

## Universal support: is it the answer?

### The parenting vouchers trial



Making a market for parenting classes, can it really work?

Child poverty update

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Universal support evaluation tools

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We welcome your comments on and contributions to our News Bulletin. Please address any correspondence to the editor, Rachel Tonkin:  
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## Encouraging a market in parenting classes: can it really work?

Ecorys, Parenting UK and Orion are pleased to be supporting the Department for Education's CANparent £100 parenting voucher trial, taking place in Middlesbrough, Camden and High Peak in Derbyshire.

The trial aims to encourage all parents and carers to access parenting classes and advice. We believe this will help parents at one of the most demanding stages of their lives and will help to make accessing parenting support as normal as attending antenatal classes.

Parents and carers who look after a child resident in one of these three areas will be able to pick up their £100 parenting classes voucher at local Boots stores as well as certain nurseries, children's centres, community centres, schools and GP surgeries in their area to claim a place on one of several different local classes available. A list of voucher distributors and providers can be found at [www.canparent.org.uk](http://www.canparent.org.uk)

Classes and advice on offer include online and telephone support, one to one sessions, and eight week classes which involve the whole family in activities such as cooking a meal together. There are some classes available in the evenings and at weekends, and some also offer parents a crèche. The classes are for dads, mums, grans and grandads and anyone who cares for a child aged 0-5 to offer support with communicating with their child, rules and routines, coping with sleep issues and other popular topics.

Pamela Park, Chief Executive of Parenting UK says, "Parenting UK is

delighted to be part of the CANparent network – the bedrock of early intervention. By providing parenting classes and advice to all parents, learning about and improving parenting becomes completely normal – just like attending antenatal classes. We hope this trial will lead to a culture change, where parents with children of any age are comfortable seeking advice and support before problems become more serious."

Find out what a parenting classes can offer, watch our video.

Ecorys, Parenting UK and Orion are working together and will be supporting the local providers in each area. The consortium will manage voucher production and distribution, the website and a helpline for parents wanting to access the free classes. We will also be working with the local workforce in distributing vouchers to parents through children's centres, nurseries, health visitors, leisure centres and GP surgeries, as well as making payments to class providers and gathering data from the trial.

We are confident that parents will take up this free support particularly as there is a range of support on offer including face to face groups, helplines and online support. Many organisations involved offer courses and support at different times of the day and also a crèche facility. This offer is part of a trial announced by the Department for Education in 2011 so that it can understand what parents want, what they find helpful, and how they could make more information and support available in future. Around three-

## Why so few parents complete evidence-based parenting programmes and what can be done

By Matthew R Sanders, PhD, Professor of Clinical Psychology

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## Local authorities failing to address child poverty in boroughs with highest poverty rate

When the Government pledges to make the UK the 'the most family friendly country in Europe' it is worrying that we are still near bottom of the OECD league table for child wellbeing,<sup>1</sup> and that 3 children in every 10 across the country are living in poverty (rising to 4 in every 10 in London).<sup>2</sup>

It is equally worrying that according to 4Children's latest report on child poverty that despite the Child Poverty Act 2010 requiring local government to produce child poverty strategies and needs assessments for their local area, setting out how child poverty will be reduced, over half of all local authorities do not have a fully complete and published strategy in place.

Out of the country's 10 most deprived boroughs, only 6 have a full child poverty strategy in place. Tower Hamlets in London, which has the country's highest child poverty rate at 52% has no strategy in place. Of those 78 boroughs who do not have a strategy:

- 12 have a draft strategy or an expired strategy available on their website, or have set up a commission to produce a strategy
- 38 have a child poverty needs-assessment in place
- 35 have neither a strategy nor a needs assessment in place.

As the 4Children report points out, "There is also a significant disparity in local authority's engagement with child poverty, with some areas like the North East displaying a strong and consistent engagement with the issue". In the North East 83% of local authorities published a strategy and a needs assessment.

There is a clear commitment to reducing child poverty in the North East which has a dedicated regional taskforce

for this and is recognised externally as a leader in cooperation and joint working. More information about the North East Child Poverty Commission is available on their website.<sup>3</sup>

In contrast, the 4Children report points out that the South East, East Midlands and South West make up the bottom three in terms of both child poverty strategies and needs assessments.

4Children has looked at 75 strategies and rated them according to strategic leadership, targeting, accessibility, mapping and partnerships. You can see the full details in their report.<sup>4</sup>

4Children state, "It is clear that while some local authorities have taken a proactive approach to combating child poverty, the majority of councils have not seriously engaged with their legal or moral responsibilities to reduce and eventually eradicate child poverty." They call for national Government to be more proactive in compelling local government to meet their legal responsibilities.

### Severe child poverty

The levels of 'severe child poverty' were highlighted by Save the Children's report earlier this year, *Severe Child Poverty: Nationally and locally*.<sup>5</sup> A staggering 1.6 million children across the UK live in severe poverty, with over 25% of children in Tower Hamlets in London and Manchester in severe poverty and yet neither council has a child poverty strategy in place.

Children in severe poverty miss out on things like school trips and hobbies, not reaching their emotional and social development which can leave them excluded from society. Save the Children's report highlights the main risk factors for severe child poverty, including

workless households, single parents, housing tenure, disability, parents being under 25, family size and ethnicity.

Save the Children argues that we should measure the depth of poverty that children and their families experience because not all children living in poverty have the same experience. There is currently no official measure of severe child poverty in the UK.

Save the Children recognises that tackling severe child poverty presents a number of challenges to policy makers but argues that the Government should establish a severe child poverty eradication target as part of the pathway to eradicate child poverty by 2020. It recommends a severe child poverty plan that includes local labour markets, removing barriers to employment, and improved financial support to families in desperate need.

### Social Mobility

The Deputy Prime Minister Nick Clegg announced recently that the Government would publish an annual "snapshot" of social mobility, by measuring information such as educational achievement, access to professions and birth weights as part of the work of the child poverty and social mobility commission announced in April last year.

The commission's remit is to monitor the government and future governments in their attempts to increase social mobility in the UK and reduce child poverty. The commission will report annually to Parliament on the progress that is being made on social mobility and child poverty.

Nick Clegg announced the 'leading indicators' of social mobility which will improve our understanding of whether we are moving towards our goal of improving social mobility. This update presents, for the first time, the full set of indicators and the most recent data on progress against them.<sup>6</sup>

The indicators will look at a raft of measures across the life cycle, focusing in particular on early years when a young person's potential can be damaged because the right support is not in place. As Frank Field stated in his report on child poverty, "It is family background, parental education, good parenting and the opportunities for learning and development in those crucial years that together matter more to children than money, in determining whether their potential is realised in adult life."<sup>7</sup>

The social mobility strategy includes 17 new “indicators” to measure progress annually in narrowing the gap between the well-off and the most disadvantaged. (See table below).

### Child poverty targets

A leading think tank has recently released a report which claims the child poverty measures are crude and flawed and should be scrapped and replaced with a range of new indicators reflecting the true causes of deprivation.

The Centre for Social Justice condemns the existing official formula as arbitrary and faulty and says that it conveys almost nothing about the suffocating nature of genuine hardship. Christian Guy, Managing Director of the CSJ, said: “Labour’s misguided child poverty targets have wasted over £150 billion pounds of taxpayers’ money. By not reforming this misfiring system, the Coalition risks doing nothing to tackle child poverty.”

CSJ says that the current formula, based mainly on income inequality targets, has led to narrow and expensive policy responses, costing taxpayers at least £150 billion from 2004 to 2010. In a new report, the CSJ calls for a complete overhaul of the system, in which the accent would be on measuring the underlying causes of blighted young

lives, such as family breakdown, welfare dependency and educational failure, rather than the symptoms of low relative income.

The current system, set out in the Child Poverty Act 2010, classifies a child as poor if he or she is brought up in a family with an income below 60 per cent of median household income. CSJ claims that the ‘relative’ measure takes no account of the true, underlying causes of a deprived upbringing, for instance whether a child has the love and care of two parents, whether he or she has the role model of adults who go out to work for a living, or whether drug or alcohol addiction scars family life. And because the measure is relative, CSJ claim that the commitment to eliminate child poverty by 2020 is by definition practically unachievable and that the 60 per cent target encourages governments to throw ever-increasing amounts of money at the problem in the belief that cash alone can solve the problem.

The report, *Rethinking Child Poverty*, sets out a new approach to “tackling the core drivers that keep the most disadvantaged entrenched in poverty” and focusses on measuring family poverty. CSJ expound their suggestion for moving away from a ‘crude’ quantitative measure of what it means to experience poverty to a

“recognition of the quality of people’s lives and relationships. They claim that this multidimensional approach will allow the Government to track its progress towards tackling child poverty more effectively and identify areas of its poverty reduction strategy which require the most attention.

The report calls for the need to redefine income-related indicators so that they take account of an individual’s level of income, but also where that income comes from: “Economic dependency is a key driver of poverty which must be tackled, and welfare payments which are too high can actually undermine incentives to work or for individuals to lift themselves out of poverty.”

The report also suggests including an indicator to show the percentage of households comprising two-parent families and the percentage of those that are married. Other indicators would be around workless households to show the proportion and number of children living in households where one or more member does not work; truancy rates and academic attainment; addiction or substance abuse in the household; severe personal debt; mental health; measuring local factors as well as integrating overall wellbeing into the child poverty measure. ■

1 OECD (2009), Doing Better for Children

2 4Children (2012), Child Poverty: Where are we now?

3 <http://northeastchildpoverty.wordpress.com>

4 4Children (2012)

5 Save the Children (2012), Severe Child Poverty, Locally and Nationally

6 Cabinet Office, (2011), Opening Doors, Breaking Barriers: A Strategy for Social Mobility - Update on progress since April 2011

7 Frank Field, (2010), The Foundation Years: preventing poor children becoming poor adults

## Social mobility indicators

### Foundation years:

- Low birth weight, by social background
- Early child development, by social background
- School readiness, by free school meal eligibility
- School readiness by phonics screening check

### School years:

- School attainment at age 11 by free school meal eligibility
- School attainment at age 16 by free school meal eligibility
- School attainment at age 16, by school area’s level of deprivation

### Transition years

- Attainment by age 19, by free school meal eligibility at age 15
- High A-level attainment by age 19, by school type

- Participation in education aged 18 to 24, by social background
- Participation in employment to 18 to 24, by social background
- Progression to higher education by age 19, by free school meal eligibility at age 15
- Progression to higher education in the most selective institutions by age 19, by school type

### Adulthood

- Graduate destinations by social background
- Access to the professions by social background
- Progression in the labour market
- Second chances in the labour market (includes access to adult education)

(Source: Cabinet Office)



## Children who witness family violence more likely to harm others, says NSPCC

Children who witness violence in the family home are more likely to carry a weapon or seriously hurt someone else according to new survey.

Children who witness family violence are more likely to seriously harm another person, run away from home, be excluded from school or carry a weapon, according to a survey by the NSPCC.

The charity is calling for social services to work more closely together to help families in need. It also wants schools to look out for bad behaviour as a potential indicator of abuse at home.

The study concluded that children who have witnessed violence are three times more likely to take drugs, steal, spray graffiti or bully. The NSPCC said its survey found a clear link between violence in a child's family and serious behaviour problems.

Children from violent backgrounds are twice as likely to be excluded from school, get drunk and fight, it added. The charity is calling for social services to work more closely together to help families in need. It also wants schools to look out for bad behaviour as a potential indicator of abuse at home.

The study concluded that children who have witnessed violence are three times more likely to take drugs, steal, spray graffiti or bully. "Simply witnessing violence can cause trauma and distress to children that is so severe it can have a massive impact on their well-being and ultimately their behaviour," the survey report states.

Over half (56%) of children from violent homes displayed three or more kinds of disruptive behaviour while at secondary school, but the effects can also be seen in much younger children. Five to 10-year-olds from abusive homes

in the study were more likely to hit, slap or push other children, pick on others or break, damage or destroy someone else's belongings.

Andrew Flanagan, chief executive of the NSPCC, warned that a child did not have to be a direct victim of violence or abuse to be affected by it.

### Emotional disturbance

He said: "The damaging impact of family violence on children's behaviour and education is immense. These children are acting out their emotional disturbance by causing harm to themselves or others."

Children who witness violence (according to NSPCC study): are four times as likely to carry a weapon, such as a knife, or badly hurt someone are three times as likely to commit anti-social behaviour are twice as likely to get drunk or get into fights are five times more likely to run away from home Mr Flanagan added that recent "pioneering research" showed that a child's brain was damaged by witnessing or experiencing physical or emotional abuse at a young age.

"While this is not a determining factor, and does not in any way provide an excuse for poor behaviour, it does go a long way to explaining it."

He is calling on the government and local authorities to "intervene early" in family homes where violence is reported, and provide therapy "for children who have been harmed by this abuse."

The NSPCC are introducing programmes of work across the UK, to help children who have suffered family violence and work with families to reform their behaviour. ■

## Huge boost for hundreds of two-year-olds who will get access to free childcare from September 2012

Nick Clegg announces transformation in free early education including huge boost for hundreds of two-year-olds who will get access to free childcare from September 2012

At the moment, all three and four year olds are eligible for 15 hours of free early education per week. Two year olds from the most disadvantaged backgrounds were due to start receiving free pre-school education from 2013, but the Deputy Prime Minister wants to see the programme rolling out early from this September.

The Deputy Prime Minister has announced a series of new changes to childcare, including:

- Early rollout of free pre-school education for two-year-olds in ten areas - these areas will trial the entitlement, with just under a thousand two-year-olds set to benefit from this September.
  - Greater flexibility for parents - the hours in which parents can bring in their children for their free place will be extended by two hours. Currently, parents are restricted by having to drop their children off no earlier than 8am and picking them up no later than 6pm. This will be extended to 7am - 7pm.
  - Giving parents the option to spread their free nursery place over two days rather than three. Under the current rules, hours have to be divided over a minimum of three days, which means parents can only leave their children for five hours a day. This doesn't offer enough flexibility for parents who work part time, for example. Currently, many working parents are unable to take up all of the hours available to them because of this.
  - Revised statutory guidance making absolutely clear parents do not have to pay to access their child's free early education place - this follows concerns that some free nursery places are being made conditional on parents being able to make additional payments.
- Deputy Prime Minister Nick Clegg said:

We're revolutionising the early start our children get in life - there will be more free childcare, it will be higher quality,

## Exploration of the costs and impact of the Common Assessment Framework

The Common Assessment Framework (CAF) is a standardised approach for the assessment of children and their families, to facilitate the early identification of additional needs and to promote a coordinated service response.

CAF is underpinned by an integrated approach to support and has been designed for use by all professionals working with children and families with additional needs, but who do not meet the threshold for more intensive interventions such as those associated with children's social care or safeguarding. Existing research suggests that CAF can lead to positive outcomes for children and families and help to enhance integrated working across the children's workforce.

This research brief summarises the findings from an exploratory study to examine the costs and impact of the CAF. The research builds on a number of previous studies carried out by the Centre for Child and

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### Creating Loving Attachments Parenting with PACE to Nurture Confidence and Security in the Troubled Child

By Kim S. Golding and Daniel A. Hughes  
2012, Paperback: £15.99

Troubled children need special parenting to build attachments and heal from trauma. This book provides a parenting model that parents and carers can follow to incorporate love, play, acceptance, curiosity and empathy into their parenting. These elements are vital to a child's development and will help children to feel confident, secure and happy.

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## What tools do universal family support services use to measure impact on parenting of children under the age of six?

Jane Petrie

Introduction of payment by results has increased the need for methods to measure impact on universal support services for parenting (Dept. of Education 2011). This study was conducted as part of a Masters in Theory and Practice of Parenting at De Montfort University, Leicester. The purpose was to investigate tools currently available and in use by practitioners working with parents of children under 6 years.

Initial research of literature identified over 30 tools of which 12 were considered appropriate for UK parenting services. Detailed examination of these indicated seven were suitable for universal application: Parental Concerns Questionnaire (Sheppard 2010); Strengths and Difficulties Questionnaire (SDQ) (Goodman 1997); Strength-based Service Questionnaire (Green et al 2004); Tool for the Evaluation of Parenting Self-efficacy (TOPSE) (Kendall et al 2005); Parental Daily Hassles Scale (Crnic et al 1990); Home Observation Measurement of the Environment (HOME) (Caldwell 1984); and Parenting Stress Index (short form) (Abidin 1983). The Graded Care Profile Scale (Srivastava 1995), Care Index (Critenden 2010) and Family Savings Calculator (C4EO) were regarded as more complex, expensive to apply and less obviously suited to universal services. Two commercial tools, Outcomes Star and Soul Record were also included but lacked evidence of reliability and validity.

### Method

A series of nine semi-structured interviews were conducted with 14 personnel including health visitors, parent support workers in Children's Centres and schools, charities and independent practitioners plus commissioning officers from the county council. The interview established levels of knowledge and use of tools then the 12 selected tools were shown to respondents and their potential use explored through discussion. Interviews were recorded and responses transcribed for analysis.

### Findings

All respondents considered evaluation of impact to be vital for survival of services and personal motivation to work. However, few services were using evidence-based tools on a regular basis. The most widely known tools were TOPSE and SDQ. Tools that elicited most interest during discussions were, in order of level of interest: Outcome Star, Parent Concerns Questionnaire, Parenting Daily Hassles Scale, TOPSE, Strength-Based Practice Inventory and Graded Care Profile.

### Summary of findings

Grass root practitioners are aware of the importance of evaluating their work and want to demonstrate the impact of their services. However, lack of detailed knowledge and understanding of methods, tools and analysis of data are preventing practice development. Practitioners have an intuitive sense of what will work with their clients. They are reluctant to use tools that appear inappropriate and distrust tools with a strong clinical bias.

Practitioners wanted tools that focused on children's experiences and this was identified as a 'gap' in available tools. In practice very few practitioners were using evidence based tools, and those used were not different from the twelve tools shown. Many were using 'tools' that they had designed themselves because they felt there was nothing else relevant or available. The health service was not using any evidence based tools to capture outcomes or impact of their service.

There are so many different messages on what we have to collect and how to measure it.... That's why we tend to develop things of our own because ... we know how we can get that information if we've designed it... we can get our heads round it.  
Respondent 4

Interviews confirmed that practitioners are looking for tools that:

- Are user-friendly for practitioner and parents
- Are practice appropriate; that is, easy to administer and analyse (and practitioners would like better training and information around evaluation methods)
- Are timely; do not take time from the intervention or create greater workload for practitioners (research into the most timely point for assessment is worth considering given practitioners comments on developing trust and honesty).
- Reflect the experience of the child (there is a gap here)
- Are meaningful for parent and practitioner as well as commissioner and manager
- Are culturally neutral (practitioners were sensitive to wording and the impact of the tool on vulnerable families indicating the need for more research to formulate practice guidance regarding this).
- Have validity and reliability, but this was less important to some – indicating a gap in practitioners' understanding and highlighting a need for more training.

### Way forward

A directory of evidence based tools and their uses

Busy practitioners need a quick reference guide to encourage greater use of tools. Current lists are clinically biased (Rhodes 2012) and not sector specific. Each tool needs a clear explanation of what it does and does not do, what it measures and what meaning can be taken from the results. The results need to be simple enough to share with parents and enable them to see their own progress, a criteria which would also engage and motivate the practitioners to use the tools.



Training and support for practitioners in the use of evidence based evaluation tools

To achieve better use of tools there needs to be more understanding about how they work and the processes of using them. Training and preparation for practitioners should include study and skills practice relating to assessment and evaluation methods. Greater knowledge of tools and methods will enable practitioners to effectively select the correct data-collecting tools to support their interventions, and gather meaningful results.

Our world is much more about 'What are you doing?' and 'How long is it taking?' as opposed to 'What are you doing?' and 'Is it working?' It's quite activity focussed ... because no one has yet come up with the right way to measure the outcomes of our work because it's so complicated... Respondent 2

Further research and validation of tools, increased understanding of their use and relevance to practice and development of tools where there are gaps This study identified the need to increase understanding of how universal support helps parents. Exploration of the principle dynamics and the resulting changes that can occur would enable identification of ways to measure progress and may lead to development of new tools. There are gaps in tools available, particularly around the assessment of impact of parenting on young children. Financial investment in research is an essential process for advancing the professional practice of parenting support. ■

Jane Petrie is studying....a and

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## Finding and using effective measuring tools

If you would like to find out more about the different tools available to measure evidence effectively, you can download our In Practice Paper entitled 'Finding and using effective measuring tools'. This is available from our website under publications.

The paper is written by Honor Rhodes, Director of Strategic Development and Projects, from the Tavistock Centre for Couple Relationships is designed to help you locate measures to use that are appropriate for your work setting.

It will help you think about the practicalities of measuring in your service or centre, and has information about some of the tools listed below and some of their strengths and weaknesses. It sets out some measures for use with children and young people. Some are designed to capture information from parents about children, some gather information about parents' views of themselves as parents and others ask about aspects of family life.

### Other useful resources

Knowing what you do works. Measuring your own effectiveness with families, parents and children: a short guide  
Family and Parenting Institute, 2009  
[www.familyandparenting.org](http://www.familyandparenting.org)

The Outcomes Star  
The Outcomes Star™ is a unique suite of tools for supporting and measuring change when working with vulnerable people. There are several different versions and it is widely used and endorsed.  
[www.outcomesstar.org.uk/](http://www.outcomesstar.org.uk/)

### CORE system

A very useful set of tools for measuring the impact of more psychologically or counselling types of interventions. Whatever sort of intervention your agency makes you may well find CORE a very useful starting point in finding helpful tools and how to apply them.  
[www.coreims.co.uk](http://www.coreims.co.uk)

## Domestic violence

### Domestic violence, relationship abuse and young people

Date: 10 July 2012

Provider: Family Planning Association

Booking: [www.fpa.org.uk/professionals](http://www.fpa.org.uk/professionals)

FPA has developed a course which aims to provide professionals working with young people with the skills to recognise different forms of abuse and develop strategies to support young people to make decisions which help keep them safe.

## Alcohol/substance misuse

### Young People and Alcohol

Date: 27 July 2012

Provider: Tavistock Centre, London

Booking: [www.tavistockandportman.ac.uk](http://www.tavistockandportman.ac.uk)

**This seminar looks at young people's drinking from a psychoanalytic and a sociological point of view. It starts by looking at changing drinking patterns particularly the increase among younger children and women. We then look at normal adolescent development and how this can be disrupted by binge drinking. Using case examples we will look at the way in which problem drinkers engage with the helping process, and how to manage this.**

### Parental Alcohol and Substance Misuse and the Impact on Children

Date: see website

Provider: Positive Learning

Booking: [www.positivelearning.com](http://www.positivelearning.com)

Research shows that alcohol and/or substance misuse can severely impact on parenting capacity, leaving children potentially exposed to risk of harm and impairment of their development. Working with parents who fall into this group is a challenging task for all professionals. This course offers participants the opportunity to develop a greater understanding of the issues involved and to build good practice skills when dealing with this client group.

## Parents and infants

### Infant and Family Wellbeing

Date: see website

Provider: Warwick Medical School

Booking: [www.warwick.ac.uk](http://www.warwick.ac.uk)

This multidisciplinary course will provide you with understanding about new and innovative theory and practice relating to infant and family wellbeing. The course is underpinned by recent evidence from a range of disciplines including developmental psychology, neurosciences, and genetics. These demonstrate links between the experiences of babies during the early years of their life, and later physical and mental health.

### Principles and Practice of Psychoanalytic Parent-Infant Psychotherapy

Date: 8-11 January 2013

Provider: Anna Freud Centre

Booking: [www.annafreud.org/courses](http://www.annafreud.org/courses)

The aim of this three and a half day course is to extend the understanding and skills particular to therapeutically-based, early intervention with attachment disorders. The course will examine the complexity of the work. It does not offer a qualification in parent-infant psychotherapy. This course is suitable for professionals working with infants and their parents who are interested in developing specialist therapeutic skills in this area – child psychotherapists, psychiatrists, psychologists, therapists, social workers, psychiatric nurses and allied professions.

## Fathers

### Engaging fathers after family separation

Date: see website

Provider: Centre for Separated Families

Booking: [www.separatedfamilies.info](http://www.separatedfamilies.info)

This series of courses offers a range of strategies for engaging with fathers to strengthen and protect their relationships with children after family separation. These modular courses offer a step by step approach to building an effective father inclusive approach to your work with vulnerable families and those coming under increasing pressure because of the financial climate.

## Systemic thinking

### Families and Beyond: An introduction to systemic thinking

Date: September - December 2012

Provider: Tavistock Centre, London

Booking: [www.tavistockandportman.ac.uk](http://www.tavistockandportman.ac.uk)

In this short course you will learn new ways of thinking about and negotiating personal and work relationships as well as many other applications of systemic ideas. The course is open to those from all walks of life and ages. It is for parents, carers, students, teachers, managers, professionals and all those who would like to find out more about systemic thinking and practice, whether for career purposes or out of general interest.

## Children's behaviour

### Handling children's behaviour parenting programme

Date: see website

Provider: Future Childcare Training

Booking: [www.futurechildcaretraining.com](http://www.futurechildcaretraining.com)

This two-day course is suitable for all childcare professionals who work with parents and carers on how to handle children's behaviour. Our 'Future for Families' approach has been tried and tested for over 25 years and takes into account the needs of children and parents across the UK. We look at the latest political messages about parenting, behaviour and education, and consider how these factors impact on family life in 21st century Britain. This course has been recommended nationally to the Sure Start and Flying Start initiatives.

If you run training courses make sure you add them to our website. Just go to [www.parentinguk.org](http://www.parentinguk.org) and click on 'Your work - training directory' and you can add the courses yourself.

To see more courses available, just visit Parenting UK's website: [www.parentinguk.org](http://www.parentinguk.org)

Please note that inclusion of courses here does not imply endorsement.

## Sainsburys Family Charitable Trust

### Domestic violence, relationship abuse and young people

Date: 10 July 2012

Provider, Family Planning Association

Booking: [www.fpa.org.uk/professionals](http://www.fpa.org.uk/professionals)

FPA has developed a course which aims to provide professionals working with young people with the skills to recognise different forms of abuse and develop strategies to support young people to make decisions which help keep them safe.

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## 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](http://www.acf.org.uk)  
 Charities Aid Foundation – [www.cafonline.org](http://www.cafonline.org)  
 Charities Information Bureau – [www.fit4funding.org.uk](http://www.fit4funding.org.uk)  
 Directory of Social Change – [www.dsc.org.uk](http://www.dsc.org.uk)  
 Funderfinder – [www.funderfinder.org.uk](http://www.funderfinder.org.uk)  
 Grants 4 Funding Portals – [www.grants4.info/portal/index](http://www.grants4.info/portal/index).

## July

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### **Family Links national conference**

Date: 6 July 2012

Venue: University of Oxford

Booking: [www.familylinks.org.uk](http://www.familylinks.org.uk)

Family Links Annual Conference will highlight the benefits of the Nurturing Programme at every stage of a child's life from ante-natal to early years and teens, in school and at home. An impressive roster of speakers will support the view that it's never too early or too late to make a positive difference to a child's life.

### **The Future of Family Policy: Working in Partnership to Support Strong and Stable Parenting**

Date: 10 July 2012

Venue: London

Booking: [publicpolicyexchange.co.uk](http://publicpolicyexchange.co.uk)

This special symposium offers an invaluable opportunity for family and parenting practitioners, social services, the health sector, police service and schools to examine the Government's vision for families, consider how to ensure families are at the heart of public services and explore how turn around the lives of troubled households.

## September

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### **Tackling Teenage Pregnancy**

Date: 24 September 2012

Venue: Manchester

Booking: [www.capitaconferences.co.uk](http://www.capitaconferences.co.uk)

With the publication of the Sexual Health Strategy due this autumn, Capita's 8th National Tackling Teenage Pregnancy Conference provides innovative guidance on how to implement fully integrated services and commissioning to drive down teenage pregnancy rates across the UK.

## October

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### **Think Parents! European conference on parenting support.**

Date: 10-12 October 2012

Venue: The Hague, The Netherlands

Booking: [www.nji.nl/thinkparents](http://www.nji.nl/thinkparents)

The Netherlands Youth Institute in cooperation with the University of Amsterdam takes the initiative to

organise the First European Conference on Parenting Support in partnership with the Council of Europe, Eurochild and many other organisations.

### **Supporting Parents of Teenagers**

Date: 28 October 2012

Venue: Birmingham

Booking: [www.parentinguk.org](http://www.parentinguk.org)

As young people change and develop, explore and define their individuality, understanding and coping with their behaviour can become more challenging for parents. Whether it's learning to communicate more effectively with teenagers, or coping with more serious anti-social behaviour, this seminar looks at different types of support and the examples of current programmes to help you in your work with parents. Confirmed speakers: John Coleman and Carole Pickburn.

### **New researchers in families and relationships**

Date: 29 October 2012

Venue: University of Edinburgh

Booking: [www.crfr.ac.uk](http://www.crfr.ac.uk)

The 7th 'new researchers in families and relationships' conference will provide an opportunity to discuss research issues and present papers in a supportive environment including: presentations by new researchers; opportunities to discuss work and network with peers; personal & career development opportunity in presenting research; and discussion of research issues with like-minded colleagues.

## November

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### **Every baby matters... international infant mental health conference**

Date: 27 November 2012

Venue: Edinburgh

Booking: [www.mellowparenting.org](http://www.mellowparenting.org)

Mellow Parenting's Biennial Infant Mental Health conference has been set for Tuesday 27th November 2012 and will take place in the Royal College of Physicians, Edinburgh. Confirmed Speakers so far include Professor Vivette Glover, Professor Jane Barlow, Professor Stephen Scott, Professor Antony Cox, Professor Phil Wilson, Dr Christine Puckering, Mr James Fargie. For further information please contact the Mellow Parenting Office.

Please let us know about any events you are running about parenting and families by emailing us at [info@parentinguk.org](mailto:info@parentinguk.org)

We welcome your comments on and contributions to our News Bulletin. Please address any correspondence to [rtonkin@parentinguk.org](mailto:rtonkin@parentinguk.org)

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