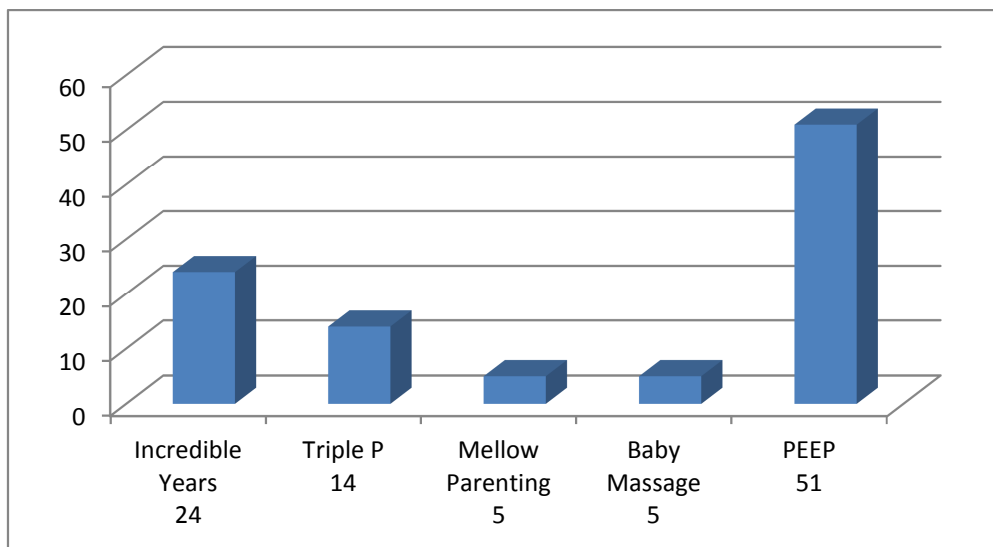
Each report describes the intervention, numbers attending/completing and outcomes, including the methodology for evaluations. Programmes ran from August 13 to June 14 (school terms) or April 13 to March 14.

Note: the child Strengths and Difficulties Questionnaire (SDQ) devised by Robert Goodman is used in most of the national and international programme evaluations. Three of the SDQ's four sections are about difficult behaviours so staff are aiming for an overall reduction in child scores.

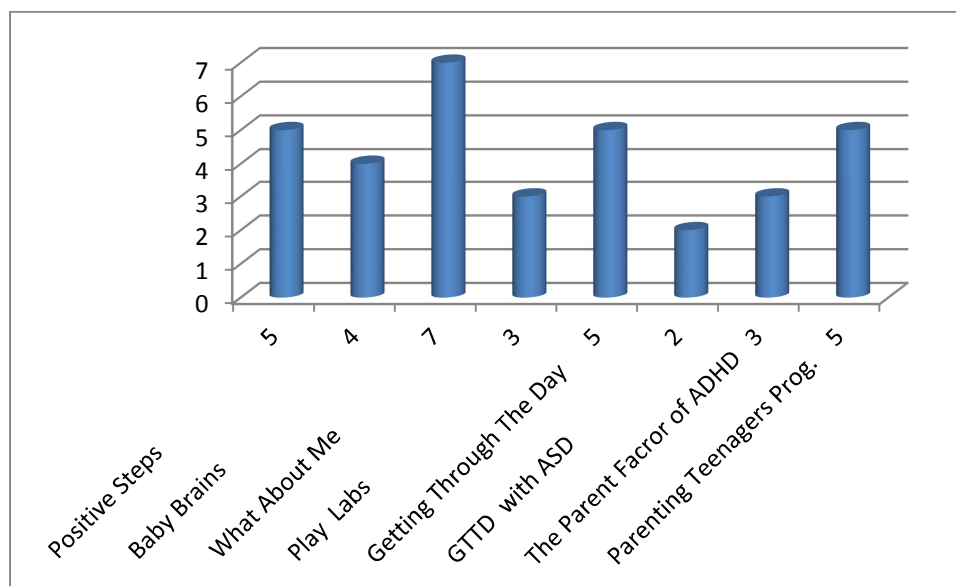
Total Programmes



Evidence based programmes are those with national (Scottish, UK) and international evidence on their effectiveness. They are delivered through content laid out in copyrighted manuals.



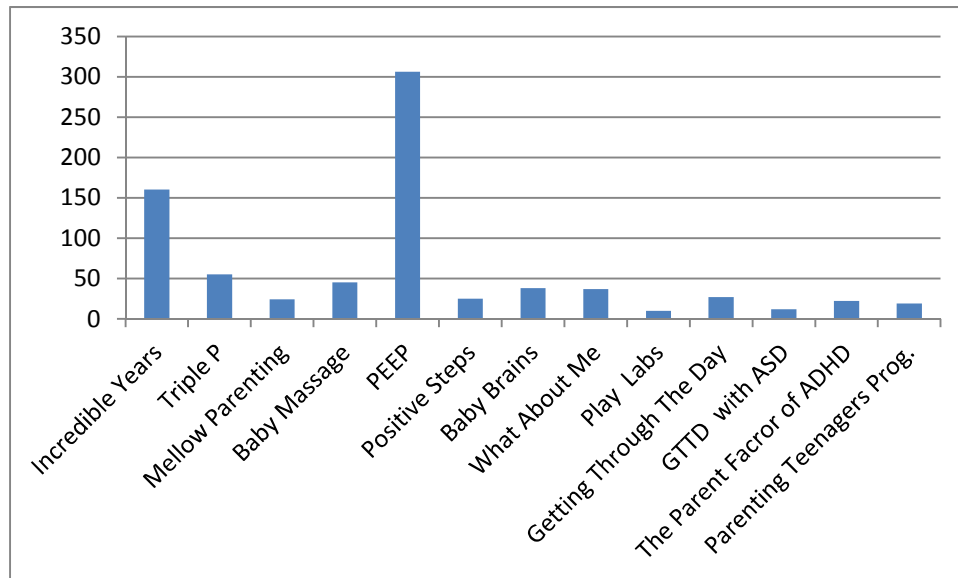
Locally Evaluated programmes do not have the same wide evidence base, but are measured locally and are proving to be effective in West Lothian.



The reports confirm the range and level of activity going on in West Lothian. Group programmes run across the geographic area, run by teams specialising in early years, schools, educational psychology, adult basic education, health visiting, voluntary support, and advocacy groups. Many programmes are led jointly by staff from across teams and disciplines.

The totals of **parents** starting and completing courses illustrate the reach of the group programmes over 2013/14.

Groups run:	128	(126 for parents/carers)
People starting:	1,010	(979 parents/carers)
People completing:	749	(720 parents/carers)



Two groups were run for professionals, with 29 completing, many of whom were parents and all of whom were working directly with young children.

The number of parents being supported rises to 1,067 including the 88 supported by the FNP programme.

This figure does not include other families supported individually, at home, or in centres, by Family Centres, Sure Start, Children & Young People Team, Barnardos, schools, Educational Psychology, Community Learning and Development, Health Visiting - all of whom contribute to the group programmes listed here as only part of their work.

Parenting West Lothian continues to have its website with information on all group programmes, links to outside source of help for specific topics, and previous annual reports and newsletters. The web address is parentingwestlothian.org.uk and enquiries can be made by email to enquiries@parentingwestlothian.org.uk which is supported by the Children & Young People Team in Social Policy, West Lothian Community Health and Care Partnership.

SECTION 1- EVIDENCE BASED PROGRAMMES

1.1

Group: Incredible Years® BASIC Pre-School Parenting Programme

Groups in year	14
Participants started	143
Participants completed	90

Description

Incredible Years® (IY) is part of a suite of parent, child and teacher programmes developed by Professor Carolyn Webster-Stratton at the University of Washington, Seattle, USA which targets disruptive behaviour problems and aims to improve healthy social emotional development.

- General aims are
 - treatment of child aggression and behaviour problems
 - prevention of conduct problems, delinquency, violence and drug abuse
 - promotion of child social competence, emotional regulation, positive parental attributions, academic readiness and problem-solving
 - improved parent-child interactions, improved parental functioning, less harsh and more nurturing parenting and increased parental social support and problem-solving
- Up to 12 parents attend a group
- 2 Group leaders facilitate each group
- 14 -20 weekly, two and a half-hour sessions
- a collaborative, non-expert approach helps parents to identify their own goals and to discover and adopt positive parenting principles and practices that strengthen their relationship with their child and reduce behaviour problems through:
 - child-directed play
 - social emotional and academic persistence coaching
 - praise and rewards
 - predictable routines
 - effective limit-setting and
 - non-punitive consequences
- methods and resources include DVDs, video-guided group discussion, modelling, visual learning aids, hand-outs and written materials, home activities and role-play.

Outcomes

Seventeen staff from various settings are delivering Incredible Years® (IY) through the Psychology of Parenting Project (PoPP). This alongside their usual delivery of the programme means that teams are delivering more groups than they previously were. This is

increasing staff confidence and programme delivery skills and partnership working. There has also been the opportunity for staff to access a consultation day arranged through PoPP.

If a family are referred to the PoPP project but their child is 5 years or older, their referral has been passed onto receive an Incredible Years group from Children & Young People Team (CYPT).

In most of the groups parents identified that they developed a good understanding of their child's needs. They acknowledged the importance of consistent routines, and the benefits of spending time with their children. They specifically mentioned the importance of play.

In one group completed by four parents, all reported a reduction in their child's Strengths and Difficulties score and their own Parenting Daily Hassles scores. The qualitative and quantitative data for that group evidenced a change for all families who completed the programme. One child in foster care was able to go home to his mother's care.

Evaluation outcomes

- 57 children with improved Strengths and Difficulties Questionnaire (SDQ) scores
- 25 children moved from high risk category
- 17 children moved to normal

External measures

- Incredible Years® Parent Programme Satisfaction Questionnaire (weekly)
- Strengths & Difficulties Questionnaire (pre- and post)
- Parenting Daily Hassles Scale (pre- and post)

Scores from Strengths and Difficulties Questionnaire (SDQ) are collated by Psychology of Parenting Project (PoPP) team in NHS Education Scotland (NES).

This work is part of the national (Scottish) programme so rigorous analysis is available to each authority.

In addition, benchmarking with other authority areas is carried out: with formal national sessions facilitated by NES, and informal meetings with neighbouring authorities.

Comments

These group work programmes were delivered as part of the roll-out of PoPP, targeting parents and carers of 3 and 4 year olds with elevated levels of behaviour problems.

It is important that the groups are delivered with a high degree of fidelity, in order for the parents to gain similar outcomes to those parents who took part in the numerous randomized control group studies, to ensure the highest possible programme fidelity staff use the following methods:

- IY manuals, books and DVDs
- Ongoing peer support, consultation and peer coaching
- Time allocated and ring fenced by team managers to allow for full planning and delivery of the programme.

1.2

Group : Positive Parenting Program (Triple P) Level 4 (Group)

Groups in year	14
Participants started	74
Participants completed	55

Description

Group Triple P is part of the comprehensive, multi-level system of parenting interventions developed by Professor Matt Sanders at University of Queensland, Australia that targets high-risk children and parents.

General aims are:

- to promote the development, growth, health and social competencies of children and young people
 - to promote the development of non-violent, protective and nurturing environments for children
 - to promote the independence and health of families by enhancing parents' knowledge, skills and confidence
 - to enhance the competence, resourcefulness and self-sufficiency of parents in raising their children
 - to reduce the incidence of behavioural problems, child abuse, mental illness, and delinquency
- Up to 12 parents attend a group
 - 2 group facilitators lead each group
 - 8 week group programme - four 2-hour group sessions (once per week), followed by three individualised 15 – 30 min telephone calls (once per week), and then one final group session.
 - a self-regulatory model promotes parental self-sufficiency and self-efficacy and supports the adoption of specific parenting skills linked to the following five core positive parenting strategies:
 - Providing a safe and engaging environment
 - Providing a positive learning environment
 - Assertive discipline
 - Realistic expectations
 - Parental self-care

- an empowering approach helps parents to identify their own goals and to discover and adopt positive parenting strategies that develop and strengthen a positive relationship with their child, increase desirable and reduce undesirable behaviour through such methods as:
 - Spending quality time with their children
 - Giving praise, attention and rewards
 - Establishing predictable routines
 - Providing clear and effective limits

Methods and resources include DVDs, powerpoint slides, parent workbooks, group discussion, role-plays and home-based goal-driven practice.

Outcomes

- 36 children with improved SDQ scores
- 12 children moved from high risk category
- 8 children moved to normal

Evaluation

Scores from Strengths and Difficulties Questionnaire (SDQ) are collated by Psychology of Parenting Project (PoPP) team in NHS Education Scotland (NES).

This group is part of the national (Scottish) programme so rigorous analysis is available to each authority.

In addition, benchmarking with other authority areas is carried out: with formal national sessions facilitated by NES, and informal meetings with neighbouring authorities.

Comments

These group work programmes were delivered by a partnership of 17 staff as part of the roll-out of PoPP, targeting parents and carers of 3 and 4 year olds with elevated levels of behaviour problems.

1.3

Group: Mellow Parenting (Mellow Mums & Mellow Dads)

Groups	4 (2 Mellow Mums) (2 Mellow Dads)
Participants started	13 (MM): 12 (MD)
Participants completed	11(MM): 8 (MD)

Outcomes

The parents engaged in evidence based parenting support with high attendance and retention rates.

Overall there was a reduction in the parents' scoring of their children's Strengths & Difficulties (SDQ), which overall measures challenging behaviour, and a big improvement in their own Adult Wellbeing scores. One mother's Adult Wellbeing score increased by 18 points and a father's score by 14 points.

Some of the parents' Parental Daily Hassles scores decreased and some increased. To find out why there was an increase, the parents who reported this were asked why they thought this was the case. Some said that pre-group they had under-scored and some said that they noticed their child more and did more with them (positive responsiveness) because they are more involved in their child's lives.

Towards the end of one of the Mellow Mums groups there was an increase in support from Social Work Practice Team for two mothers. This is viewed as a positive outcome as it is ensuring that the children are safe, active, healthy, respected, achieving, responsible, nurtured and included.

After completing the Mellow Dads group the fathers were offered the opportunity to attend one of the Dads Groups run by Sure Start and Family Centre staff or the monthly Dads Support group run by Children & Young People Team (CYPT). Two fathers took up this offer of support with other fathers taking up employment or deciding that they did not require any further support.

One father requested to be referred to the Psychology of Parenting Project (PoPP) because his daughter was 3 years old and he wanted to continue learning about how to be "the best dad he can be". The father told the facilitators that if he had not attended the Mellow Dads group then he would not have felt confident enough to attend a PoPP group, especially as most of these groups are attended by women.

Three mothers were referred to and attended groups offered by the Psychology of Parenting Project.

One father who did not have structured contact with his son prior to the group starting ended up having full time care of his son shortly after the group finished. The father believes that if he had not attended the group then this would not have been possible and his son would have been received into local authority care.

Evaluation

External measures

Mellow Parenting Observation System
Mellow Parenting Pre Group Life Interview
Strengths & Difficulties Questionnaire
Parental Hassles Scales
Behaviour Checklist
Adult Wellbeing Scale

Internal measures

Parental Satisfaction Questionnaire

Comments

Two facilitators were trained to deliver Mellow Parenting with funding provided by Mellow Parenting to allow Children & Young People (Parenting) Team (CYPT), Sure Start and Family Centres to expand their delivery of Mellow Dads and build capacity and skills within staff in West Lothian to deliver two Mellow Dads groups per year.

In return for this funding it was agreed that CYPT, Sure Start and Family Centres would work together to deliver two Mellow Dads groups, one during 2013-14 and one during 2014-15, with all evaluation measures and reports being submitted to Mellow Parenting to support their gathering of evidence for the Mellow Dads Programme.

During this year we have delivered one of these groups and the next one will be starting in September 2014.

A peer support event also took place in West Lothian for Mellow Parenting practitioners and referrers. The aim of the event was to allow practitioners to refresh their knowledge of the programme give and receive support to deliver the group and allow referrers the opportunity to find out more about the programme, how the groups are set up and what the likely outcomes are for parents they refer. It was agreed to hold these sessions every six months. The session was attended by 11 Social Policy staff.

1.4

Group: Mellow Parenting, Mellow Babies

Groups in year	1
Participants started	5
Participants completed	5

Description

Mellow Babies is part of the Mellow Parenting suite of group work interventions for some of the most vulnerable young families. Most parents who attend the group have current or previous involvement with statutory social work services relating to child protection or previous children who have been removed from their care due to lack of parental care. Parents who attend Mellow Babies attend for the full day: the morning session offers therapeutic support to mothers looking at their own experiences of being parented and how this can influence their current parenting style; looking at relationships and what constitutes a healthy relationship. In the afternoon we work with mothers (and in some cases babies) to understand their baby by looking at brain development in early infancy; appropriate childhood development; and supporting early attachment and attunement between mother and baby. This is done through a variety of media including practical sessions, discussions and video. Parent-baby interactions are videoed at the start and end of the group in part to assist with evaluation. Parents show the video of their interaction with baby to the group, so that staff can highlight the positive aspects of their interactions, as people learn best from positive examples.

This group is for 14 weeks.

Outcomes

Parents reported an increase in confidence both within themselves and in their role as a parent.

At the start of the group all five children were known to social work services, with three children living out-with their parents' care (all with local authority foster carers). All five children's names were on the Child Protection Register (CPR).

Following completion of the group two children were returned to their parents' care and one child's name was removed from the CPR due to reduced risks.

Evaluation

The Rosenberg Self Esteem scale provided quantitative evidence of the increase in confidence for all the women who attended the group.

1.5

Group: Incredible Years®, Basic

Groups in year	1
Participants started	15
Participants completed	6

Description

Incredible Years ® (IY) Basic is licensed by Incredible Years Inc, having been devised by Carolyn Webster-Stratton. It is a progressive 14 week group-work programme for parents who are experiencing negative and challenging behaviour. The Basic programme is for children 3-5 years old. As with the toddler programme parents are encouraged in the early stages to build a more positive relationship/attachment with their child rather than focusing solely on the presenting issues within the child's behaviour. Parents are then challenged to consider how playing with their child can promote pro-social behaviour: this leads to more positive behaviour and less of the behaviour that parents find most challenging.

As part of Sure Start's work last year we supported professionals from a variety of child care settings to go through the IY basic programme as a way of a considering their practice in relation to children as well as promoting the effectiveness of the programme.

Outcomes

Of all the parents who completed the groups, all reported increased self-confidence and all noted improvements within their children's behaviour.

Evaluation

In both groups the Rosenberg Self Esteem scale was used. In comparing pre- and post-group scores on the scale, it was found that all parents reported improved confidence following completion of the group.

The Strengths & Difficulties Questionnaire (SDQ) scale was used to evidence and evaluate how the parents viewed their children's behaviour. Following the end of the group all parents had noted improvements in their child's behaviour and a decrease in their child's perceived difficulties.

Comments

Sure Start are planning to do further follow up with those families who complete an Incredible Years group by meeting with participants at intervals thereafter as a way of further evidencing the longer term impact/effectiveness of the intervention.

This group is not included in the Psychology of Parenting Project, as it runs for parents of slightly younger children, i.e. under threes.

1.6

Group: Incredible Years ®, Toddler

Groups in year	2
Participants started	21
Participants completed	12

Description

The Incredible Years ®Toddler Programme is one of several parenting programmes written by Carolyn Webster-Stratton. In this programme parents are encouraged to promote and understand their toddlers (usually defined as children between 18 months- 3 years) and their physical, social, emotional and cognitive development. Using a strengths-based approach it allows parents to consider their own responses to their toddlers' behaviour and they are supported to consider alternative ways of engaging with their child to promote the behaviour that they do want instead of the behaviour they find more challenging. The group builds week by week with the very early weeks supporting at parents to establish/re-establish play as an integral part of their child's day and encourage parents to be more active participants in play before considering the challenges of parenting a toddler.

Outcomes

Of all the parents who completed the groups all reported increased self-confidence and improvements within their children's behaviour.

Evaluation

In both groups the Rosenberg Self Esteem scale was used. In comparing pre- and post-group scores on the scale, it was found that all parents reported improved confidence following completion of the group.

In one group Strengths & Difficulties scale was used to evidence and evaluate how the parents viewed their children's behaviour. Following the end of the group all parents had noted improvements in their child's behaviour.

In the other group Parenting Daily Hassles scale was used. The results of this tool were that all parents felt there was a reduction in frequency of their parenting hassles as well as reduction of the intensity of parenting hassles.

Comments

Sure Start aim to do further follow up with those families who complete an Incredible Years group by meeting with participants at intervals as a way of further evidencing the longer term impact/effectiveness of the intervention.

This group is not included in the Psychology of Parenting Project, as it runs for parents of slightly younger children, i.e. under threes.

1.7

Group: Incredible Years® Basic For Professionals

Groups in year	2
Participants started	31
Participants completed	29

Description

See previous pages on Incredible Years®.

Outcomes

This group was offered to a variety of professionals working within Early Years and Childcare service settings across the authority. The purpose of this group was two-fold:

- to increase professional awareness of the principles of the Incredible Years programme
- to enhance professional confidence when working with children.

Evaluation

Rosenberg self-esteem scale was used with all participants and all reported increased confidence in working with children whom they had found challenging.

Comments

This was provided for a nursery school following parents completing the Basic programme. It was identified that for messages to be consistent for children, the staff would benefit from hearing the content and it was agreed that the most effective way of doing this was to run the full programme for staff. It evaluated very well.

1.8

Group: PEEP (Parents as Early Education Partners)

Groups in year	51
Participants started	408
Participants completed	306

Description

PEEP (Parents as Early Education Partners) has been promoted in West Lothian since 2002 as a desirable model of working with parents and carers, together with their children, in relation to children's development, wellbeing and long term attainment and achievement. The emphasis of the work is preventative rather than reactive.

Groups are attended by parents and carers from different backgrounds, age groups and community settings. Diversity of life experience is a valuable resource in the sharing of ideas and information between group participants in relation to their children's learning and development. This sense of shared purpose is an essential component of effective partnership working.

The PEEP motto is "helping parents and carers to give their children a flying start."

PEEP aims:

- To promote parents'/carers' awareness of children's early learning and development
- To support parents/carers in their relationships with their children to enhance children's self esteem
- To support parents/carers in the development of their children's literacy and numeracy
- To support parents/carers so that they can encourage the development of positive learning dispositions in their children
- To promote and support parents'/carers' lifelong learning

It is based on the Learning Together (2000) programmes:

- Sessions run weekly (30wks)
- Session is 1 hour and is evaluated afterwards
- Trained PEEP practitioner(s) work with parents or carers and their children
- Groups range from babies to age 4
- Core activities in the session are:
 - Talking time
 - Songs and rhymes
 - Sharing activities
 - Sharing books
 - Adults making a portfolio or keeping a diary (keeping a record of the child's development over a year)

The groups are mainly run in school nursery classes to support parent and child learning.

Aims

To meet the national and local outcome agreements

National Outcomes 4 and 5

- Our young people are successful learners, confident individuals, effective contributors and responsible citizens
- Our children have the best start in life and are ready to succeed

West Lothian Early Years Life Stage Model Outcomes 10, 15, 22 and 27

- Parents and carers understand the benefits of and can support structured and unstructured play
- Children develop appropriate resilience
- Parents and carers and child relationships are more positive
- Children are confident learners and contributors

West Lothian Single Outcome Agreement

- Our young people are successful learners, confident individuals, responsible citizens and effective contributors
- Parents/carers are responsive to their children's developmental needs. Children are ready to start school

Evaluation

Parental Questionnaire

Outcomes

The results were very positive:

Almost all parents found the course very useful in terms of the adult discussions, book borrowing, rhymes and songs and activities to try at home.

The majority of parents responded that there was some improvement in their interaction with their child in terms of listening and talking to each other and their understanding of their child's stage of development and behaviour.

The majority of parents felt that their self-confidence had increased.

1.9

Family Support at Home

Family Nurse Partnership (FNP)

The Scottish Government are partly funding the expansion of this US programme across NHS Lothian and in March 2013 they began recruiting to the service. It is a home visiting model.

Total number of young mothers enrolled:	88
Young mothers in the engagement phase:	14
High uptake/acceptance rate	88.7%
Low attrition rate	3.4%

Description

The Family Nurse Partnership (FNP) is an evidenced based, preventative early intervention programme. It is offered to mothers under the age of 20 years having their first baby. Starting in early pregnancy and continuing until the child is 2 years old, it is an intensive home visiting programme that improves the health, well-being and self-sufficiency of parents and their children.

FNP uses a strength based approach, resulting in a strong therapeutic relationship between the family and the nurse. Family Nurses aim to connect with people's intrinsic motivation to do the best for their children by using effective methods to support change in people's lives and in their behaviours.

It starts with the assumption that everybody has potential possibilities and strengths and the role of the Family Nurse is to enable mothers to realise their potential and the potential of their child.

Evaluations and Outcomes

Evaluations are completed according to the David Olds model and longitudinal studies over 30 years have shown that outcomes for the children should be reduced criminality; reduced involvement with child protection services; better health and better educational achievement.

Scotland's results will be reported in Scottish Government documents.

1.10

Group: Baby Massage

Groups in year	5
Participants started	45
Participants completed	45

Description

Staff are trained, accredited and registered with the International Association of Infant Massage (IAIM). This ensures that all early years staff in Social Policy are providing the same experience of baby massage, which includes time for parents to explore parenting experiences and questions.

Aims

- To offer baby massage to baby and parents within the local community.
- To enhance baby and parent relationship through the use of sensory touch.
- To promote early attachment.

Evaluation

The IAIM evaluation form is used in all groups run by the Family Centres.

Outcomes

- 100% attendance.
- Positive feed-back from both parents and referrers (Health Visitors).
- Bookbug sessions were introduced after the baby massage 6 week block enabling further social interaction for all participants.
- Using Play @ Home materials, a block of Dabble Dayz play sessions successfully followed baby massage sessions where the parents felt that they would benefit from exploring early play opportunities.

Comments

Parents' comments gathered from evaluation forms

- "Thoroughly enjoyable"
- "Very knowledgeable and friendly staff"
- "Very welcoming, more Book Bug sessions would have been good"
- "Great to move onto something following baby massage. The body painting session was amazing during Dabble Dayz"

Section 2: Locally Evidenced Work

2.1 Group: Positive Steps

Groups in year	5
Participants started	60
Participants completed	25

Description

This group aims to support women with post-natal mental ill health. It is a progressive 12 week programme and provides women who are experiencing high levels of anxiety or depression with strategies to manage their recovery using a Cognitive Behavioural Therapy model of intervention. There is a mothers group and a baby group. In addition there are four sessions where mothers and babies come together as a way of enhancing the bonding experience for both mother and baby and promote attachment.

Outcomes

There was a reduction overall in women's feelings of depression and anxiety. Most women who attend reported that they also felt an improvement in their anxiety and low mood, and they now felt more able to set realistic goals for themselves.

We continue to send out evaluation forms to referrers and whilst a high number are not received, those who did return an evaluation advised that the women that they had referred had reduced contact with them as well as some reporting a reduction in the women's anti-depressant medication.

Evaluation

Adult Wellbeing Scales are used with all participants prior to the group starting. Following the end of a group we undertake a further external evaluation which is undertaken by someone who was not involved in the group but has experience and knowledge of the groupwork programme. This is a semi-structured interview which considers the women's experience and learning from the group and we undertake a further Adult Well Being Scale at this time.

Six months later, we also contact participants by letter and ask that they complete a further Adult Wellbeing Scale.

This information is also triangulated with the referrers completing an evaluation post-group and six months after the group's completion.

Comments

Due to an overwhelming increase of referrals and a reduction of the number of staff able to facilitate we were not in a position to undertake external evaluations for all groups (2 groups during 2013/14 did not have an external evaluation). However we have now increased the number of facilitators and it is anticipated that we will once again be in a position to externally evaluate all groups in 2014/15.

During 2014/15 we will also start to use the Maternal Attachment Scale which will allow us to report more fully on the attachment experience of the babies whose parents are involved in the group.

2.2

Group: Baby Brains, Version Two

Groups in year	4
Participants started	38
Participants completed	38

Description

The aim of the groups was to inform a range of agencies and parents about the baby's need for love, attachment and stimulation in order to optimise their neurological development.

The content was a mix of PowerPoint presentation highlighting key aspects of baby brain development, and relevant video-clips to support these points. The format was a one-hour presentation given to groups of parents and parents-to-be, along the above lines, with opportunities for discussion with the presenters at the end.

The next aim is for partner agencies to become session-deliverers themselves, following attendance at a session or two, along with some additional support. A member of staff from Sure Start has already been through and will be training up her own staff now.

Outcomes

A series of 'Baby Brain' one-hour presentations were made to three groups of mothers-to-be and one group of fathers-to-be (working closely with midwives) at the Dads2b group. This was based on an earlier presentation that had been devised for West Lothian Council employees as part of the 'Bite Size' programme of lunch-time talks. The sessions themselves provide opportunities for parents-to-be to learn about early infant brain development, in a very collaborative context, so that they are aware of the kinds of interactions with their new-born and infant children that will help to foster strong parent-child attachment, stimulate development and simply be fun and enjoyable. This initiative is also part of the Early Years Collaborative 'plan-do-study-act' approach, whereby effective interventions at the individual or small group level are then rolled out to a wider audience.

Evaluation

These sessions were all very well received, with most parents reporting high levels of satisfaction with the content of the sessions and the way they were delivered. Also, though the numbers of respondents was fairly low, when a follow-up questionnaire was sent out several months later those who did respond fed back very positively on the positive impact from having attended a 'Baby Brain' session in terms of their real-life interactions.

The next stage, which is about to get under way (September – November 2014), is for the 'Baby Brain' session to be presented to a variety of audiences, including more parents and also partner agencies (e.g. Health Visitors, Sure Start) who would then be in a position to either deliver the sessions to their own regular client groups, or simply share some of the key messages with families.

Comments

This started out as an Educational Psychology Service initiative, devised and delivered by Educational Psychologists, but is now being shared with partner agencies and is a very good example of how effectively sound psychological theory can be put into practice in the community.

2.3

Group: Parenting Teenagers Programme

Groups in year	5
Participants started	36
Participants completed	19

Outcomes

The Parenting Teenagers Programme was originally developed as a support group for parents/carers. It has now been further developed by members of the Children & Young People Team (CYPT) into a 12 session programme that can be delivered across all localities in West Lothian.

It aims to provide the opportunity for parents and carers to meet other people caring for teenagers and provide everyone with the opportunity to receive peer support; discuss positive behaviour management strategies and promote positive parent/carer-teenager relationships.

The programme is currently being piloted and feedback from facilitators and participants will influence its development and future delivery.

Evaluation

- **External measures**

Strengths & Difficulties Questionnaire (parent)
Strengths & Difficulties Questionnaire (teenager)
Adult Wellbeing Scale

- **Internal measures**

Parental Satisfaction Questionnaire
Parenting Teenagers Programme Parents Group Plan

Comments

Some parents who have completed the programme have reported a positive change in their relationship with their teenager as well as their teenager's behaviour.

Facilitators are reporting that they have enjoyed delivering the programme as well as contributing to its development.

There is a need to identify why so many parents start the group and then do not complete the programme. Some initial feedback is suggesting that some parents believe that it is their teenager that requires the support and not them. Some others describe their teenagers behaviour improving and they do not then see the need to complete the programme.

2.4

Group: 'What About Me' (WAM)

Groups in year	7
Participants started	40
Participants completed	37

Description

'What about me' aims to focus on parental wellbeing and self-confidence – sometimes this is effective as a single course, sometimes it is a useful preparation for other programmes.

Aims

- To improve self-esteem and promote confidence of women engaged with Family Centres

Evaluation

- Participants complete an Adult Wellbeing Scale questionnaire at the start and end of every programme
- Weekly evaluation of their session topic and experience

Outcomes

- Attendance overall is very good with a total drop out of 3 across the timescale
- Participants feel equipped and confident to move onto other groups e.g. 'Growing Together' and Getting Through The Day

Comments

Parents' comments

- "Made me realise I am important as well"
- "I can talk to other parents more"
- "I don't need to worry about feeling or looking daft asking questions"

Facilitator comments

The WAM group is the first step in attending groups within the Family Centres. This group builds on the parental self-esteem and confidence for further group work. WAM group-work opportunity works as it is non-threatening to parents: they feel in control as to whether they participate or not in the weekly ice breakers and activities. We find all parents do participate once the first week has passed.

Following WAM parents are happier and keen to move onto more groups. Within the Family Centres they can move on to Getting through the Day, a seven week group looking at parenting "through the eyes of the child".

2.5 Group: Getting Through the Day (GTTD)

Groups in year	5
Participants started	27
Participants completed	27

Outcomes /Aims

- GTTD allows parents to see themselves through the eyes of their child(ren).
- Positively builds parent child relationships
- Promotes routines and boundaries enhancing security and attachment.

Evaluation

For evaluation of GTTD we ask all parents to complete the Parenting Daily Hassles scale on weeks 1 and 7. This allows us to see changes and improvements in each participant by measuring the frequency and intensity of hassles; reporting on challenging behaviour and parenting tasks.

For example:

	Before	After	Reduction
Parent 1			
Frequency:	73	53	20
Intensity:	78	56	22
Challenging Behaviour:	27	19	8
Parenting Tasks:	27	22	5
Parent 2			
Frequency:	65	34	31
Intensity:	78	34	34
Challenging behaviour:	29	14	15
Parenting Tasks:	29	12	17

Strengths Weaknesses Opportunities Threats (SWOT) analysis

Strengths of this group are that the parents come into it as a previously formed group having previously completed What About Me together; therefore they are comfortable with speaking and sharing in front of each other. If parents put what they are learning into practice they can see results with making changes

Weaknesses are that parents can find it difficult to move on to a more formal group session after the informal format of What About Me, and the group is focussed on the child's behaviour rather than on the parent. This can lead to some parents disengaging from the group.

Opportunities are that parents learn from the information being broken down in to small sections and offered over the seven sessions.

Threats are that some parents do not put into practice what they have learned in the group which then has a negative impact on them managing to make changes in the child's behaviour.

Comments

The GTTD group works well as the parents have moved on together from 'What About Me'. Trust and friendship has been built allowing the group to start with confidence. People open up to each other and problem solve issues as a group.

Parents are offered Adult Basic Education in the community once GTTD ends or move on to other parenting groups assisting them on their journey of continuous learning.

2.6

Group: Getting Through the Day with Autistic Spectrum Disorder

Groups in year	2
Participants started	16
Participants completed	12

Aims

- Not to feel isolated
- Learning how other people cope in same situation
- Getting new ideas
- Feel understood – not judged
- Get info from professionals (e.g. of what it is they do)
- Learn about Autism specific strategies and why they work

Evaluation

'How am I Feeling' (Rosenberg scale) questionnaire in week one.

Weekly feedback gathered, including how they are feeling at start and end of session.

End evaluation in week 10, plus 'How am I feeling' at the end of the group.

Outcomes

Feedback from parents continues to be very positive and appreciative of the Autism specific content of the course.

2.7

Group: Attention Deficit Hyperactivity Disorder (ADHD)
The Parent Factor in ADHD

Groups in year	3
Participants started	24
Participants completed	<u>22</u>

Aims

- To increase parents'/carers' knowledge of ADHD and its treatment
- To give parents/carers insight into how it feels to be a child with ADHD
- To give parents/carers advice on how to promote a more positive relationship with their child
- To educate parents on strategies for effective behaviour management

Evaluation

Local evaluation forms are in use.

Outcomes

All group members were keen to attend this group and engaged well in each session. Feedback from parents said that they benefited from getting advice on parenting skills, advice on ADHD specific behaviour management and they enjoyed meeting other parents who were going through the same difficulties. Some parents fed back that their relationship with their child improved as did family life.

This ADHD group has always been well attended and Signpost and Beatlie Campus are now due to begin their 12th group. Parents who have attended previous groups still feel that they are able to manage their child's behaviour by being consistent with the strategies and advice they took from the group sessions.

2.8

Group: Playlab

Groups in year	3
Participants started	14
Participants completed	10

Description

Playlab is a six week short course run by Adult Basic Education (ABE). The course helps parents to recognise that they can support their children's learning by creating opportunities for play within their own family.

Parents develop ideas and resources, relevant to their own children's needs, which they can then take away and use at home. The course promotes the message that play can happen at any time; doesn't need to be structured and doesn't need costly resources. Previous groups have made their own 'Twister' spelling games, personalised scrap books and numeracy-based board games.

Each session focuses on a learning topic such as words, numbers and shopping. Parents consider their own learning needs; reflect on activities they've used at home and enjoy experimenting with games and resources.

Outcomes

Previous participant feedback shows an improved understanding of how their actions support learning. "I'm more aware of how the simplest things can affect her developmentally" and "Knowing that I can make anything into a game...but this is still learning for my child."

Learners were able to give examples of where they had applied their learning and gained new knowledge and understanding.

All learners identified improvements in confidence in their own skills and knowledge. In particular, everyone identified an increase in confidence in being in a group.

Some group members have started to think about how they can support others both formally and informally.

Throughout the course, all group members worked co-operatively and collaboratively to solve problems and complete tasks.

Playlab can be a stepping stone for parents who would like to improve their own literacy skills. ABE groups allow adults to work on reading, writing and numbers: they can also help with the Driving Theory Test, CVs, filling in forms and more.

Evaluation

The main positive of the course has been building partnerships with education and social policy: Uphall Primary School, Harrysmuir Primary School, Sure Start, Children & Young People Team and Families Included.

Everyone was able to identify opportunities for progression, either within ABE, externally, or both.

Comments

The partnership approach to delivery worked really well and has allowed the Sure Start Development Worker to identify the potential for progression for this group including further learning with ABE. This has been a great opportunity to develop this partnership.

Finding an approach that can include working with schools but still result in targeted and supportive recruitment of parents has been well received.



Section 3: Plans, Summary and Conclusions

3.1 Plans for next year:

The **Psychology of Parenting Project** will complete its first year in summer 2014 and we should receive national data from the NHS Education Scotland team, as they are gathering data this year from West Lothian and Falkirk.

In the coming year, other authorities will join the project and we will have more partners with whom to share experiences, find solutions and benchmark on activity and outcomes.

Meanwhile, the aim is to reach more families to get nearer to the agreed target of 450 families a year in this project (the estimate for West Lothian of the most challenging 10% of three and four-year olds).

It is intended to keep running at least two courses a year of **Getting Through the Day** for parents with children with a diagnosis of autism or ADHD, due to current demand. Evening groups for fathers have begun, with 6 and 8 fathers attending the two groups so far: this development will be retained as it continues to be well received.

Other programmes will be retained, improved and evaluated as required.

3.2 Summary and conclusions:

The range and number of groups delivered illustrate an impressive amount of work by groups of staff in various agencies. Parents should be able to be offered a choice of times, locations and intensity of programmes to suit needs and preferences. Children are either in school or nursery, present with parents, in creches or in children's groups which complement the work in the adult programme.

The financial, staff, childcare and transport resources which go into this are also enormous and represent logistical miracles at times. Car seats, taxis, play materials, snacks, programme materials, 'homework', parent 'rewards' and refreshments play a large part in the retention of parents and children on programmes.

None of this is achieved without families keen to learn and use their learning, and dedicated staff committed to delivery programmes with fidelity: most of all, it is achieved through positive relationships between parents and staff, which promote self-belief and learning.

The most common statement on evaluation forms remains

'I couldn't have done it without you'

- this speaks volumes about the relationships between parents and staff.

Appendix 1

Members during 2013-14

The multi-agency nature of the group is again reflected in the range of partners represented by the membership list over the year:

Gillian Amos	Health Promotion Specialist
Michelle Davidson	Lead Midwife and NHS Parenting Co-ordinator
Carol Denholm	Team Leader, Health Visitors
Ann Doyle	Education Services
Paula Huddart	Group Manager, Early Years & Early Intervention
Alan Hunt	Educational Psychologist
Vicky Hunter	Children & Young People Team
Dale Marsters	Parenting Groupwork Team Manager CYPT
Margo McCreight	Family Centres manager
Elizabeth McGoldrick	Barnardos
Fiona McGuckin	Acting Team Leader, Community Midwives
Stewart McLean	Children & Young People Team
Pamela Murray	Family Nurse Partnership
Jenny Reekie	Playlab – Adult Basic Education
John Rogers	Parenting Co-ordinator
Linda Sanders	Child Disability Service
Alison Scholes	Family Nurse Partnership
Marsha Scott	Early Intervention Manager
Elizabeth Stevenson	Signpost
Harriet Waugh	Research Officer
Frank Love	Website Administrator
Beth Sime	Admin Support, Children & Young People Team

Appendix 2

Communication

Parenting West Lothian is a multi-agency **partnership** approach and there are regular meetings during the year, usually every six weeks in term-time.

Governance is through regular reporting into the Children and Families Management Group (CFMG) and to the sub-group Early Years Strategic Working Group.

Three **newsletters** were circulated between April 2013 and March 2014 – two by Parenting West Lothian and one by the Psychology of Parenting (POPP):

Issue	Date	Topic
• Issue 7	May 2013	PoPP: Incredible Years and Triple P
• Issue 8	September 2013	Family Centres
•	January 2014	PoPP Partners newsletter

The Parenting West Lothian **website** continues to have information on parenting courses, programmes and an online Ready Steady Nursery pack.

There are information sections and /or links to other sites on a wide range of parenting topics.

Annual reports, newsletters and back issues are all available at www.parentingwestlothian.org.uk