



Supporting parents of teenagers

Plus all the latest news,
training, resources and events



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A time for families...

Issues concerning families have certainly been in the news lately with the announcements at the Conservative Party conference about child benefit, possible tax breaks for couples, and the Coalition's commitment to supporting families and also the new leader of the Labour Party Ed Miliband's statement that 'family -friendly' employment must be at the heart of rebuilding the economy. Parenting UK have been doing our bit to champion the cause for the need for parenting support for all families, taking part in a series of events at each conference, alongside other major family charities.

As families begin to feel the crunch of reduced benefits, and the increase in VAT which will hit us all in the new year, family life can become increasingly difficult. For parents of teenagers, this can already be a stressful time with the heightened development and emotions that are part and parcel of the teenage years. This issue looks at the great work out there available for parents needing a bit of extra support with their teens, helping to manage the ups and downs and improve communication channels.

At the moment our office is a hive of activity organising our annual conference, taking place on 13 December in London. We will be celebrating 15 years of parenting support, including contributions by two of our founding members, Lord Northbourne and Eileen Hayes. Former Chief Executive Mary Crowley will also join us to look back at how the parenting world has changed over this time. We will host a Parenting Question Time with Siobhan Freegard, Dame Gillian Pugh, George Hosking and Prof Sarah Stewart Brown - chaired by Matthew Taylor. We do hope that members will join us on 13 December, to reflect on the past, hear about the future from key thinkers and policy makers, and contribute to discussions and learning on how to continue delivering effective parenting support during these challenging times. Please see page 8 for further information and details of how to book your place.

Best wishes

Pamela Park, Chief Executive

Don't forget...

If you haven't yet renewed your membership, make sure you do to ensure you continue receiving your copy of Parenting UK's News Bulletin and our other ebulletins.

You can renew online at www.parentinguk.org or by calling 020 7284 8377.

Don't forget that being a member of Parenting UK gives you a great discount on all our events!

www.parentinguk.org

Parents' Week 2010 – Knowing Families: how well do you know yours?

18-24 October

The new Parents' Week website is now live! www.parentsweek.org.uk features events across the country, resources to help you plan your event and information from our Parents' Week Partners. There's also an opportunity to buy extra copies of the very popular Knowing Families book to accompany Parents' Week.

Find out more at www.parentsweek.org.uk

For further information contact sophie.linnington@familyandparenting.org

Living With Teenagers (LWT) is one of the co-ordinated parenting skills programmes in Derbyshire offering a supportive, non-judgmental approach to working with parents/carers with children aged 9–15 years. The service is funded through NHS Derbyshire County (along with the Living With Children Programme) and offers a number of 8-week universal parenting courses every year, also working closely in partnership with Derbyshire County Council's Positive Parents programme which offers more specialist support to families. The 'Living With...' programmes offer a space to reflect on their current skills and qualities as parents, to pick up tips and ideas, as well as exploring how they might add to those skills with other parents and the course facilitators. Self-esteem for both parents and children underpins the ethos of the programme.

The approach used within the programme is based on the partnership model where parents learn together and share experiences. The facilitators are not expected to have all the answers, but will lead on discussions and activities for improving relationships and behaviour at home. Every course is co-ordinated by the team based in Chesterfield for courses that run across the county. The team organises venues, course materials, childcare, refreshments and transport, as well as ongoing training, support and supervision to the multi-agency facilitator team who deliver courses as part of their professional roles. We also co-ordinate the publicity, take referrals and liaise with parents about course requirements as well as identifying course facilitator teams to ensure not only multi-agency delivery where possible, but also an appropriate skill mix for quality course provision.

The programme has been established for eight years and continues to be in demand. Across both programmes, the service organises at least 30 courses a year across the county and the team continues to try and increase capacity in order to meet ever-growing needs.

Below is a case study from one of the LWT courses that we delivered in 2009, which demonstrates some of the positive impact the service has on families in Derbyshire.

A girl 16, lives with her mum and step dad, her older brother recently moved out. Her biological dad lives abroad and there is conflict between him and mum.

Mum and step dad attended Living with Teenagers course because of the daughter's behaviour in the home and the community. She had been in trouble with the police, was drinking, smoking and not obeying any house rules. This was causing lots of stress on all their relationships and the mum and step dad wanted some new skills to deal with this - they had reached crisis point.

Mum attended all the sessions and step dad attended the majority, although both were sceptical about any new ideas that LWT could offer. They believed it was the girl's behaviour that was the issue and had not realised that they influenced significantly, by their inconsistent parenting styles.

As the course progressed they started to change their style and implement new strategies together to deal with specific behaviours – mainly non-compliance. One of the big realisations for these parents was that they didn't have to get involved in petty arguments. This was especially true for the stepdad, who was able to start letting some things go. Relationships in the household improved and things

gradually become calmer with power struggles reducing.

At the last session the parents seemed a lot more positive about their relationship with each other and their relationship with the daughter, and they were keen to attend the 'catch up' meeting that was set up for 12 weeks time.

Mum attended the 'catch up' meeting without the step dad and was quite emotional that her relationship with the girl had improved but some of the old issues with her step dad were re-surfacing again. The girl had been in trouble with the police again and mum was keen to address some of the behaviours before they escalated again. A follow up visit in the home was arranged to meet with the girl, mum and step dad, which uncovered unresolved issues over the parents marriage breakup, self-esteem and high expectations, which led to non-compliance and attention-seeking behaviour. The parents were also able to talk about the impact of this behaviour on their relationship and how they parented as a result.

The family requested more time like this to help resolve some issues that had previously not been talked about due to conflict, and a referral to Barnado's Family Group Conferencing was made. Since then, the family have attended some Family Group Conferencing sessions, the girl is in college and the mum and step dad feel relationships have improved as a result.

In this case, the Living With Teenagers programme was the catalyst to providing additional support for this family. LWT initially enabled the parents to consider their own thoughts, feelings and behaviours, which inevitably was impacting on the relationship with their daughter. The multi-agency delivery of the programme also proved invaluable, as the professional expertise of the facilitators involved was crucial in moving the family forward both through course follow up sessions, one to one support and signposting to other services.

For further information about the Living With Teenagers programme, please contact the team on 01246 514977 or email livingwithchildren@derbyshirecountypct.nhs.uk.

Certificate in supporting the parents of adolescence

www.youngpeopleinfocus.org.uk

If you are interested in working more with parents of teenagers, Young People in Focus runs a specialist course which is relevant for all practitioners working with parents of children aged 10 or over.

The course runs over six months and contains three modules with two training days in each, with a work-based project between modules two and three. It is accredited by Middlesex University, Department of Work-Based Learning.

The course can be commissioned and run on an in house basis. For further information contact Wook Hamilton, whamilton@youngpeopleinfocus.org.uk
For applications and bookings contact Sarah Lee, slee@youngpeopleinfocus.org.uk

Putting parents of teenage parents in the picture

by Wook Hamilton, Young People in Focus

We know that teenage parents and their children are a vulnerable group. Teenage pregnancy is linked to poor mental health, increased domestic violence and social exclusion, and babies born to teenage mothers are more likely to have worse outcomes than those born to older women¹, though some argue that this is more to do with poverty and disadvantage rather than the youthfulness of the parents per se.² Policy and practice initiatives have taken their cue from these facts and focused largely on preventing teenage pregnancy in the first place and on trying to keep young parents engaged in education and employment, as a way of mitigating against these outcomes.

However if we consider what we know about the role played by the parents of these teenage parents, then I believe we find some other important clues to how we might approach supporting teenage parents. This relationship itself can be seen as a resource which also has the capacity to counter some of these negative outcomes. This was the starting point for recent research carried out by Young People in Focus, where we interviewed 30 young parents and their parents to try to take a closer look at these relationships and at how services engage with them.

Research background

Previous research in this area, whilst quite slim, has consistently pointed to the important role played by parents of teenage parents in determining outcomes for them and for their children. Whilst it has highlighted the additional stress placed on these relationships, it has also pointed to the fact that if a positive relationship exists particularly between a young mother and her mother, the young mother is more likely to maintain positive mental health, stay on in education and be a better mother herself.³ Also important is the relationship between the young father and the maternal grandmother, who often plays a gate-keeping role to the young father⁴ and can encourage or restrict his ongoing involvement in the child's life, especially if the young parents separate.⁵ The young parents and grandparents that we interviewed helped to paint a richer picture of these relationships and also underlined their importance in the experience of being a teenage parent.

Anti-natal support

It was particularly striking how involved the parents (typically mothers of young mothers) were in the ante-natal appointments, even when young parents were still together. These parents provided practical and emotional support to the young mothers-to-be; getting them to the appointments and combating some of the stigma which can be an obstacle for young mothers at this stage.

'She said when I went with her they treated her differently' (parent of teenage mum-to-be)

'She held my hand and told me it would be OK. All questions were directed at me but if I was unsure she would step in' (teenage mother)

'I went to ante-natal by myself. It was all older mums there and I felt they looked down on me. I didn't go again.' (teenage mother)

A key public health issue is the higher rates of infant mortality and pre-term births amongst teenage parents, and research suggests that these risks can be substantially reduced if teenage mothers regularly attend ante-natal services.¹ The potentially supportive role that can be played by the mother of the teenage mother is therefore a very important one.

Relationships between young parents and their parents

At the heart of the role that any parent of a young parent plays is the nature and quality of the relationship they have. For some young parents this relationship is not one they can draw on for support, but for many, it is integral to the networks which support them whether or not they are still living in the family home.

In our interviews we heard about some of the strains that the arrival of a child put on this relationship, but we were also struck by how often both parties talked about how much closer the new baby had brought them. Many of the young parents spoke about feeling 'older' and being treated more like an adult by their parents. Often it seemed parents and young people became allies.

'My parents look on me more like I'm a grown up' (young father)

The knock on effect of this more positive relationship was the emotional and practical support that resulted such as child care, advice and a listening ear. Likewise the impact that the arrival of a child had on the family was often talked about in positive ways:

'It brought our household closer together' (young mum)

A sense of its positive effect on the lives of young people was also evident:

'he's a reason to get up in the morning' (young dad)

Messages for practice

The role of the parents of teenage parents presents many challenges for professionals, particularly if the teenagers is no longer a minor. Do they focus exclusively on the young person as the 'parent', respecting their new status or do they defer to a competent older parent? And what to do where there are concerns about one or both parties? Certainly the young parents we spoke with appreciated the role of young-parent focused support when they had a child. Other more intensive

service models however like Family Interventions Projects (FIPs) and Family Nurse Partnership models are much more likely to engage with the parents of teenage parents as part of their delivery model. Clearly both of these have their place but what stands out from the research as a message for all services is the value of both addressing and where necessary investing in the relationship between parents and young parents and building on the potential positive impact of this for the young parent and the child. As Asmussen comments, 'Future initiatives may want to consider ways of supporting rather than ignoring this relationship'.⁶

References

1. Asmussen, K. & Weizel, K. (2009) *Evaluating the Evidence: What works in supporting teenage parents*. National Academy for Parenting Practitioners.
2. Arai, L (2009) *Teenage Pregnancy: The Making and Unmaking of a Problem*. Policy Press
3. Asmussen et al, (2006) *Supporting the Parents of Teenagers*. PRB & DfES.
4. Reeves, J. (2008) *Inter-professional Approaches to Young Fathers*. M&K Update Ltd.
5. Quinton, D; Pollock, S; Golding J. (2002) 'The transition to fatherhood in young men' in *Youth Citizenship and Social Change*. ESRC.
6. Asmussen *ibid*, p.57)

The research was undertaken as part of a Parenting Fund project. The full report will be out in October.

You can find further resources on www.youngpeopleinfocus.org.uk.parentingteenagers

New report on early intervention calls for recognition of parenting support

The report, *Grasping the nettle: early intervention for children, families and communities*, is based on the joint call for evidence from C4EO and the Association of Directors of Children's Service (ADCS) at the beginning of 2010. This report demonstrates the challenges and opportunities in supporting children, families and communities through early intervention, based on effective local, national and international practice. It finds that early intervention is clearly effective, when it is "an appropriate intervention, applied well, following timely identification of a problem; and the earlier the better to secure maximum impact and greatest long term sustainability (both as early in the child's life as possible or as soon as possible after a need becomes apparent)".

The report identifies a clear need for more research into the effectiveness and the relative cost-effectiveness of early intervention, but it also points to several characteristics which are common to successful examples of early intervention, which include 'the best start in life' and 'engaging parents'. One key message to ensure the best start in life is that children's centres, which lie at the hub of "a continuum of support for children, families and communities with additional

needs," require an effective outreach strategy to ensure that interventions target and support the most vulnerable in the community. It goes on to state that "the role of health services, children's centres and schools in delivering and supporting effective early intervention cannot be underestimated – from early pregnancy and support for families with young children, throughout childhood and adolescence" and calls for the active engagement of local health commissioners, providers and schools to both identify need at the earliest opportunity and to help meet these needs.

The report offers "the combination of early years development, including language and communications skills, and parenting support" as being an area for intervention where the most significant impact could be made. In relation to the Government's stance on supporting families, the report suggests that, "The potential benefits of extending this commitment to the development of a coherent, strategic approach to early parenting, early child development and successful language acquisition would be huge, for a relatively modest step."

Among the reports key messages in relation to engaging parents are that "Parents are the most significant influence on children, and parenting has profound consequences for their future lives," and that society needs an "attitude shift" to parenting so that it is celebrated as a something where achieving high standards is in everyone's interest and that "it is socially acceptable for everyone to recognise they are able to learn, rather than being seen as a private matter which must not be invaded". It also states that, "Disadvantage is not a block to good parenting but low levels of literacy and numeracy and confidence are obstacles, and self-perception contributes to parents' motivation to change," setting out the importance of convincing such parents to engage with support services and that they can bring real and lasting benefits to their child.

The report also sets out ten calls for action which include the need for more public information about the crucial importance of the early stages of child development and that simple changes in how a parent relates to their young child can have permanent benefits. It also states that parents and professionals need to be more aware of the importance of language skills, and that everyone working with families should receive adequate training on this and also how to work and engage with parents. The seventh area for action states that, "Positive parenting should be publicly celebrated, alongside recognition that most parents need some support at some time. Systemic support should be encouraged nationally, but with particular emphasis on meeting the needs of the most disadvantaged. Parents should be engaged as early and as positively as possible, ideally before their babies are born". The report also calls for further progress to ensure that every local area provides a continuum of support for the different families whose needs will vary over time, with children's centres and schools at its heart, "children's centres should be strongly encouraged to develop effective outreach strategies to draw in isolated and 'hard to reach' families".

C4EO shares the Coalition Government's belief "that strong and stable families of all kinds are the bedrock of a strong and stable society", and very much welcome its decision to set up an independent commission on early intervention chaired by Graham Allen, MP for Nottingham North. To download the key findings or full report go to: www.c4eo.org.uk

Would a GCSE in parenting help disadvantaged children?

Veteran Labour MP Frank Field, appointed by the coalition to conduct a review on 'Poverty and Life Chances' has proposed the idea of a GCSE in parenting to help some of Britain's most disadvantaged children learn valuable life skills. Field suggested that teaching children how to look after babies could encourage them to form stable family relationships in the future, potentially easing the burden of benefits on the taxpayer.

In the current school curriculum, some teens already take a parenting module in their Personal, Social and Health Education lessons, though this tends to focus largely on safe sex and pregnancy, rather than on forming and maintaining relationships and raising children. Field suggested that modules could be worked into existing subjects but that there may also be scope for creating a separate parenting GCSE from these modules.

His statement was made in response to what he described as a social crisis faced by Britain, stating that "too many parents... haven't got a clue how to raise children and delegate the role of breadwinner to the social security system". Doubts have been expressed as to how a GCSE in parenting would work. The National Union of Teachers questioned whether the course would be mandatory and, if so, what would need to move to make way for it. Field stressed that it would need to be introduced to the curriculum naturally in a way that doesn't impose too heavily on schools.

The Fatherhood Institute also warned that if a parenting GCSE were to be implemented, it should include information on the importance of fathers, and reflections on the students' own experiences of fatherhood.

Despite these challenges, Frank Field maintains that there is a genuine desire among children to learn how to be good parents and that some level of education in parenting skills should be made compulsory.

Parenting UK recently held a round table to look at the proposal put forward by Frank Field and Parenting UK will be updating its paper on teaching parenting in schools in due course.

Action for Children's Clare Tickell to head up EYFS review

Following Action for Children's *Backing the Future* report, which highlighted the importance of early intervention, the organisation's chief executive Dame Clare Tickell has been appointed by the Government to lead a review into the Early Years Foundation Stage (EYFS).

EYFS is a legal framework outlining targets for early years and childcare providers, requiring them to educate young children towards certain targets. The framework has been in place for two years and sets out what providers should be doing, through play, to support children's early learning and welfare.

Currently, anyone registered with Ofsted to provide early learning and childcare to children under five – including

childminders, nurseries and children's centres – is required to meet these targets, whatever the service they provide, and regardless of the number of children they support.

In announcing the review, Children's Minister Sarah Teather suggested that the framework creates unnecessary bureaucracy for some professionals. She stated that Tickell's knowledge of early intervention means she is well placed to assess the best ways to support young children, thus freeing up the system for professionals and parents.

Tickell said: "It is important that professionals in early years have the time to tackle the important issues – helping children from poorer backgrounds and those with special needs, as well as giving all children a fun and stimulating learning experience."

The review will focus on the requirements set out for welfare and learning and development, as well as the scope of regulation and ways to reduce the burden on service providers. Tickell will provide a final report in spring 2011, with proposed changes to take effect from September 2012.

Peer-led parenting class sees mental health improvement in children

A new course has been helping parents in Southwark, south London, where children have an above average likelihood of being diagnosed with a mental health disorder. 'Empowering Parents, Empowering Communities' is an 8-week course for parents and carers with children between two and 11 years old, focusing on practical communication skills and the ability to bring up confident, happy and co-operative children.

It is taught by local parents, working on the idea that peer-led groups can be more supportive and less stigmatising as the trainers have been through similar experiences to the participants.

Parents taking the course are asked to fill in a survey which gives a score indicating the likelihood that their child will require clinical help. After taking the course, scores have been seen to drop from an average of 125 to 106 – particularly encouraging given that the watermark for clinical help is 127.

One mother, who initially did not intend to stay for the whole course, found that a difficult relationship with her son became much simpler after she used one of the handouts to encourage him to express different moods to her. Following this success, she now teaches the course to other parents.

Dr Crispin Day, head of the South London and Maudsley NHS parent and child support centre, is evaluating the course as part of a larger study and stated that "the parents who go to the group are reporting that their children are showing a significant reduction in the severity of their behaviour problems".

His colleague Kerry Chrichlow also endorsed the programme, saying "attending a parenting group should be as natural as going for a physical health check-up with your GP".

'Empowering Parents, Empowering Communities' reaches an ethnically and economically diverse range of parents, and has so far been taught in English, French, Somali and Arabic.

Interview: Sue Atkins, Positive Parenting

Why do you think it's important for parents of teenagers to understand what makes their teenager moody, or less sociable?

The teenage years are a time of change and transition into adulthood. Hormones are flying around as well as the need to strive for independence, so it's important for parents to be empathetic and to understand that their teenager is exploring who they are, what they believe in and what their values for life are. They need to be respected and allowed to have "their space" from time to time so if that means they withdraw to their room to listen to music, to chat to their friends or have a bit of "me" time then it's a good idea to be flexible. Like everything in life is all about striking the right balance between allowing teens to be independent and making sure that they don't go too far and become too insular and withdrawn. It's about being available to talk when your teen feels like it, not when you do, and being open to building bridges not walls between your teen.

Often your teenager's mood swings frighten even themselves so it's about talking openly about how moods can swing because of the physical, mental and hormonal changes going on in their bodies at this time and how you still love them even if they are a bit erratic and unpredictable at times! But it's also important to still keep to your values and not allow swearing, or any physical outbursts – teens need boundaries and rules just like all children.

Do parents find parenting teenagers very different from parenting younger children?

I often tell parents to think back to when their children were toddlers – as really the outbursts are not very different from the toddler tantrum! This helps parents to see this new phase as similar to another that they have already gone through and it helps them to step back from the intensity of the situation and to detach. And often they can smile (inside!!) as they just see their teen as just a toddler still trying to throw their toys out of the pram ... It helps them see the funny side to some of it and to relax.

As soon as parents see the bigger picture they start to relax and know that if they keep to some simple, clear and specific rules, are flexible and keep the lines of communication open, things settle down. It's about the parent not speaking to their teen as if they were still 4 years old as this autocratic approach doesn't allow for your teens emerging maturity, and independence. It's often about parents realising their child is no longer a young child, embracing and celebrating their new role as parents of a young adult and creating a new and different relationship with them.

What sort of strategies do you give parents to help them?

I often get parents to get three pieces of paper and to write their child's name on one piece of paper and then as they step on the paper to see the world as their teen sees it, to hear the world as their teen hears it, and to describe what they feel from their teen's shoes and socks. It is often truly illuminating, as it helps the parents to see the world from their teen's perspective. I then get them to step on another piece of paper as their partner and to describe what they see, hear and feel

from this perspective and then finally to step on a piece of paper as a 'detached observer,' a person who knows the family well but has no vested interest in any one view. I ask what do they see, hear and notice about the family and what advice would they give. This technique really gives an insight into what's really going on in the family from different perspectives and viewpoints and is very illuminating so small changes can take place that can make a big difference.

Is the only option for parents of teenagers to go on a course or are there other things they can do?

Often talking to a friend means you just seem to go round and round in circles without getting clear ideas, strategies or new techniques and stay stuck and despairing so that's why I created my "Navigating The Choppy Waters of the Teenage Years" in my Parenting Made Easy CD Series specifically to help parents learn my techniques, strategies and practical tips so that they can listen to the CD in the car on their Ipod again and again from the comfort of their own home.

I am also writing and planning teleseminars around this whole teenage topic in the next few months where parents can call in and join in over the phone for an hour and meet like-minded people, access my expertise and ask questions. Also I run "drop in and chat" sessions in schools and parents' homes for a couple of hours to help with navigating this often tricky time as well as running my whole day workshop a couple of times a year in Godstone, Surrey

Do the parents who attend your course find that there is a difference in their relationship with their teenager?

Oh yes, parents email me and keep in touch when they have finished a course, or listened to my CDs as they find that they get new ideas, feel more confident, feel less stressed and more energised, and develop a much better relationship with their teenager after stepping back from the wood and are able to see the trees again! It's about not being afraid to ask for a bit of help, guidance or advice – it's not weakness to ask for help if you can't work out how to work your computer software, or new washing machine so it's not a sign of failure to ask for a few ideas to help with raising teenagers – they don't come with a handbook do they?

Do you think there is enough information/provision for parenting teenagers available?

There is a lot of advice out there but sometimes parents don't like to ask for it. That's why I love Parentchannel.tv and why I am now creating my own videos for parents of teenagers to offer ideas, advice and a helping hand so parents can watch from the comfort of their own homes to pick up ideas.

Can the whole family dynamic be affected by a difficult teenager, what's the effect of this on the whole family and what can parents do about it?

Yes a difficult teenager can create terrible tension in a home, can drive wedges between parents, as well as siblings, and can make family life extremely challenging – but teens need a gentle nudge not a sledgehammer and are really looking for similar fair and consistent boundaries, like all children, to help them feel safe while they are going through this new phase in their lives.

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Please note, we cannot guarantee that your question will be asked.

Who should attend?

Everyone involved in shaping or delivering services to support children, parents and their families.

Book online now at www.parentinguk.org/15-anniversary or fill out the booking form on the enclosed flyer

Improving Outcomes for Children and Families Finding and Using International Evidence

This edited collection offers an international perspective on the challenges of designing and undertaking outcome-based evaluation of child and family services. With contributions from leading international experts, it introduces the key ideas and issues currently being debated in the evaluation of these services; discusses relevant approaches to designing and using evaluation methods; and provides examples of evaluation from the real world of policy and practice. Issues covered include setting appropriate indicators for service effectiveness, cross-cultural evaluation of service interventions, service user involvement in evaluation, and evaluations of family and community-based services.

This invaluable book will be essential reading for policy makers, planners, commissioners and managers across child and family welfare services, as well as researchers and other academics in the field.

Hardback: £60.00

Jessica Kingsley Publishers

Let's Talk Relationships Activities for Exploring Love, Sex, Friendship and Family with Young People

Let's Talk Relationships offers a multitude of creative ways to get young people aged 13–19 talking about positive relationships, helping them to stay safe, healthy and happy. Ideal for groups or one-to-one work, this resource features over 90 tried and tested activities.

Focusing on peer friendships, personal relationships and family dynamics, issues covered include peer pressure, relationship bullying, decision-making, managing conflict at home and family values. Activities come complete with photocopiable worksheets and include ideas for storyboard work, games, role-play and quizzes, as well as suggestions for creative projects including drama, music and art activities. They are designed to build assertiveness skills, encourage young people to make positive choices and help them to talk about their feelings. This second edition is fully updated and contains over ten new activities in each of the five sections.

This is an invaluable resource for all those working with young people, including youth workers, teachers and voluntary sector youth leaders, helping them to make sessions valuable, educational and enjoyable.

Paperback: £17.99

Jessica Kingsley Publishers

What makes a good break for carers of disabled children?

by Griffiths, Julie

This summarises the findings of research into the impacts of short break provision on disabled children and families (DCSF, 2010). Lists tips for short breaks from the report.

Community Care Issue 1826, 2010

Child parent relationship training: parents' perceptions of process and outcome.

by Edwards, Natalya A., and Sullivan, Jeffrey M., and Meany-Walen, Kristin, and Kantor, Kathryn R.

A US qualitative study examining the acceptability and perceived effectiveness of Child Parent Relationship Training (CPRT). CPRT is a play-based parenting programme for parents of children aged 3-10 years who are struggling emotionally and behaviourally. Findings indicate that the parents perceived the CPRT model to be both acceptable and effective (on factors such as increased knowledge and confidence in parenting, enhanced parent-child communication, strengthened parent-child relationships, and reduced behavioural problems among child participants).

International Journal of Play Therapy

Volume 19 Issue 3, 2010 pp 159-173

What is The Dad Factor?

The Dad Factor, a new training package for schools, is evidence-based and practice-focussed. Designed with INSET days in mind, the course will provide your school (or schools cluster) with tools and strategies to:

- Evaluate your current engagement with dads
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- Make your school more father friendly
- Get dads involved in parent-school activities

Positively involved fathers can have a huge impact on children's learning and development, including on their reading age and other performance measures, and on their behaviour. Drawing on international evidence and our extensive practical knowledge of 'what works', we show you how best to tap into dads' potential.

To find out more about The Dad Factor, contact Katherine Jones, the Fatherhood Institute's Training Manager at k.jones@fatherhoodinstitute.org or tel 0786 776 1251.

Underage and Pregnant: Youth Pack

The resource contains specially edited stories from the BBC Three documentary series 'Underage and Pregnant' and has been designed with sexual health and education experts to explore teenage pregnancy, sexual health, relationships and parenting issues with 11-19 year olds. The Youth Pack was created as an informal alternative to the Underage and Pregnant Teachers' Pack.

Published January 2010

BBC Learning

Young People in Focus

www.youngpeopleinfocus.org.uk

ESCAPE and Parallel Lines

The ESCAPE parenting programme offers a flexible framework for working with parents and young people, and has been widely used with parents in the youth justice system and elsewhere. This programme promotes a problem-solving approach in helping parents establish a positive relationship with their teenagers. The ESCAPE programme can be used in one-to-one or group settings, and includes Parallel Lines, a companion programme for working with young people in conjunction with their parents. This three-day facilitators' training course will prepare practitioners for running their own parenting sessions using the ESCAPE programme.

10, 11 and 12 November, London

Take 3

Take 3 is a comprehensive programme for practitioners working with parents who have challenging teenagers or teenagers that are at risk. It has been used successfully in many different contexts, including youth justice and in schools.

Take 3 refers to the three core elements of the course: nurturing young people; providing structure for young people; and self-care for parents. It is a group programme but can also be used in one-to-one work. The Take 3 pack is divided into two parts: a basic 10 session course, plus 10 extra optional sessions that deal with issues such as sex, drugs and alcohol, sibling rivalry, step-parenting, and anti-social behaviour. This facilitators' training course will introduce practitioners to the core principles of Take 3 and prepare them for running the programme with parents.

7, 8 and 9 December, Manchester

NDCS

www.ndcs.org.uk

NDCS training for professionals Delivering our Parenting a deaf child programme

NDCS is offering free training to professionals working with parents of deaf children in how to deliver our 'Parenting a deaf child' curriculum. The training runs over two days. This course has been developed by NDCS after comprehensive research. It is delivered over 10 weeks

and is aimed at parents and carers of deaf children aged 0–11.

NDCS has already successfully delivered the curriculum in a range of settings to over 150 parents across the UK. In this training, we will cover the main topics in the curriculum as well as tips and hints on how to set up a successful parenting course in your area. Participants should already have experience of working with families with a deaf child and a facilitation qualification, or be trained to deliver an existing mainstream parenting course. To book a place or for more information, please contact parenting@ndcs.org.uk or call 020 7014 1115.

9 and 10 November, Central London

Family Links

www.familylinks.org.uk

Four day training course offering: a thorough introduction to the principles and practice of the Nurturing Programme for anyone working with parents and carers; sessions about the importance of facilitative approaches, both in group work and one-to-one support; the option of OCN accreditation for parents. It is designed for community professionals such as health visitors, social workers, school nurses, youth offending teams, Sure Start teams, Children's Centre staff. The course emphasises the importance of facilitative approaches, both in group work and one-to-one support.

**17 & 18, 24 & 25 November, Oxford
3 & 4 and 10 & 11 November, Hull**

Care for the Family

www.quidzin.org.uk/

Quidz In facilitator training

Quidz In is a new community programme for parents. Its unique blend of skills, information, and practical, fun things to do at home with children, helps parents teach them sound money management principles. The two-day training (mapped to National Occupational Standards for Work with Parents) equips you to deliver this programme in your own community.

Cardiff 6 & 7 November 2010

Mellow Babies

www.mellowparenting.org

One day courses in the Mellow Babies

Programme are run for practitioners who have completed the core three-day training. The Mellow babies Programme, which has a one day additional training and separate manual, is now well developed. The programme incorporates modules for adult mental health, child care skills, child protection and activities suitable for parents and babies.

The programme has been applied in a number of settings to include mothers with post natal depression and families with child protection concerns. The Mellow Babies programme has undergone a randomised waiting list controlled trial with clinically and statistically significant effects on maternal depression and mother-child interaction, and a reduction in the need for Child Protection Registration and compulsory measures of care.

9 February 2011 | London

22 March 2011 | North East of England

Children in Scotland

www.childreninScotland.org.uk

Online Social Networking: Risks and Opportunities

Since its beginning, the web has been used as a tool to meet new people, but in recent years the growth of social networking sites such as Bebo, Facebook and Myspace has fuelled the social networking trend, making a huge impact on our lives in a very short period of time, and putting young people at the forefront of the social media revolution. These sites can be a powerful tool for both young people and professionals, but their growth has also raised concerns about safety, privacy, and the boundary between personal and professional life. This workshop will explore the functions of social networking for young people as well as opening up discussions on the role of professionals who work with young people in relation to this subject.

24 November, Glasgow

Entries are provided by individuals/ organisations offering the training. Inclusion here does not imply endorsement by Parenting UK. For more training courses visit www.parentinguk.org/2/training

Noel Buxton Trust

Grants are made to charities active in the following three spheres of activity: the welfare of children in disadvantaged families and of children in care. This will normally cover families with children of primary school age and younger, although work with children in care will be considered up to the age at which they leave care. Penal reform, the welfare of prisoners and their families, rehabilitation of prisoners and work with young people at risk of offending, Sustainable development and education in Eastern and Southern Africa.

The Trust welcomes applications from registered charities. Exceptionally the Trust will consider appeals from charitable organisations that are not or not yet registered (but see exclusions list). The Trust is a small one and seldom makes grants of more than £4000, often considerably less. Successful applicants will normally hear from the Trust within six months. For further details and information about applying please see website www.noelbuxtontrust.org.uk

Peter Minet Trust

The Peter Minet Trust seeks to improve the quality of life of people living in the inner city boroughs of South East London, especially Lambeth and Southwark by making grants to registered charities (not individuals) which support social welfare, health and community projects, working with people of any age.

Grants awarded are normally between £1,000 and £3,000. If you are given a grant, you must wait 18 months before you can apply again. There is also a Small Grant Scheme for small one-off events such as Christmas parties, play schemes, visits etc of £50-£500. Only one small grant will be made to an organisation within a period of 2 months. If you run several small projects throughout the year, you can apply to a full trustees' meeting for one larger grant covering all the activities.

You can apply for a small grant at any time and they are put before a sub-committee and they take at 3-4 weeks to administer.

Peter Minet Trust, 1A Taylors Yard, 67 Alderbrook Road, London SW12 8AD Tel: 020 8772 3155

Email: info@peterminet.org.uk

There is an application form available from the website: www.peterminet.org.uk/index.htm

Santander Foundation

All its funding must directly help disadvantaged people through one or both of these charitable priorities: education and training. This does not have to be formal training or lead to a qualification. It could be any activity disadvantaged people undertake where they improve their confidence in a skill or their understanding of a subject, for example independent living skills, anger management, improving self-esteem, reminiscence projects for older people, art and craft sessions as well as IT classes. Financial capability - This covers activities that help disadvantaged people understand how to manage their money. It could include budgeting skills, accessing affordable credit as well as managing the challenges that arise from being a carer, unemployment, disability or relationship break-up.

All funding is for one-off donations. Grants are available to buy tangible items such as equipment or training materials. Grants are also available to fund project costs such as sessional worker fees, salaries, room hire or other costs. For further information visit website: www.santanderfoundation.org.uk/index.aspx

Maurice Wohl Foundation

The aims of the Maurice Wohl Charitable Foundation are broad, although particular emphasis is placed on causes that support the following areas: the care, welfare and support of children (including education); the promotion of health, welfare and the advancement of medical services; the relief of poverty, indigence and distress; the care, welfare and support of the aged, infirm, handicapped and disabled; and the support of the arts. The Foundation will also consider granting a small number of substantial capital donations for worthy causes that fall within its priority areas.

Further details are available from Maurice Wohl Charitable Foundation, 2nd Floor, Fitzrovia House 153-157 Cleveland Street London W1T 6QR
Tel: 020 7383 5111

Where to find funding

You can find further information about funding on the Parenting UK website. The following provide general guidance and information on funding:

Association of Charitable Foundations – www.acf.org.uk

Charities Aid Foundation – www.cafonline.org

Charities Information Bureau – www.fit4funding.org.uk

Directory of Social Change – www.dsc.org.uk

Funderfinder – www.funderfinder.org.uk

Grants 4 Funding Portals – www.grants4.info/portal/index.asp

GrantsNet – www.grantsnet.co.uk

November

Working with highly resistant parents

Community Care

This practical-focused one-day conference will equip you with the knowledge and tools you need to identify and tackle obstructive and manipulative behaviour amongst your clients.

Community Care are offering Parenting UK members a discount of 10% off the conference price, use promo code UEY20934 when booking online.

2 November, London

www.communitycareconferences.co.uk

Children in Scotland annual conference

This year's conference will examine how smarter thinking and reprioritisation of resources are essential in improving the lives of Scotland's children and young people.

4-5 November, Stirling

www.childreninscotland.org.uk

Attachment: Getting it Right for Every Baby

Mellow Parenting

5 November, Glasgow

www.mellowparenting.org

Improving Outcomes for Vulnerable Children: Looking After Looked After Children

Delegates at this Policy and Practice Westminster Briefing will have the opportunity to examine the new government's approach to looked after children and the challenges facing local government and their strategic partners as they struggle to ensure that looked after children are given the opportunities they need to succeed.

18 November, London

www.westminster-briefing.com/?p=16805

CRAE conference: What future for children and young people's civil rights?

This year's conference "what future for children's civil rights" is a must for anyone concerned with protecting the freedoms of younger people.

19 November, London

www.crae.org.uk

Children's Health 2010

The UK's premier event for those involved in improving children's health through policy and service delivery.

23 November 2010

www.childrenshealth.co.uk

Family Planning Association: Sexual health starts here

This four-day introductory level course is for those who have the opportunity to promote the positive sexual health of

young people and support them in their sexual health choices.

24-26 November, London

www.fpa.org.uk

The heart of the matter – Foster carers and adoptive parents making the difference

BAAF

This is a conference with a difference for those who 'make a difference'. Aimed at Adoptive parents, foster carers and anyone involved in care planning for children and young people, it will celebrate and support the contribution made to the lives of vulnerable children by foster carers and adoptive parents.

29 November, London

conferences@baaf.org.uk

December

Self-injurious Behaviour In Children and Young People Across The Life-span With Particular Reference To Vulnerable Groups

Barnardos

This programme will be of interest to all individuals, professionals and organisations involved in promoting the emotional health of children and young people in various settings e.g. residential care, social care, the voluntary sector and CAMHS professionals.

1 December, Wigan

elaine.asquith@barnardos.org.uk

Can State Care Improve Children's Lives?

British Association for Adoption & Fostering celebrates anniversary with lessons from the last 30 years & their implications for the future

3 December, Leeds

www.baaf.org.uk

parentingUK

Supporting Britain's parents: the way forward for the next generation

Parenting UK's Annual Conference – Celebrating 15 years of parenting support

Supporting Britain's parents: the way forward for the next generation will explore the history of parenting support, and how we take this forward to ensure the next generation of parents have the best skills and support they need to help them be confident and capable parents.

Monday 13 December, ICA London

www.parentinguk.org/15-anniversary

We welcome your comments on and contributions to our News Bulletin. Please address any correspondence to rtonkin@parentinguk.org

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