



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

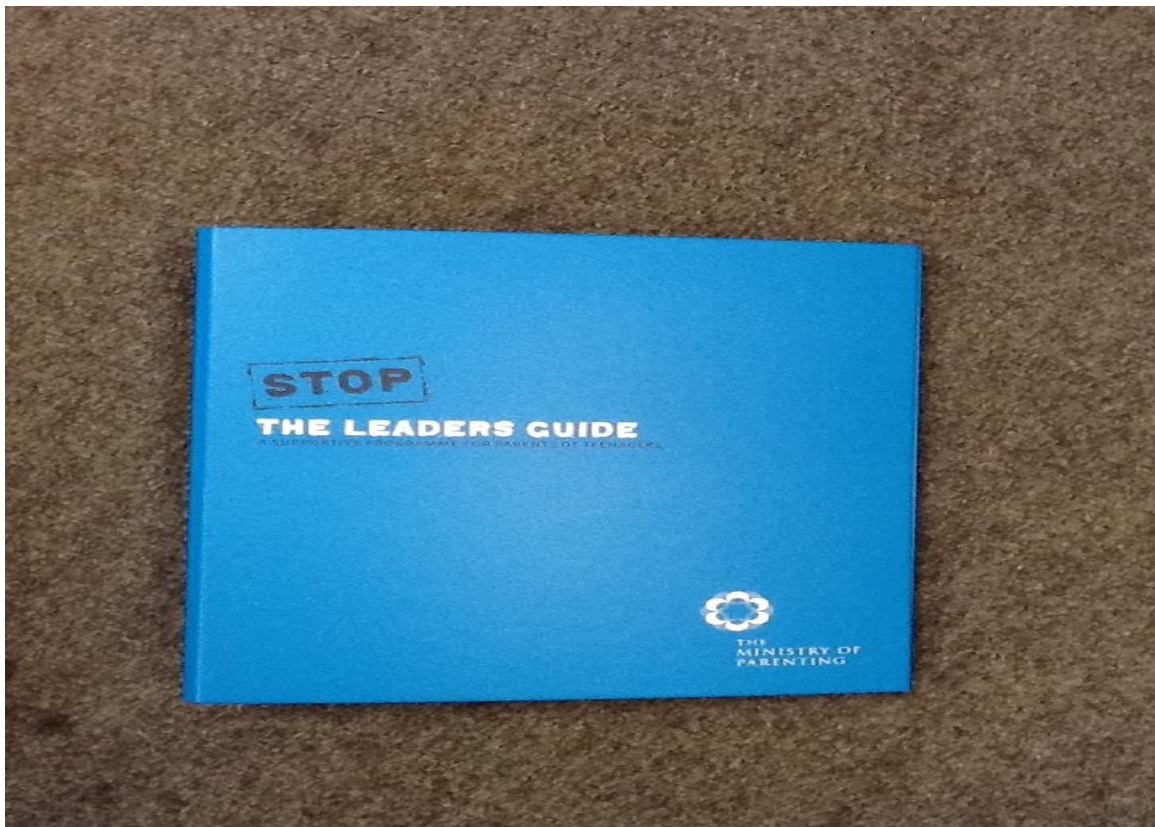
This thread of ‘passing it on’ continues with our professional trainings – with people traveling from as far afield to take part in our training programmes, our small team travelling to nationally to deliver trainings and the development of our train the trainer pathways. .



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

The STOP parenting program, 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 include group discussions, feedback, skills practices and home 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 are 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.

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. 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	Parents who know about and are involved in their children's lives are less likely to have problem adolescents 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. The learning model is aimed at supporting the long term understanding of the rationale for change.
reduced stress on families	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. Content subjects to include conflict management, listening skills, praise and encouragement, limit setting, family meetings and personal stress managing. By supporting the parent's 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

improved child resilience, emotional wellbeing and mental health	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. 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. 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. 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 system process therefore family functioning and relationships plays an important role in family resilience.
--	---

Learning Methods

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

All STOP parenting groups are evaluated. We have also conducted 2 large data pre and post evaluation studies

- 2015 -2018 –Summary report STOP as an early intervention. Report available on the ministry of Parenting website.
<http://www.theministryofparenting.com/resources/stop/>
- 2011- 2014- Summary STOP report. This report included data from a report on the STOP programme by CEDAR Warwick University. Data came from parents in Essex, East Sussex and Berkshire. Main findings are included in this report in appendix A

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%

What we have learnt

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 recommend offering 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 6 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.

Training

Delivery

STOP is presented as a three-day course followed by the PIT-STOP training presented as a one course. Both programmes examine 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 considerations for hosting a training

Trainers travel
Trainers Accommodation
Trainers fee (always 2 trainers and costs include travel time, set up, planning etc.)
Programme manuals (one per trainee)
Trainee refreshments and lunch

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 certification in the programme)

Pit-STOP programme

- ✓ Release of staff time (2 professional per family intervention)
- ✓ Optional one meeting room if seeing family in clinical setting

- ✓ Refreshments
- ✓ Photo copying
- ✓ Video camera (for those going for the certification 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 trainer has had training in group skills and have training and/or teaching clinical or educational accreditation/qualifications. This assessment involves; Stage 1 • The implementation of 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 1 session of a STOP group Stage 2 • 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

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)									
				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												
				% cases												
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

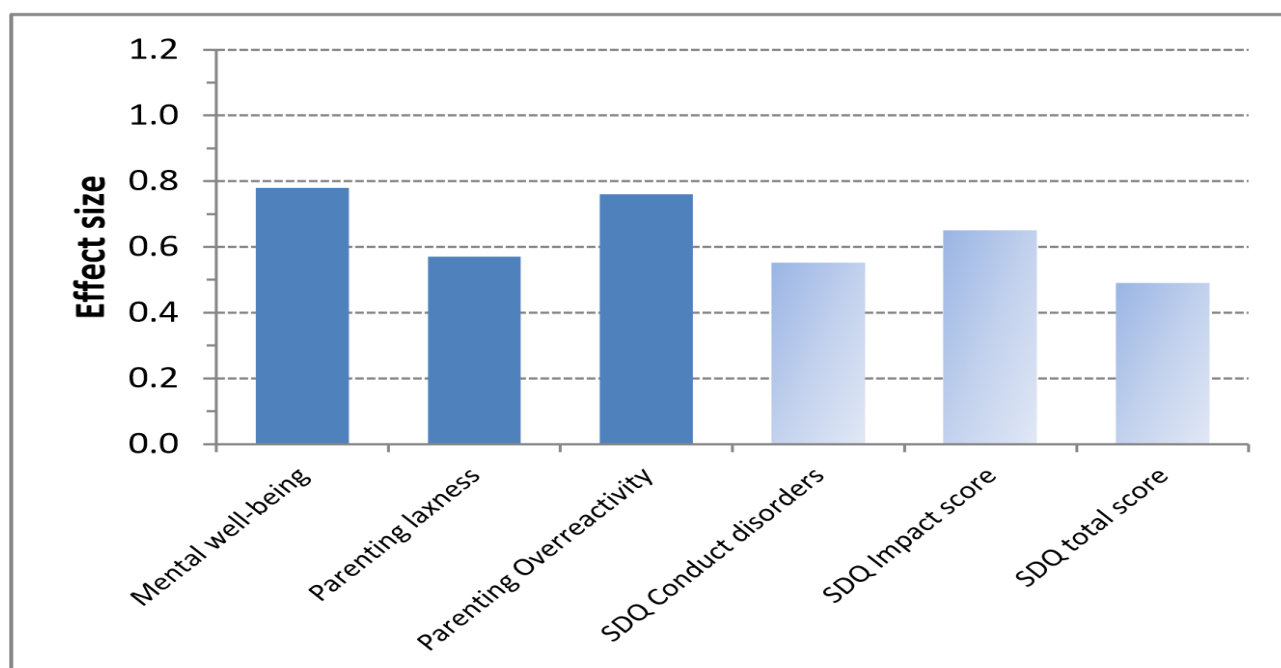
0.5 - 0.8 = Medium

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:

Ministry of Parenting and East Sussex

Strongly Agree

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.

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 Programme can be a success.