

**Together for Families – Social Investment Fund  
End of project report  
January 2016 – June 2018**

**Together for Families**  
For families  
with  
children 0-18 years old



Children, Young People  
& Families Growing Together

The Social Investment Fund (SIF) Early Intervention Partnership was established in 2014 to bring together skilled and experienced community and voluntary organisations to work collaboratively to apply for SIF funding from OFMDFM through South Eastern Health & Social Care Trust to deliver 3 Early Intervention Transition Programmes:

- Incredible Years
- Partnership with Parents
- Mentoring for Achievement Programme

This was completed in June 2015 and Barnardos NI were successful as lead and accountable on behalf of the Early Intervention Ards & North Down Partnership to oversee the delivery of the Social Investment Fund project until June 2018.

Following the success of the SIF tender in August 2015 it was the consensus of this partnership to develop this group into a locality planning group which will be supported by the South Eastern Health & Social Care Trust and the Children & Young Peoples Partnership to improve outcomes for children, young people & families in the Ards & North Down sector.

To compliment the programme delivery a directory of services was compiled to raise awareness of services/programmes/activities available in the local area for children, young people and families in the Ards & ND area. 3500 directories were made available in hard copy and an online version is available through the Ards Community Network.

# **Contents:**

	<b>Page</b>
<b>Incredible Years</b>	<b>4</b>
<b>Partnership with Parents</b>	<b>6</b>
<b>Mentoring for Achievement</b>	<b>8</b>

**Incredible Years** – is one of the 3 programmes delivered through the Social Investment Fund (Sept 2015 – June 2018).

Incredible Years is a series of parenting programmes that provides support for parents to help their children manage their emotions; reduce behaviour problems and increase problem solving skills.

### Why is it important?

There is a wealth of evidence on the critical role that parenting has in a child's social, emotional and physical development, determining behaviour and outcomes, both long and short-term. A supportive home environment and strong parenting skills have been proven to have a positive influence across a range of outcomes.

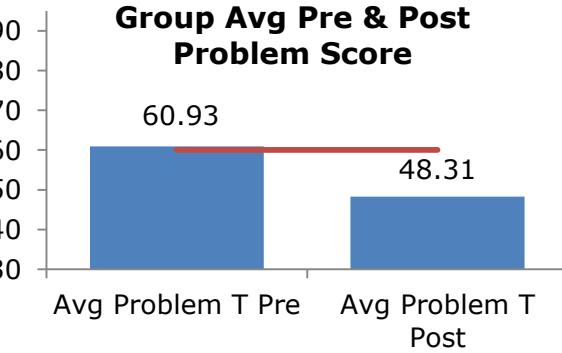
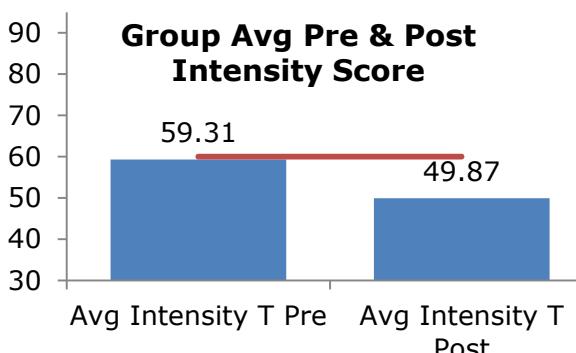
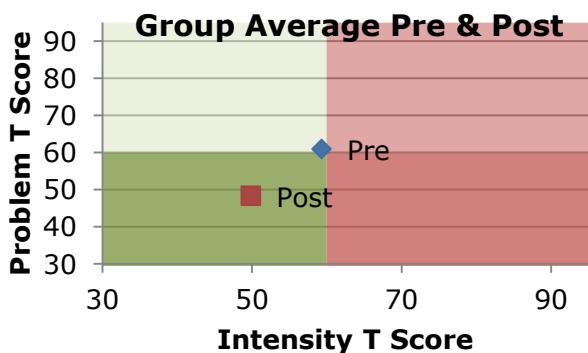
### How much did we do?

- 695 parents attended awareness sessions
- 391 parents in total were involved in incredible years programmes
- 44 School Readiness 5 week programme were delivered to 329 parents.
- 7 Pre School Basic 14 week programme were delivered to 53 parents.
- 1 Autism programme to 9 parents.

### How well did we do?

- Over achieved on contract target by 174 participants
- 77.8% completed the 5 week programme with over 80% attendance
- 60% completed the 14 week programme with over 80% attendance
- 6 organisations will continue to deliver the incredible years programme (*Surestart, Homestart, 1 nursery & 1 day care*)

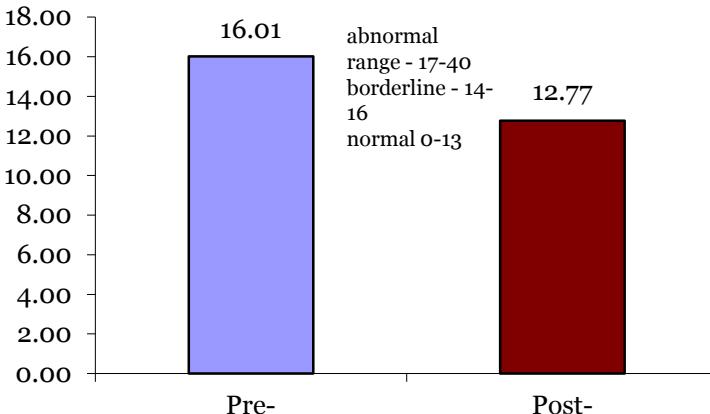
### Is Anyone Better Off?



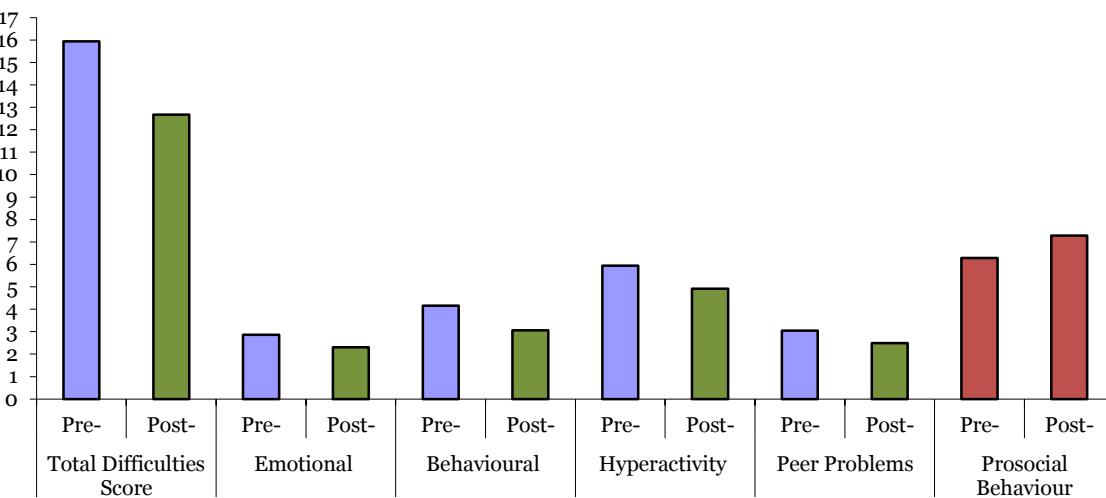
**The above Eyberg scores are based on 32 out of 53 participants who completed the pre school programme.** The use of the Eyberg Child Behaviour Inventory has shown that parents reported a reduction in their view of the frequency of problem behaviours and the extent to which these caused a problem. Parents showed a decrease in problem and intensity scores and this suggests that they were more aware of behaviours and the extent to which they were managing them.

# Is Anyone Better Off?

Mean Total Difficulties Score



Mean SDQ Scores



**The Strength & Difficulty graphs above are based on 256 out of 329 participants who completed the school readiness programme.** The Strength and Difficulties (SDQ) questionnaire is completed by parents/carers and measures 4 different areas of difficulties that they have identified for their child and measure pro social behaviours: Emotional symptoms (5 items), Conduct problems (5 items), Hyperactivity/inattention (5 items), Peer relationship problems (5 items), Pro social behaviour.

1 to 4 are added together to generate a total difficulties score (based on 20 items)

Overall, the use of the SDQ has shown that parents reported a reduction in their view of the difficulties. The SDQ has also shown an increase in pro social behaviours.

## Parent feedback

I loved all of the programme especially social and emotion coaching. Facilitators ensured there was a friendly and laid back atmosphere.

I found the group chats and reading material useful. I loved the whole programme. Thanks for all your hard work and help.

I loved all aspects of the course and it was great for self-reflection. The techniques were useful to increase appropriate behaviour and diminish poor behaviour.

**Partnership with Parents** – One of the 3 programmes delivered through the Social Investment Fund. It is a home based parenting programme aimed at increasing parents' ability to parent effectively and strengthen the parent-child relationship through any one of the 6 support packages called 'plug ins' consisting of: Parent Child Relationship, Behaviour, Social Development, Routines, Education, Physical Development)

### Why is it important?

Engaging parents to encourage participation in parenting programmes is challenging. This programme reaches out to those parents/carers who value a home based approach. Home based parenting support eliminates barriers for families who don't have good child care options or who have trouble with transport or don't wish to engage in group activities. It gives the practitioner the opportunity to witness how the family is managing and to offer appropriate interventions.

### How much did we do?

373 families were offered the programme.

101 (10 week) behaviour plug ins were completed

35 (16 week) parent & child relationship plug ins were completed

13 (6 week) routine plug ins were completed

11 (10 week) social development plug ins were completed

7 (8 week) education plug ins were completed

121 parents showed increase in skills & knowledge of parenting.

Bryson, YMCA, Homesart ND, Homestart Ards, Comber & Peninsula worked in partnership to deliver the programme

### How well did we do?

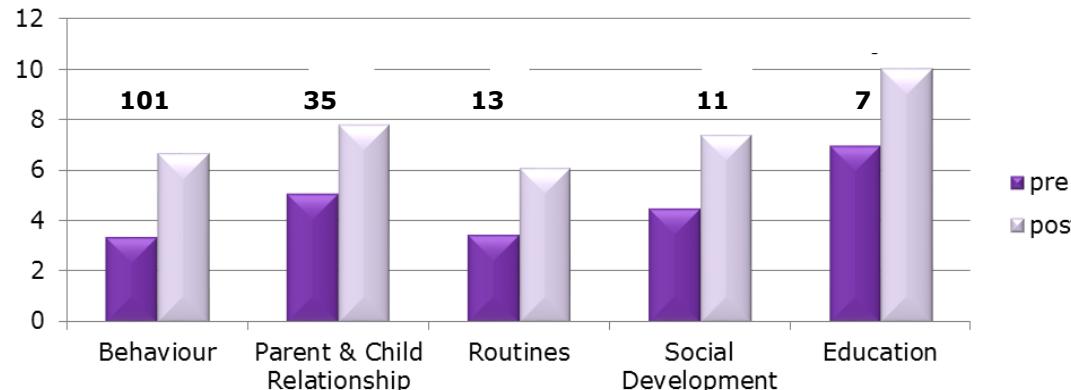
48% of parents completed the programme

96% of parents reported they were treated well throughout the programme

66% reported that the programme helped them

99% of parents showed an increase in skills & knowledge of parenting

### Is Anyone Better Off?



The plug in pre & post scores are carried out through an assessment wheel, is not an evidenced based tool but is used with parents from the initial assessment, mid-point and on completion to track changes. The numbers in bold are related to the no. of parents who completed the plug in.

## Parent feedback

I feel that the time to discuss just one difficulty can lead into changing something that can be helpful in a number of other areas

Course was fantastic, really helped improve our family dynamics, a much happier family home than a few weeks ago

Parent admitted to struggling to bond with her teenage son over the course of our engagement and of difficulties communicating with him. Her past experiences of being parented are negative, alcohol issues, being left to run the household and not being cared for by either parent. She has reflected well throughout the programme and has begun to see how things are for her son now and what he sees in the house. They are going out together, she is asking him how he feels and talking more with him. She has implemented new routines with her family and is no longer giving in or ignoring what they are doing. She started with bedtime routine and making changes to how she reacted when her son would not go to bed. They normally followed a pattern and through looking at the previous outcomes she was able to identify her son needed positive contact from her. She has found reflecting on her own experiences in a safe way very insightful and acknowledges how her partner and children see things. Often when she was pushed for a reaction from her son she would shout very negative comments which really she wanted to say to her own mother. She is feeling more confident in her ability and enjoys achieving the small tasks she sets herself.

**Mentoring for Achievement** – is a school based programme that supports students who are at risk of academic failure and leaving school early. Mentors provide support for up to two years to help the student engage better at school.

### Why is it important?

The evaluations of this evidenced based programme have shown improvement in academic achievement and attendance for young people in school. There have also been improvements in social skills development, classroom behaviour, transition and the positive relationship that develops between the mentor and the child.

### How much did we do?

87 Pupils were registered on the programme

9 primary schools & 8 post primary schools were involved in the programme

There was a good geographical spread across Ards & ND

### How well did we do it?

98% pupils completed the programme

100% of pupils reported they were treated well throughout the programmes

98% of pupils reported the programme helped them

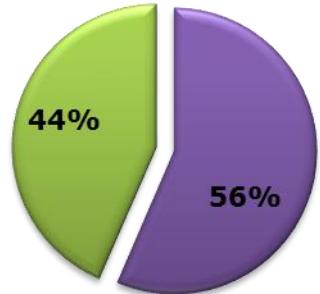
97% of parents reported it helped their child

94% pupils reported they would recommend the programme to a friend.

A change over of staff & pupil absences were the reasons given for incomplete data sets of questionnaires.

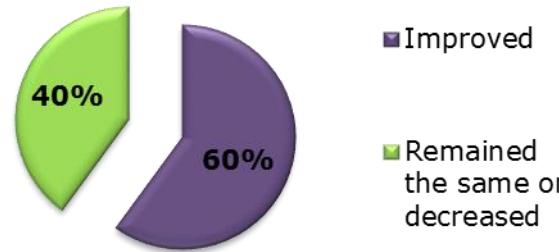
### Is Anyone Better Off?

#### Pupil Attendance



23 of the 87 pupils involved in the programme had attendance of 85% or below. The above table shows improvement in attendance in this cohort

#### Pupil Punctuality



10 pupils out of 87 had pre programme punctuality data of 85% or less. The above data shows improvement in punctuality for this cohort.

## MAP Feedback

**Pupil:**

**It helped me to not get distracted in class, to keep my head down and get on with my work and not to lose my temper**

**Parent:**

**I thought it worked really well. I have seen a real improvement. I am so proud.**

**Pupil:**

**I make more of an effort to come to school. I am more calm, I put my hand up now to ask for help and join in classroom discussions.**

**Teacher:**

**Would like continued funding and the programme to be available to other children**