STOP

A Supportive Programme for Parents of Teens

Programme Report 2015
www.theministryofparenting.com
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Introduction

The STOP Parent Training Programme was originally devised and piloted in Essex in January 2000 and was delivered as a joint innovation by the Essex Youth Offending Service and North Essex Partnership Foundation Trust. Following two successful pilot schemes the programme was implemented across Essex in 2002. Since then, STOP Parent Training Programmes have run across the UK and training has been implemented in Poland.

STOP is a programme which was originally designed for parents who have had, or are at risk of having, contact with the police or youth offender service, however it is now used in all different kinds of settings, including schools and community settings and delivered to parents of children/adolescents with challenging behaviours as a preventative method.

Need for STOP

Risk-taking behaviour is a normal and positive strand of development and supports the development of resilient, active, and positive young people who aspire to do the best they can for themselves and the world they live in. Harmful risk-taking behaviour can reduce opportunity, limit aspiration, increase vulnerability, promote criminal or anti-social behaviour and cause physical and psychological problems. Research has identified factors in young people’s associated harmful risk-taking.

Risk factors include:
- Poor parental supervision and discipline
- Family conflict
- Family history of problem behaviour
- Parental involvement / attitudes condoning problem behaviour

Research has also identified protective factors. These factors operate together as a ‘protective process’

Protective factors include:
- Strong bonds with family
- Healthy standards set by parents
- Opportunities for involvement in families
- Social and learning skills to enable participation
- Recognition and praise for positive behaviour

Although children may be born with certain predispositions, behaviour patterns are ‘learnt’. Community-based action to reduce risk in children’s lives and enhance protection can not only enable them to achieve their potential, but also reduce the chances of involvement in crime, substance misuse and other problem behaviour.

The aim of the STOP group programme is to reduce risk-taking behaviours by;
- Strengthening parent monitoring skills
- Modifying parent self-modelling behaviours
• Improved listening and praise skills
• Improved understanding about peer influences
• Encouraging positive parent/young person interactions

This in turn, will increase child and adolescent pro-social behaviours and decrease harmful risk-taking behaviours

A parenting program, like STOP, involves a complex process of attempting to raise awareness about parenting and teaching techniques to parents and carers by having them participate in a series of group sessions which are run by a trained facilitator. These may include group discussions, feedback, videos, role play and homework, to help parents find ways to improve their parenting or to affirm their own parenting methods.

Research in this area is of high interest and there is much evidence suggesting that these parenting programs are a great success. Research has shown that parenting programmes are an effective approach to support both parents and young people in making positive changes to family behaviours, as well as promoting mental well-being and reducing the risk of domestic abuse. Good parental skills and parental education lead to long term benefits in reducing neglect, abuse, criminal and anti-social behaviour in young adults, as well as improving maternal and paternal mental health, education and employment outcomes.

For example, studies have calculated the total costs of responding to youth crime at between £4 billion (1) and £11 billion (2) annually. The consequences of social exclusion and other negative outcomes inflict huge costs on society and the economy:

• Anti-social behaviour costs the public £3.4 billion per year
• The annual cost of school exclusion is estimated at £406 million
• It costs about £110,000 a year to keep a child in residential care and £60,000 for a young offender’s institution

Exposure to parent-based risk factors can also have significant cost implications for young people’s life chances:

• 63% of boys whose father goes to prison, are eventually convicted themselves
• 61% of children in workless couple households live in poverty
• Children who experience parental conflict and domestic violence are more likely to be delinquent
• In the UK, around 10% of 5 – 15 year olds have a behavioural or mental health challenge. They are more likely than others to suffer from poor emotional well-being and to misuse drugs and alcohol.

Aggressive behaviour can be linked to higher incidences of involvement with the youth justice system; gang and weapon carrying; smoking; anti-social behaviour and children wanting to leave home. (Parentline Plus 2010) thus putting these young people at even higher risk of disadvantage into their adult lives.
The objective of STOP, as an intervention, is to reduce problems by strengthening and improving skills such as parent management and timing of parental skills by modifying and encouraging positive parent-child interactions. This in turn, will increase child and adolescent pro-social behaviours and decrease oppositional or anti-social behaviour.

Puberty and adolescence can be a very difficult and stressful time for both young people and their families, including changes in family life such as shifts in family relationships, huge physical and emotional upheaval and key influences from peers.

During this time the young person’s challenging behaviour can increase, which can result in adolescents becoming involved in criminal activities and the wider culture of alcohol and drug misuse. If this challenging behaviour manifests itself, there is a chance that these young people can be excluded from school, which in turn increases the likelihood of these young people participating in criminal activities. This can then result in prison sentences and the development of serious behavioural problems and conduct disorders (an age inappropriate disruptive and anti-social behaviour including high rates of compositionality, defiance and aggression, which can lead to unhappiness, low self-esteem and poor academic performance in the short term and aggression, drug abuse, depression and criminal and violent behaviour in the long term). Therefore, there needs to be more opportunities to allow parents to share knowledge, discuss general troubles and develop a better awareness of young people’s transition into adulthood, this is why The STOP Parent Training Programme has been developed.

+ The STOP Programme Overview

The STOP Parent Training Programme is a 10 week programme for parents of children/adolescents aged 11-16 years old. There is an additional three sessions which can be added to the 10 week programme, or exchanged for two of the set sessions- the notion is then that the programme can be more targeted to the needs of the parents attending the individual groups.

The STOP programme aims to have 10-16 parents per group and each session lasts approximately two hours. The programme sets out to support parents and to help them support their core relationship with their child/adolescent, both in the short term and the long term. This is done by offering parents aid and teaching them to better understand their adolescent child by encouraging them to improve their listening, praise and encouragement skills, giving them information and teaching about practical ways to cope with their child/adolescents behaviour, practical ways to deal with confrontational situations, reassurance about their role, a realistic understanding of what should be expected of a parent or carer and a better understanding about peer influences on young people.

The Programme follows a ten week outline of: making the change, missing the hook, listening, praise and encouragement, problem solving, setting the limits, drugs, what do you need to know, living as a parent, putting it all together and a programme review. These therapeutic methods look at reducing anti-social behaviour, averting
personal distress and enhancing individual and social skills, thus improving the quality of family life. What is important is that The STOP Parent Training Programme places its emphasis on what the parent is doing well, thus empowering the parent to then take the next step in improving what they feel they are not doing as well.

The STOP Parent Training Programme is run by a group facilitator whose purpose is to facilitate the group by building up a reciprocal relationship using, equally, their own knowledge and the group’s strengths and perspectives. By doing this the group facilitator will build an environment of trust, enabling parents in the group to feel safe and be able to experiment with the strategies and techniques offered. The group facilitator in the STOP programme is expected to have a background in working with adolescents and their families have undertaken a Group Facilitators Foundation Course (preferably at a credible level). They should have excellent interpersonal skills and an understanding in social learning theory and good listening skills. The group facilitator also needs to bear in mind that the information should be delivered tailor-made to the individual client group.

The STOP Parent Training Programmes aim is not to focus on the adolescent’s anti-social or challenging behaviour, but to reduce the levels of stress within the family to a manageable level. STOP believes that children, adolescents and parents within a family all have their own individual rights protected, adolescents need to grow and formulate their own ideas both morally and socially, and parents have their individual rights too. All these needs must be respected by all family members and society as a whole.

The STOP parent’s hand-outs are also available in Polish

STOP Evaluation

Collective data has been taken from the three main areas where STOP has been implemented, Essex Sussex and West Berkshire. Even though we are aware there have been many more groups and parents who have undertaken the STOP programme the tables below ONLY account for the numbers of parents who have completed fully the attendance requirements for the STOP programme and completed the evaluation forms before and after

STOP parental characteristics

During 2011-2013; 326 parents participated in completing the full pre and post data collection. The data was processed and analysed by CEDAR Warwick University. Overall, Ministry of Parenting STOP courses included 72 parents and East Sussex STOP programmes included 254 parents. The information below describes the demographic characteristics of participants.

<table>
<thead>
<tr>
<th>Total number of parents</th>
<th>Full Sample</th>
<th>MoD</th>
<th>East Sussex</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=326</td>
<td>N=72</td>
<td>N=254</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Biological parents</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>% Men</td>
</tr>
<tr>
<td>% Single parent</td>
</tr>
<tr>
<td>% in rented accommodation</td>
</tr>
<tr>
<td>% No educational qualifications</td>
</tr>
<tr>
<td>% White British</td>
</tr>
</tbody>
</table>

**Child characteristics**

<table>
<thead>
<tr>
<th>Child average age</th>
<th>12 years (range 8-17 yrs)</th>
<th>12.5 years (range 8-16 yrs)</th>
<th>12 years (range 8-17 yrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Boys</td>
<td>62%</td>
<td>67%</td>
<td>61%</td>
</tr>
<tr>
<td>% on free school meals</td>
<td>45%</td>
<td>46%</td>
<td>45%</td>
</tr>
<tr>
<td>% with SEN statement</td>
<td>16%</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>% receiving extra support in school</td>
<td>31%</td>
<td>32%</td>
<td>31%</td>
</tr>
</tbody>
</table>

**Outcomes to date**

All STOP parenting groups are evaluated;

Quantitative - parent numbers attending programmes and age of children they are responsible for, number of referrals and from which agency, demographic information. Practitioner numbers attending training and numbers subsequently delivering interventions. Pre and post evaluation; since 2010 East Sussex and Essex have commissioned Warwick University to collate and assess the STOP parent group evaluations; this is collected via a self-completion questionnaire which are administered to all parents attending. The pre-group questionnaires are completed at the introductory meeting. Questionnaires were then completed in the final week of the group. These incorporate standardised measures such as the: Strengths and Difficulties Questionnaire (SDQ), Parenting Stress Index (PSI) and General Health Questionnaire 12(GHQ12). These all have their merits and we are keen to evidence our outcomes in line with the national recognised measures and are very aware that these measures also shape our service if outcomes are not being met. Using these methods comparisons can be drawn at different time points to evaluate change over time with the programme and measure its effectiveness. To ensure the performance management of the group facilitators, all facilitators have to complete the weekly programme session fidelity checklists.
Qualitative: Thank you cards from attendees, weekly evaluation forms. Anecdotal evidence. We have hard evidence (quantitative data) that shows that the project is effective in the short term. The wider national evidence suggests its effectiveness long term, but we want to prove this at both locally and at district level, so beneficiaries know why this is going to benefit them.

CEDAR 2011-2014 data summary

Full Sample
Among the 326 participants for whom CEDAR holds information, 128 had missing entries in their post-questionnaires. Therefore, data were missing on 39% of participants. The 128 participants with missing post data were not different on any of the demographic characteristics to participants with valid data in both assessments. In terms of the outcome data, participants with missing data had significantly lower scores on parenting laxness at the start of their course.

Change
These statistics are calculated only for those parents who completed both a pre-course and a post-course questionnaire.
- \( N \) of cases reports the number of parents with both a pre-course and post-course response.
- \( \text{Mean change} \) reports the average change in score between the pre-course and post-course scores. A positive score indicates an increase in mental well-being. Negative scores for parenting laxness and overreactivity indicate a decrease in these behaviours. For the child outcomes negative scores indicate a decrease in reported conduct problems, the impact of the child’s difficulties on the family, school or wider community (SDQ impact score) and the child’s total difficulties (SDQ total score) totalled across all four SDQ measures of conduct problems, emotional symptoms, hyperactivity and peer problems.
- \( \% \) cases improving: Indicates the percentage of parents whose post-course score improved compared to their pre-course score.
- \( \text{Effect size} \): The effect size expresses the mean change in score in relation to the typical variability in scores (as measured by the pooled standard deviation (SD) from the pre-course and post-course scores). This gives a standardised scale on which to evaluate the extent of the change that is comparable across all the measures. Effect sizes are conventionally described as small, medium or large as follows: \( 0.2 - 0.5 \) = Small; \( 0.5 - 0.8 \) = Medium; \( 0.8 \) or above = Large.

Programme average
These data are taken from the PEIP evaluation 2008-2011. The data reported are the averages for the particular programme being used by your course. For example, if you are using STOP, the programme average is for all parents in the PEIP who completed STOP. The change data for your course can be compared against the same data for all LA/Providers using that programme.
### Parenting Early Intervention Programme: Parent Evaluations "How was your group?"

**Course Provider:** Ministry of Parenting and East Sussex  
**Programme:** STOP

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Percentage of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The group leader(s) made me feel respected</td>
<td>198</td>
<td><img src="image" alt="Graph" /></td>
</tr>
<tr>
<td>2. The group leader(s) understood me and my situation</td>
<td>198</td>
<td><img src="image" alt="Graph" /></td>
</tr>
<tr>
<td>3. The group leader(s) worked in partnership with me</td>
<td>197</td>
<td><img src="image" alt="Graph" /></td>
</tr>
<tr>
<td>4. I felt I had control over what happened in the group</td>
<td>194</td>
<td><img src="image" alt="Graph" /></td>
</tr>
<tr>
<td>5. I felt I could be honest about my family</td>
<td>197</td>
<td><img src="image" alt="Graph" /></td>
</tr>
<tr>
<td>6. The group leader(s) made me feel good about myself</td>
<td>198</td>
<td><img src="image" alt="Graph" /></td>
</tr>
<tr>
<td>7. The group leader(s) were interested in what I had to say</td>
<td>198</td>
<td><img src="image" alt="Graph" /></td>
</tr>
<tr>
<td>8. The parenting group has been helpful to me</td>
<td>197</td>
<td><img src="image" alt="Graph" /></td>
</tr>
<tr>
<td>9. The programme helped me personally to cope with the problems I had</td>
<td>196</td>
<td><img src="image" alt="Graph" /></td>
</tr>
<tr>
<td>10. The programme has helped me deal with my child's behaviour</td>
<td>198</td>
<td><img src="image" alt="Graph" /></td>
</tr>
<tr>
<td>11. I have fewer problems than before coming to the group</td>
<td>195</td>
<td><img src="image" alt="Graph" /></td>
</tr>
</tbody>
</table>
PARENT EVALUATIONS HOW WAS YOUR GROUP?”

At the end of the course parents completed a short 11 item questionnaire entitled “How was your group?” The first seven questions relate to various dimensions of the group leader style, the last four questions relate to the helpfulness of the group/programme. For each statement, the report indicates the number of parents answering the item and the percentage that strongly disagreed, disagreed, agreed or strongly agreed with the statement. The data are also presented as a colour coded graph.
# Parenting Early Intervention Programme (PEIP3): Summary data 2011-2014

## Provider:
Ministry of Parenting & East Sussex  
**Programme:** STOP

## Date:
27/04/2014

## Outcome measure

<table>
<thead>
<tr>
<th>Outcome measure</th>
<th>Pre-course</th>
<th>Post-course</th>
<th>Change</th>
<th>Programme average (All LAs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of cases</td>
<td>Mean score</td>
<td>SD</td>
<td>N of cases</td>
</tr>
<tr>
<td>Mental well-being</td>
<td>316</td>
<td>42.2</td>
<td>10.8</td>
<td>196</td>
</tr>
<tr>
<td>Parenting laxness</td>
<td>244</td>
<td>20.3</td>
<td>8.3</td>
<td>195</td>
</tr>
<tr>
<td>Parenting Overreactivity</td>
<td>250</td>
<td>23.2</td>
<td>7.5</td>
<td>198</td>
</tr>
</tbody>
</table>

## Child outcomes

<table>
<thead>
<tr>
<th>Outcome measure</th>
<th>Pre-course</th>
<th>Post-course</th>
<th>Change</th>
<th>Programme average (All LAs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of cases</td>
<td>Mean score</td>
<td>SD</td>
<td>N of cases</td>
</tr>
<tr>
<td>SDQ Conduct disorders</td>
<td>316</td>
<td>5.1</td>
<td>2.5</td>
<td>194</td>
</tr>
<tr>
<td>SDQ Impact score</td>
<td>319</td>
<td>4.3</td>
<td>3.1</td>
<td>189</td>
</tr>
<tr>
<td>SDQ total score</td>
<td>309</td>
<td>19.8</td>
<td>7.7</td>
<td>190</td>
</tr>
</tbody>
</table>

### Effect Size of the programme for this provider

![Effect Size Chart](chart.png)

### Notes
The effect size expresses the mean change in score in relation to the typical variability in scores (as measured by the pooled standard deviation (SD) from the pre-course and post-course scores). Effect sizes are conventionally described as small, medium or large as follows:

- 0.2 - 0.5 = Small
- 0.5 - 0.8 = Medium
- 0.8 or above = Large

Only parents with both valid pre-course and post-course scores are included in the analysis. For parenting laxness and over-reactivity and for child behaviour problems effective outcomes are represented by reductions in scores.

The programme average data is drawn from all LAs using that programme as reported in the PEIP Final Report.

University of Warwick, Centre for Educational Development, Appraisal & Research (CEDAR)
The results show the STOP parenting programmes has positive effects on the parents’ mental well-being and style of parenting, as well as their children’s behaviours.

To date all parents who have completed the programmes rate the service highly, if they feel they have not completed or achieved their personal outcomes then we offer them the opportunity to take the course again- parents often find this very helpful as it re-affirms their learning. We have found the key element of increasing outcomes is through the time given to phoning and texting parents during the week, time before and after sessions to listen/coach on ‘other’ matters which are indirectly affecting their well-being i.e., housing, relationship, debt etc. In areas/target groups which are regarded as hard to reach we learnt that time given for the initial engagement period is crucial. This is why it is so important to have the staffing time to ensure we can offer this level of detail to the support we give. We estimate that each 2 hour group takes between 8 and 10 hours a week to plan, process, implement and evaluate. In the past when this time has not been given it has affected the parental and service outcomes. The data we have not been effective in obtaining is around the parents who are referred but will not engage, or withdraw from the group programme. We also have not been in a position to assess the impact the group programme from the referrer’s perspective.

Impact on the community - Data from Bracknell Forest Borough Council

September 2012 – July 2013

Data on 10 families

<table>
<thead>
<tr>
<th>Measure</th>
<th>Average score before</th>
<th>Average score after</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths Difficulties Questionnaire</td>
<td>19.2</td>
<td>16.9</td>
<td>13.6%</td>
</tr>
<tr>
<td>Becks Depression Index</td>
<td>13.1</td>
<td>4.3%</td>
<td>205%</td>
</tr>
</tbody>
</table>

Change in number of parents with significant issues

Each measure has a score above which the issues are significant
- SDQ 18+ is significant, 24+ is severe
- BDI 14+ is significant
- Eyberg issues y/n 12+ is significant
- Eyberg score 128+ is significant

<table>
<thead>
<tr>
<th>Measure</th>
<th>% with significant issues before</th>
<th>% with significant issues after</th>
<th>% change</th>
</tr>
</thead>
</table>

11
<table>
<thead>
<tr>
<th>Measure</th>
<th>Average score before</th>
<th>Average score after</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDQ</td>
<td>20.9</td>
<td>18.1</td>
<td>15.5%</td>
</tr>
<tr>
<td>BDI</td>
<td>13.3</td>
<td>6.5</td>
<td>104%</td>
</tr>
</tbody>
</table>

Change in number of parents with significant issues
Each measure has a score above which the issues are significant
- SDQ 18+ is significant, 24+ is severe
- BDI 14+ is significant

<table>
<thead>
<tr>
<th>Measure</th>
<th>% with significant issues before</th>
<th>% with significant issues after</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDQ significant</td>
<td>80%</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>SDQ severe</td>
<td>33%</td>
<td>27%</td>
<td>20%</td>
</tr>
<tr>
<td>BDI</td>
<td>40%</td>
<td>20%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Impact in a school - Chelmsford STOP Parenting Programme at Moulsham
High School outcome report

The STOP evidenced-based parenting programme (provided by the Ministry of Parenting) ran for 10 consecutive weeks (excluding school holidays) with a facilitator
and co-facilitator commencing on Wed the 25th of Sep, 2013 and finishing on Wed 4th of Dec, 2013 at Moulsham High School. Referrals came from either health professionals or community services, who had received flyers distributed throughout Mid-Essex from PROVIDE. Parents within Mid-Essex could also self-refer onto the course. A confirmation letter was sent to parents detailing the venue, date and times of the course prior to the start date. Parents were also invited in to a coffee/information session on Wed the 18th of Sep, 2013 to raise any queries they may have regarding the programme. They were given a brief description (plus hand outs) of topics to be covered and methods that would be employed. During the course, parents completed weekly evaluations plus a more detailed evaluation both at the beginning and end of the course (presented below). The following few paragraphs provide an overview of the parents’ evaluations and feedback of the 10 week STOP Parenting Programme.

Parent Weekly Evaluations
Over the course of the 10 week programme, parents were asked (on a weekly basis) to evaluate the content, which overall 1% found not informative, 1% found neutral, 32% quite informative and 66% very informative. The facilitators were also evaluated weekly, which 1% found neutral, 12% found to be quite supportive and 87% very supportive. Additionally, parents were invited to put down any further comments on each session, some of the responses included “Found session easier to cope with than expected as I feel very emotional listening and discussing issues close to my heart in relation to my daughter’s problems”; “I look forward to the next meeting”; “Great course, very useful for my work”; “Interesting to discuss various parenting styles”; “Thanks to everyone for being open about their issues”; “I love everyone!”; “A fantastic group - there has clearly been a huge positive impact on all families involved. Can’t wait to refer more. Thank you!”; “I have found these group sessions very helpful, as I can now see things in a different light. So I feel like I have been re-educated. Many thanks”; “Thanks for all your help and advice x x”; “Thank-you for all your help and advice x”; “Thank-you both” and “Have enjoyed all sessions. Thank-you”.

Parent Final Evaluations
Overall, the parents attending the Notley STOP course saw an improvement with their teen’s behaviour and family wellbeing (data compiled from 3 scored questionnaire’s, completed before and after the programme). In the Strength’s and Difficulties Questionnaire, 77% of parents’ reported an improvement in their teen’s emotional symptoms with 69% finding their hyperactivity had reduced and 23% experiencing an increase in pro-social behaviours. Parents saw a 62% reduction for both conduct problems their teens suffering less peer issues. By the end of the programme, the Parental Stress Indicator revealed that 69% of parents’ stress levels had been reduced, along with the General Health Questionnaire, which also showed that 69% of parents felt their health had improved.
Parent Feedback
Parents found out about the STOP group either through a school nurse, Child Welfare, Social Worker, Support Worker, leaflet, daughter’s counsellor or encouraged by wife! Parents’ reported that the most useful aspects of the group were meeting other parents, making friends and discussing similar difficulties, strategies, learning how to cope with teen better, getting to know everyone, sexual education, support, starting to see parents sharing positive stories and strategies, plus seeing their confidence grow, all of the new information, fun evenings, realising they could talk freely about concerns with others’ who understood, looking at self and how choices affect teen’s attitude, realising that it’s not only the teens fault but more to do with coping styles as a parent, learning to be patient and understand teens’ more, advice, the mix of information, conversations and chances for parents to interact, share stories and build relationships, plus problem-solving. As a direct result of the programme, parents felt they benefited from being encouraged to consider what (if any) action is needed before reacting, better understanding of teen and more patient, learnt to take a step back, feels more positive, much calmer, not rising to confrontation and increased awareness. Parents reflected that their teens’ behaviour had improved, feeling they were more understanding of why boundaries were in place, were able to put their own strategies in place, more affectionate and agreeable. Parents’ felt that by role-modelling calm behaviour, their teens responded in a calmer manner. Parents’ also reported that their teens’ had verbalised that the parents’ appeared happier and communication improved. Parents’ stated they were enjoying a better relationship with their teen, noting that both understood each other’s perspective better, were now enjoying spending time with teen, talking a little more, relationship had become less volatile and were receiving more respect and consideration from teen.

Evaluation Quotes
Parents described the group leaders as “Both very understanding and have a lot of good advice”; “Very dedicated, friendly and great knowledge”; “The group leaders were great, are both lovely people”; “Great support, great advisors, good fun”: “Were lovely. Thank-you for all your good advice”; “Very friendly, welcoming and non-judgemental”; “Received lots of information”; “Very welcoming, non-judgemental and good listeners” and “Very engaging, informative, enabling and friendly”. Other comments on the programme included “I now understand that teenagers are having to learn, I now realise that I was there once. Thank-you both”; “I wasn’t looking forward to it at all – but I’m so glad we attended”; “Didn’t think it would help but definitely has”; “Families involved have been impacted positively by the group and the group has led to huge positive changes to take place for all involved”; “Keep an open mind and be prepared to talk”; “Enjoyed it all” and “Well worth attending”.

Limitations
One of the limitations of the programme is that a 10 week STOP programme is just the start of an on-going process towards behaviour change and improved
relationships within families. However, throughout the course, parents were encouraged to support each other and were informed of existing and future groups that could provide additional support. Furthermore, parents' who had given consent to be contacted by mobile phone text alerts will continue to receive information on future courses offered by the Child Health Improvement Team at PROVIDE. This information is also disseminated amongst schools, health professionals and other community services. Lastly, it is worth noting that all observations made are subjective to the observer and their interpretation of events.

In conclusion, the parents who attended the STOP 10 Week Programme have progressed significantly, applying new strategies within the family home to improve behaviour and, consequently relationships. Further support would be beneficial for continued reinforcement of the techniques learned and to encourage positive and appropriate responses. Finally, collaboration between the school, parents and community services is vital to facilitate the social and emotional development of each young person as they evolve throughout their school life.

The pre 2010 and 2011-2013 data shows;

- Decrease of negative elements and an increase for positive elements. This shows that parental stress and family stress decreased after taking part in the group and relationship with the teenager, rate of coping and expectation of the group increased after taking part, showing that the group was successful at increasing or decreasing the relevant areas of the parent scales.

- Statistical significance was found for three areas, including family stress, rate of coping and expectations of the programme. This shows that changes in these three areas were not due to chance, the change was due to the intervention of The STOP Parent Training Programme,

- Feedback from parents attending the West Berkshire STOP Parent Training Programmes has also been positive, parents commented that the programme was very supportive, having a huge impact on both their children's behaviour and how they see themselves as a parent.

- The STOP Parent Training Programme was effective at reducing parent scales in some areas throughout the programme.

Overall, the results have been positive and show that improvements have been made and have improved family stress levels, rates of parents coping and the expectations of the impact of the group, thus showing that The STOP Parent Training Programme can be a success.
Value for money outcomes:

The incremental cost of parent training programmes has been estimated at £720 per family for a Group in the community; this compares to £3,000 per family for individual in the home support (Source: McCabe et al. 2005; NICE 2005). STOP group intervention is estimated at £183.59 - £221 per family.

Summary

While the aim of the STOP groups is to improve outcomes for young people, the practical targets include parents/carers. This is done in keeping with the belief that child well-being is largely determined by high quality parenting. We believe that our role is to support the child through the parent/ carers and therefore we need to concentrate on the parent’s needs. It has proved essential that we are not the sole case holder and that the child is being held in mind by one of the other partnership services, thereby giving us the freedom to work with the parent and for us to be holding the parent in mind. We have developed a fully modelling approach and philosophy to our work, as far as is possible: to nurture, care for and hold in mind the parents we are working with in order that they experience this for themselves and learn how to do this for their child. For parents to fully model for their children, good self-esteem, self-praise, and self-worth we first have to get parents to believe this within themselves, through the priorities of Every Child Matters.

New Developments

Pit-STOP is a NEW ‘One- to-One’ Parenting Programme Pit-STOP is a ‘one- to-one’ parenting programme tailored to individual parents/carers and young people’s needs. The objective is to enable parents to ‘break the cycle’ of negative communication, as they are supported towards a better understanding of the emotional and developmental changes in their young person. Parents are taught how to assess and reduce negative responses towards their young person and learn skills in how to communicate effectively; set fair limits; recognise and praise positive behaviours and understand how to regain and maintain a healthy relationship with their young person.

The programme is comprised of eight baseline content sessions which include subjects such as conflict management, listening skills, praise and encouragement, limit setting, family meetings and personal stress management.
The content in this guidebook is presented as an initial assessment session followed by nine sessions to include all eight core content and an ending session. However, the programme can be delivered over a longer period. The delivery of the information is tailor-made to the individual parent, for instance, some parents will need longer to process the information and may need greater support to make the changes. The goal of the professional is to impart clinically relevant information to each parent within a therapeutic relationship context, without being pulled into a counselling role.

The Pit-STOP programme is based on the theory and content of the STOP programme. Parents who have been involved in the Pit-STOP programme have, to date, stated that they have progressed significantly, applying new strategies within the family home to improve behaviour and consequently, relationships.

Parent Testimonials

1; This course for teenagers has helped me a great deal especially with my way of listening more to my teenage daughter, trying to understand her feelings a bit more and what other teenagers must go through. Also listening to the other people in the group and how they deal with their teenagers at home. I’ve become a lot more patient with her when we have disagreements and not get to boiling point where I feel myself shouting, stressed out over minor situations. I think this STOP course has been a great success for me. I can approach situations and arguments a lot more calmly since I’ve been on this course and try to de-stress myself by walking from her if I think the situation is never going to end. Overall [the facilitators] have been brilliant at listening to us as a group and helping us singly if we have any problems.

Testimonial 2; The STOP course has been a valuable experience and well worth the commitment of attending the sessions. Some of the small changes I have been able to make have improved communication within the family and drastically reduced the stress levels. I have learnt some practical tips in managing some of the more challenging teenage behaviours and feel I have a few tricks up my sleeve in time of crisis. Atmosphere in the group was very supportive. People shared their stories/experiences with their teens, the good and the bad. It’s been a bit like a toddlers group for teenagers. Lots of practical tips, strategies, support and laughter.

Testimonial 3; The STOP group was really fun and enjoyable and not at all what I expected. It also really helped me to have more confidence as a parent and helped a better happier atmosphere at home by following some of the advice. Also there were lots of good tips and funny stories from the group. It turned out to be fun and a good laugh and I would recommend it to anyone to give it a try.

Testimonial 4; I would like to take this opportunity to thank you for the STOP course. The course has been a real benefit for myself. Up until the STOP course I was very stressed and unable to cope with certain situations at home with my teenage son, which was putting a tremendous strain on my business and my personal life. The STOP course has changed this totally and I can feel I can handle anything
that may be thrown in my direction. It has taught me to remain calm and collected. The problems do not go away but the STOP course has given myself the confidence and understanding to cope with the various situations.

Testimonial 5;
It has made me think more about what you say and try to put across what I am saying in a positive way. I have enjoyed meeting up with other parents who find having teenagers can sometimes be challenging. I have noticed because I am calmer it has had a calming influence on the children. I have made a great effort to be less of a helicopter parent.

Testimonial 6;
The STOP course has helped me try to become a better parent in so far as trying to remain calm during difficult situations which has worked well many times. I found the consequence chores really helpful and have passed this onto friends. Thank you to both of you for a very enjoyable course.
Testimonial 7; ‘They have given me the tools I need to enable me to care for my son. I would highly recommend their services.’

Testimonial 8 ‘Thank you for all your help. I feel a different person and value my relationship with my teenager on a different level now. I can’t thank you enough for being there for me. I would highly recommend this group to anyone.’

Testimonial 9 ‘It’s been fantastic for me and my children. I don’t want it to end. Thank you.

STOP Practitioners Training

Delivery

The STOP content is currently presented as a three day course, which examines the underlying ethos and objectives of the STOP Programme on a week-by-week basis. Trainees are taken through the entire programme in chronological order, to provide a basic level of knowledge and skill that they can reflect upon when facilitating their own group. This also includes possible difficulties, experiential scenarios and the opportunity for open discussion around the minutiae of running a STOP programme in practical terms. All course attendees should be provided with their own STOP manual. Manual updated 2015

Who can attend

All group leaders and co-leaders for this programme should have a background in working with young adolescents and their families. It is recommended that they have undertaken a Group Facilitation Skills or equivalent Foundation Course, preferably at a credible level. They need to have excellent interpersonal skills and an understanding of social learning theory
Training numbers

Training is mainly delivered in Essex, West Berkshire and East Sussex. The training can be commissioned.

Total number of practitioners to date

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<th>Area</th>
<th>Trained</th>
<th>Level 3 trainer</th>
<th>Level 4 trainer</th>
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<tr>
<td>Essex / delivered by Essex based trainer</td>
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<tr>
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<td>East Sussex</td>
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Evaluation of the training

The STOP training score highly for teaching and leadership skills as well as content. The STOP facilitator training evaluation forms indicate that not only was the STOP facilitator training very useful to the practitioners who attended, but also that the facilitators who delivered the training were rated as above standard in terms of their knowledge, teaching and leadership skills.

Common statements from practitioners

‘I really enjoyed this training and can honestly say, the most useful training I have attended all year.’

- All of it! Great course that I feel would work so well with our parents – it just makes sense! Thank you!
- Examples of exercises to use with groups were very helpful.
- Going through the exercises that we will have to do with the parents – bring the words of the manual to life.
- Learning a new programme with great strategies for parents to use was helpful.
- Ideas from the rest of the group were helpful. Sometimes we had to answer questions as if we were parents in a group and this was very helpful to see their perspective.
• I thought the STOP programme was very practical and realistic. It was delivered very well. The best part was having a personal manual as usually you have to share resources.

• Every session was very helpful in order to have knowledge on how to run the whole course.

• The challenge of ground rules and the language we often use as professionals really made me reflect on my own practice.

• All the training days were very useful, especially session three.

• All of it was great but I particularly liked the idea of compensation. As you know it worked really well with my own child.

• The interactive games, information about safeguarding protocol, understanding that parents should compensate different parenting styles were very useful.

• Having opportunities to work in small groups to practice some of the scenarios was very helpful.

Percentage of practitioners trained who go on to run a STOP group
(East Sussex data- 2013)

Practitioners Trained

- Yes
- Unknown
- No
- Pending