

Facilitators Getting Started Guide

Getting started

We hope you have the MOP training useful and we are delighted that you are keen to set up a group. This guide has a list of items which we hope will help you in planning your group programme.

Facilitators

The Ministry of Parenting CIC advocate the recommendations from the Social Care Institute for excellence (SCIE)'s publications "Report 21a: Follow up work to support implementation of the NICE/SCIE guidance on parenting programmes" and "Report 21b: Reaching parents: improving uptake of parenting programmes". SCIE have identified how parenting programmes could be made more accessible and acceptable to a wide range of parents. Their recommendations come from drawing on examples of good practice. All group facilitators and co-facilitators for implementing a group programme for parents should have a background in working with families.

Ensuring facilitators are highly skilled

This is essential to guarantee a good outcome from parenting courses and requires:

- Adequate training: Group facilitators who train in the Incredible Years programme may come from a variety of helping professions, it is essential that the group facilitators have a background in working with families. Have excellent interpersonal skills and an understanding of social learning theory. It is also highly recommended is all group facilitators undertake a generic group skills course to equip the group facilitators with the skills required to facilitate in any kind of group scenario. The group skills course undertaken by the group facilitators should include basic group dynamic theory, a variety of set tasks, group discussions and individual facilitation opportunities for each participant with both written and verbal feedback from the trainers.
- High-quality supervision; it is a highly recommended for the facilitators to receive ongoing supervision and support. Ideally this should be fortnightly for the duration of their group and consist of a minimum of 4 - 6 individual supervision sessions
- Always two facilitators: The Incredible Years author and trainers recommend that the programme is always be facilitated by two facilitators. Co-facilitators hold an important role. Co-facilitation is a particularly successful model of delivery and support, as two facilitators are better able to share the load, manage the dynamics of the group and support each other between sessions. In more detail: We endorse the safe and good practice of two facilitators to deliver an Incredible Years programme because:
 1. Capitalizing on Strengths. Co-facilitation allows one person to present while the others observe and support their partner. Partners can divide the material in a way that lets them capitalize on individual strengths and have their own moment in the spotlight.

2. **Conserving Energy.** Presenting can be tiring both for facilitators and participants. Co-facilitators provide diversity in voices, presentation styles and energy levels which can serve to hold the attention of the group, while giving each facilitator time to shine and time to rest.
3. **Maximizing Diverse Resources.** No one, no matter how well educated or skilled, has a talent for or knows everything. Working as a team allows each person to contribute the best of his or her gifts, talents and resources.
4. **Extra Eyes, Ears and Hands.** Two facilitators can manage a group better than one. The second person can help gauge participants' reactions and notice whether people seem to be tracking with the process. Co-facilitators can also help hand out materials, assist in monitoring discussions and/or coaching parents in breakout groups. Finally, co-facilitators can monitor and handle problems with the physical environment, latecomers, phone calls, audio-visuals, and other logistical matters.
5. **Providing Mutual Support.** Everyone can have an "off" day. Perhaps an activity did not go as planned, or maybe your energy is low or scattered. Co-facilitators bring balance to the team. If one facilitator is off, usually the others will be on. Co-facilitators' behaviour towards one another – if it's supportive, respectful, and collaborative, serves as a model for the way participants can behave towards each other.

What Is A Parenting Programme?

The proliferation of services makes it hard to be categorical about what qualifies as a parenting programme. The Partnership follows Smith's (1996), explanation that a programme is a:

"Complex process of raising awareness about parenting by means of participating in a series of group sessions whose overt purpose is to allow parents to find ways of improving their parenting, or to feel affirmed in their own parenting methods," (Smith 1996).

Timing

The average session for the parenting groups is approximately two hours per session, however if you have a complex group 2.5 hours is recommended. Time, however, should be allowed for the setting up of the group, welcoming the parents, allowing time for parents to leave and clearing up after the group. A time should also be given, preferably not on the same day as the group, for a full evaluation by the group facilitators.

Basic requirements

Venue: They say in life that everything is location, location, location! This is true also with parenting group programmes. For most parenting programmes, you will need a comfortable large, spacious room to seat between 8 and 16 parents. The venue needs to be free from interruptions, but also free from preconceived ideas. For example, past experience has shown that certain statutory organisation's buildings can discourage the parent from attending. Issues, such as easy access, parking and bus routes etc. are all essential when finding a venue. Seating is a priority. The chairs need to be comfortable and arranged in a circle. A flip chart TV and video/DVD player will be required for most programmes.

Group size: Ideally the group should be large enough to enable the content of the course to flow comfortably. Awareness should be given to the complex difficulties some of the families are attending the group for. Therefore large groups can be inhibiting for parents. Ideally the group facilitators should aim to complete the recommended amount of sessions being aware of a dropout rate of approximately 30 to 40 percent. For this it is suggested that the size of the group be aimed for approximately 14- 6 parents and with a natural dropout will ensure that the group ends with a comfortable number. All, participants, including group facilitators, should be counted within this number. Meetings with less than 4 parents cannot be considered a group programme as they will inevitably lean towards a therapeutic group rather than a parenting programme, which in turn affects the whole dynamic. Therefore, it is not recommended to go this low.

Past experience has shown that the programme being held in the evening is more effective in targeting the male carer/parent. Programmes held in the day can exclude working parents and fathers/male carers.

Refreshments: These are very important in any group programme. It is strongly suggested that refreshments be treated with a great deal of respect, initiative and creativity. Each week, parents should be welcomed with a selection of hot or cold drinks. During the group sessions, refreshments should be different each week, be of the highest quality and standard. The refreshment should reflect to the parents the group facilitators' desire to make each parent feel very welcome, respected and valued.

Recruitment of parents

This is extremely difficult. Parents have to overcome their concerns over stigma and blame before they are open to the possibility of looking at their own parenting issues. Advertising is crucial. In promoting the group programme, the publicity needs to be seen

as friendly, fun and supportive, but also have a firm objective and aim. It needs to be extremely positive. However, experience has shown that a slightly cynical approach does encourage parents to read the material. The selling of the programme preliminary comes from other professionals. Selling the programme to your team colleagues is just as important as selling it to the parents. Workshops, advertisement in the team, word of mouth through team colleagues and a general feeling of enthusiasm towards the programme will aide in selling this to the parents. Support from senior management is crucial and awareness to relieve any additional stresses or block to a parent attending the programme needs to be considered. The issue of parents feeling forced to attend does cause resistance in some families. Introduction sessions can be a format to encourage a parent to attend one session and then make up their own mind. It has been our experience that once a parent has attended an introduction session, they feel comfortable to attend further sessions.

It is advised that the referrer jointly complete the referral form with the parent/carer so they have a full understanding of the parenting programme.

Referrers: It is of vital importance that the referrer is fully aware of the aim and function of the parenting programme. It is useful to send them relevant details of the group content. Once a group facilitator has the referral form, a personal phone call made to the parents before the session to acknowledge the referral form, has in our experience been very engaging.

Home visits: If time permits, home visits are a very effective way of engaging both partners or a single mother/father and friend. It does give the group facilitator a full understanding of the home situation. However, it will not guarantee the commitment for a parent to attend a parenting session. An introduction session is more of an indication. Awareness also needs to be made of the time commitment for home visits.

Child protection issues

All facilitators must work clearly with in the guidelines and remit of both their services and their counties Safe Guarding policy. It is very important that at the beginning of the group process this is made clear to all parents. This is explained in the introduction session. Any concern a group facilitator has needs to be given the greatest consideration. Discussion with both managers and co-facilitators and in supervision needs to be sought.

The Legal Framework of Confidentiality

Mental Health Act (83) Code of Practice (99)

- “Children’s rights to confidentiality should be strictly observed” (DoH; 1999)
- All professionals must have a clear understanding of their obligation of confidentiality to children and make clear the limits of such an obligation to a child who has the capacity to understand them (DoH 1996)

The MOP Position on Confidentially

- No child or adult may be offered a confidential service

Therefore;

- No child or adult can be offered complete confidentiality – where there are concerns about abuse or concerns that a child may be at risk of significant harm, information MUST be shared
- Social Services carrying out an assessment of a child under S.47 (Children Act, 1989 -child in need of protection) requesting information from a service can expect information to be shared
- Social Services carrying out an assessment of a child under S.17 (Children Act, 1989 - child in need) requesting information from a service can only expect information to be shared with the client’s consent.

Basic Rule

The interests of the child are paramount even where you have never met the child and the adult is your client

Having fun

Humour is often stated as the greatest healer and humour in very difficult and complex situations, managed well, can be seen as extremely supportive and also a great stress relief. Many of the parents attending the group programme will be tackling very dynamic, difficult and complex problems. There will be tears in group programmes and this also needs to be managed with great sensitivity, but awareness needs to be given that this is a basic parenting programme and not a therapeutic programme, in its true sense. Therefore, a light-hearted approach will enable parents to put things into perspective and internalise strategies offered in a more open format.

Enthusiasm

Evaluating the parenting programme can be invaluable in gaining insight and in assessing its effectiveness. Right from the start, you need to be extremely positive with your parents and show no hint of failure. If a parent feels throughout any part of the group programme that the group facilitator does not feel that they can parent well, that they do not believe in them, then you have lost the parent. They need to feel that you are positive and you reinforce positive feedback to them at every opportunity.

Certification

At the end of the group sessions, certificates are given to the parents. The celebration of the ending of the group is of ultimate importance. The giving of a certificate should not be underestimated. In some cases it is the first certificate a parent may receive. Certification is given for attendance of the programme and should be given not only to the parent, but also to the supportive partner who also attended with the parent. Certification is an acknowledgement of the commitment given by the parent in attending the group programme, both to the group facilitators and group members and their commitment to their own child.

Evaluation

The importance of evaluation cannot be under-estimated. Evaluating the parenting programme can give full insight and assessment of the effectiveness of the parenting programme. This can lead to positive changes for the future, both in the programme's development and within the families that we seek to support and help.

It is recommended that you abide by the chosen programmes evaluation and indication to this you consider pre and post evaluation measures.

Recommended; The Parental Stress Index, (PSI), the General Health Questionnaire, (GHQ), the Strengths and Difficulties, (SDQ).

The PSI; is designed to identify stressful areas in parent child interactions. It consists of 36 items, which comprise three subscales: parental distress, parent child dysfunctional interaction and difficult child scores. These combine to produce a total stress score. The PSI has also been used widely within parenting work.

www.parinc.com

GHQ; this questionnaire is recognised and researched worldwide as a gauge of adult mental health. It is a 12-questioned easy to score; reliable and sensitive short form. The GHQ enabled us to identify parents whose mental health may indicate an impact on their ability to parent consistently and implement suggested strategies. The facilitator can then encourage and signpost with tact and empathy access to other supportive services.

It has proved extremely useful to use the GHQ with all parents before starting work with them in home or clinic interventions as well as groups. This questionnaire gives a sound indicator of parental mental health and the parents' capacity to receive the intervention offered, thereby helping highlight the need for us to signpost to other perhaps more adult based supports for the parent in their own right

www.gp-training.net/protocol/docs/ghq.doc

The SDQ; consists of 25 attributes, some positive and others negative. These attributes are divided between five scales, emotional problems, conduct problems, hyperactivity, peer relationship problems and pro-social behaviour. This questionnaire was being used widely nationally so had a degree of acceptance. The SDQ can be scored online and is easily interpreted (there is a small fee For scoring online)

www.sdqinfo.com

Helpful tips

Helpful tips that facilitators have come across that may make planning and implementing a group easier:

Simple things like a dishwasher. A venue with a dishwasher will save you time after a group. This is especially important if you are doing an evening group and are feeling tired after a long day at work and then have to worry about washing up.

Heating – Ensure that there is adequate heating for the building you are using. A cold room leads to a very uncomfortable and hostile group – we know from experience!

New members joining, when and how to go about it - The introduction session is normally when new members are asked to meet. If, however, members are not able to attend the introduction, the second session is normally the cut off. There may be circumstances when people are asked to join the group after the second session. We recommend that before you agree to this, you open it up to the group itself. We would ask group members to decide whether they would be comfortable with someone joining at a later stage and I would always go with the group decision.

Facilitator's emotions- As with any form of intervention, the facilitators own present state of mind and emotions do affect the group. Awareness should be given on how the individual person is feeling before starting the group session. It is felt very valid before a session for the group facilitators to discuss any particular concerns they may have which may be relevant to the group before the group commences, so that each group facilitators is aware of the other's emotions. If one is feeling rather negative or down that particular week the other can take the lead.

Unexpected issues- There may be issues that had not been planned. For example, a very angry parent arrived at the session unhappy about the childcare arrangements which had been made on her behalf. Another situation may be mother is extremely angry over her son and asked to see the facilitators after the group had finished. These situations not only eat into your own time, but also can be mentally draining. It is important to stress that facilitators should always stay together in situations where there is an angry parent and should never be left alone in a venue. Supervision should always be sought and on difficult issues time should be given either immediately after the situation or the following day for facilitators to off load with an independent facilitator.

Funding

Funding is required to support the factors which contribute to the successful implementation and delivery of parenting services (Moran et al, 2004)

Practical factors

- Child care facilities, near to where the service is provided on site, so that parents can leave infants and young children safely whilst they concentrate on attending the service
- Provision of paid-for transport to and from the service site (where not a home-based intervention), especially where low-income or rural families are the users
- Selection of a convenient location (e.g. a place where parents might want to go for other purposes)
- Non-stigmatising, comfortable and welcoming venues
- Delivery at convenient times (including evenings and weekends where there is a demand)
- Ensuring that the service is properly advertised and marketed, so that parents and agencies on whom referrals may depend know about it

This table may be useful in considering funding requirements

Please tick if you funding currently provided. This is practical information to help you identity gaps in funding provision.

	Own Service funded	Other funding source	No funding provided	N/A
Staff time lead facilitator				
Staff time Co- facilitator				
facilitator materials i.e. manual				
Crèche facilities				

Venue				
Evaluation				
Administration support				
Refreshments				
Books				
Gifts for parents				
Transport				
Folders/paper etc				
TV/DVD/recorder				
Other , please state				

Please note if your programme includes children/young people also attending then extra provision re rooms, staffing, refreshments and actives will need to be incorporated.

Childcare

This is a difficulty which will arise in any group programme. If childcare is provided on the same site as the parenting programme you should be aware of the ratio of responsible adults to supervise the children's activities. You should also be aware of the age range of the children when undertaking a parenting programme for parents of under tens. Individual arrangements and support may be more appropriate.

In the case of a two-parent family, every encouragement should be given for both adults to attend. Partners and supportive friends are also encouraged to attend, if a parent is single.

Guidelines for providing childcare for parenting group programmes

To provide open access to parents with children it is both good practice and common sense to provide childcare for parenting groups. However the process of arranging and maintaining good quality childcare must come with a warning! It takes a lot of time to organise, finding good reliable childcare workers is difficult as they are a rare breed and sorting out the funding and paper work along with how many children will come on which sessions will give the person in charge of arranging the childcare a headache! If you make it through and manage the process the rewards make it worthwhile, as it will offer parents the opportunity and space to experience the parenting group programme.

Before arranging any childcare provision it is important that the funding for the childcare is confirmed in writing.

There are generally two methods of arranging the childcare provision:

- Employing staff a through your service as a direct employee and setting up a group crèche or by providing employed service childcare workers in the parent's home
- Employing an agency to provide the crèche or childcare workers in the parent's home.

Following a new Act of Parliament (The Protection of Children Act 1999 became operational on October 2nd 2000) all staff who has "substantial access to children alone" requires a police check and Criminal Records Bureau check. This is required for both service employees and if you are buying in the childcare via an agency.

In more detail this means:

- That all employees or volunteers who work with children in NHS Trusts Health Authorities, County Councils or Primary Care Trusts must be checked against the Protection of Children Act List (PoCA) prior to employment.
- The Protection of Children Act also places responsibility on employers to inform the Department of Health if any member of staff is dismissed or resigns and that this matter involves harm to children.
- Staff will need also to continue to have a Police Check if they have "substantial access to children alone" until the Criminal Records Bureau becomes fully operational.

- There is a fee charge for the checks to the employer.

What do we mean by a crèche?

A crèche is an environment where a person or persons provides day care if s/he looks after one or more children on non- domestic premises for more than two hours a day. By law this means that if you are providing a crèche for your parenting group and if the crèche is set up for two hours or more and the sessions run for more than six sessions at a time the crèche must be registered.

Registering a crèche

There is a fee charge for registration.

Applications for registration will have to contain a statement about the premises, equipment, applicant and workers, who will be staffing the crèche.

The maximum number of children to be looked after will be agreed according to the space available. Annual inspection of the premises, the children, arrangements for the children's care and education and any records kept must be carried out, a further fee is charged for this.

Further information on registration of crèche's can be given by contacting your local County Council.

Ratio of adults to children

Children aged 0-2 = 3 children to one adult (good practice is 2;1 for under 2's)

Children aged 2-3 = 6 children to one adult

Children aged 3-5 = 8 children to one adult

Employing staff

If you have the funding you could consider directly employ a member of staff. This process can take up to 2 to 6 months to complete as the post needs to be advertised, interview policy to be followed and CRB checking system. The advantage of this method is in having regular staff for your group and that you can be reassured of the pay and working conditions of the childcare employee, the disadvantage is in the time needed to set up the process and, as the hours are very few, recruitment is difficult.

Employment outside your service

The childcare can be provided by employing an agency or statutory service e.g., district council, social services, whose staff are then commissioned to the crèche as part of their hours or the employer then charges the parenting group facilitator's service. If using an agency the costs can be directly charged to the group facilitator's service. The group facilitator **MUST NEVER** directly pay for the childcare, as then they become the person's employer. If employment is offered to an individual who has been supplied by an employment agency the group facilitator must:

- Ensure that the employment agency has undertaken a check against the PoCA List and List 99 within the last 12 months
- Obtain written confirmation of the check
- Not employ the individual if they are included on either list
- Group facilitators must ensure that this process is followed even if the person has been employed in another capacity within the organisation.

Childcare in the home

It is important that the agency or childcare worker is fully aware of the child/ren's problems e.g., the child has ADD. This may mean that the providing agency is a nursing agency, which will increase childcare costs. A list of nursing agencies can be provided by your local county council. Most agencies will charge standard finders' fees, and then an hourly rate per worker; this may be increased depending on the needs of the child/ren.

Childcare workers time & hidden costs

Setting up the crèche and closing it after the session has finished will need to be added into the crèche worker time or, if the person is travelling to the parent's home, allow time for settling in and for the parent to journey to your group.

Contingency plan if crèche worker is off sick.

Be aware hourly payment of workers is different within local areas and Pension, NI and tax payments are additional. You may also have to build in holiday time or service requirement courses.

Time for the children to meet the crèche staff before the group starts (introduction session) if possible or to offer the home childcare worker time to meet the family in their home before the group starts.

Insurance

If you are an employee you should be covered by your services insurance

Insurance should include the staff, building, and parents and children (accidental damage, etc.). Most venues will have this built in but please check.

If you are not employed directly and implementing a group you should have

- **Professional Indemnity Insurance** ; professional malpractice
- Public Liability Insurance; protects you from your actions at work and covers you for any damages that a member of the public may be awarded as a result of injury or damages to them and their property (tripping, slipping etc)
- Contents Insurance ; insures business items and therefore any personal possessions you require should be arranged by you under separate cover

Records

Maintain records of the children, ages, names and contact details.

Health and safety requirements; Toys and equipment in the crèche, changing mats, etc. all need to be up to standard. First aid box, awareness of fire exits, etc. to ensure the safety of both staff and children.

Definition of a parent

A parent is either the natural parent of the child or carer with parental responsibility to the child aged to 16 years or 18 if in full time education

What is Parental Responsibility?

Under Section 3(1) of the Children Act; Parental Responsibility is defined as follows:

“Parental responsibility” means all the rights, duties, powers, responsibilities and authority which, by law, a parent of a child have in relation to the child and his property”.

There is an unofficial list supported by a number of different statutes and judicial decisions regarding the nature of these rights and duties.

Parental Rights; include the right to:

- a) Determine where the child should live
- b) Determine education
- c) Determine religion
- d) Discipline the child
- e) Consent to the child's marriage
- f) Authorise medical treatment
- g) Administer the child's property
- h) Appoint a guardian
- i) Agree to adoption
- j) Change the child's name.

Parental Duties include the duty to:

- a) Protect the child
- b) Maintain the child
- c) Secure the child's education
- d) Control the child.

Who can hold Parental Responsibility?

Section 2 of the Children Act identifies who may hold parental responsibility. This differs for married and unmarried parents;

a) Married Parents:

Where a child's father and mother were married to each other at the time of his birth, they shall each have parental responsibility for the child and each of them may act alone and without the other in meeting that responsibility. In essence, married parents have, in law, equal rights and duties.

Although the Act enables either parent to take action in pursuance of their responsibility, without reference to the other, the Act is careful to make it clear that this independence rule does not affect any statutory provision requiring both parents' consent (e.g. consent to adoption).

b) Unmarried Parents:

Parental Responsibility starts off with the mother exclusively and unmarried fathers are denied automatic and full recognition of their parenthood.

Unmarried mothers can still apply to the Child Support Agency for an assessment against a child's father; thus there is an expectation that unmarried fathers remain liable to contribute to the maintenance of their children. Unmarried fathers, who are

caring for their child, are in a position to exercise the powers that any carer has, including powers in relation to religion, education, discipline, medical treatment and change of name. As the child's carer, he also has duties to protect, educate and control the child. These "rights" and "duties" do not depend upon legal status or blood tie; but are based simply on the fact that the father is looking after the child. Under Section 3(5) of the Children Act (1989), a person who is caring for a child, but who lacks parental responsibility "may do what is reasonable in all circumstances of the case for the purpose of safeguarding or promoting the child's welfare".

Acquiring and Losing Parental Responsibility:

Married parents do not lose parental responsibility until the child reaches 18 years, unless the child is adopted or freed for adoption.

Others may also acquire parental responsibility – e.g. if there is a Care Order in favour of the Local Authority. Although parents do not lose parental responsibility, if a Care Order is made, their ability to exercise it will be restricted in accordance with the terms of the order.

Unmarried fathers can acquire parental responsibility through a variety of ways:

- a) By marrying the child's mother.
- b) Section 4(1) (b) states that unmarried parents may by agreement provide for the father to have parental responsibility; made "in the form prescribed" and recorded "in the prescribed manner". These prescriptions are not dealt with in the Children Act, but are covered by the Parental Responsibility Agreement Regulations (1991; 1994).
- c) Section 4 (1) (a) Parental Responsibility Order can be obtained from a court. Such an application would only be made in practice if the child's mother were unwilling or unable to make an agreement.

Parents' Rights

- Parents have the right to immediate legal aid without a means or merit test in all public law cases involving applications for supervision, care, Child Assessment Orders and, in any emergency protection proceedings.

- Parents have the right to appear in court and have their views heard where a local authority is applying for supervision or assessment order, care and protection proceedings in connection with their child. They have the right to appeal against any decision of the court to make an order, except an Emergency Protection Order.
- A Care or Emergency Protection Order gives the local authority parental responsibility for the child, but this does not mean that the parents lose their parental responsibility. Instead, parents share parental responsibility with the local authority, which may limit how parents exercise their responsibility and rights.

Parents who have separated or divorced

A growing number of organisations provide information, advice and help for families where parents have separated or divorced; help for children, parents, grandparents, friends and relatives. In the telephone directory at the back of this booklet is a list of helpful Helplines and web site addresses to be contacted for information. There are also a great many books - some for parents, some for children, some for parents to read to children, as well as lots of storybooks and novels. For information on books and how to obtain copies, contact one of the organisations or web sites listed at the back of this booklet. The local library will also probably have a special section on family matters and can inform people of local groups in the area.

The law may change on issues related to unmarried fathers and parental responsibility. A leaflet on family law issues, for divorced and separated couples, can be obtained from:

Community Legal Service Leaflet Line, 0845 3000343

Underpinning Principles;

The MOP recommends that the framework for underpinning principles follows the concept of parental responsibility as laid out in the UN Convention on the Rights of the Child (1989), ratified by the UK in December 1991, these state:

- ◆ The right of the child to express views freely, to freedom of thought, protection of privacy and access to information, and to protection from all forms of physical and mental violence.
- ◆ Parenting is both a continuous process starting before parenthood and continuing through birth and school through to grandparenthood, and it is an interactive process concerned with the development of the whole person
- ◆ Cultural diversity and the different needs of men and women must be respected
- ◆ Bringing up children should be seen in the wider context of health, employment, housing, family income and support services and non-parental care.

Standards;

The MOP recommends the following standards of good practice in implementing group-based programmes:

- ◆ All group facilitator's work within their services and counties safe guarding policy
- ◆ Believe in positive non-violent approaches to conflict and managing behaviour
- ◆ Use a collaborative approach with parents & build on parent strengths
- ◆ Seek to set a quality assurance environment for the programme
- ◆ Identify sources of further support for parents where appropriate
- ◆ Link into local and national parenting networks
- ◆ Undertake regular supervision
- ◆ Reflect on practice, to be skilled in communicating & be accountable
- ◆ Be able to develop strategies for handling sensitive issues and managing conflict

Attendance Register (please tick each session that parents attend)															
Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
<u>Parent 1</u>															
Parent 2															
Parent 3															
Parent 4															
Parent 5															
Parent 6															
Parent 7															
Parent 8															
Parent 9															
Parent 10															
Parent 11															
Parent 12															
Parent 13															
Parent 14															
Parent 15															

Parent information

This information may be useful if also collecting data on the children of the parents attending the group

The referred child is either the child referred to the service or the child the parent is most concerned about.

Parent	Referred child Age & sex	Other Age & sex	Other Age & sex	Other Age & sex	Ethnic of referred child	Special needs of referred child
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						