



THE
MINISTRY OF
PARENTING

Incredible Years ADHD School Aged Parent Program Report

Introduction

This brief report is a summary reflection on the first extended version of the Incredible Years Parenting programme for parents of children with ADHD/ADHD. 11 parents completed the group programme which was funded through the Chrysalis fund and the Early Help service Project. The programme was delivered in Colchester, Essex.

Attention Deficit Hyperactivity Disorder (ADHD) is characterised by developmentally inappropriate levels of inattention, impulsivity, and over activity. These problems typically emerge in early childhood, are relatively persistent, and result in cross-situational impairment (e.g. at home and at school)

Left untreated, the long-term prognosis for these children is poor. Children with ADHD are at a much greater risk of experiencing problems in the educational, personal and social areas. Children with ADHD are also at a heightened risk of developing conduct problems, substance abuse, and interpersonal and occupational difficulties that can persist into adulthood.

The 2nd Chrysalis funded Incredible Years Parenting programme for parents of children with ADHD/ADHD started on the 27th September and 15 parents have started the group programme.

The Incredible years

The Incredible Years school-aged programme is aimed at parents of children aged 4 to 11 years. The course ran for sixteen weeks for two and a half hours. The group sessions were delivered by two skilled Ministry of Parenting CIC practitioners. Overall, the Incredible Years Programme aims to: promote positive parenting, improve parent-child relationship, reduce critical and physical discipline and increase the use of positive strategies and help parents to identify social learning theory principles for managing behaviour improve home-school relationships. The programme uses a collaborative approach, encouraging parents to learn from each other. Methods used include role-play skills practices, modelling, group discussion, home activities, reading of the incredible year's book and reviewing DVDs of family situations.

The families

Referrals were taken directly from parents and carers, and those working with parents, children and families.

The group started on the 19th April 2018 and completed on the 27th September 2018

15 parents started the group. 2 parents (a couple) withdrew at week 4 due to childcare issues and the mother of the couple was offered a place on the following course which is a daytime group as this was

more suitable with their child care arrangements. The other pair were a mother and grandmother who withdrew in week 7 for personal reasons.

Of the 11 parents who completed, 2 were fathers, 7 mothers, 1 a step mother and 1 a grandmother.

Of the 11 parents, one was a couple, and 1 parent had 2 children with the ADHD diagnose. Therefore, 11 children were directly affected by the intervention. Children's ages ranged from 6 to 9 years. All the children were male.

There were 13 siblings indirectly affected by the intervention.

All the parents had children either been diagnosed with ADHD or where at the final stages of assessment for ADHD. 8 of the parents' children also had an ASD diagnoses alongside the ADHD diagnoses. The reasons from parents who want to attend a parenting group range from; wanting to manage children's meltdowns /outbursts, learning strategies to support a child with ADHD , learning how to manage own stress, to improve family communication and relationships.

In addition to the group, the Chrysalis fund funding supported 2 parent ADHD workshops. These workshops were an open questions event with Dr Harish Mahadevappa(consultant at the Paediatric Neurobehavioral Clinic, Colchester Hospital University NHS Foundation Trust) and Jeannie Gordon (Director at the Ministry of parenting CIC and Incredible Years Mentor) where parents, carers and family members could ask questions about ADHD, dispel the myths about ADHD and learn about the reality ADHD has on children's brain development, behaviour and emotions.

Total of 23 adults benefited from the workshops. Indirectly supporting 42 children

Measurement of effectiveness of the Incredible Years ADHD group programme

Strengths and Difficulties Questionnaire

Effectiveness was measured using the Strengths and Difficulty Questionnaire (SDQ); is a brief child mental health questionnaire for children and adolescents ages 4 through to 17 years old and developed by the UK child psychiatrist Robert N Goodman. SDQ ask about 25 attributes, some positive and others negative. These 25 items are divided between five scales: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and pro-social behaviour. The same self-completion questionnaire is given to the parent at the start and at the end of the course. The total difficulty score of the SDQ (range 0-40) is a fully dimensional measure, with each one-point increase in the total difficulty score corresponding to an increase in the risk of mental health disorder. The higher the score the more at risk to emotional and behavioural problems.

A post decreased is a positive result. Score meaning;

- 0-15; low need
- 16-18; some need

- 19 – *clinical need level
- 20 plus; high need

Table A; shows data on 11 parents who completed the SDQ in full at the start and completion of the Incredible Years programme. Please note the scores are only a guide, not a formal clinical assessment and the questionnaire was brief so is not the same as an individual assessment by a professional expert.

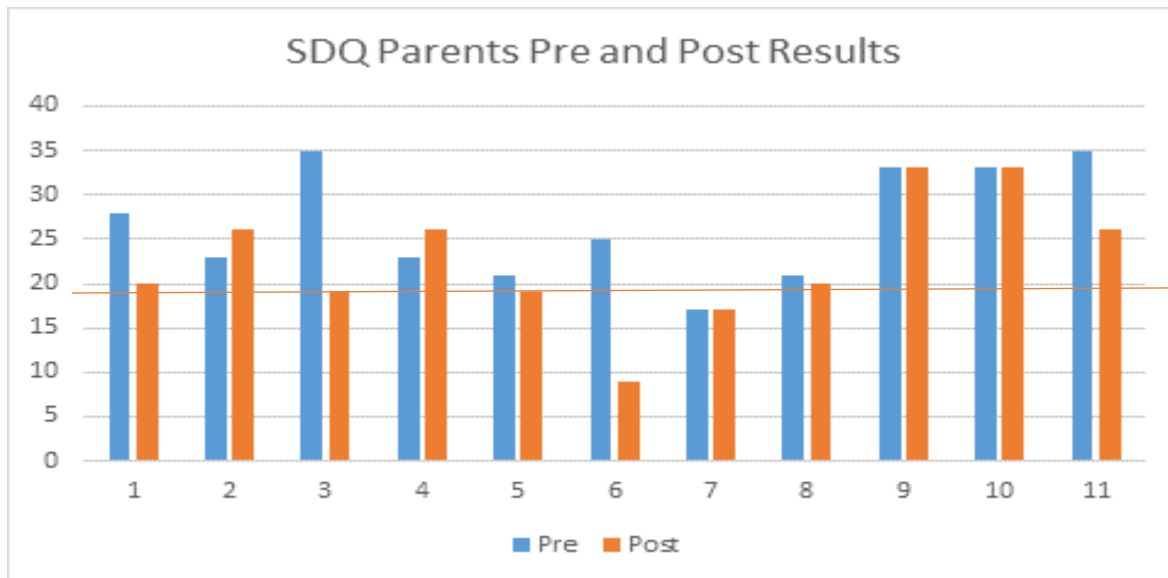


Table A

The parent’s pre-group self-scoring results show; the need range was from 17 (some need) 35 (very high need). 10 of the children scored in the clinical intervention/ high level of need at the start, which was expected considering the target group.

The parents post group self-scoring results showed;

2 children’s scores increased; One of these was a father who increased his time with his son over the course programme and scored higher as he felt he knew his son better. The other parent had a relationship breakdown during the course programme and felt this influenced her son’s behaviour

3 children’s scores remained the same

5 children’s scores decreased but remained in the high-level range. 2 broader line however one child’s score remained very high (33). This indicated that that there are additional needs for the child and/or additional needs for the family i.e. emotional welling issues. This figure is in line with research ¹ states that vulnerable parents with more complex needs may require additional wrap-around supports longer term effective change.

1 children dropped out of clinical range

¹ Bruns, E.J. & Walker, J.S., (2011). Research on the wraparound process: Intervention components and implementation supports. Journal of Child and Family Studies, 20, 709 – 712.

6 children's scores were decreased.

The S&D results are positive and show that 55 % of the group felt an improvement in their children behaviour.

Cost effectiveness

It is difficult to calculate the true costs saving to society on the individual child/family. Following cost analysis from research ² It is estimated that the total additional education cost per child who scores in the SDQ high/clinical range (over score 19) is £1571. Therefore, the findings from this group SDQ scores would indicate that the incredible years programme was found to have a high probability of being cost-effective in the longer term by shifting 1 child from above the clinical concern to below and reducing the SDQ scores of the 5 of the children who remained in the clinical /high range.

Parent's satisfaction Questionnaire

Parents were asked a range of questions at the end of the course to rate their experience of the course overall satisfaction, teaching format, parenting techniques, group leader and the group process (bonding).

Table B shows the overall mean scores.

Score meaning

- 1) very dissatisfied
- 2) dissatisfied
- 3) slightly dissatisfied
- 4) neutral
- 5) slightly satisfied
- 6) satisfied
- 7) greatly satisfied

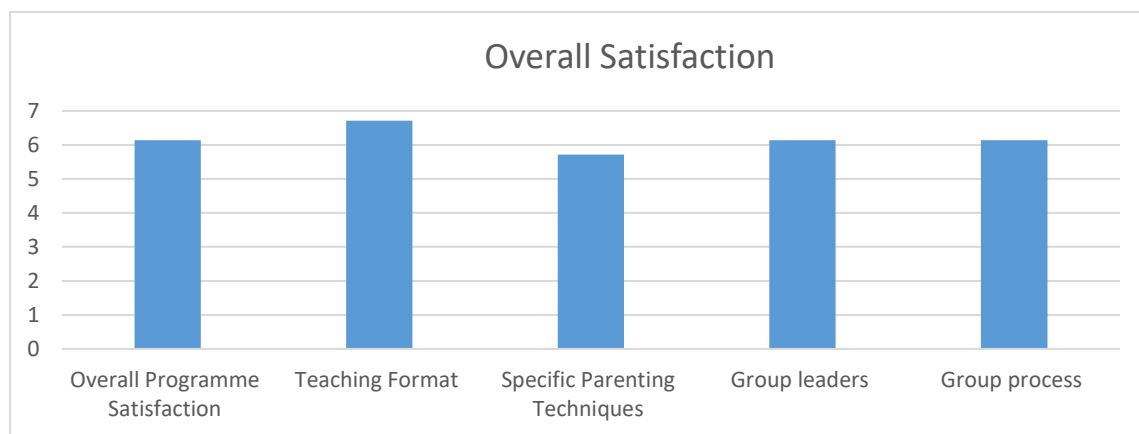


Table B

The table indicates that the parents were satisfied with the incredible years programme

Table C shows the group mean scores of the different teaching formats.

² Edwards, R.T., Jones, C., Berry, V., Charles, J., Linck, P., Bywater, T., & Hutchings, J. (2016). Incredible Years parenting programme: cost-effectiveness and implementation. *Journal of Children's Services*, 11(1), 54-72. DOI: 10.1108/JCS-02-2015-0005.2016

Score meaning

1) Extremely useless 2) useless 3) slightly useless 4) neutral 5) somewhat useful 6) useful

7) Extremely useful

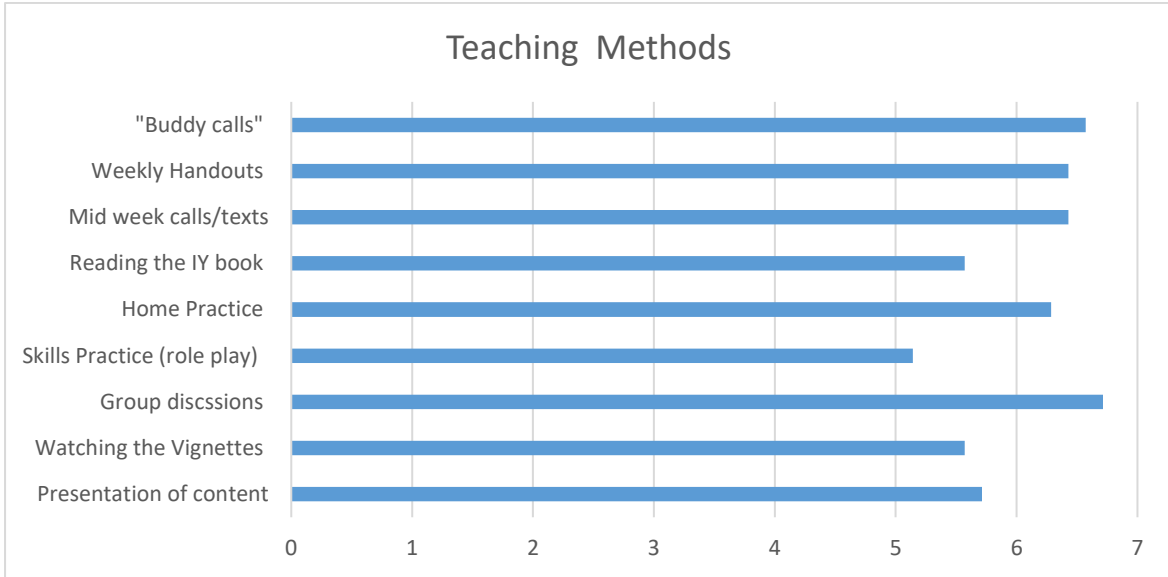


Table C

This table results show the parents rated the group discussion the most useful teaching format. The role play practices rated the lowest.

Table D shows the group mean scores of the different specific parenting techniques.

Score meaning

1) Extremely useless 2) useless 3) slightly useless 4) neutral 5) somewhat useful 6) useful

7) Extremely useful

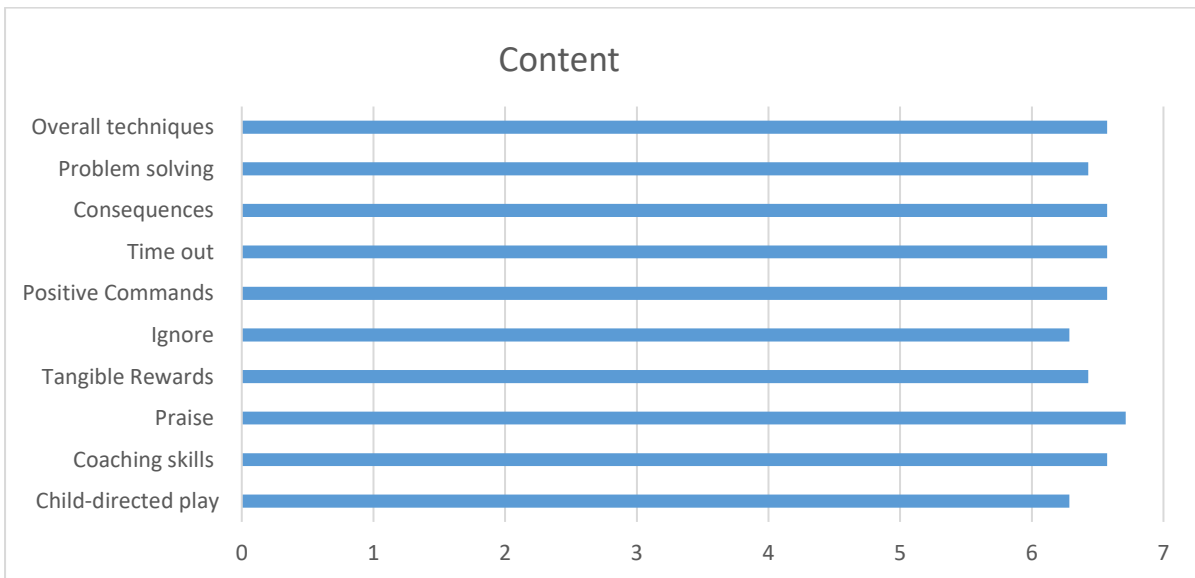


Table D

This table results show the parents rated the session on raise the most useful parenting technique. The session on ignore rated the lowest but still in the “useful” margin.

In addition;

100% of the parents said they would like to keep meeting as a group.

The parents were also asked to give their opinions to the following 3 questions.

1) How could the program have been improved to help you more?

- The programme was delivered excellently so I cannot think of any improvements
- I think group/programme very well ran/delivered. Vignettes- could be more beneficial if were more current
- Less videos and more role play
- Really fantastic experience. Thank you for helping me become a better father to my son
- Be longer
- It was far more than I expected
- More group sessions
- A continuing support group would be fantastic as the people/leaders/parents are non-judgemental and understood

2) At this time do you feel the need for additional parenting assistance?

- 8 parents said NO
- Support at school - education to school staff. Mentorship help i.e. contact by phone or email
- I would just like to work with the tools that I have learnt. I would may be continue reading books on parenting
- Not but just would like group meetings to continue

3) What did you see as the main benefit of the Incredible Years ADHD Program?

- learning about how my son feels and why he does things differently. I learnt a lot
- I have learnt so much with this, but the main benefit is that I understood my child and his issues/needs a lot more. Plus, the group is amazing and I class everyone leaders included as very good friends. Thank you
- Fantastically knowledgeable group leaders who are able to teach and engage learners
- It has changed my mindset and made me feel in control and I have a much better knowledge to do with my sons needs
- Helped me and made friends who were going through the same
- Communication- we are not alone
- Education/advice to help for lifetime- especially when son grows up
- Meeting up and being able to talk about problems, to share with group - get advice from group leaders

- Group work, homework and helpful sharing with other parents.

Thank you for taking the time to read this report

Any questions or further information please contact the Ministry of Parenting CIC

At info@theministryofparenting.com
