



And



A Supportive Programme for Parents of Teens

Overview of the programme and training

www.theministryofparenting.com

Introduction

The Ministry of Parenting CIC

The Ministry of Parenting CIC head office is in Colchester, Essex, which has like Wiltshire a history base of roman archaeology and links with the British army forces,

How we got our name

2008 saw Jamie Oliver publish his book “Jamie’s Ministry of Food” cookery book from the television series of the same name. The original Ministry of Food was the Government’s response to rationing during the Second World War, in order to avoid the food shortages and malnourishment which was experienced during and after the First World War. Women who *could* cook were mobilized to provide support, and share recipes and tips to their communities and the general public on how to use their rations properly enabling people to eat and live better. The general message of The Ministry of Food was to ‘**pass it on**’ - learn a recipe, share it and teach others; keeping the cycle of knowledge alive.

The ‘**pass it on**’ movement is essentially a modern day version of the way people used to pass recipes down the generation. Founded in 2008, The Ministry of Parenting was inspired by Jamie’s passion for community thinking and sharing, as our wish is to pass on “a parenting menu” to support healthy parenting.

What do we do?

This recipe for success fits well with the concept of being a social enterprise company which uses its profits and assets for the public good. In 2005 the United Kingdom’s government introduced the concept of Community Interest Companies (CICs) under the Audit, Investigations and Community Enterprise Act 2004; enabling social enterprises to principally reinvest their surpluses into their communities, as opposed to being driven by a need to maximise profits for shareholders and owners.

The thread of ‘passing it on’ reverberates through everything we do, we do in partnership with others; whether with parents, children or professionals.

Families are at the centre of our work and we aim to give all families choice and control over what is offered to them. As a company we provide parenting and family interventions for parents of children aged 0 to 16, and for parents of children with particular needs or difficulties. These have included universal programmes for parents of babies, parents of toddlers and parents of school-aged children and specialist programmes, foster parents, parents of children making the transition to school, parents from the BME community, parents of children with diagnosed behaviour problems, such as conduct problems or Attention Deficit Hyperactivity Disorder (ADHD), parents with children experiencing separation or loss, parents with mental health problems or substance misuse and families living with violence or self-harm

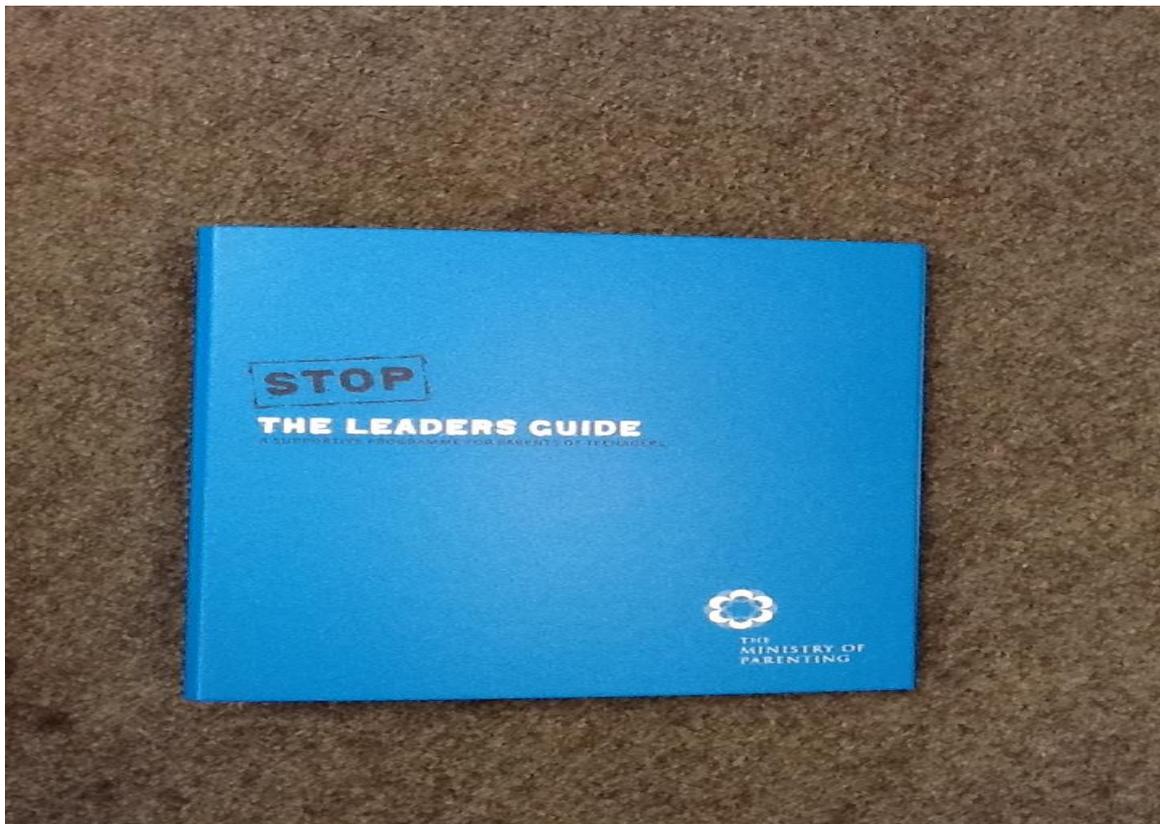
This thread of ‘passing it on’ continues with our professional trainings – with people traveling from as far afield to take part in our training programmes, our small team travelling to nationally to deliver trainings and the development of our train the trainer pathways. .



The STOP Parenting Programme

The STOP Parent 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 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.





The Pit-STOP programme

The Pit-STOP programme is based on the theory and content of the STOP programme. Pit-STOP is a home based parenting programme tailored to individual parents/carers and young people's needs



Section 1

How is the programme suitable for parents/carers of adolescents where parents/carers have concerns about their child's behaviour, emotional wellbeing and mental health, and/or learning at school?

The STOP programme

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.

The STOP Parent 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 manual is designed to guide the group facilitator through the sessions. The manual provides an outline of what should be covered in each session and suggested resources to facilitate that process. The delivery of the information should be tailor made to the individual group. The goal of the group facilitator is to impart clinical, relevant information to each parent within a therapeutic group context. Even though the programme is designed for ten sessions there are three additional sessions (Alcohol session, Conflict and Aggression session and Screeners section) and a follow up session plan. These can be added as additional weeks or can be replacement for the content in weeks seven and eight. The reason for this is to enable the group facilitator as much flexibility as possible in catering the STOP content to the targeted parenting group

The Programme follows a ten week outline of:

- Week 1 Making the change
- Week 2 Miss the hook
- Week 3 Listening
- Week 4 Praise and Encouragement
- Week 5 Problem solving
- Week 6 Setting the limits
- Week 7 Drugs, what do you need to know?
- Week 8 Sexual Health and Relationships
- Week 8 Living as a parent
- Week 9 Putting it all together
- Week 10 Programme review

Then additional sessions: Alcohol, Conflict and Aggression and Screeners

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 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 Programme is designed to be 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. They should have group skills experience, 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 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

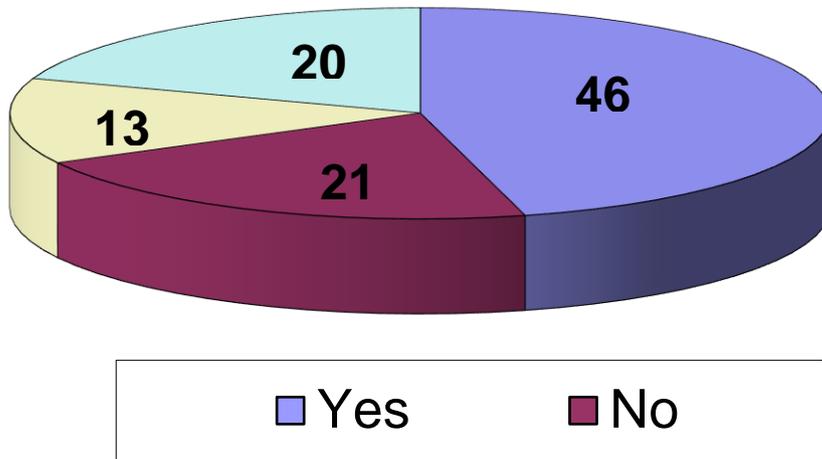
Pit-STOP

We became aware that not all professionals trained in the STOP programme were able to implement a STOP training due to either difficulties in staff release time, lack of confidence in running groups or personal logistics, (see pie chart below)

Percentage of practitioners trained who go on to run a STOP group

(East Sussex data- 2013)

Practitioners Trained



Also not all parents were able to attend a group setting due to work commitments, childcare etc. So we have produced the Pit-STOP programme.

The programme is comprised of eight base line content sessions which include subjects such as conflict management, listening skills, praise and encouragement, limit setting, family meetings and personal stress management.

The content is presented as a nine week programme however the programme can be delivered over a longer period

Content number	session	Content topic
		Consualtion and intial meeting
1		Making the change
2		Tranformers
3		Miss the hook
4		Listening
5		Praise and encourgment
6		Setting limits and problem solving
7		Consequences
8		Living as a parent
9		Putting it all together

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 to 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.

STOP & Pit-STOP Programme outcome

improved child behaviour	Enabling parents to "Break the Cycle" of negative communication, through supporting parents to commit to learning about the emotional and development changes in adolescent, assessing and reducing their own negative responses to their adolescents and learn skills to know how to communicate effectively; set fair limits, recognition and praise positive behaviour and how to make and maintain a healthy relationship with their adolescent.
improved parent/carer wellbeing	<p>Parents who know about and are involved in their children's lives are less likely to have problem adolescents</p> <p>By supporting parents and significant others in the adolescents life we aim to increase adult resilience skills and improved relationships which will then be transferred to the adolescent.</p> <p>The learning model is aimed at supporting the long term understanding of the rationale for change.</p>
reduced stress on families	<p>Enabling family members to explore family functions, examine the processes by which the family operates as a whole, including communication and gain problem solving skills to address current adolescent and parent conflict.</p> <p>Content subjects to include conflict management, listening skills, praise and encouragement, limit setting, family meetings and personal stress managing.</p> <p>By supporting the parents families in the group sessions, parents will be empowered to identify their own problems, needs and solutions. In most cases, outcomes for adolescents will only be improved by supporting and assisting parents/significant others to make changes</p>
improved child resilience, emotional wellbeing and mental health	<p>Adolescents who feel connected to their family smoke fewer cigarettes, drink less alcohol, use less marijuana, start sex later and are less likely to be involved in violence.</p> <p>Providing interventions and information on subjects which impact on both adolescents issues and family functioning, such as adolescent health, wellbeing, how families converse and how close the family members are.</p>

	<p>Family functioning is defined as the way in which the family members interact, react to, and treat other family members; it includes variables within the family such as communication styles, traditions, clear roles and boundaries, and the degree of fusion, flexibility, adaptation, and resilience.</p> <p>Resilience can be defined as “the ability and capability of individuals or families to display positive consequences given the stress and hardship associated with adverse and distressing situations”. For adolescents this is not an individual process, but a family systems process therefore family functioning and relationships plays an important role in family resilience.</p>
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Learning Methods

<u>Learning models</u>	<u>increased</u>
Tactile (discussion)	awareness on how the theory learnt can be transferred into practice
Kinaesthetic (role-play/games)	practice solutions to very realistic problems
Visual	learner involvement and intrinsic motivation
Homework tasks	Increased positive family time with adolescent

How is the STOP programme evidence based?

STOP programme is eclectic in its approach and is underpinned by a range of theoretical teachings.

- ✓ The Social Learning Theory underpins everything in STOP.
- ✓ The STOP programme is also underpinned by CBT as a thread in its theoretical basis
- ✓ The STOP programme has considerations also from the behaviourist school of thought
- ✓ Solution Focussed Therapy (Kim Berg & Steve De Shazer ,1978), Structural Family Therapy (Minuchin,1974)and Systemic Family Therapy (Gregory Bateson, Milan Team)
- ✓ The philosophy of the STOP Programme was influence by Carolyn Webster-Stratton's principles and The Incredible Years Series. The content of this curriculum is based on the experiences of the clinical and research efforts by numerous therapists and colleagues in Essex, the United Kingdom and Worldwide, especially the work of the Roller Coaster Project which developed from a multi-agency working party (1999). The philosophy advocates a collaborative approach to training, and this relationship is the underlying structure for the training/teaching intervention. The model's foundational base is on interacting with attendees. This requires the trainer to be open in their communication pattern and accepting differences. By building a relationship not based on authority but on a rapport with each person, the trainer is able to build an environment of trust; thus making the attendee feel safe and able to experiment with the strategies offered. Emphasis is placed on what the attendee is doing well and empowering the attendee to then take the next step in improving what they feel they are not doing as well on.
- ✓ To cultivate this within a learning model for the STOP training the authors promote the notion of constructive learning.
- ✓ In the process of the implementation of STOP, the theory base of Kolb (1984) in learning styles is reflected in the range of activities and homework tasks.
- ✓ 8)There is also an understanding of Group Development which is based on the work of Tuckman (1965)

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.

Total number of parents	Full Sample N=326	MoD N=72	East Sussex N=254
<i>Parent characteristics</i>			
% Biological parents	90%	94%	88%
% Men	21%	17%	22%
% Single parent	44%	43%	44%
% in rented accommodation	58%	60%	57%
% No educational qualifications	13.5%	20%	12%
% White British	94%	93%	95%
<i>Child characteristics</i>			
Child average age	12 years (range 8-17 yrs)	12.5 years (range 8-16 yrs)	12 years (range 8-17 yrs)
% Boys	62%	67%	61%
% on free school meals	45%	46%	45%
% with SEN statement	16%	18%	15%
% receiving extra support in school	31%	32%	31%

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; 2010-2014 East Sussex and Essex 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.
- *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 over reactivity 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.
- *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.

Parenting Early Intervention Programme (PEIP3): Summary data 2011-2014 Date: 27/04/2014

Provider: Ministry of Parenting Programme: STOP

	Pre-course	Post-course	Change	Programme average (All LAs)									
% cases													
N of Mean N of Mean N of Mean improv- Effect N of Mean improv- Effect Outcome measure cases score SD cases													
score SD cases change ing Size cases change ing size													
Parent outcomes													
Mental well-being	71	39.3	11.2	35	48.3	9.7	34	8.0	85.3	0.75	52	52	0.71
Parenting laxness	55	20.8	9.3	35	17.1	5.4	29	-5.2	75.9	0.66	56	56	0.61
Parenting Overreactivity	61	22.8	5.5	36	18.1	6.0	29	-5.0	72.4	0.89	55	55	0.67
Child outcomes													
SDQ Conduct disorders	71	5.1	2.6	35	3.7	2.8	35	-1.6	68.6	0.60	56	56	0.55
SDQ Impact score	70	4.8	3.3	35	2.1	3.0	35	-2.0	62.9	0.61	53	53	0.64
SDQ total score	71	20.0	8.3	34	15.3	8.2	34	-3.3	58.8	0.40	54	54	0.52

Effect Size of the programme for this provider

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

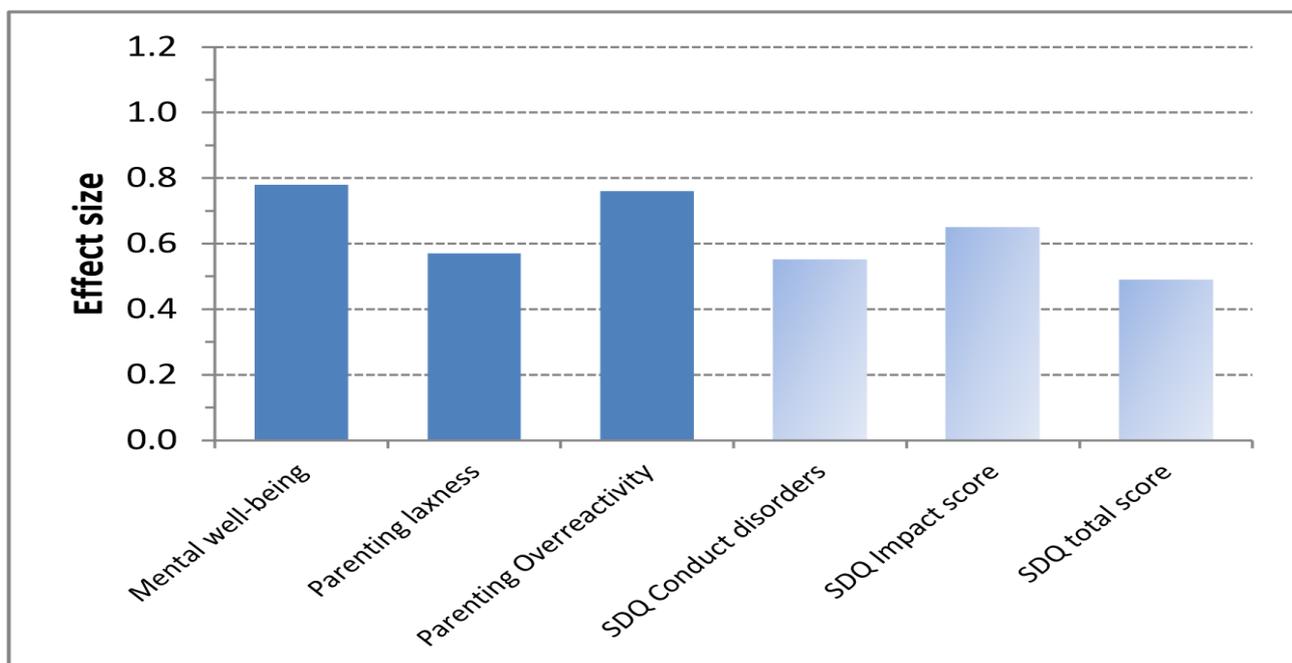
0.5 - 0.8 = Medium

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)



Parenting Early Intervention Programme: Parent Evaluations "How was your group?"

Strongly

Course Provider:

Strongly Agree

Ministry of Parenting and East Sussex

Agree

Disagree

Strongly Disagree



Programme:

STOP

		N	Percentage of respondents	
1.	The group leader(s) made me feel respected	198	13	87
2.	The group leader(s) understood me and my situation	198	21	78
3.	The group leader(s) worked in partnership with me	197	25	74
4.	I felt I had control over what happened in the group	194	4	47
5.	I felt I could be honest about my family	197	24	74
6.	The group leader(s) made me feel good about myself	198	25	73
7.	The group leader(s) were interested in what I had to say	198	15	84
8.	The parenting group has been helpful to me	197	25	75
9.	The programme helped me personally to cope with the problems I had	196	35	63
10.	The programme has helped me deal with my child's behaviour	198	40	59
11.	I have fewer problems than before coming to the group	195	11	45

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 7 and 8 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.

See Appendix A for more evaluation data from independent services which show the impact of STOP in local community settings

The pre 2010 and 2011-2014 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 Programme,
- Feedback from parents attending the STOP Parent Programmes has 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 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.

Pit-Stop

Pit-STOP is a new programme, with the programme manual going “live” in 2015 in Essex and East Sussex. Parents who have been involved in the Pit-STOP programme have to date stated they have progressed significantly, applying new strategies within the family home to improve behaviour and consequently, relationships.

Since the launch 3 trainings have been undertaken, below is comments from an East Sussex training on what trainees thought;

What went well;

- Time to reflect and explore how to adapt programme to 1-1 and sharing ideas on this. Particularly like the addition of the #2 ‘Transformers’ session – content vital & think it lends itself to lots of flexible and creative ways to personalise this session to parents’ needs and preferred learning styles.
- Mark and Scott both excellent trainers. However, I felt by mid-day I began to switch off due to this being day 4. I learnt so many new things however and enjoyed the day.
- It was fast paced. Flew through. Lovely folder. Shame about the spelling mistakes.
- I found the reflection time useful and the opportunity to talk things through with the team beneficial.
- Good to have the hand book for 1-1.
- Learning about the brain as we had not covered this in the Level 1 3 day training previously. Also folder very useful resource to use with parents and young people.
- Discussing scenarios with colleagues and gaining their views.
- Good pace and delivery. Although it was fast it felt okay as so similar to Stop.
- It’s great having a folder to use with our families.
- Talking about delivery of sessions with colleagues/scenarios. Folders nice. Biscuits/sweets.
- The delivery of the sessions here was good. The folder was good. Clear tools and strategies to support families.
- Discussing delivery with colleagues. Like the folder. Ideas given that were not in the folder as alternatives.
- Discussing ideas and delivery with colleagues. Folders. Handouts.
- Lots of tools and information – differentiating the group work to 1-1 sessions.
- I liked the way the training went with the session.
- Mark is really good at delivering this training.
- The programme was well presented and it is really useful to have the folder to look back on and have the worksheets for each session.
- I think I have a thorough understanding of the programme and how I would implement it. I think there were good examples of how to use in real life.

- Pace was good – practical examples were also useful. Glad there was no flip cart writing required by attendees.
- It was good to have an overview of the course and shown to work in details of the sessions. Keeping it moving.
- Re-focus on to 1-1 rather than groups. The folder :) like the ring binder more.
- The refocus on one to one went well.
- Being specific about 1-1.
- Group discussion/exercises.
- Good to re-cap after so long.
- Good refresher and good to know how to adapt Stop for 1-1.
- Facilitators – explanations and experience.

How will this help in your practice?

- Lots of strategies/tools to use with and collaborate with parents. Will no longer “dip in” – can recognise the need for programme to build on itself.
- Fantastic resources. New ideas gained.
- Very practical for working with families.
- I have found all the tools really useful for working with parents – they are practical and applicable. I feel I have gained confidence from this.
- I have used some of the ideas in the past. I still believe that group work is more powerful in the delivery but the cost to services does not help. Good to have the structure from hand book to have 1-1.
- It will help me deliver 1-1 parenting support to families which is particularly useful as the job role is changed to further include families in our work.
- I have gained more confidence in delivering this programme one to one with a parent from having resources shared with me.
- Working 1-2-1 with parents – often too anxious to attend STOP but most in need of parenting strategies.
- This will be extremely helpful in my work.
- Loads – can expect to deliver this straight away.
- I will use the strategies and tools which I have learned to help support the families I work with. I can use the resources I have learned straight away.
- Massively – will start Pit Stop ASAP. A structured programme to use with parents.
- Add structure and focus.
- I will use this training in many of the families I work with and now that all team members are trained it will be easier to share what works and what doesn't.
- I will have a better programme to work with families.
- Really relevant to my work with families. Helped improve my confidence.
- I am unaware whether I will be able to use the complete programme with many of my families.
- A lot of new tools but more importantly some structure around how we can use them effectively.
- 1-1 delivery in parents/clients own environment – learn at own pace.
- Excellent resource to use in 1 2 1 work with parents.

- Clear programme to support parents to have better relationships with their young people.
- Through one to one parenting sessions with parents.
- Useful techniques/tools.
- For 1:1 parenting work/home visits.
- Good to have an individual structure.
- Will help for 1-1 parenting.
- I will use with my parents.

Training

Delivery

STOP is presented as a three day course followed by the PIT-STOP training presented as a one course. Both programmes examines the underlying ethos and objectives of the programmes 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 and in one to one delivery. This also includes possible difficulties, experiential scenarios and the opportunity for open discussion around the minutiae of running a parenting programme in practical terms. All course attendees are provided with their own STOP and Pit- STOP manual.

The STOP Manual was updated 2015 and the Pit-STOP manual was produced in 2015

All programme handouts are also provided on the Ministry of parenting web site at no charge

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

Number of trainees per training

20 is the maximum number per training set.

Budget guideline per training

Trainers travel	Dependant on area
Trainers Accommodation	Dependant on area
Trainers fee (always 2 trainers and costs include travel time, set up , planning etc.)	£1300 per day for both trainers

Programme manuals	£60 each
Trainee refreshments and lunch	Dependant on area

Costs for trainees to consider post training to implement a group?

Included in the training is the facilitator manual so post training all that is required is;

STOP programme

- ✓ Release of staff time (2 group leaders per group)
- ✓ Venue (1 room)
- ✓ Photo copying
- ✓ Refreshments and small gifts for prizes
- ✓ Transport (dependent)
- ✓ Childcare (dependent)
- ✓ Video camera (for those going for the accreditations in the programme)

Pit-STOP programme

- ✓ Release of staff time (2 group leaders per group)
- ✓ Optional one meeting room if seeing family in clinical setting
- ✓ Refreshments
- ✓ Photo copying
- ✓ Video camera (for those going for the accreditations in the programme)

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.

STOP group leaders train the trainer's pathway

Level	Training
Level 1 ; Group Facilitator	Attendance at an approved STOP training course (3 days minim) Certification given on completion of all 3 days of the STOP training Level
Level 2; Certificated Group Facilitator	Completion of; 1. One STOP group as the group leader 2. Receive fortnightly supervision (minimum of 4-6 individual supervision sessions). Trainers (level 3 and 4) are able to provide level 2 individual supervision
Level 3; STOP trainer;	Level 3 enables the professional to implement a STOP training in own service area/region. Assessment at level three must be implemented in partnership with Jeannie Gordon, or a level 4 Executive trainer. It is expected that a STOP trainers have had training in group skills and have training and/or teaching clinical or educational accreditation/qualifications.

	<p>This assessment involves;</p> <p>Stage 1</p> <ul style="list-style-type: none"> • The implementation of a 4 groups • Level 3 application with CV detailing evidence of training/teaching clinical or educational accreditation/qualifications • Video review form; to be completed by the programme author or a level 4 Executive trainer. The video review is of one session of a STOP group <p>Stage 2</p> <ul style="list-style-type: none"> • Observation training of the training programme • Co leading training with a level 4 or 3 trainer
Level 4; STOP Executive Trainer	Able to implement trainings nationally and train level two facilitators to Level three.

Appendix A

Additional evaluation data from independent services

Impact on the community - Data from Bracknell Forest Borough Council

September 2012 – July 2013

Data on 10 families

Measure	Average score before	Average score after	% change
Strengths Difficulties Questionnaire	19.2	16.9	13.6%
Becks Depression Index	13.1	4.3%	205%

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

Measure	% with significant issues before	% with significant issues after	% change
SDQ significant	60	50	17%
SDQ severe	40	30	25%
BDI	70	10	85%

January to December 2013

Data on 15 families

Score averages and change

Measure	Average score before	Average score after	% change
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SDQ	20.9	18.1	15.5%
BDI	13.3	6.5	104%

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

Measure	% with significant issues before	% with significant issues after	% change
SDQ significant	80%	40%	50%
SDQ severe	33%	27%	20%
BDI	40%	20%	50%

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 handouts) 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.

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