

Parenting in **Flintshire**

PARENTING FRAMEWORK



Flintshire Parenting Strategy

A commitment to Flintshire parents: The Framework is about the needs of parents and how services working and planning together respond to need so that 'parents' are confident in their role as parents; raising and nurturing children and young people, next generation adults, who achieve their potential in life; working in partnership with a confident skilled parenting workforce, and other professionals and services who have contact with parents and carers in their parenting role.

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DELIVERING PARENTING PROGRAMMES IN FLINTSHIRE: What managers and facilitators need to know

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1. INTRODUCTION

The Flintshire Parenting Framework (2018) outlines a structure for the further development of parenting programmes and forms part of the wider strategy for Early Intervention and Prevention in Flintshire. This work is overseen by the Parenting in Flintshire multi-agency Strategy Group. The Framework continues to build upon the work of the previous Parenting Strategies.

1.1 GLOSSARY OF TERMS

Definition of Parenting

The Welsh Government Parenting in Wales: Guidance on Engagement and Support (2017) defined parenting as *'an activity undertaken by those who bring up children, this includes mothers, fathers, foster carers, adoptive parents, step-parents, 'kinship' carers and grandparents.* (pg.88)

The definition of parenting above will be used throughout this document. For other definitions see Parenting in Wales: Guidance on Engagement and Support (2017) pg. 87-89.

Definition of a Parenting Programme

Parenting programmes and parenting services serve a distinct function to support the acquisition of parenting techniques in parents/carers to strengthen family relationships and family resilience and to reduce family breakdown. To ensure that they are effective, parenting programmes should be delivered using validated programmes. This can be done in either a group or one to one setting.

Definition of a Parenting Service

A service that delivers parenting skills groups or one to one parenting skills support for parents/carers.

- ★ It is recognised that information, advice, and support provided through the wider delivery of family support services contributes to the effectiveness of and referral into parenting programmes. However, parenting programmes provide a distinct service as outlined above.

Parenting Programmes: What they do?

What research tells us:

- Validated parenting programmes have shown strong evidence of improvement to children's emotional and behavioural adjustment, parent/child relationships and maternal mental health.
- Some families will find it very difficult to join a group programme. Support over time (e.g. from Community Parents or Home Start volunteer) may help, but there will be some people who need a programme delivered one-to-one.

- For children under 12 years, with lower level behaviour difficulties, a group parenting programme for the parent/carer can be enough on its own to make a difference.
- The older the child/young person and the more serious the difficulties, the more likely it is that other interventions will be needed as well. This could include one-to-one work with the parent, and the young person.
- For families with complex needs, parenting programmes can be part of the answer but not the whole answer. Other interventions may be needed as well, and the timing of those interventions in relation to each other has an impact on the overall effect of the intervention. A Team Around the Family approach may be needed under these circumstances if the family need four or more services to support their needs. In addition where the family's needs put a child, young person or vulnerable adult at risk a referral to Children/Adult Social Services may be necessary.
- Recent developments in parenting in the UK have focused on enhancing the skills of the parenting workforce based on considerable evidence to suggest that a key factor in delivering a successful parenting programme is the skill of the facilitator. Based on this evidence, parenting practitioners receive training and support in the programmes they deliver in Flintshire.

When referring it might be useful to:

- Have a discussion with the provider before making a referral.

This guidance has been developed on a multi-agency basis in order to:

- Help ensure consistency of quality in delivery of parenting programmes across Flintshire
- Assist managers in making decisions about committing to this area of work.

There are a number of evidence-based parenting programmes being delivered by different organisations across Flintshire, either on a group basis or one-to-one, with one or two parents e.g. in a home setting, or agreed venue.

Evaluated programmes are outlined in the “Parenting in Wales: Guidance on engagement and support” (pg. 32) and the programmes for delivery and development within Flintshire are detailed in the Flintshire Parenting Programmes table - a diagram of what programmes are in use at different levels of need and age groups.

Delivering programmes with fidelity: Evidence-based parenting programmes have a set of key ingredients or principles, which need to be adhered to for programmes to be effective. The programme should be delivered to the appropriate population it is designed for, with the right techniques, materials and appropriately skilled staff. Parents should also receive the optimum number of sessions and be supported to ensure they are actively engaged in learning the skills and techniques explored.

Evidence based practice: Is a combination of practitioner expertise and using up-to-date knowledge of sound evidence from external research, and independent evaluation when making decisions about how to work with individual parents. Evidence based practice is “finding out what works, and ensuring that the interventions we and others make in children’s lives are as good as they possibly can be”. (Lloyd, 1999).

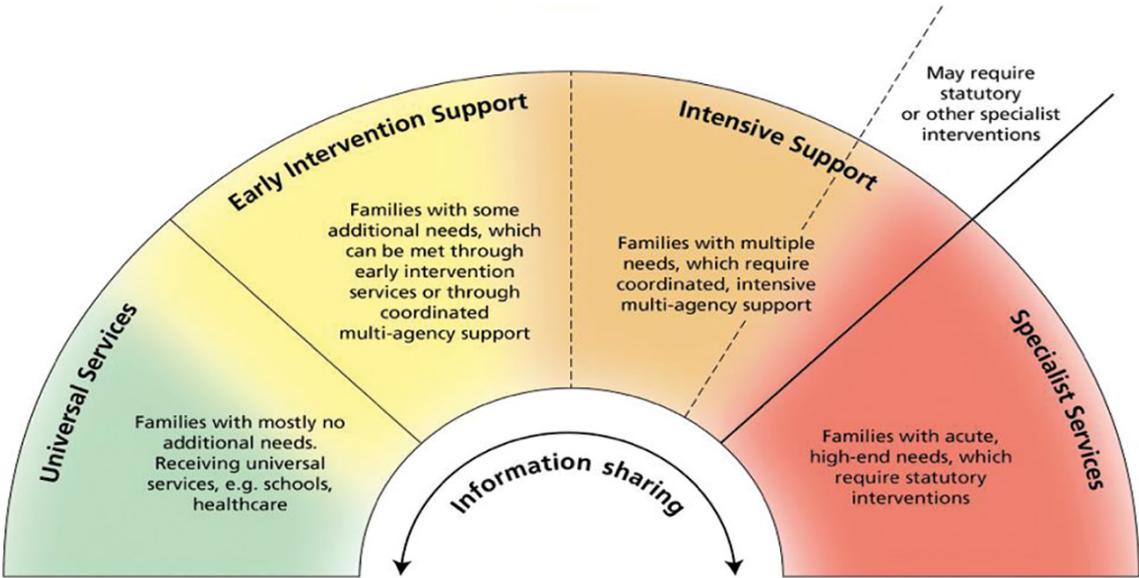
Parenting Support: The provision of services and support, which aim to: increase parenting skills; improve parent–child relationships; improve parents’ understanding, attitudes and behaviour and increase parents’ confidence in order to promote the social, physical and emotional wellbeing of children.

Positive Parenting: Refers to parental behaviour based on the best interests of the child that is nurturing, empowering, non-violent and provides recognition and guidance which involves setting of boundaries to enable the full development of the child.

Strength-based approach: A strength-based approach occurs when key workers place a positive emphasis on resilience, protective factors and strengths. This has the effect of: communicating a sense of hope; establishing expectations for success within an individual’s capacities; promoting empowerment and independence and setting in motion forces for improvement.

A loose classification of approaches to supporting families suggests four typical areas:

- **Universal** - families with mostly no additional needs who are in receipt of universal services such as education and healthcare.
- **Early intervention** - families with some additional needs which can be addressed through targeted early intervention support.
- **Intensive support** - families with multiple needs who require a coordinated multi-agency package of support to prevent needs from escalating into crisis.
- **Specialist services** - families with acute, high-end needs requiring statutory support.



Staff delivering programmes will have widely different professional backgrounds and levels of experience. Some programmes (e.g. Flying Start) have a coordinator who can undertake supervision and mentoring; other programmes have people trained to supervisor/mentor/peer coach status (e.g. Incredible Years) and other services may have only one or two staff involved in the delivery of programmes. Some services will have two or more staff members trained to deliver a specific programme (e.g. Incredible Years School Readiness in some primary schools) while other services will need to work in partnership with another service to deliver a specific programme (e.g. Flying Start works in partnership with some primary schools to deliver Incredible Years School Readiness).

This document outlines:

- The commitments (time, costs etc.) involved in training in, and delivering different programmes.
- A framework for meeting the training and support needs of those who are undertaking this very challenging work.

For the convenience of managers and facilitators, contact names, numbers and e-mails for key individuals are listed, but may change during the life of the document. Please be aware this information will date; an annual update will be made available and further information is also available on the website:

<http://www.fisflintshire.co.uk/>

Please contact the Parenting Strategy Coordinator, Parenting Strategy at:

The Westwood Centre
Tabernacle Street
Buckley
Flintshire CH7 2JT

Tel: 01352 703952

Email: parentingstrategy@flintshire.gov.uk

1.2 BACKGROUND

Welsh Government Flying Start Parenting Guidance

In addition, the Welsh Government published the Flying Start Guidance in 2006, introducing strict criteria for the use of parenting programmes under Flying Start. Flying Start guidance stated that only programmes which had ***'evaluations whose design and methods support the conclusion that any positive outcomes were attributable to the programme, rather than other influences or factors [should be used]. In practice, this refers to evaluations conducted as randomised controlled trials (RCT's) or as quasi-experiments'***. (Flying Start Guidance 2006 Annex C)

The Flying Start guidance on parenting programmes was reviewed in 2017, please go to <http://gov.wales/docs/dsjlg/publications/cyp/170519-parenting-guidance-en.pdf>

Parenting in Wales: Guidance on engagement and support - May 2017

This non-statutory guidance assists those who have a role in providing parenting support. It supports Local authorities, Local Health Boards, Third Sector and other relevant commissioners, managers and practitioners in making decisions about:

- ❖ The type(s) of parenting support to provide;
- ❖ How to provide it;
- ❖ Approaches to supporting and engaging parents;
- ❖ Workforce development;
- ❖ Assessment processes, signposting and referral; and
- ❖ Evaluation and monitoring.

For further information regarding the national guidance above please go to <http://gov.wales/docs/dsjlg/publications/cyp/170519-parenting-in-wales-guidance-en.pdf>

National Occupational Standards for Work With Parents

Recent developments in parenting in the UK have also focused on enhancing the skills of the parenting workforce based on considerable evidence to suggest that a key factor in delivering a successful parenting programme is the skill of the facilitator.

The National Occupational Standards (NOS) for working with parents and carers were published in 2005. The Standards aim to bring facilitators into 'the "learning cycle" [by defining] the competence, skills, knowledge and understanding required by those who work with parents, and can be used to develop and monitor these requirements in individuals and services'. <http://dera.ioe.ac.uk/2024/1/work-with-parents-nos-jan-2011.pdf>

Qualifications have been developed against the NOS for work with parents and carers between 2010 and 2014. The City and Guilds 3599 Work With Parents Level 4 and the Children's Care Learning and Development Level 5 qualifications are supported by the Parenting Strategy.

1.3 PRINCIPLES OF THE FRAMEWORK

The Principles of the Framework were developed by the Parenting In Flintshire Strategy Group in order to reflect best practice in the parenting field as well as outline our aims and aspirations for parent support in Flintshire.

The principles have been divided into three sections:

- ❖ **Parenting**
- ❖ **Parenting Programmes**
- ❖ **Parenting Workforce**

Parenting Principles

- The need for parenting support is universal, particularly at transitions in a child's life, (e.g. birth of a first baby or the transition to adolescence).
- Not all parents are able to get the kind of support and information they need from families and friends.
- All parents deserve to have their individuality and diverse cultures and circumstances recognised in the context of parenting support in Flintshire.
- Some parents will need preparatory support in order to access parenting services, and others will need additional ongoing support to implement the approach of the programme during or after provision. This is an essential part of the jigsaw which is often provided by Flying Start or universal services such as health visiting, schools, and organisations such as Community Parents or Home Start who use volunteers to provide informal mentoring.

Therefore our approach will be based on:

- Increasing the confidence of parents and carers and supporting them to enjoy their role as parents.
- Developing a comprehensive range of parenting programmes to meet the needs of parents and carers across geographical areas of Flintshire, all age ranges of children, and across a range of specific needs for children and parents.
- Supporting parenting which is:
 - ❖ Consistent, nurturing and appropriately assertive.
 - ❖ Based on principles of attachment and positive communication between parents and children.
 - ❖ Based on parents having positive and realistic expectations of their children.
 - ❖ Based on evidence based programmes.

Parenting Programme Principles

- The parenting programmes chosen for development through the Flintshire Parenting Framework wherever possible have been selected according to a robust Randomised Control Trial evaluation showing positive outcomes for parents and children.
- Programmes identified for development are chosen to meet a variety of identified needs for families in Flintshire, e.g.
 - ❖ Parents with additional learning needs.
 - ❖ Parents of children with disabilities.
- Outcome evaluation tools have been identified and implemented to strengthen the quality of services and to provide essential feedback and opportunities for further development locally.
- Mechanisms will be implemented in partnership with other agencies to ensure that programmes used are delivered with fidelity across Flintshire.
- Universal and targeted provision will be addressed when responding to gaps in service, taking into consideration preventive and corrective provision.
- Programmes chosen wherever possible will be compatible with National Institute for Health and Care Excellence (NICE) guidelines ensuring a consistency of approach across Flintshire.

Parenting Workforce Principles

- Parenting Facilitators' confidence and skill is a key indicator of a successful service to parents.
- Facilitators need planning, implementation, review and evaluation time in order to confidently and competently deliver services in one to one as well as group settings.
- Facilitators need appropriate training and ongoing support and supervision in order to remain effective and develop their skills.
- Multi-agency and multi-disciplinary delivery of group work programmes can provide many benefits for the parents, facilitators and services involved, including access to additional knowledge, experience and support.
- In order to gain an overview of the parenting approach in question staff that take on a supporting role for parents to access a parenting programme should access appropriate training.

2. COMMITTING STAFF TO DELIVERY OF PROGRAMMES – WHAT IS INVOLVED?

Details are given here of the programmes most commonly delivered by services in Flintshire, some on a multi-agency basis. Central resources have been invested in a limited number of programmes, so that the best support can be offered.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk
Address: The Westwood Centre, Tabernacle Street, Buckley, CH7 2JT

2.1. SOLIHULL APPROACH ANTENATAL PROGRAMME

Website: <https://solihullapproachparenting.com/antenatal/>

What is it?

A 5 week universal course for groups of antenatal parents. Combines traditional antenatal advice together with preparing families to have a relationship with their baby. It aims to help parents understand information about pregnancy, labour and birth, understand information about feeding and the positive aspects of breastfeeding and understand the importance of their emotional relationship with their baby.

Training: Solihull Approach 2 day Antenatal foundation training plus Solihull Approach Antenatal Parenting Group Facilitator 1 day training Cost: £189 for 1 person attending training in Solihull plus £193 for 1 person attending training in Solihull.

Running the Programme

One of the 2 facilitators delivering the programme has to be a Midwife or Health Visitor with midwifery experience to ensure accurate and current advice is given to parents. The following time commitment and resources are needed to run the programme:

Preparation time: three planning meetings per course, plus a preparation session each week for 5 weeks.

Delivery: four hours per week for 5 weeks (one hour to set up, two to deliver the course, one to clear up, review and record).

Time to write up a before and after evaluation with parents.

Supervision: two per course, to be arranged by the facilitator's own service.

Resources: room hire, doll, pelvis, DVD player, CD player, handouts

Light refreshments for parents.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, end and 6 weeks after completion. Data collected by Flying Start.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

2.2. IAIM BABY MASSAGE

Website: <http://www.iaim.org.uk/>

What is it?

A 5 week universal course for groups of parents. Parents will learn: Massage strokes for legs, feet, stomach, chest, arms, hands, face and back; A short colic routine; Gentle movements; Touch relaxation; The best time and for how long to massage; What massage oils to use; The importance of good positioning; How to adapt the strokes for your baby's individual needs and the growing child.

Age range of children: 0-1 year

Training: 4-day training course with the training provider. To complete within 4 months following the course: 14 Short Answer Questions; 39 Multiple Choice Questions; 6 Essay Questions and submit completed parent evaluation forms after teaching a 5-week course to a minimum of five families. **Cost:** £525 per person

Running the Programme

The following time commitment and resources are needed to run the programme:

Preparation time: two planning meetings per course, plus a preparation session each week for 5 weeks.

Delivery: four hours per week for 5 weeks (one hour to set up, 60-90 minutes to deliver the course, one to clear up, review and record)

Time to write up a before and after evaluation with parents.

Supervision: two per course, to be arranged by the facilitator's own service.

Resources: dolls, natural vegetable oil in small bottles, paper towels, mats, relaxation music, flip chart, handouts, room hire

Light refreshments for parents.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, end and 6 weeks after completion. Data collected by Flying Start.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

2.3. INCREDIBLE YEARS BABY PROGRAMME

Website: www.incredibleyears.com; www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en

What is it?

9-12 weekly group sessions. Video 'vignettes' of parent and baby interactions are used to generate discussion and aid learning. Helps parents learn to observe and read their baby's cues and provide nurturing and responsive care (including verbal communication). It also provides information to parents about child development and child safety.

Underpinning theory: cognitive theory, social learning theory, humanistic and relationship theory.

Age range of children: 0-12 months. Recommended that babies are no more than 3 months when starting programme.

Training: people delivering the Baby programme need to attend the 2 day standalone training for this programme.

Training Costs: baby programme training costs £350 plus VAT.

Running the Programme:

One of the 2 facilitators delivering the programme has to be a Health Visitor to ensure accurate and current health advice is given to parents. The following time commitment and resources are needed to run the programme.

Preparation time: three planning meetings plus a preparation session each week for the duration of the programme.

Delivery: four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

Time to write up: before and after evaluation with parents

Supervision: three per course, to be arranged by the facilitators own agency

Resources: room hire, materials; TV with DVD; flipchart, pens, stickers, baby toys, programme manual and DVDs, "Incredible Babies" book for each parent.

Light refreshments for parents.

Transport for families if needed, generally met by service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy and Flying Start. **For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

Desirable: Karitane Parenting Confidence Scale

<http://www.performwell.org/index.php/find-surveyassessments/outcomes/social-development/parenting-skills/karitane-parenting-confidence-scale>

2.4. LET'S TALK WITH YOUR BABY

Website:

<https://elklantraining.worldsecuresystems.com/under-5s/lets-talk-with-your-baby>

What is it?

7 weekly group sessions. **Aims:** promote positive adult-child interaction at the earliest possible stage; Promote early attachment and communication skills; Provide a stimulating/communication rich environment through interactive, fun activities

Age range of children: 3-12 months

Training: previous Elklan training and experience is highly recommended. (See “Let’s Talk with Under 5s”)

Running the Programme:

The following time commitment and resources are needed to run the programme:

Preparation time: three planning meetings per course, plus a preparation session each week.

Delivery: three hours per week for 7 weeks (one hour to set up, one to deliver the course, one to clear up, review and record).

Time to write up: before and after evaluation with parents.

Supervision: two per course, to be arranged by the facilitator’s own service.

Resources: handouts, tutor folder, programme specific resources, room hire.

Light refreshments for parents.

Transport for families if needed, generally met by the service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents’ subjective well-being and psychological functioning. Free to use. Administered at beginning, end and 6 weeks after completion. Data collected by Flying Start.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

2.5. INCREDIBLE YEARS TODDLER PROGRAMME

Website: www.incredibleyears.com; www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en

What is it?

12 weekly group sessions.

Video ‘vignettes’ of parent and toddler interactions are used to generate discussion and aid learning. Parents also practice skills learnt with their children at home. Helps parents to strengthen positive and nurturing parenting skills.

Underpinning theory: Cognitive theory, social learning theory, humanistic and relationship theory.

Age range of children: 1-3 years

Training: There is a 3 day Pre-school BASIC training. People delivering the Toddler programme require no further training.

Training Costs: Pre-school BASIC currently costs £450 plus VAT.

Running the Programme:

Two facilitators are required to deliver the programme. The following time commitment and resources are needed to run the programme.

Preparation time: three planning meetings plus a preparation session each week for the duration of the programme.

Delivery: four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

Time to write up: before and after evaluation with parents

Supervision: three per course, to be arranged by the facilitators own agency

Crèche provision: for sessions, with staff who are trained to understand the approach

Resources: room hire, materials, TV with DVD player, flipchart, pens, stickers, toddler toys, programme manual and DVDs, “Incredible Toddlers” book for each parent.

Light refreshments for parents.

Transport for families if needed, generally met by the service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents’ subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Flying Start and Parenting Strategy. **For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348,

Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

Desirable: Arnold-Oleary Parenting Scale

<http://www.copmi.net.au/images/pdf/Research/Parenting-Scale-Feb2015.pdf> or TOPSE

– Tool to measure Parenting Self-Efficacy. <http://www.topse.org.uk/>

2.6. LET'S TALK WITH UNDER 5S

Website: <https://elklantraining.worldsecuresystems.com/courses/parents-and-carers/Lets-talk-with-under-5s>

What is it?

7 weekly group sessions. Aims: To share information about speech and language development; to know about the different communication difficulties children can experience; to discuss ideas to help children learn to listen, understand and talk.

Age range of children: 1-5 years

Training: Level 3 Elklan Speech and Language Support 0-3 years or 3-5 years plus Elklan hosted 1 day 'Talk Tutor Package' training day at a cost of £235 per head.

Running the Programme: The following time commitment and resources are needed to run the programme

Preparation time: three planning meetings per course, plus a preparation session each week.

Delivery: four hours per week for 7 weeks (one hour to set up, two to deliver the course, one to clear up, review and record).

Time to write up a before and after evaluation with parents.

Supervision: two per course, to be arranged by the facilitator's own service.

Crèche provision: for the sessions, with staff who are aware of the ethos of the programme.

Resources: books, folders, flip chart, pens, TV with DVD player, programme specific resources, room hire

Light refreshments for parents.

Transport for families if needed, generally met by the service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, end and 6 weeks after completion. Data collected by Flying Start.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

2.7. FAMILY LINKS PARENT NURTURING PROGRAMME

Website: www.familylinks.org.uk

What is it?

An eight to ten-week programme for groups of up to ten parents, run by two facilitators. The programme improves parent's confidence and skills, encouraging them to maintain effective positive discipline while understanding their own and their children's emotional needs. Adults are encouraged to take time out to look after themselves. The Nurturing Programme is widely used by parenting projects in Flintshire. It is also useful in schools, providing an emotional literacy and emotional health programme for children their parents and carers and whole school staff.

Age range of children: 0-12 years

Training: 2 x 2 days, either in Warrington, or locally (if 16 people are trained). **Cost:** £975 per head. Top-up day after a year costs £160. Limited central funding may be available for key post holders. Where training is centrally funded, there will be an expectation that a group is run within a year and facilitators receive mentoring and supervision.

Running the Programme: The following time commitment and resources are needed to run the programme:

Preparation time: Three planning meetings per course, plus a preparation session each week for 10 weeks.

Delivery: four hours per week for ten weeks (one hour to set up, two to deliver the course, one to clear up, review and record).

Time to write up: before and after evaluation with parents.

Supervision: three per course, to be arranged by the facilitator's own service.

Crèche provision: for the sessions, with staff who are aware of the ethos of the programme.

Resources: Room hire, Parenting Puzzle Books (one for each parent), programme manual, DVD, TV with DVD player, gifts, flip chart, black card, stars stickers, maths counters, attention grabbers, matching cards for pairing, "The Nurturing Game", Key Concept boards, "All about me" book, "Huge Bag of Worries" book and "Mummy Laid an Egg" book.

Light refreshments for parents.

Transport for families if needed, generally met by the service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy and Flying Start. **For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348,

Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

Desirable: Goodman Strengths and Difficulties Questionnaire - Measures the behaviour of children. <http://www.sdqinfo.org/> or TOPSE - Tool to measure Parenting Self-Efficacy.

<http://www.topse.org.uk/>

2.8. FAMILY LINKS PARENTING PUZZLE WORKSHOPS FOR PARENTS WITH CHILDREN UNDER 5

Website: www.familylinks.org.uk

What is it?

A four workshop programme for groups of up to ten parents, run by two facilitators. This offers a shorter intervention based on the Nurturing Programme.

Aims of the programme:

- Introduce the Four Constructs (Building Blocks) for positive, constructive relationships and calm, confident parenting;
- Develop parents' understanding of empathy;
- Develop parents' understanding of the importance of listening and communication;
- Explore the power of praise and positive interaction;
- Increase parents' understanding of the power of play;
- Promote positive approaches to discipline and boundary setting;
- Develop an understanding of the importance of nurture of self and others in family relationships

Age range of children: 0-5 years

Training: 2 x 2 days, either in Warrington, or locally (if 16 people are trained). Cost: £975 per head. Top-up day after a year costs £160. Then a further one day training is required to be able to deliver this programme. Limited central funding may be available for key post holders. Where training is centrally funded, there will be an expectation that a group is run within a year and facilitators receive mentoring and supervision.

Running the Programme: The following time commitment and resources are needed to run the programme:

Preparation time: three planning meetings per course, plus a preparation session each week for 4 weeks

Delivery: four hours per week for 4 weeks (one hour to set up, two to deliver the course, one to clear up, review and record).

Time to write up: before and after evaluation with parents.

Supervision: two per course, to be arranged by the facilitator's own service.

Crèche provision: for the sessions, with staff who are aware of the ethos of the programme.

Resources: Room hire, Parenting Puzzle Books to show (not given to parents), programme manual, gifts, flip chart, black card, stars stickers, maths counters, attention grabbers, matching cards for pairing, Key Concept boards.

Light refreshments for parents.

Transport for families if needed, generally met by the service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, end and 6 weeks after completion. Data collected by Parenting Strategy and Flying Start.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

Desirable: Goodman Strengths and Difficulties Questionnaire - Measures the behaviour of children. <http://www.sdqinfo.org/> or TOPSE - Tool to measure Parenting Self-Efficacy. <http://www.topse.org.uk/>

2.9. INCREDIBLE YEARS AUTISTIC SPECTRUM AND LANGUAGE DELAYS PROGRAMME

Website: www.incredibleyears.com; www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en

What is it?

12-16 weekly group sessions.

Designed for parents of young children on the Autism spectrum or with language delays in order to promote children's emotional regulation, social competence, language skills, school readiness, and relationships with others.

Underpinning theory: Cognitive theory, social learning theory, humanistic and relationship theory.

Age range of children: 2-5 years

Training: The 3 day Pre-school BASIC training is a prerequisite followed by the 2-day supplemental "Autism Spectrum and Language Delays" training designed specifically for this programme.

Training Costs: Pre-school BASIC currently costs £450 plus VAT. The Autism Spectrum and language Delays programme training costs £400 plus VAT.

Running the Programme: Two facilitators are required to deliver the programme.

The following time commitment and resources are needed to run the programme.

Preparation time: three planning meetings plus a preparation session each week for the duration of the programme.

Delivery: four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

Time to write up: before and after evaluation with parents.

Supervision: three per course, to be arranged by the facilitators own agency.

Crèche provision: for sessions, with staff who are trained to understand the approach.

Resources: Room hire, materials, TV with DVD player, flipchart, pens, stickers, role play toys, programme manual and DVDs, "The Incredible Years" book for each parent.

Light refreshments for parents.

Transport for families if needed, generally met by the service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

Desirable: Goodman Strengths and Difficulties Questionnaire - Measures the behaviour of children. <http://www.sdqinfo.org/>

2.10. INCREDIBLE YEARS SCHOOL READINESS PROGRAMME

Website: www.incredibleyears.com; www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en

What is it?

4 weekly group sessions.

Designed to promote children's school readiness by developing key social and emotional skills and developing language and reading skills.

2 sessions explore how parents can support children's play as a learning activity and 2 explore effective ways of introducing children to books. Parents learn through discussion, vignettes, role play and activities with their children at home

Underpinning theory: Cognitive theory, social learning theory, humanistic and relationship theory.

Age range of children: 3-5 years

Training: there is a 3 day Pre-school BASIC training. The School Readiness programme does not require further training if trained in BASIC, and people not trained in BASIC can attend the 2 day School Readiness standalone training.

Training Costs: Pre-school BASIC currently costs £450 plus VAT. The School Readiness programme training costs £350 plus VAT.

Running the Programme: Two facilitators are required to deliver the programme. This can be 2 facilitators from the school staff or the programme can be co delivered by one school staff member and a member of the Flying Start team if the school is situated in a Flying Start area. The following time commitment and resources are needed to run the programme.

Preparation time: three planning meetings plus a preparation session each week for the duration of the programme.

Delivery: Four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

Time to write up: Before and after evaluation with parents.

Supervision: Two per course, to be arranged by the facilitators own agency.

Crèche provision: for sessions, with staff who are trained to understand the approach.

Resources: room hire, materials, TV with DVD player, flipchart, pens, stickers, role play toys, programme manual and DVDs, "The Incredible Years" book for parents.

Light refreshments for parents.

Transport for families if needed, generally met by the service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, end and 6 weeks after completion. Data collected by Parenting Strategy and Flying Start.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

Desirable: Goodman Strengths and Difficulties Questionnaire - Measures the behaviour of children. <http://www.sdqinfo.org/>

2.11. INCREDIBLE YEARS PRE-SCHOOL BASIC PROGRAMME

Website: www.incredibleyears.com; www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en

What is it?

12 weekly group sessions.

For parents with serious concerns about the behaviour of a child. Parents learn strategies for interacting positively with their child and discouraging unwanted behaviour through the use of video vignettes, group discussion and practicing skills learnt with their children at home.

Underpinning theory: Cognitive theory, social learning theory, humanistic and relationship theory.

Age range of children: 3-6 years.

Training: There is a 3 day Pre-school BASIC training.

Training Costs: Pre-school BASIC currently costs £450 plus VAT.

Running the Programme:

Two facilitators are required to deliver the programme. The following time commitment and resources are needed to run the programme.

Preparation time: three planning meetings plus a preparation session each week for the duration of the programme.

Delivery: four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

Time to write up: before and after evaluation with parents

Supervision: three per course, to be arranged by the facilitators own agency.

Crèche provision: for sessions, with staff who are trained to understand the approach.

Resources: room hire, materials, TV with DVD player, flipchart, pens, stickers, role play toys, programme manual and DVDs, "The Incredible Years" book for parents.

Light refreshments for parents.

Transport for families if needed, generally met by the service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

Desirable: Goodman Strengths and Difficulties Questionnaire - Measures the behaviour of children. <http://www.sdqinfo.org/> or TOPSE - Tool to measure Parenting Self-Efficacy. <http://www.topse.org.uk/>

2.12. INCREDIBLE YEARS SCHOOL AGE BASIC AND ADVANCE PROGRAMMES

Website: www.incredibleyears.com; www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en

What is it?

12 weekly group sessions.

Parents learn strategies for discouraging unwanted behaviour and interacting positively with their child. IYSA BASIC can be combined with IY ADVANCE for families with more complex issues, including parent anger management and mental health issues. The ADVANCE programme requires that families attend up to 10 additional sessions.

Age range of children: 6-12 years.

Training: There is a 3 day Pre-school BASIC training. People delivering the School Age BASIC programme require an additional 1 day training after completing the 3 day BASIC training.

Training Costs: Pre-school BASIC currently costs £450 plus VAT. Additional training for the School Age BASIC £175.

Running the Programme: Two facilitators are required to deliver the programme. The following time commitment and resources are needed to run the programme.

Preparation time: three planning meetings plus a preparation session each week for the duration of the programme.

Delivery: four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

Time to write up: before and after evaluation with parents

Supervision: three per course, to be arranged by the facilitators own agency.

Crèche provision: for sessions, with staff who are trained to understand the approach.

Resources: Room hire, materials, TV with DVD player, flipchart, pens, stickers, role play toys, programme manual and DVDs, "The Incredible Years" book for parents.

Light refreshments for parents.

Transport for families if needed, generally met by the service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

Desirable: Goodman Strengths and Difficulties Questionnaire - Measures the behaviour of children. <http://www.sdqinfo.org/>

There are also Incredible Years® programmes designed for use in classrooms: School Classroom Management; Child Dinosaur Programme Treatment and Child Dinosaur Programme Classroom. The use of these in conjunction with the parent programmes creates a "whole school approach".

2.13. CHALLENGING YEARS: LIVING WITH TEENAGERS PROGRAMME

Website: www.studyofadolescence.org.uk (Young People in Focus)

What is it?

A four-session programme for parents and carers of young adolescents, which can be used with groups with individuals. It guides parents in how to develop their relationship with their child as they begin to face new changes and challenges (particularly as they experience the transition to secondary school). It focuses on helping parents understand what to expect in the teenage years and how to adopt a positive parenting style so they can talk effectively with their children and deal with potential conflict. Ideal for all parents not just those experiencing difficulties. The course has four 2-hour sessions: understanding the teenage years; talking to teenagers; parenting styles; and dealing with conflict. The programme comes with a course manual and a workbook for parents.

Age range of children: 10-16 years

Training: 2 x 2 days, locally managed by Supporting the Parents of Adolescents (SPA) Limited central funding may be available for key post holders. Where training is centrally funded, there will be an expectation that a group is run within a year and facilitators receive mentoring and supervision.

Training Costs: £tbc per head.

Running the Programme

The following time commitment and resources are needed to run each of the parenting programmes:

Preparation time: two planning meetings plus a preparation session each week for the duration of the programme.

Delivery: four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

Time to write up: before and after evaluation with parents.

Supervision: three per course, to be arranged by the facilitators own agency

Resources: room hire, materials, TV with DVD player; flipchart, pens, gifts, etc.

Light refreshments for parents.

Transport for families if needed, generally met by the service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, end and 6 weeks after completion. Data collected by Parenting Strategy.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

Desirable: Family Grid Parent Self-Assessment PSA 36 (a tool built into the Take 3 programme)

2.14. TAKE 3 PROGRAMME

Website: www.take3parenting.co.uk

What is it?

10 weekly group sessions, with an option to choose an extra 2 booster sessions (out of a choice of 10). Can also be delivered 1:1.

Underpinning theory: Family systems theory and social learning theory.

Age range of children: 13-16 years with general concerns about behaviour.

Training: Locally managed by Supporting the Parents of Adolescents (SPA) Limited central funding may be available for key post holders. Where training is centrally funded, there will be an expectation that a group is run within a year and facilitators receive mentoring and supervision.

Training Costs: £tbc per head.

Running the Programme

The following time commitment and resources are needed to run each of the parenting programmes:

Preparation time: three planning meetings plus a preparation session each week for the duration of the programme.

Delivery: four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

Time to write up: before and after evaluation with parents.

Supervision: – three per course, to be arranged by the facilitators own agency

Resources: room hire, materials, TV with DVD player flipchart, pens, gifts etc.

Light refreshments for parents.

Transport for families if needed, generally met by the service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

Desirable: Family Grid Parent Self-Assessment PSA 36 (a tool built into the Take 3 programme)

2.15. FAMILIES AND SCHOOLS TOGETHER PROGRAMME (FAST)

Website: www.familiesandschoolstogether.com

What is it?

8 weekly sessions

FAST is generally offered in communities and schools experiencing difficulties in engaging parents in socially disadvantaged areas. Sessions are delivered by the FAST team made up of representatives from the school and community, including other parents. Families learn about communication with their child and other parents and a meal is shared by the families and children together.

Underpinning theory: Ecological theory, cognitive development, social capital theory, family stress theory and family systems theory.

Age range of children: The FAST child must be between 3 and 5 years old.

Training: Locally managed by Parenting Strategy in conjunction with Save The Children. Two full days of training for the entire FAST team plus 3 half day feedback sessions.

Training Costs: £tbc per head.

Running the Programme

The following time commitment and resources are needed to run each of the programmes:

Preparation time: three planning meetings plus a preparation session each week for the duration of the programme.

Delivery: four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

Time to: prepare hampers and various resources for use during the sessions.

Supervision: Three half day review sessions per course

Resources: room hire, materials; meals, hampers, TV with DVD player, flipchart, pens, gifts etc.

Light refreshments for parents.

Transport for families if needed, generally met by the service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

Desirable: Goodman Strengths and Difficulties Questionnaire - Measures the behaviour of children. <http://www.sdqinfo.org/>

2.16. COME AND COOK – PREPARING HEALTHY MEALS FOR THE FAMILY

What is it?

A six week course for adults interested in learning to create healthier meals for themselves and their families, whilst also learning about the importance of healthy eating from a nutritional point of view. The course has been written by Community Dietitians in Wales and is accredited by Agored Cymru. The course is delivered by trained facilitators and aims to provide up-to-date and accurate information on food and nutrition to support healthy eating. It can be delivered accredited or unaccredited.

Training: Facilitators need to attend the Level 2 'Community Food and Nutrition Skills' course delivered by Public Health Dietitians. This involves 20 contact hours of learning which is usually delivered over 5 weeks. So 5 x 4 hour sessions plus 10 hours of self-directed learning (usually homework). They will also attend a Come and Cook Facilitator training ½ day which will involve practical cooking the recipes from the Come and Cook recipe books, learning about the resources and how to deliver the course. They will also need to gain a level 2 Food Safety certificate which can be accessed via local councils or on-line. To deliver accredited courses facilitators will need to have in addition to the above training some form of teaching qualification such as C&G Level 3 Teaching and Learning.

Training Costs: There is no cost for the training or the Come and Cook Toolkit, this is supplied via the Public Health Dietetic Department however there is an expectation that there will be commitment to course delivery shortly after attending the Facilitator training. Toolkits will only be released when dates of courses are provided by the trained Facilitator. There will be a cost for the Level 2 Food Safety Certificate. This varies dependent on the training provider.

Running the Programme: It is best practice that 2 trained facilitators deliver the Come and Cook course. If this is not possible 1 trained facilitator and 1 other member of staff to offer assistance. Only trained Come and Cook Facilitators can deliver the Come and Cook sessions. The following time commitment and resources are needed to run each of the parenting programmes:

Preparation time: It is always a good idea to have a session a couple of weeks before the course starts for 1 hour to meet with the participants and go over the course and any concerns/expectations they may have regarding the course. Facilitators should take time each week to familiarise themselves with the session plan/notes/activities etc. and plan time for shopping for the ingredients, setting up kitchen and room and cleaning up afterwards.

Delivery: Session delivery is 2.5 hours per week over 6 weeks (plus 1 hour set up and ½ hour clear up review and reflect = 4 hours in total). With Flying Start courses one area of difficulty has been childcare as can sometimes only have access to 1 hour 59 minutes of childcare. If this is the case it could be that the session run for 2 hours for 7 or 8 weeks, to make sure all aspects of the course are covered.

Supervision: For any newly trained facilitators for each course delivered in the first year, one of the sessions will be Quality Assured by Dietitian from the Public Health Dietitian's Department. Once the Public Health team have Quality Assured 3 consecutive courses and are happy with the delivery they will move to 1 Quality Assurance per year.

Crèche provision: for sessions, with staff who are trained to understand the approach.

Resources: Adequate venue with good kitchen facilities to deliver a group cooking programme, plus a break out room for delivery of table based activities. Come and Cook Toolkit which will provide all the activities/worksheets/answer-sheets etc. to deliver the course

(this will be provided free of charge via Public Health Dietitians) Adequate cooking equipment and utensils to deliver practical cooking, DVD player for 1st session only, ingredients for the recipes.

Light refreshments for parents.

Transport for families if needed, generally met by the service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Flying Start.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Nutrition Skills for Life evaluation forms are used for all the Come and Cook courses delivered.

2.17. WHO'S IN CHARGE?

Website: www.whosincharge.co.uk (website is currently under reconstruction)

What is it?

8 weekly group sessions lasting 2.5 hours plus a two month follow-up session. Aims: For parents of children who are abusive or violent towards them or where the child appears completely out of parental control.

Underpinning theory: The programme has been influenced and developed through a number of theories over the 30+ years of progress however, It is impossible to put parents into a particular theory box so, no single theory is strictly applicable within the work, preferring to view parents and their situations as unique and individual, which enables parents to find their own solutions using the tools and knowledge shared. Keeping to the principle that parents are the solution.

Age range of children: For parents of children aged 8 -18

Training: Facilitators of the programme must have completed the 3-day facilitator training. Upon completion facilitators will be given all programme materials on a disk/usb and are free to run the programme in their local area. Cost: 3-day facilitator training £600 plus £50 per programme disk. In house training: cost on enquiry.

Running the Programme: 2 trained facilitators are required to deliver the programme. The following time commitment and resources are needed to run the programme:

Preparation time: Pre planning facilitator meeting ensures familiarity of material and programme fidelity. It is essential that all parents are spoken to prior to joining the programme to ensure that they fit the criteria for the Who's in Charge? programme. Post group meeting to review outcomes and evaluation.

Delivery: 4.5 hours per week for the duration of the programme (1 hour to set up, 2.5 to deliver the course, 1 to clear up, review and record).

Time to write up before and after evaluation with parents

Supervision: 3 per course, according to local arrangements

Resources: room hire, materials; laptop (or access to), TV with DVD; flipchart, pens, name badges etc.

Resources: room hire, materials; laptop (or access to), TV with DVD; flipchart, pens, name badges etc.

Light refreshments for parents

Transport for families if needed, generally met by service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool.

2.18. STEPS / PX2

Website: <http://pacificinstitute.co.uk/solutions/> there is a section for facilitators to log in to update resources etc and a login for participants where they can download audio programmes to reinforce and continue their learning.

What is it?

STEPS/ PX2 is a DVD based programme in applied self-image psychology. Most of the subject matter focusses on human motivation and behaviour presented in easy to understand terms with principles illustrated via stories and examples that people can relate to in their own lives. Aims: For parents who would like to increase their confidence, recognise what is holding them back and help with setting goals to make the changes they want in their lives. It allows participants to develop their confidence, self-esteem and self-efficacy using tried and trusted techniques.

Underpinning theory: A programme that educates people on the fundamental psychology of how their minds work, how motivation works and how to develop leadership and personal qualities.

Age range of children:

STEPS is suitable for parents of children of any age. PX2 is aimed at 14-19 year olds but has been used in Flintshire with young parents and parents with some learning difficulties.

Training: STEPS facilitators must complete the programme themselves before being allowed to attend a four day training programme. A one day conversion course can be taken by existing STEPS facilitators in order to qualify to deliver PX2.

Cost: £tbc

Running the Programme: 13 weekly group sessions lasting 2 hours. The following time commitment and resources are needed to run the programme: A minimum of 24 hours actual facilitation time over 13 units with additional time needing to be factored in for welcome / break times. Each unit requires a minimum of 1.5 hours with unit 12 needing a minimum of 2 hours. Suggested – up to 2 units per morning or afternoon or 4 units per day. A follow up session after 4 weeks is strongly recommended.

Preparation time: Up to 2 planning meetings depending on the experience of the facilitator to prepare and review timings and material. Each week some planning / preparation time will be required to discuss group progress and prepare resources for the session.

Delivery: four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

Supervision: 3 per course, according to local arrangements.

Crèche provision: for sessions, with staff who are trained to understand the approach.

Resources: DVDs 1 and 2 plus Facilitator manual, TV and DVD player with speakers of a size and quality suitable for a large group. Participant manual for each person attending. Pens, pencils, notepads. Assorted resources depending on activity i.e. teambuilding, creative, random.

Light refreshments for parents

Transport for families if needed, generally met by service.

Evaluation – measuring your effectiveness

Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy.

For more information locally contact: Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

2. Programme specific built in evaluation tool. To retain accredited facilitator status, Pacific Institute evaluation forms must be submitted following each programme.

3. FRAMEWORK FOR THE TRAINING, SUPPORT AND SUPERVISION OF PARENTING PROGRAMME FACILITATORS

3.1. TRAINING AND DEVELOPMENT NEEDS

Every facilitator will start with a different level of training in different aspects of work with children and families. Manager will need to undertake an individual training needs analysis with each facilitator in order to plan the best ways to meet those needs.

Flintshire Parenting Strategy recommends the following training and qualifications in addition to programme delivery training:

- **City & Guilds 3599 Working With Parents Level 4**
- **Children's Care Learning and Development Level 5**
- **Person Centred / Strength Based / Helper training e.g. Family Partnership Model**
- **Safeguarding training**
- **Data protection training**
- **Health and Safety training**
- **The Social Services and Well-being (Wales) Act 2014 training**
- **Communication and Questioning e.g. Skills Motivational Interviewing**
- **Mental Health First Aid**
- **Domestic Abuse**
- **POVA**

For more information locally contact:

Jenni Rochfort, Parenting Strategy Coordinator,
Tel: 01352 703952 / 07557 031348,
Email: jennifer.rochfort@flintshire.gov.uk

3.2. RECOMMENDATIONS FOR SUPPORT AND SUPERVISION

Supervision, Consultation and Peer Support are vital to the confident delivery of programmes with fidelity. Each programme in section 2 outlines the supervision and support requirements.

In general, supervision needs to cover:

- Quality of service delivery
- Support of individual member of staff
- Reflection on content and process of the programme
- Problem-solving around particular families and group dynamics
- Development of skills
- Development of an understanding of the individual's role
- Personal issues that impact on the role
- The role from a different perspective

Different aspects of supervision can be delegated to more than one person, as long as arrangements and accountability are clear. For example, group process issues may be discussed in peer mentoring, while a line manager focuses more on performance, quality and staff development. It is important, however, that line managers understand the content and process of parenting programmes being delivered.

It is important that managers understand the need to run programmes with fidelity i.e. in a way which is true to the original method, in order to get best results. This means having adequate time to prepare and follow up properly and not having to cut corners due to time constraints.

3.3. PEER SUPPORT AND MENTORING OPPORTUNITIES

Nurturing Programme Group Leaders:

There is a peer support network facilitated by Family Links where group leaders can meet and network once a year. Locally a Peer Support Meeting is held each term.

Incredible Years Group Leaders:

Master Classes which focus on specific aspects of the Incredible Years Programme are held termly.

Baby Massage Programme Group Leaders:

Locally a Peer Support Meeting is held each term.

STEPS Programme Group Leaders:

Locally a Peer Support Meeting is held each term.

For more information locally contact:

Jenni Rochfort, Parenting Strategy Coordinator,

Tel: 01352 703952 / 07557 031348, Email: jennifer.rochfort@flintshire.gov.uk

4. PARENTING IN FLINTSHIRE: ENGAGEMENT AND SUPPORT

The Background

This table of evidence based and evidence informed parenting programmes builds upon the good work of the Parenting Strategy which began in 2007. It details the continuum of service response from universal to early intervention and prevention to statutory, continuing to sustain and grow the offer of parenting support, through the 'approved' table of programmes and training and supporting practitioners in their delivery.

The Social Services and Well-being (Wales) Act 2014 establishes a legislative framework for transforming the way people's needs for care and support are met and to make social services in Wales sustainable. Everyone must seek to promote the wellbeing of people who need care and support. The Act promotes people's independence by requiring practitioners to have regard to people's individual views and support them to participate in decisions that affect them. The Act promotes equality, quality of service and enhances access to the provision of information people receive. It encourages a renewed focus on prevention and early intervention.

The Wellbeing of Futures Generations (Wales) Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Public Service Board, and the public bodies that form part of the service board is required to take all reasonable steps to meet their respective well-being objectives and in turn work towards achieving the well-being goals.

Both Acts work together to improve outcomes for people; recognising that the needs of individuals, families and communities are met by multiple organisations.

Early Help

In Flintshire we use the term Early Help as the umbrella term that describes our continuum of service response from universal/preventative services.

Early help can prevent problems from getting worse by providing support to families when a need is identified or as soon as a problem emerges. This can be at any point in a child's life, from conception, through childhood and into adolescence. It can also prevent further problems arising by building resilience with families to find their own solutions in the future.

It should not be seen as a specific service, but any service, and crucially how services work collectively through tailored support packages for specific needs in individual families.

Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help;
- Undertake an assessment of the need for early help; and
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

The Parenting Framework is a commitment to Flintshire parents; it is about the needs of parents and how services working and planning together will respond to those needs so that all ‘parents’ are confident in their role as parents; raising confident children and young people, next generation adults, who are able to reach their potential in life; working in partnership with a confident, skilled parenting workforce, and other professionals and services who have contact with parents and carers in their parenting role.

Parents have told us that they would welcome information, guidance and support to equip them for their parenting role and the various changes as their children grow, and when families and circumstances change. They value support in developing parenting skills and having opportunities to attend family based learning. We need to build on what is working well and secure funding, to increase partnership working and capacity building, and to design provision with local providers.

It is our aim to provide parents with opportunities to access parenting programmes and to offer evidence based, needs driven programmes and workshops for parents with children aged 0 – 18. By providing targeted and universal learning that enables parents and carers to develop life skills, address behaviour and increase emotional resilience; to offer across a range of settings, schools, early years and community base; with potential for externally accredited national qualifications.

We have reviewed local delivery and have researched suitable parenting programmes to build the infrastructure to offer programmes and workshops through various mediums and service delivery . We have produced a ‘Parenting in Flintshire Parenting Framework’, to further develop and enhance service delivery and a proposal for the ongoing development and delivery of parenting programmes in Flintshire.

It is the responsibility of all services and organisations that work with parents and families to contribute to information, advice and assistance for families as no one organisation can achieve this on their own. This requires a change in which services and organisations work, moving towards a multi-agency approach, with opportunities for pooling and aligning budgets and resources where this will result in more effective use of those resources with improved outcomes. It means that services and organisations will plan service delivery in a more complimentary way to ensure value for money and better outcomes for children, young people and families. Collectively we will proactively seek and take opportunities to secure funding to respond to identified gaps through external joint bids and/or establishing partnership working. Any updates to the proposed supported programmes is agreed through the multi-agency Parenting in Flintshire Strategy Group. For a list of members please contact Parenting Strategy, The Westwood Centre, Buckley.

FOCUS FOR DEVELOPMENT OF PARENTING PROGRAMMES:

- A compilation of recommended multi-media self-help interventions for parents in raising their children. As a minimum this will be published through the Family Information Services Flintshire website.
- The Webster Stratton Incredible Years (IY) Programmes are supported and extended in line with investment to date in training, supervision and accreditation (Baby; Toddler; School Readiness; BASIC 3-6 and 6-11; Advanced and Home Coaching).
- Family Links Nurturing Programme is supported and extended across communities in line with investment to date in training, supervision and accreditation.
- Embed 'parenting' within the school curriculum and community focus, identifying skills for children to be 'parent ready', such as SEAL for children and other wellbeing programmes, and the STEPS and Friends, confidence and relationships building programmes.
- Challenging Years and Take 3 is continued in settings where it is already delivered, in response to national guidance and local investment and experience. Continue to develop community facilitators, with in-county training.
- An audit of provision of programmes for parents of children and young people with severe ADHD or displaying early signs of Attention Deficit Hyperactivity Disorder, and Autistic Spectrum Disorder.
- Four areas of specialist development are proposed for future development for parents whose needs are not sufficiently met by universal and targeted programmes. Additional 'specialist' programmes may also be required over time. Parents requiring particular attention include:
 - ❖ Parents with high level needs whose own attachment relationships and/or mental health problems or learning disabilities are significantly impacting on their ability to parent their children.
 - ❖ Parents of children who are in need of protection.
 - ❖ Parents of children with a disability.
 - ❖ Parents of children with identified mental health disorders.
- Potential to work cross-county. This will require an input of funding and capacity to deliver and coordinate.
- Ongoing professional development for trained facilitators to ensure consistency of delivery and quality provision.

The vision for Flintshire is that the delivery of evidence-based parenting programmes becomes accepted standard practice, and that over time, parents have the opportunity to access a group programmes at early intervention and prevention in their local area. It is agreed that the availability of parent programmes is the responsibility of no one agency, but that each agency is crucial in contributing to the whole – the sustainable delivery of parent programmes is truly multi-agency. It is acknowledged that this will require a redefinition of role in some areas, and service modernisation in others (at practice and management levels) to lead to effective changes in practice over time.

Note: It is important that any programme offered meets the needs of the parent through appropriate assessment and understanding of the programme.

Therapeutic groups for parents identified as having specific needs that are not met by evidence-based standardised parent programmes are not the focus of the Parenting in Flintshire Strategy Group. These will continue within services as required.

Note: For further information on each parenting programme please refer to the Parenting in Flintshire Framework (March 2018), The Parenting in Wales: Guidance on Engagement and Support (May 2017) and the Flying Start - Annex Parenting Support Guidance (May 2017)

<http://gov.wales/docs/dsjlg/publications/cyp/170519-parenting-in-wales-guidance-en.pdf>
<http://gov.wales/docs/dsjlg/publications/cyp/170519-parenting-guidance-en.pdf>

Parenting in Flintshire

Jan 2018 v9	Focus for immediate support and development	Sessions (2 hrs approx)	Service/s
Specialist Services Families with acute, high-end needs, which require statutory interventions	Challenging Years (9-17 years)	4	Children's Services
	IY Advanced programme (4-12 years)	9-11	Children's Services
	IY School Age Basic (6-12 years)	12	Children's Services
	Family Links Nurturing Programme (3-11 years)	10 - 12	Children's Services
	IY Preschool Basic (3-6 years)	14-18	Children's Services
	IY Parents and Babies (0-12 months)	7	Children's Services and Health Visiting
Intensive Support Families with multiple needs, which require coordinated, intensive multi-agency support	Challenging Years (9-17 years)	4	Children's Services Care and Support
	IY School Age Basic (6-12 years)	12	Children's Services Care and Support; CAMHS
	Family Links Nurturing Programme (3-11 years)	10 - 12	Children's Services Care and Support
	IY Preschool Basic (3-6 years)	14-18	Children's Services Care and Support; CAMHS
	IY Autistic Spectrum and Language Delays (2-5 years)	12-14	Children's Learning Disability Services
	Parents of children and young people with severe ADHD	Multiple options	CAMHS
Early Intervention Support Families with some additional needs, which can be met through early intervention services or through coordinated multi-agency support	STEPS / PX2	11	Flying Start; Y Teulu Cyfan
	Parenting Active Children (workshop)	1	BCUHB; Y Teulu Cyfan
	Who's In Charge? (Child to parent abuse 8-18 years)	8	Y Teulu Cyfan, Action For Children, Neuro Team, DASU
	Take 3 (9-17 years)	10	Y Teulu Cyfan
	Challenging Years (9-17 years)	4	Y Teulu Cyfan; Schools
	IY School Age Basic (6-12 years)	12	CAMHS; Y Teulu Cyfan; Action for Children
	Family Links Nurturing Programme (3-11 years)	10 - 12	Flying Start; Y Teulu Cyfan
	IY Preschool Basic (3-6 years)	14-18	CAMHS; Y Teulu Cyfan Primary Schools
	Families And Schools Together (FAST child 3-5 years)	8	Primary Schools
	Come and Cook	7	Flying Start
	Let's Talk with Under 5s (1-5 years)	7	Flying Start
	IY Parents and Toddlers (12-36 months)	10	Flying Start; Y Teulu Cyfan
	Let's Talk with Your Baby (3-12 months)	7	Flying Start
	IY Parents and Babies (0-12 months)	7	Flying Start
	Baby massage (0-12 months)	5	Flying Start
Solihull Antenatal programme	5	Flying Start	
Universal Services Families with mostly no additional needs. Receiving universal services, e.g. schools, healthcare	Come and Cook	7	BCUHB
	Families And Schools Together (FAST child 3-5 years)	8	Primary Schools
	IY School Readiness (3-5 years)	4	Flying Start / Schools Parenting Strategy / Schools
	Web-based, CD, audio self-help e.g. Parenting Puzzle E-learning; Parentchannel.tv; Bibliotherapy; MindEd (Royal College of Psychiatrists); Give It Time - http://giveittime.gov.wales/?lang=en	Multiple options	

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