



THE
MINISTRY OF
PARENTING



Summary Report of the Incredible Years Parenting Programme

**Commissioned by Essex County Council as part of the Early
Intervention Project**

(2016-2018)



Introduction

This report includes data from parents who attended The Incredible Years parenting group commissioned by Essex County Council as part of the Early Intervention Project, Years 2016-2018.

All the Incredible Years groups were delivered by the Ministry of Parenting CIC.

FIF Early Help Project is managed in South, Mid and West Essex by The Children's Society (TCS) and in North Essex by the Youth Enquiry Service (Y.E.S).

The Incredible Years

The Incredible Years school-aged programme is aimed at parents of children aged 4 to 11 years. The groups are implemented over 12 weeks for 2.5 hours. The group sessions are 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

Outcome measures

Evaluation of the Incredible Years groups included a short questionnaire at the end of each session to appraise how the parents experienced the session. This data aids group facilitators to modify the programme to the group's needs. A parent's satisfaction evaluation questionnaire is given at the end of the group course. We also conduct pre and post Strengths and Difficulty Questionnaire's (SDQ) as part of our outcome measures.

Strengths and Difficulties Questionnaire

The Strengths and Difficulty Questionnaire (SDQ); is a brief child mental health questionnaire for children and adolescents, developed by the UK child psychiatrist Robert N Goodman. The SDQ is a widely used and validated behavioural screening questionnaire which can be used for children aged 4 to 17. 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 and the young person, although the wording is slightly different as it is in the first person. 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.

See Table A for the whole range of scores which has the Early Intervention -Pre-& Post SDQ Parent Norm Scores- last 3 years (219 parents)

Score meaning

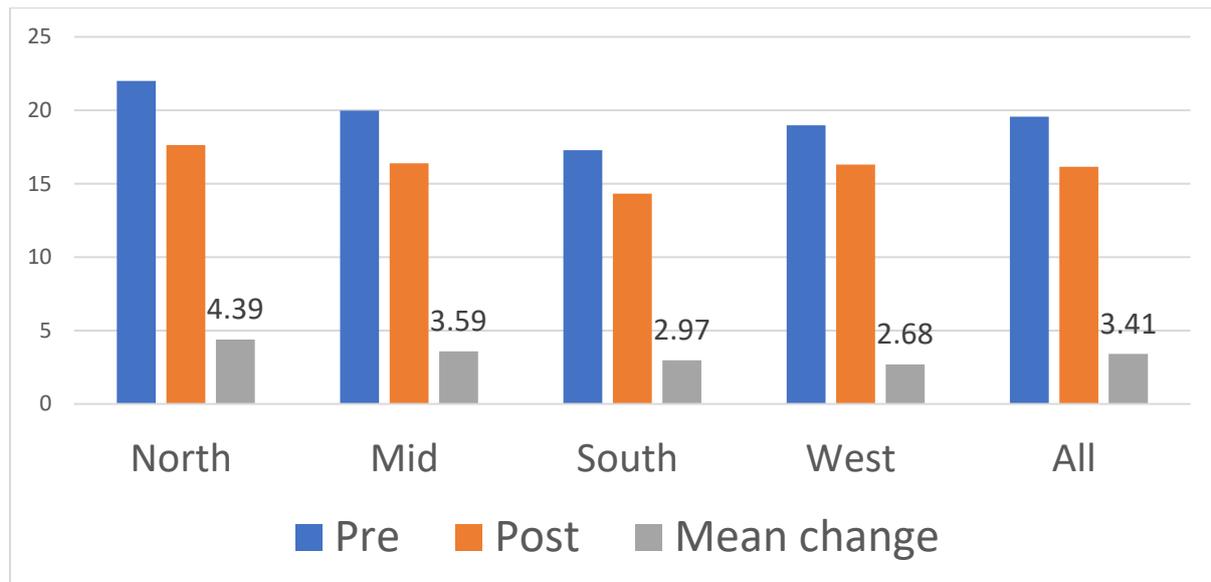
0-15; low need

16-18; some need

19 – *clinical need level

20 plus; high need

Table A - A post decreased is a positive result.



The results indicate reductions across Essex.

Cost saving

It is difficult to calculate the true costs saving to society on the individual child/family, however the analysis from the 2011 PEIP report ^{*1} stated the average cost of funding a parent who started a parenting programme was approximately £1244. The same study indicated that the suggestive cost of achieving a 1 effect size reduction in the SDQ impact score stood at between £3,300 and £3,700. Therefore, the findings from the 219 parents who undertook SDQ pre and post the incredible Years programme would indicate that the Incredible Years programme has a high probability of being cost-effective in the longer term.

For consideration

- The effectiveness of the outcomes was stronger in year 2 and 3. This we believe is a result in the group facilitators getting to know the programme and target new geographical areas better. This highlights the need for new interventions to be given an opportunity to be delivered and become known about in new areas by both professionals making referrals and also by parents in order for them to show their true effectiveness.

¹ Source: Analysis of CEDAR primary LA data . Department for Education May 2011

- The high number of young people scores as rated by their parents in the clinical range; this is a concern as the Incredible Years programme was only targeting early intervention families; therefore, lower pre-scores would have been expected. This suggests a high percentage of the parents are in “crisis/high level of need” at time of the intervention.
- In examining the young people’s scores which increased, there appears to be a pattern; of the parents who scored their young person higher post the group programme a higher percentage were fathers. Fathers increased their time with their young person as directed within incredible Years, spending special time daily with them. This may indicate that these fathers had a better understanding of their young people and their additional needs i.e. ADHD post the group programme.
- The number of young people’s scores which remained in the clinical level of need despite a positive reduction in their scores. This would indicate further support is required to enable these parents to maintain and improve the positive changes they have made i.e. support for young person especially in anger management, additional parenting support sessions on key topics such as ASD, ADHD and managing issues relating to separated/blended families.
- The Strengths and Difficulties Questionnaire is suitable for measuring social and emotional wellbeing but is less advantageous for cost-effectiveness decision-making as no consensus has been reached as to what a clinically meaningful change in score represents, nor has a cost-effectiveness threshold been defined. It remains uncertain how these cost-effectiveness results will be interpreted in a service decision-making context where cost-effectiveness thresholds have not been set up.

Parent’s weekly experience evaluation

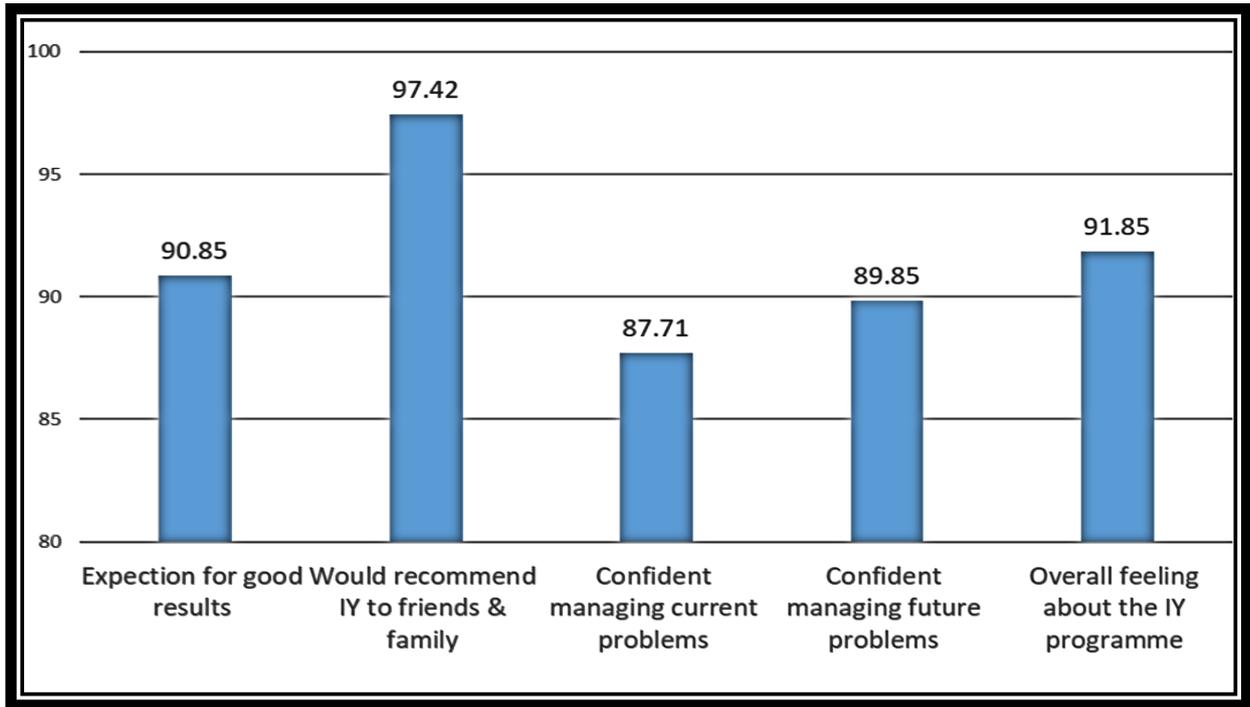
Feedback from parent’s experience questionnaires produced some very positive feedback showing that parents enjoyed the groups in terms of what they learnt, what they liked about the group, what changes they had noticed from attending the sessions and comments about the session facilitators. Parents confirmed that they felt supported. Parents were also happy with the times of the sessions and found the termly alternating from day to evening group’s delivery model to be helpful, as it catered for working parents and child care requirements. When asked if the number of sessions were acceptable, all agreed, however there were requests post course for the course to be longer.

Satisfaction Questionnaire Outcomes

Data in this section relates only to 81 parents who completed the incredible years School aged Programme

- 81 parents over 4 areas of Essex
- Same group leaders in each area
- Essex total scores scales transferred to %
- Area scores 1-7 scale

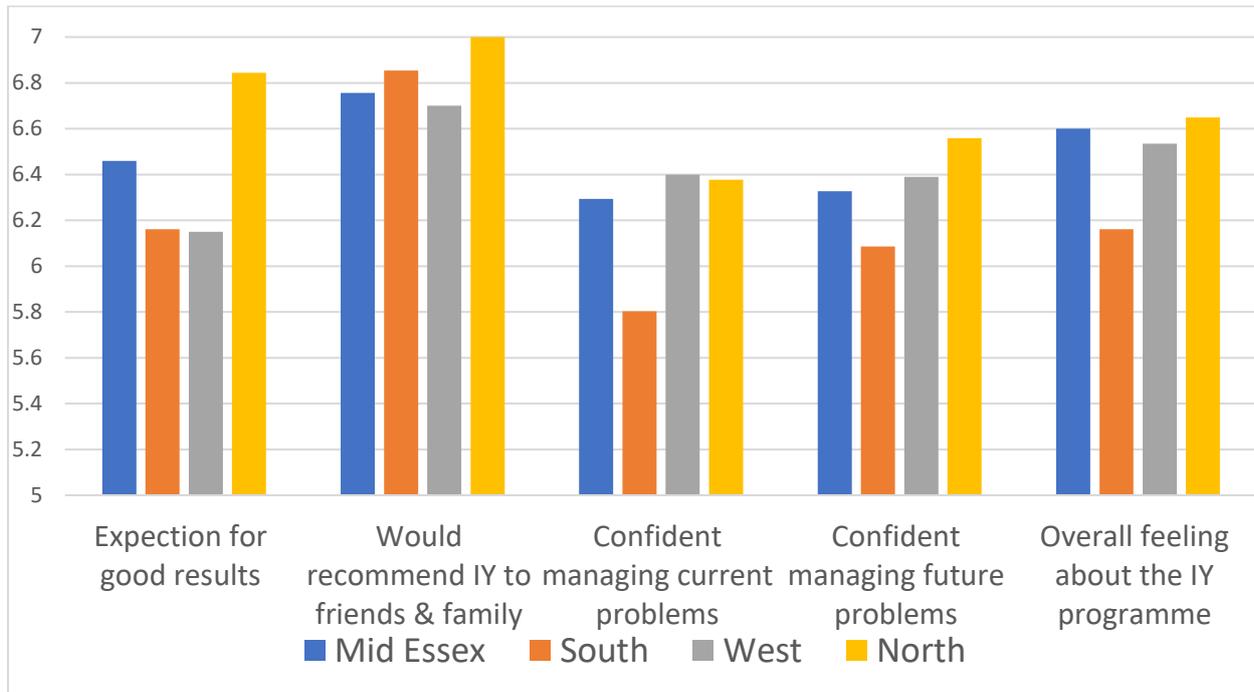
Overall Programme Satisfaction



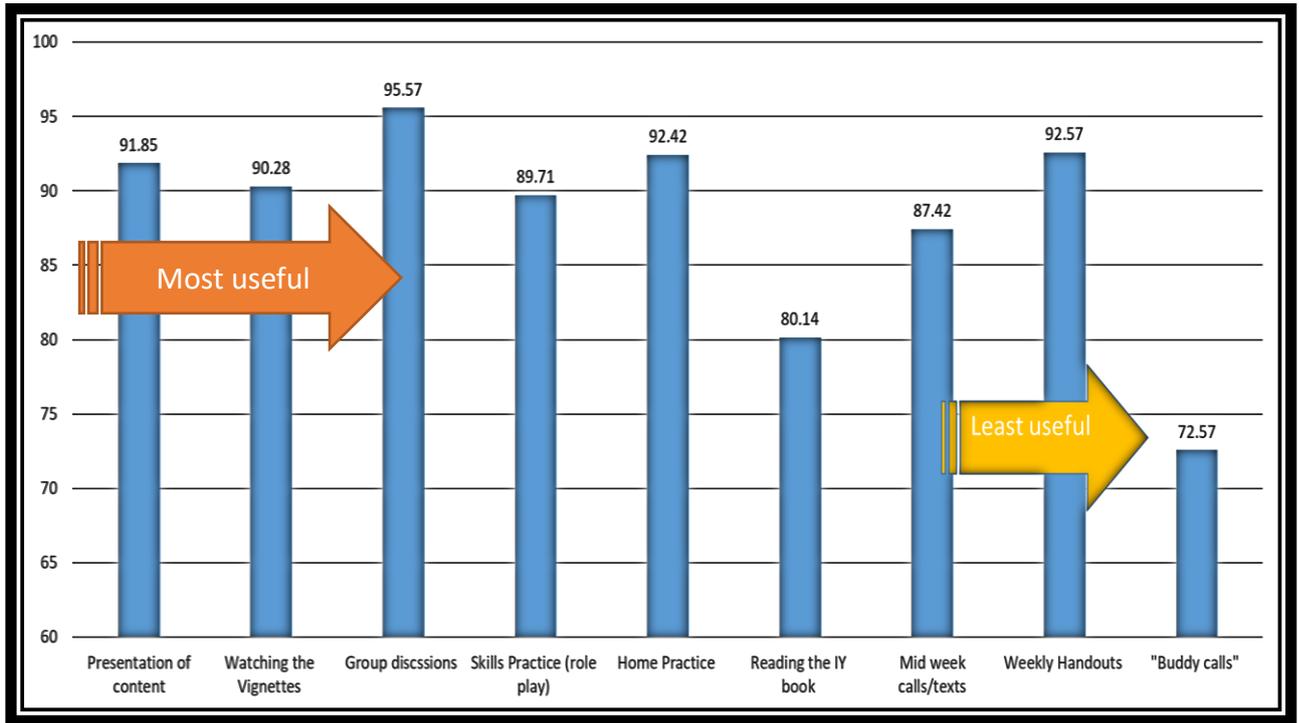
Overall Programme Satisfaction- Essex Areas

Score meaning

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



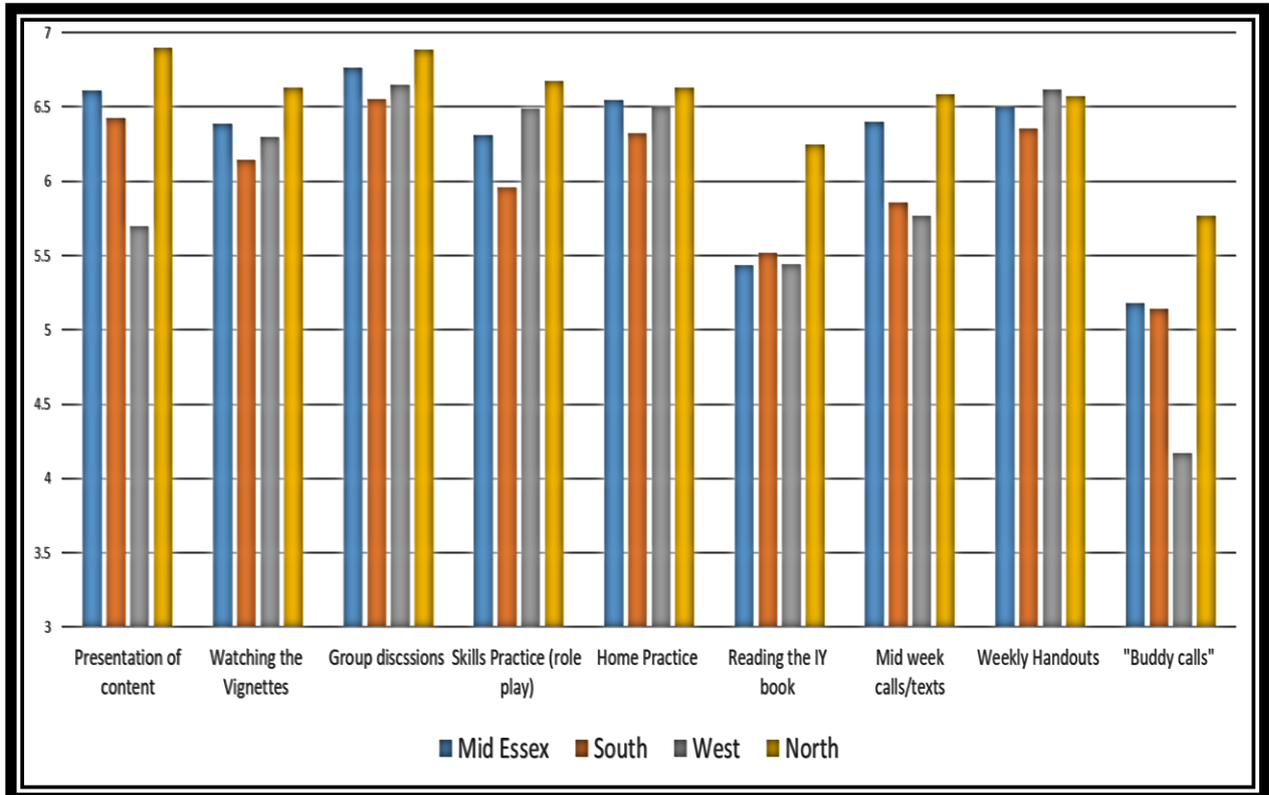
Usefulness of teaching Format



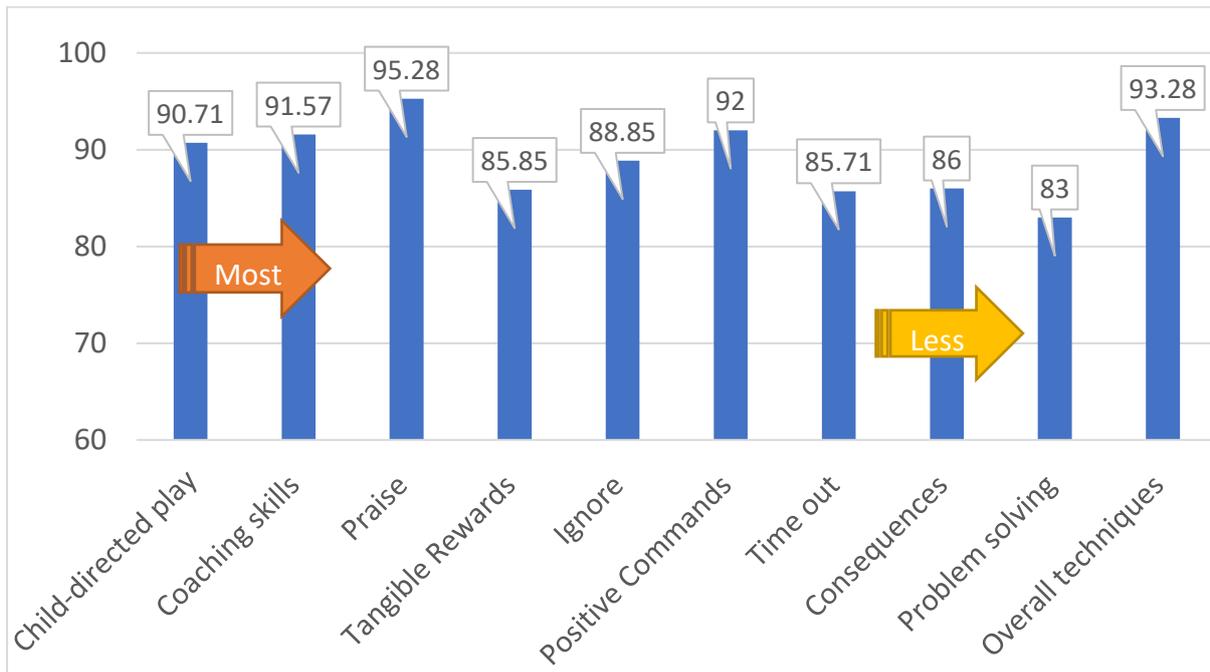
Usefulness of teaching Format- Essex Areas

Score meaning

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



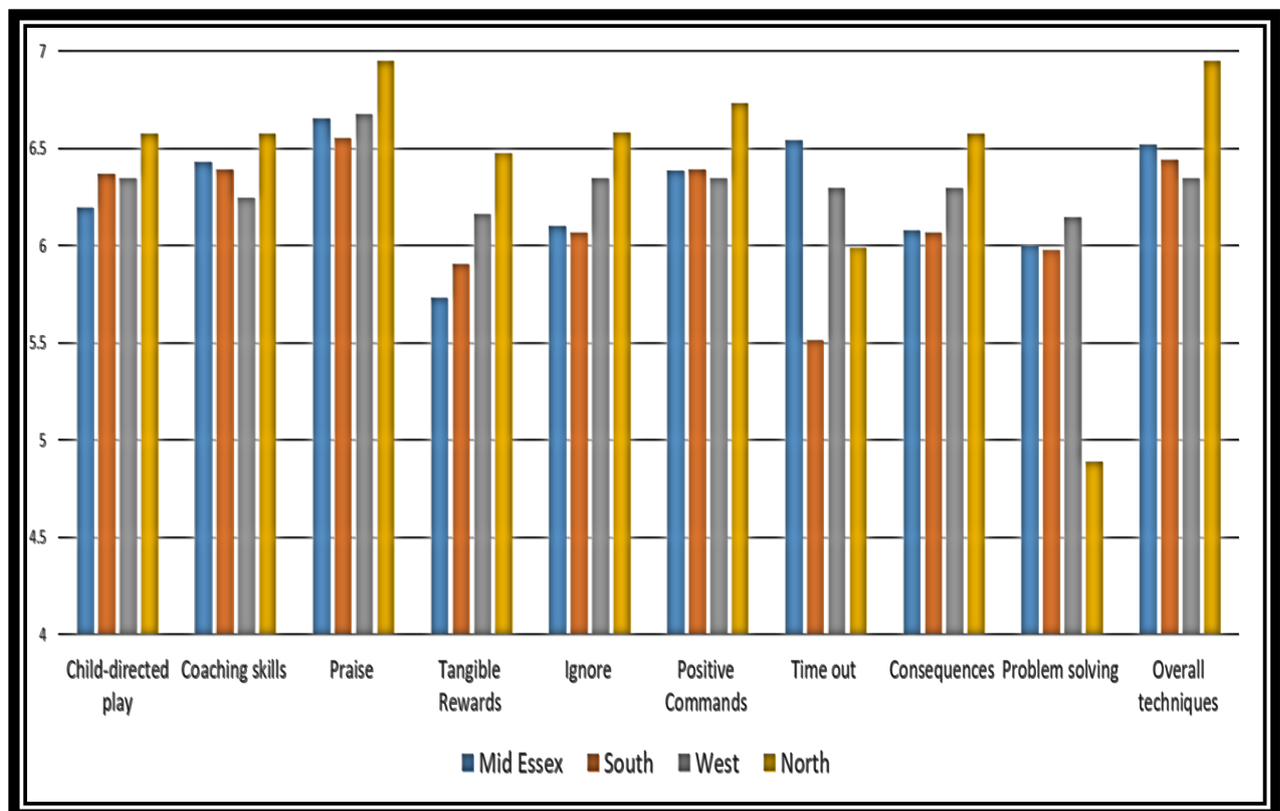
Usefulness of Specific Parenting Techniques



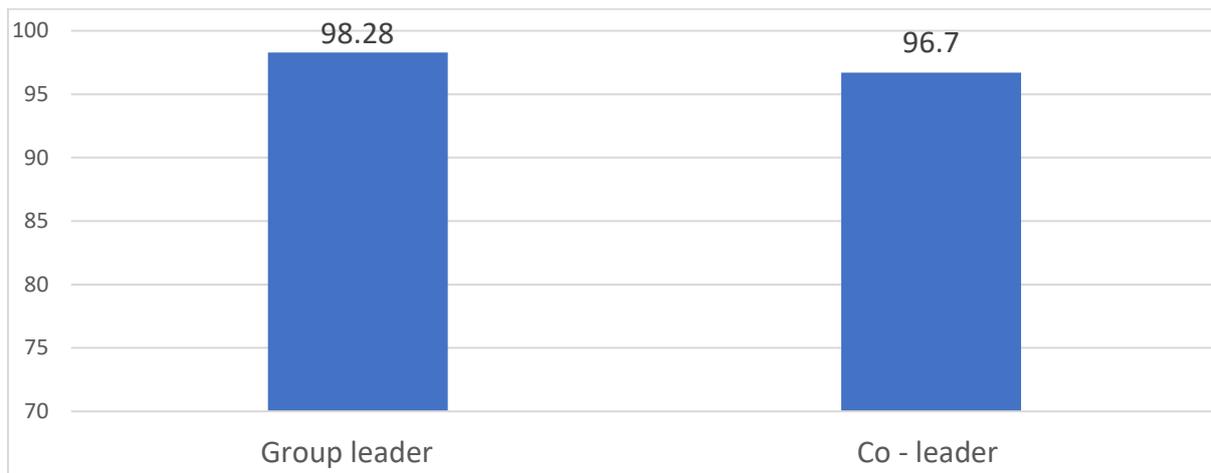
Usefulness of Specific Parenting Techniques - Essex Areas

Score meaning

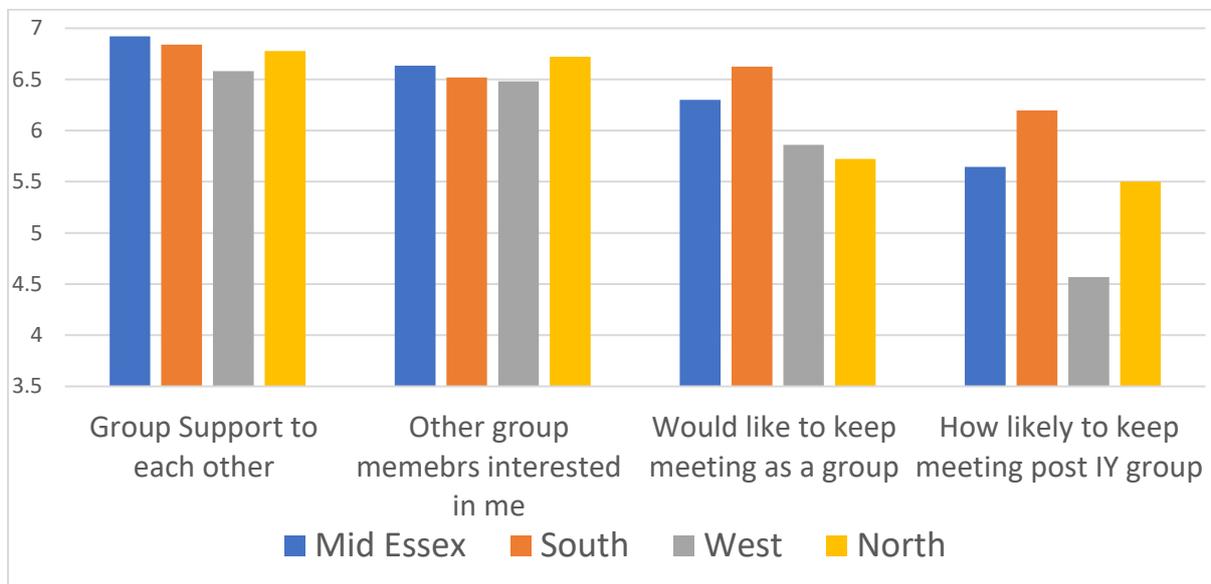
1) very dissatisfied 2) dissatisfied 3) slightly dissatisfied 4) neutral 5) slightly satisfied 6) satisfied 7) greatly satisfied



Satisfaction with Group & Co-Leaders



Group Support- Essex Areas



Summary

Our results show that the Incredible Years school aged programme provides a cost-effective way of reducing behavioural problems. The findings also support the importance of early childhood intervention and the utility of evidence-based parenting programs in community-based services. This work is an important step in the development, evaluation, and delivery of empirically validated interventions for young children and their families in Essex. These positive findings we hope will serve to guide future policy and practice decisions for EEC and Essex based practitioners who are considering investing in and/or delivering the Incredible Years Parenting program for children with behavioural problems in communities across Essex.

Thank you for taking the time to read this report. Any questions or further information please contact the Ministry of Parenting CIC info@theministryofparenting.com