

# Colin Early Intervention Community

Colin Report Card  
No. 16

FINAL VERSION

October 2017 – March 2018

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# Programme/service background

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## 1. Speech and Language Therapy Service (SALT)

The Speech and Language Therapy Service (SALT) is delivered to P1 & P2 children (typically aged 4-6 years) and is primarily designed for those with mild to moderate speech and language need.

Typically two staff work across 6 primary schools with a total input of 54 hours (30 hours input by the SLT, and 24 hours input by the SLT Assistant).

Referrals come from nursery schools, clinics and from primary schools (through teachers/SENCO's) and also from other sources (e.g. Paediatrician).

## 2. Time4Me

Time 4 Me is a therapeutic counselling service for children & their parents/carers.

It operates during term time and school hours and on the school's grounds.

Referrals are made to the service by parents/carers or by school staff.

Children coming on to the service can be accepted either for a brief consultation or the full intervention.

## 3. Colin Early Parenting Programme (CEPP)

CEPP is an intensive home visiting programme primarily for first time vulnerable mothers.

It incorporates a series of home visits by a health visitor with additional training, assisted by Early Intervention Support Workers.

It usually commences at 20 weeks gestation and continues until the baby is 2 years. It aims to maximise the mother/child bond & improve attachment.



#### 4. Colin Adolescent Counselling

The Colin Adolescent Counselling Service is targeted at young people aged 11-17 in the Colin area who are experiencing significant emotional trauma in their lives.

Young people can self-refer or can be referred by others, e.g. parent/carer. Young people typically receive 12-15 counselling sessions – in exceptional circumstances extending to 24 or more.

Since May 2016 this has been capped at 12 sessions (except where specific agreement is reached with CEIC to extend this).

#### 5. Incredible Years

IY aims to improve parenting skills and reduce problem behaviours in children. It comprises a suite of programmes including:

- 4 basic parenting programmes: Baby Programme, Toddler Basic Programme, Preschool Basic, and School Age Basic;
- 3 adjunct parent programmes: Advanced Programme, Attentive Parenting Prevention Programme and the School Readiness Programme;
- 2 child programmes: Small group child treatment and Classroom Prevention; and
- Teacher Classroom Management (TCM) programme.

#### 6. Partnership with Parents (PwP)

Partnership with Parents (PwP) is an educational programme for parents of children aged 0-18 years.

The key aim of the programme is to support parents to explore topics around childhood development and help implement techniques (e.g. in relation to boundaries and rule setting) which have been shown to improve outcomes for their children & family.

The programme is delivered to one or both parents, typically in the family home, and usually lasts one hour per week. The programme is parent-led and child-centred.

## 7. Mentoring for Achievement (MAP)

MAP is an evidence-based programme that uses mentoring to increase school engagement amongst targeted students who have personal characteristics (e.g. inattention) that inhibit learning.

The programme is targeted at students aged 10 to 16. The programme can use a 1:1 format, group based format or a combination of both. CEIC operate the 1:1 format only.

The mentor works with the young person to improve attendance, punctuality, school engagement and motivation.

# Programme and service performance

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# 1. Speech and Language Therapy Service (SALT)

## Summary

- For most recent time period (Oct 17-Mar 18) the service has performed well in keeping waiting time below 2 weeks – only a small proportion (15%) waited > 2 weeks. This is despite continuing reductions in funding and staff resources.
- Those leaving the programme in the last six months outperformed in terms of % leaving the service with normal speech and language development (83% with normal S&L vs. overall avg. of 71%).
- From these results, there is merit in analysing the characteristics of young people within normal limits at the beginning of the intervention (over 50 of these YP to date). Given reducing resources, re-prioritisation might need to be considered.

How much did SALT do?

This period: October 2017 - March 2018

- 13 new referrals
- 18 assessments
- 557 support sessions (184 children)

How well did SALT do?

- 10 days average wait time between referral and assessment
- 2 children (of 13 new referrals) waiting > 2 weeks for assessment (i.e. 15%)
- 78% of parents very satisfied with SALT (June 2017 – no data for the current period)

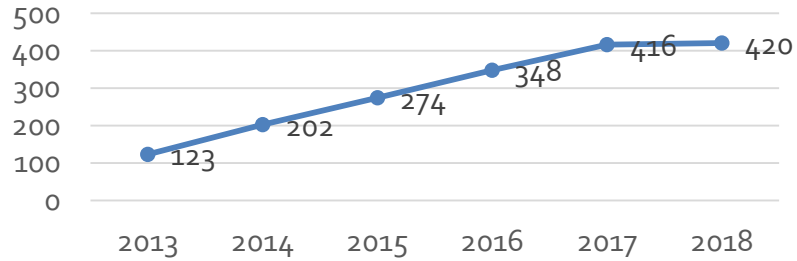
Is anyone better off?

- 90% of children had DELAYED speech and language at start of the programme
- 83% of children had NORMAL speech & language at end of the programme
- 100% registered an improvement or stayed the same

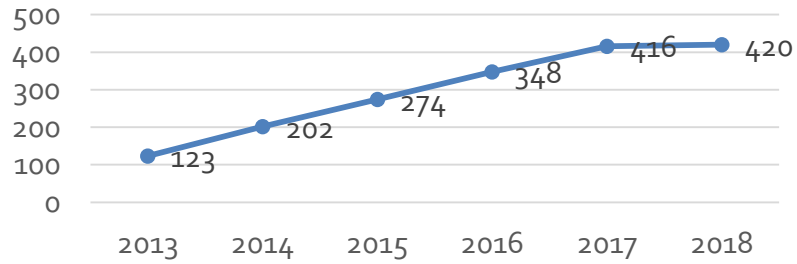
Based on 41 assessments between Oct 2017 and Mar 2018

## How much did SALT do?

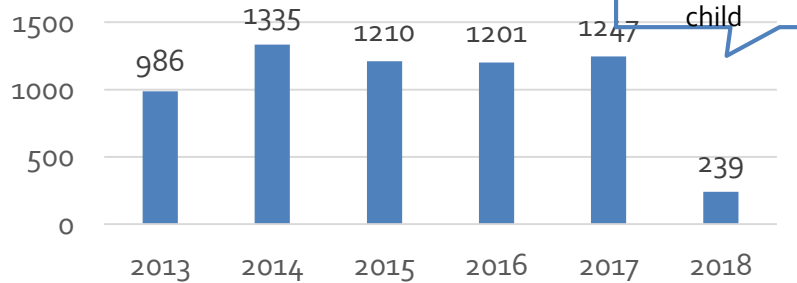
Total no. of referrals\*



No. of young people receiving SALT\*



No. sessions delivered per year\*

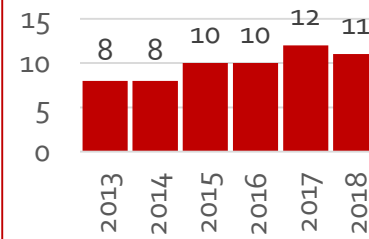


\* NOTE: All 2018 statistics are year-to-date and cover the period up to end of March 18

## How well did SALT do it?

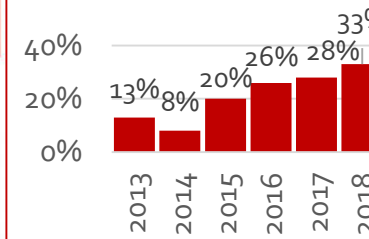
11

Average no. days between referral and assessment\* (Cumulative)



26%

% of children waiting more than 2 weeks for an assessment\* (Cumulative)



% parents very satisfied with SALT

With exception of 1 parent, remainder satisfied

2014 94%


2015 97%

2016 79%

2017 78%

## Is anyone better off?

% of children with normal speech & language development (all cases to end of March 18)

13%  Before

71%  After

Profile of children leaving the service (between 2013 and Mar 18) who are NOT within normal limits

- Since 2013, 101 children left with continuing S&L needs
- 25 sessions delivered on average per child (vs. an average of 15)
- Of the 101 children:
  - 52% had improved S&L
  - 45% stayed the same
  - 3% got worse (all were referred on for further support)

## 2. Time4Me

### Summary

- Time4Me has increasingly become a parent-driven service – with 86% of referrals coming from parents (vs. 59% in 2014/15). Barnardo's attributes this improvement to a high level of community confidence in the service which includes parents recommending the service to other parents, and good continuity of staff.
- Proportionately fewer young people who left between Oct 17 and Mar 18 were in the clinical range of stress when they had started the programme (74% vs. 79% overall). However, only 10% left in the clinical range (vs. 15% overall). Therefore, performance for the six month period is slightly better than for the overall group.
- In terms of behaviour scores – exactly one-half left the service in the abnormal/borderline abn. range (vs. 30% overall). There is merit in CEIC further exploring this with Barnardo's to add to understanding.

How much did Time4Me do?

### This period: Oct 2017 - Mar 2018

- 21 referrals to service.
- 11 referrals for brief intervention<sup>^</sup> & 10 for full intervention.
- 303 sessions delivered in 6 mths.<sup>^^</sup>
- 10 young people completed the full intervention.

- <sup>^</sup> A brief intervention comprises 1-3 sessions
- <sup>^^</sup> 106 young people received 1 or more sessions.

How well did Time4Me do it?

- 86% of referrals to the service have come from parents only.
- Teacher only referrals accounted for 14% of all referrals.

Is anyone better off?

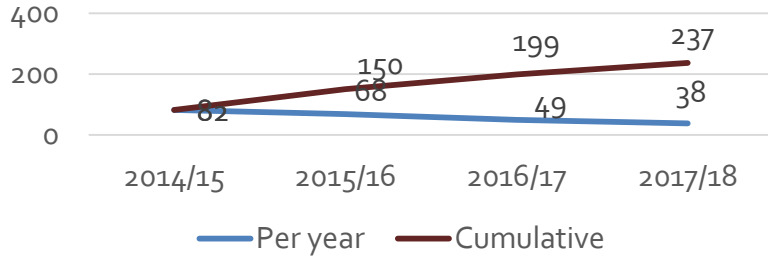
- **Clinical stress:** 74% of young people (YP) in the clinical range at beginning vs. 10% at the end point.\*
- **Behaviour:** 71% of had abnormal/borderline abnormal score at beginning of intervention vs. 50% at endpoint.\*\*

Based on 2017/18 data only

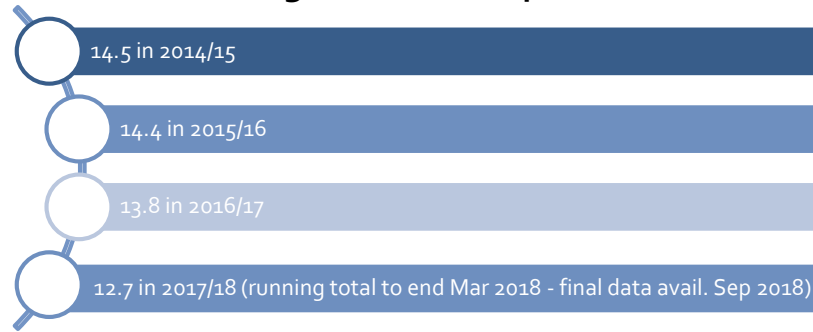
\* This is measured through the Child Outcome Rating Scale (CORs). A raw score of 32 or above (out of 40) is classified as being in the clinical range. \*\* Measured using the Strengths and Difficulties Questionnaire. A raw score of 13 or lower = normal; 14-16 = borderline abnormal; 17+ = abnormal(SDQ).

## How much did Time4Me do?

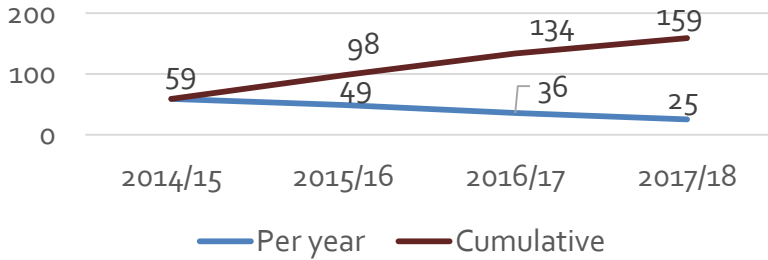
### No. of young people participating in Time4Me



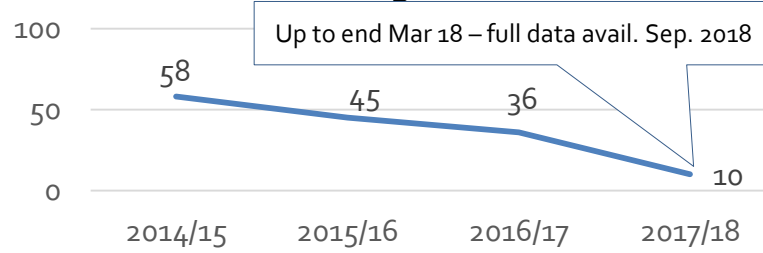
### Avg. no. sessions per child



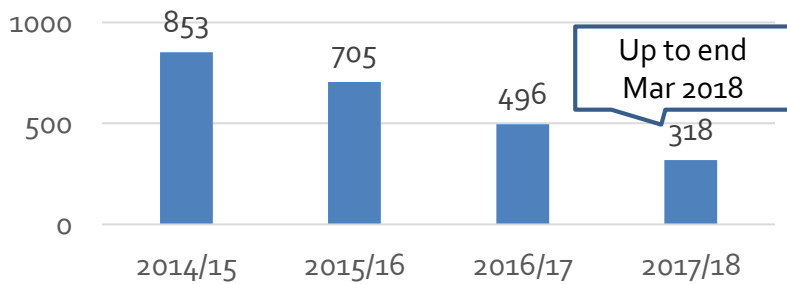
### No. of referrals - full intervention only



### No. discharges – full intervention

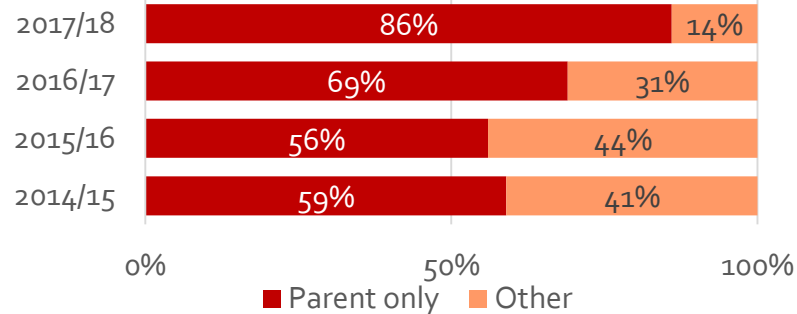


### No. sessions delivered per school year



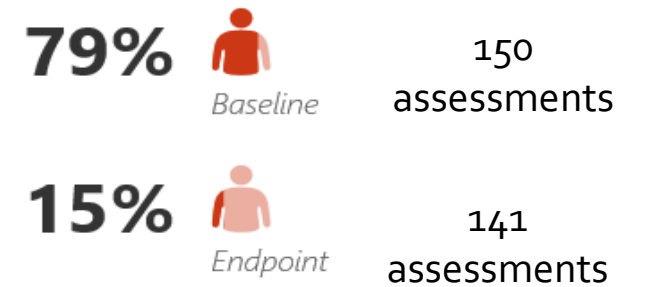
## How well did Time4Me do it?

### Source of referral

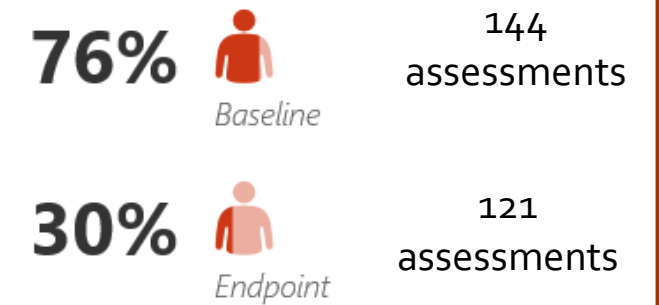


## Is anyone better off?

### % of YP in the clinical range of stress [all cases – Sep 2014 to Mar 2018]



### % of YP with problem behaviours [all cases – Sep 2014 to Mar 2018]



Defined as an SDQ score in the borderline abnormal or abnormal range. Raw SDQ scores are used to calculate these figures.

# 3. Colin Early Parenting Programme

## Summary

- Wait times improving: Avg. wait time between referral and joining the service was 25 days for latest 6 month period vs. 45 days overall.
- Overall uptake of sessions also improving – 78% for last 6 mths vs. 73% overall.
- Service user outcomes continue to be good in terms of child development, attachment and depression and anxiety.
- Smoking during pregnancy and after baby is born continues to be a persistent issue. It may therefore be timely to undertake a turning-the-curve workshop to see if there are other ways parents can be supported to reduce/quit smoking in addition to what is already happening (e.g. workshops and Smoke-Free Homes pledges). Alternatively, a different approach may need to be adopted by this service.

How much did CEPP do?

- 
- 6 mothers referred\* (assessed & joined in time period)
  - No mothers were discharged from service.
  - 10 mothers on prog. at start & 16 at end of time period.
  - 194 1-to-1 contacts planned and 151 taken up (see below for % uptake).
- 

\* NB: No. of assessments low.

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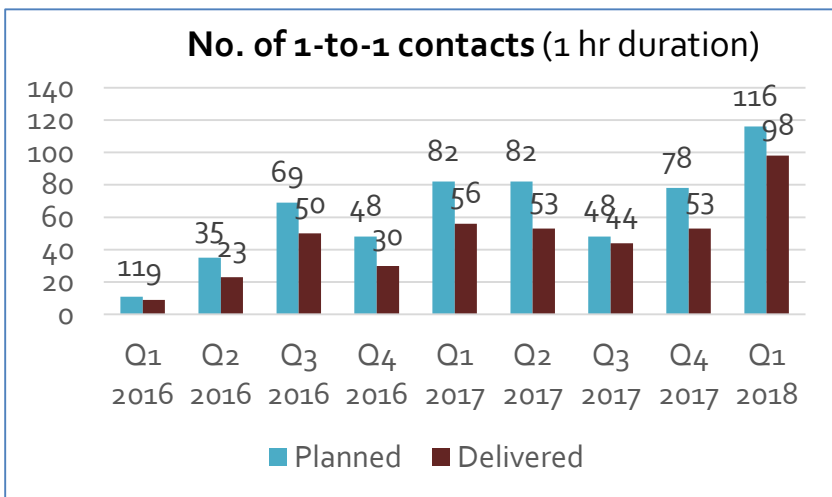
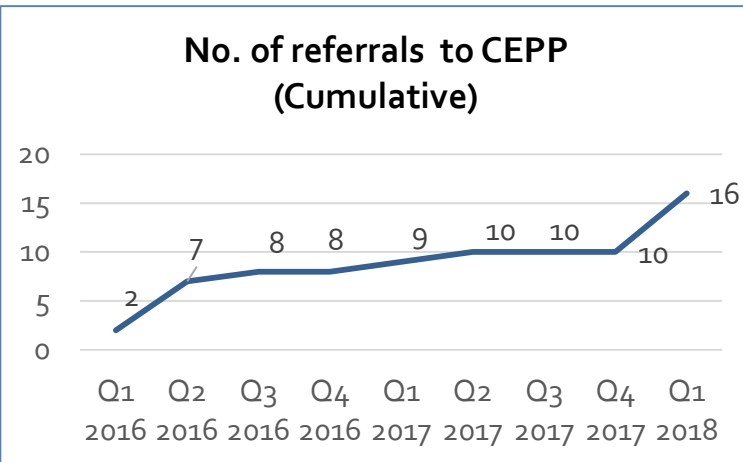
How well did CEPP do it?

- 
- 25 days – average time between referral and joining programme (v. 45 days overall).
  - 78% - uptake of 1-to-1 sessions (Range: Dec 17, 60%; Feb 18, 89%).
  - Disengagement rate: No data to report this time period.
- 

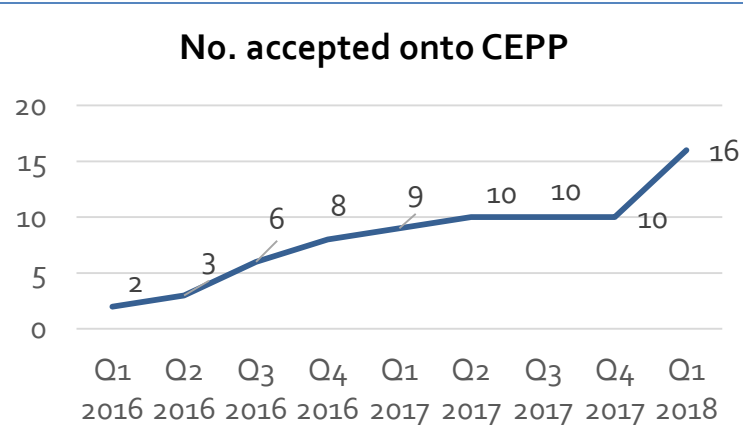
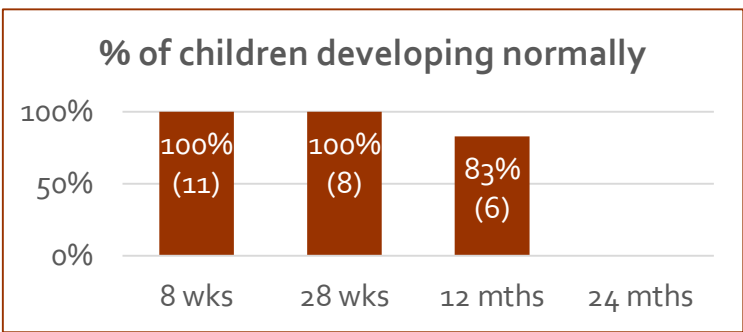
Is anyone better off?

- 
- See overleaf for cumulative data. As only 6 new parents joined the service, it is too early to report this information.
-

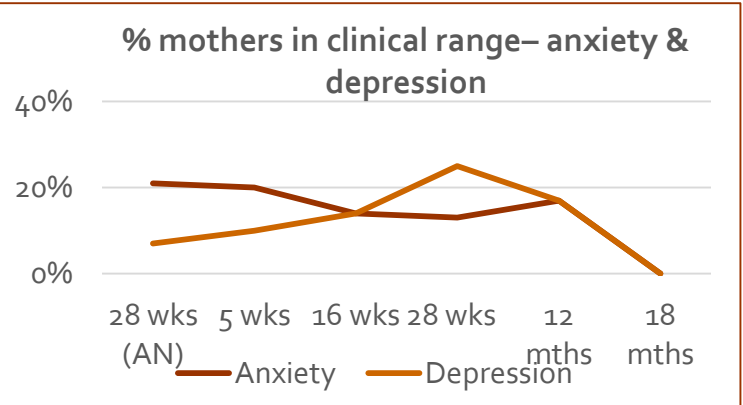
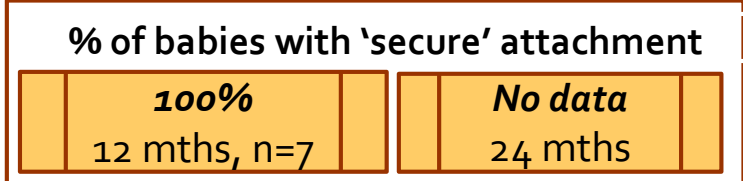
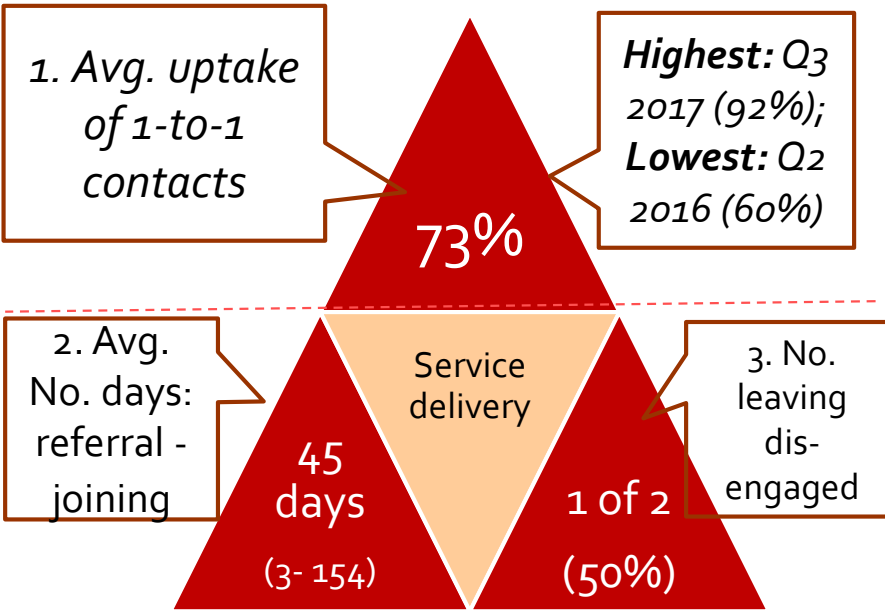
## How much did CEPP do?



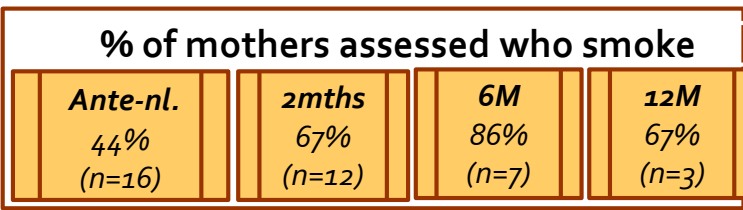
## Is anyone better off?



## How well did CEPP do it?



Warning: No. assessments low - 28 wks AN = 14; 18 mths = 2



**Mothers Discharged to date: 2**

# 4. Colin Adolescent Counselling

## Summary

- Waiting times continued to fall over the period from 56 days in 2013 to 12 days in 2018 (up to end of March). \*
- Clients continue to present with a greater level of need (measured using CORE) - average baseline behaviour scores were 25 in 2018 (similar to previous two years). Endpoint scores for those who left the service in 2018 almost halved to 12. However, one half left the service at or near the clinical range. One potential reason is young people disengaging from the service before completing the planned sessions but further exploration is needed.

*Please note: This service no longer be accepting referrals for new clients as its funding has ceased.*

\* Warning: No. of assessments low in 2018

How much did Colin Adolescent Counselling do?

- This period: Oct 2017 - Mar 2018**
- 
- 12 new referrals & all assessed
  - 5 discharges
  - Of those discharged, 60 sessions planned for delivery (avg=12) and 55 sessions delivered (avg. 11). [DNA rate was 8%]
- 

How Colin Adolescent Counselling do it?

- 
- 8 days average wait time between referral and assessment
  - No young people waiting more than 2 weeks for assessment (i.e. 0%)
- 

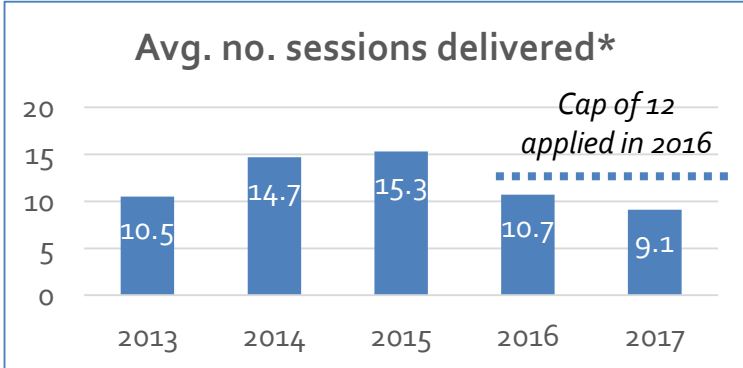
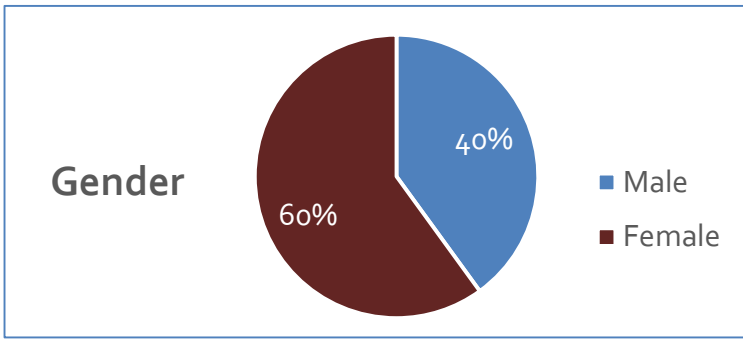
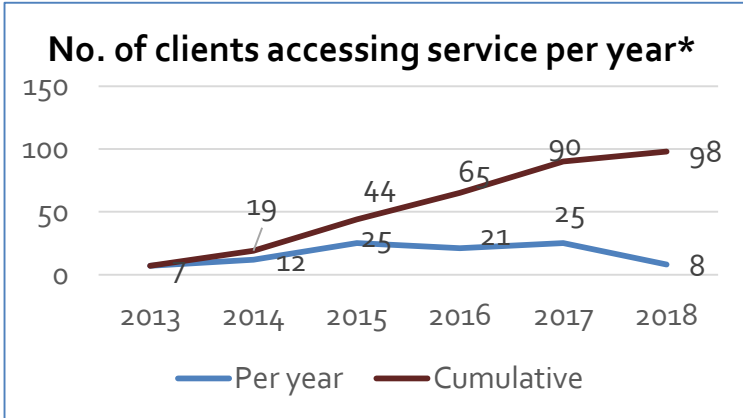
Is anyone better off?

- 
- 100% of young people in abnormal/borderline abnormal range for behaviour at baseline (vs. 43% at endpoint).
  - Average CORE score which measures well-being, was 20 at baseline and 11 at endpoint. A lower score means young people enjoy higher levels of well-being
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Based on 7 pre/post SDQ assessments and 6 CORE pre/post assessments

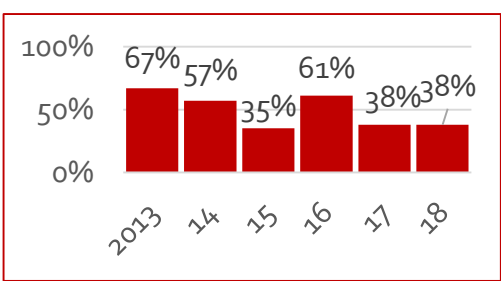
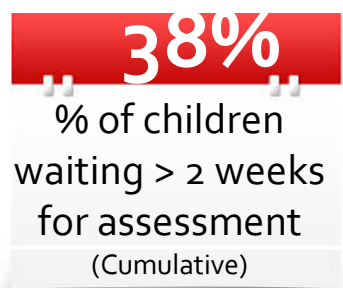
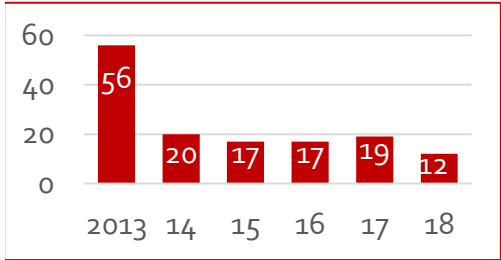
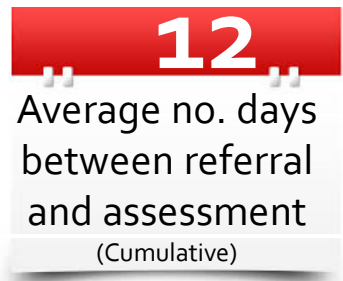


## How much did Colin Adolescent Counselling do?

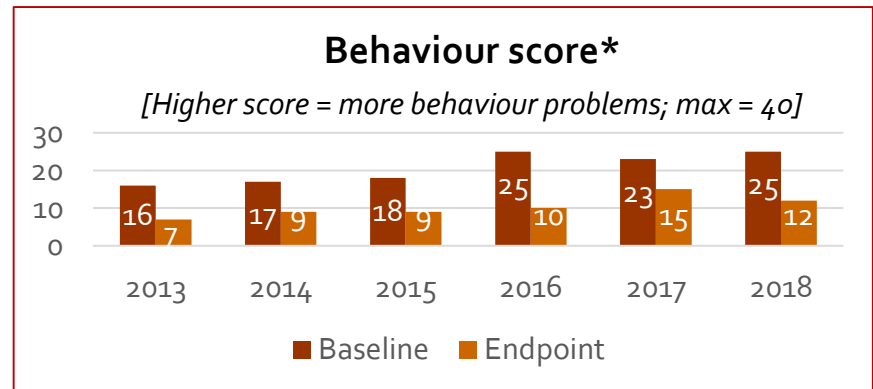


Data presented is for closed cases by referral year. No 2018 data yet. \* NOTE: 2018 data is to end of March.

## How well did Colin Adolescent Counselling do it?

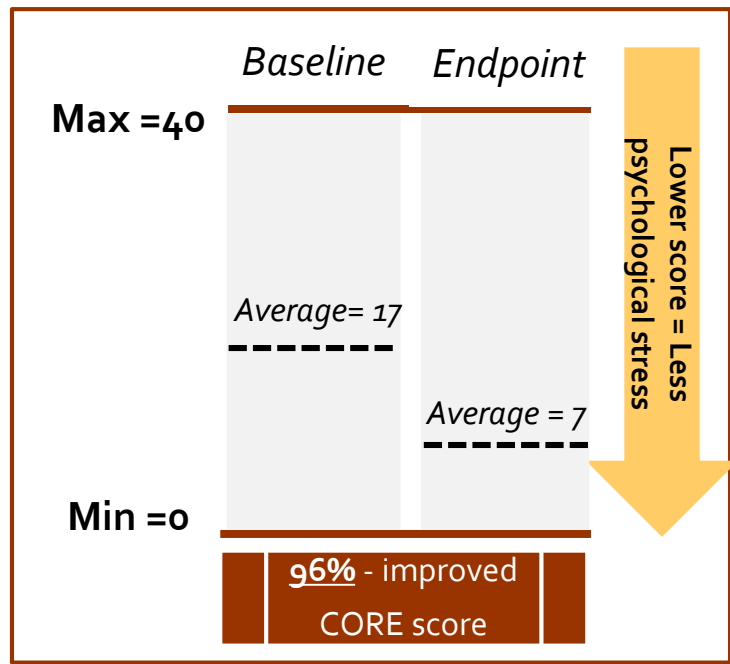
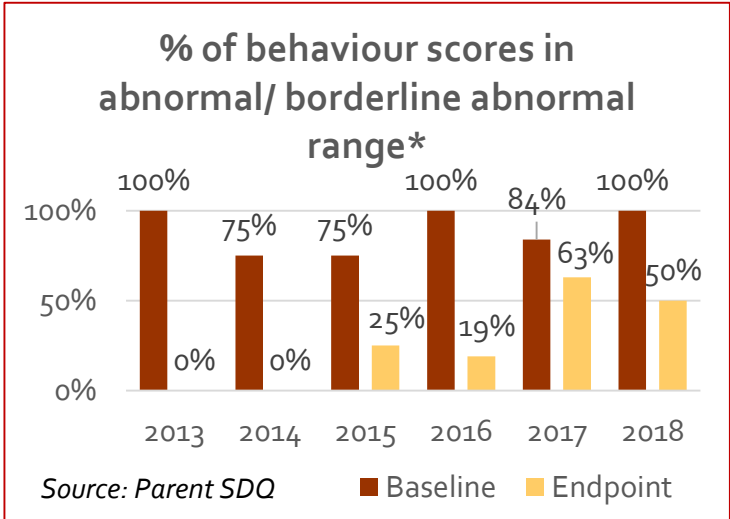


## Is anyone better off?



Source: Parent SDQ – No. assessments varies from 2 to 26 per year. No. of assessments low in 2018 – interpret with caution

## Is anyone better off?



# 5. Incredible Years

## Summary

- The Basic Parenting Programme and School Readiness Programme continue to demonstrate positive impact.
- Both programmes are universal and likely to benefit all parents regardless of their initial level of need.
- Both of these programmes show almost one-half of parents judged their child's behaviour to be within normal range at baseline.
- The Basic Parenting programme achieved an 80% completion\* rate. The School Readiness Programme achieved a 69% completion rate.

\* Completion is defined as attending 80% of more of planned sessions.

N.B.: Insufficient data to provide additional summary points as not all of the IY programmes were completed within the Oct 17 – Mar 18 timeframe.

How much did IY do?

## This period: 2017/18 school year

- IY Preschool Basic prog. delivered on 5 sites to c.60 parents.
- IY Dina Dinosaur prog. delivered on 2 sites to c.104 children.
- School Readiness prog. delivered on 7 sites to c.84 parents.

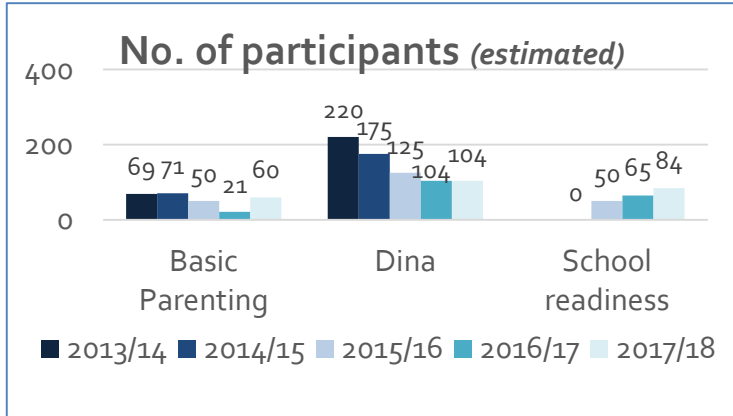
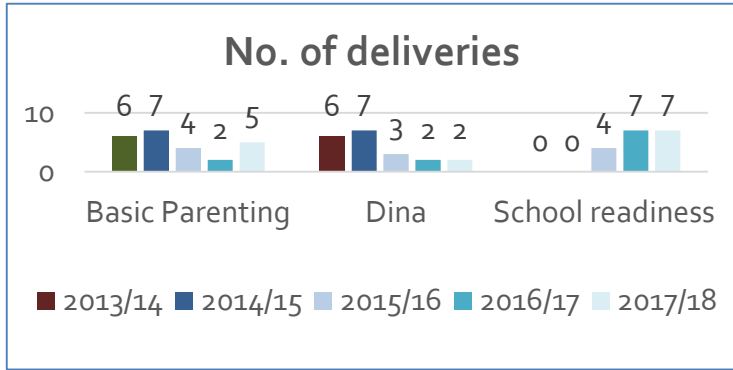
How well did IY do it?

- **Data quality:** *No data available for 2017/18 year in this report card (October 2017 – March 2018).*
- **Programme completion:** To date in 2017/18
  - 80% of participants on the Basic Parenting Programme have successfully completed it.
  - 69% of participants on the School Readiness programme have successfully completed it.

Is anyone better off?

- **Basic Parenting:** 47% of parents rated their child's behaviour as 'normal' at baseline – increasing to 71% of endpoint (an improvement of 24 percentage points).
- N.B.: no .of assessments is low in the time period (n=17).
- **Dina Dinosaur:** No endpoint data available yet for 2017/18 yet (programme not completed yet).
- **School readiness:** 50% of parents rated their child's behaviour as normal at baseline, rising to 69% at endpoint  
N.B.: no .of assessments is low in the time period (n=17).

## How much did IY do?



## How well did IY do it?

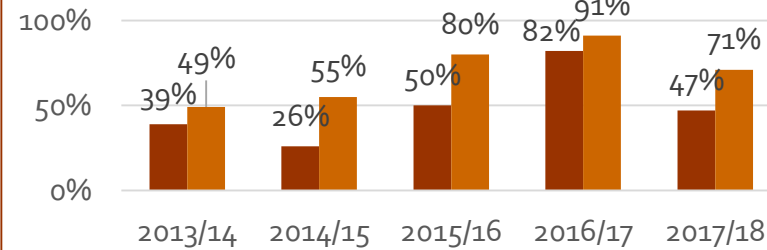
**% of participants successfully completing**

74% of participants (Basic Parenting and School Readiness)

## Is anyone better off?

### Basic Parenting Programme

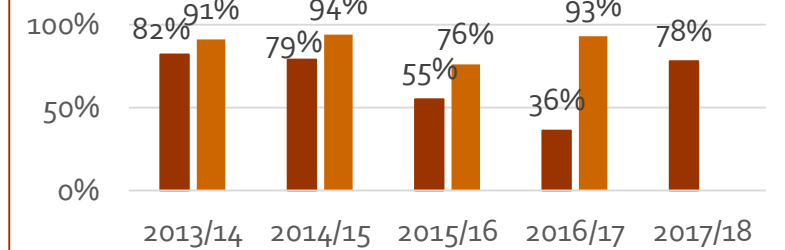
% of parents rating their child's behaviour as normal (Parent SDQ)



143 baselines; 127 endpoints  
\* no. assessments low in 16/17 & 17/18

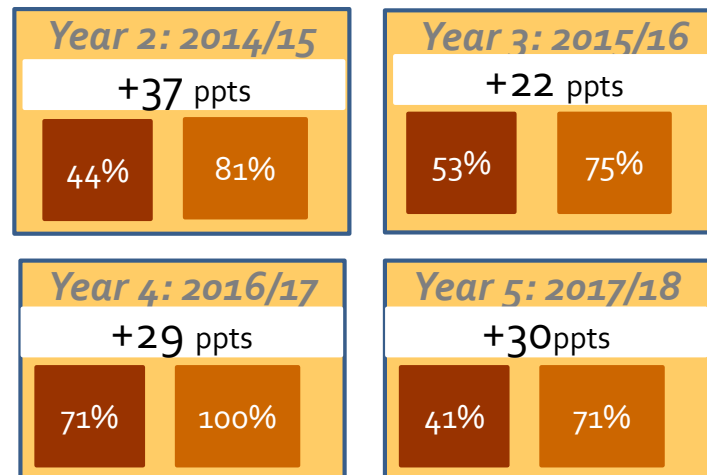
### Dina dinosaur

% of teachers rating child's behaviour as normal (Teacher SDQ)



158 baselines; 158 endpoints  
\* no. assessments low in 16/17. No endpoints for 2017/18 yet.

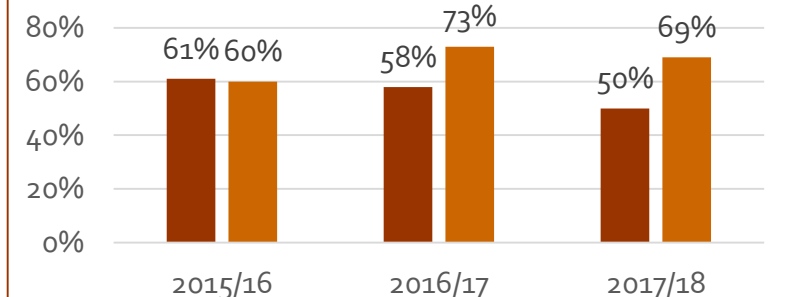
% of parents rating the intensity of their child's behaviours as normal (Eyberg)



162 baselines; 141 endpoints. \*no. assessments low in 16/17 & 17/18

### School readiness

% of parents rating their child's behaviour as normal (Parent SDQs)



94 baselines; 86 endpoints

# 6. Partnership with Parents (PwP)

## Summary

- 260 parents have taken part in the programme, with 1,339 home visits delivered.
- Variable levels of engagement achieved: 69% of visits scheduled for the most recent quarter (Q1, 2018) were undertaken. Less than 1/3 of visits scheduled were not undertaken. Reasons for missed visit though include, challenging family circumstances, hospital appointments or ill health.
- The programme continues to be well supported by parents, e.g. 100% stated they were treated well whilst on the programme.
- 85% of parents reported the programme had helped them improve limit setting and most also reported positive impacts in other parenting domains, with only one domain (role orientation) where fewer than 1/2 reported a positive impact.
- The programme continues to be challenging to deliver with just under half of parents completing it in full.

## This period: Oct 17 to Mar 2018

### How much did PwP do?

- 70 parents joined the programme.
- 32 parents completed or closed.
- 44 parents remained on the programme (includes those from previous quarters).
- 517 home visits were scheduled/ 366 were undertaken.

### How well did PwP do it?

- 71% of home visits scheduled were undertaken.
- 48% of those who completed the programme did so successfully.\*
- 100% of parents surveyed agreed that they were treated well whilst on the programme (n=36).

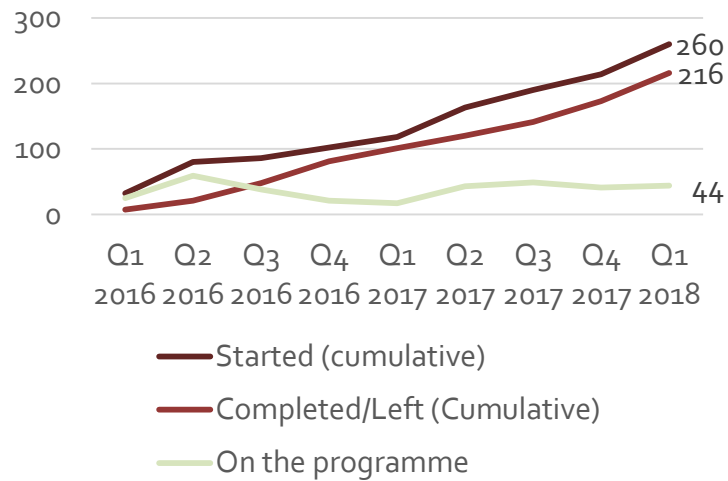
### Is anyone better off?

- 100% of parents surveyed agreed that the programme had helped them (n=36).
- 100% of parents surveyed agreed that the programme had improved their knowledge and skills (n=36).
- In terms of particular aspects of parenting – *see next page for cumulative data.*

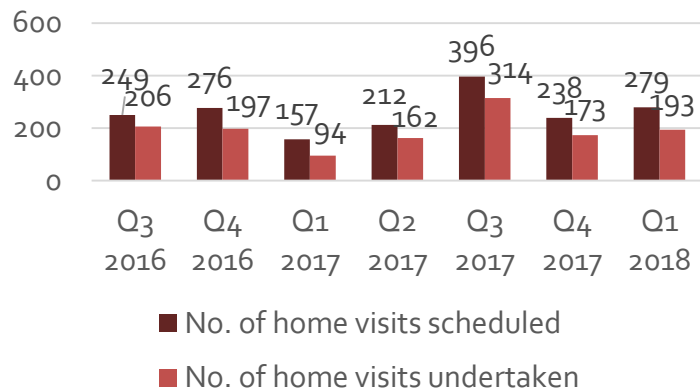
\*PWP has particular challenges around engaging parents to completion. The Plug ins (areas of focus for intervention) in PWP range from 7-16 weeks duration but are rarely delivered in consecutive weeks because of the levels/complexity of needs and competing priorities in families. Most parents who complete PWP take longer than the time frames prescribed and this lack of consistent weekly engagement makes parents vulnerable to disengaging and not completing PWP.

## How much did PwP do?

No. parents participating in PwP

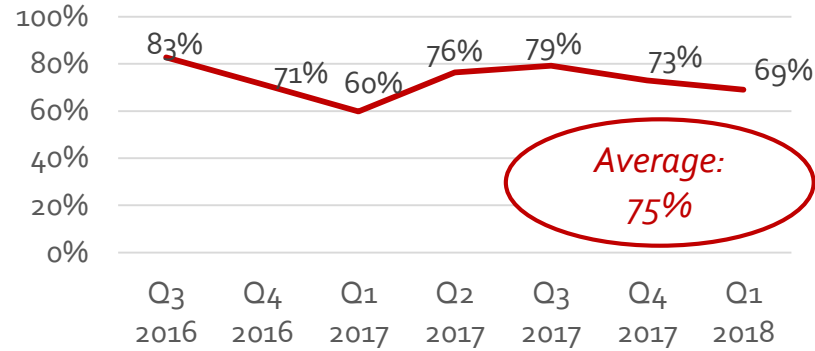


No. of home visits (scheduled vs. undertaken)

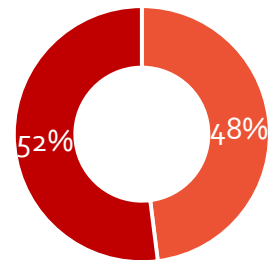
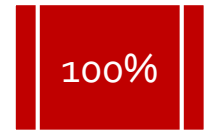


## How well did PwP do it?

% home visits undertaken vs. scheduled



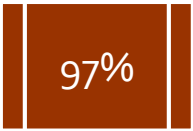
% of parents who stated they were treated well (base: 106)



48% of those who completed the programme, did so successfully (i.e. completed 80% of the programme)

## Is anyone better off?

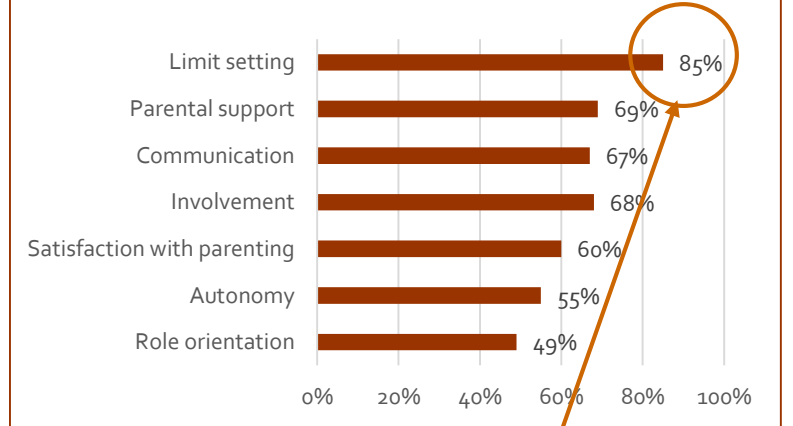
% of parents who stated the programme has helped them (base: 106)



% of parents with improved knowledge and skills (base: 106)



% of parents who registered improvements in each parenting domain



Well over four-fifths (85%) of parents registered an improvement in limit setting (i.e. applying appropriate boundaries for their child's behaviour)

# 7. Mentoring for Achievement (MAP)

## Summary

- 455 1-to-1 contacts with parents and 3,390 1-to-1 mentoring sessions with young people.
- General downward trend in terms of uptake of activity by both parents & young people with the exception of Q1, 2018. A range of factors account for this, e.g. teachers being unavailable as well as teacher/pupil absences.
- In 2017/18, less than half (42%) of pupils had improved attendance at school (with a further 4% maintaining their attendance). This suggests that difficulties in sustaining young people's engagement in the programme could be factor contributing to this.
- The programme is showing promising results in terms of improving children's self-concept\*, although number of assessments is low.

\* Self-concept is measured through the Piers Harris 2 instrument

How much did MAP do?

- This period: Oct 2017 to Mar 2018**
- 3 new young people joined the programme – 81 on the programme as at end of March 2018.
  - 360 phone calls with parents scheduled and 172 undertaken.
  - 1,294 1:1 mentoring sessions scheduled with young people and 995 undertaken

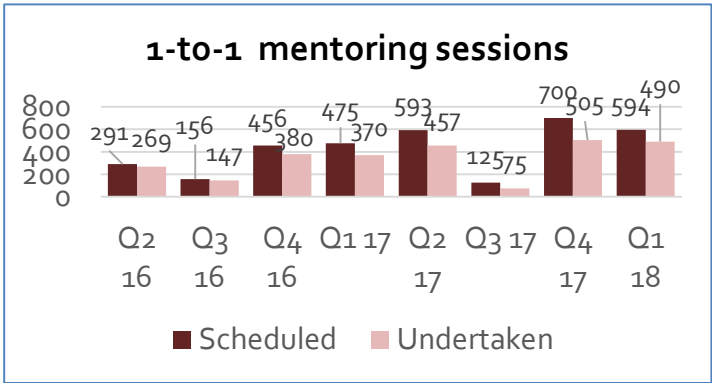
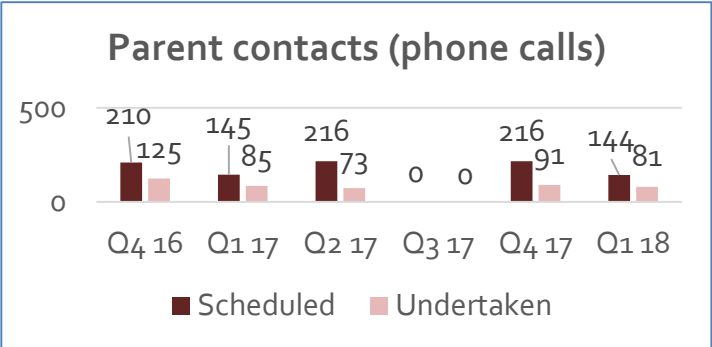
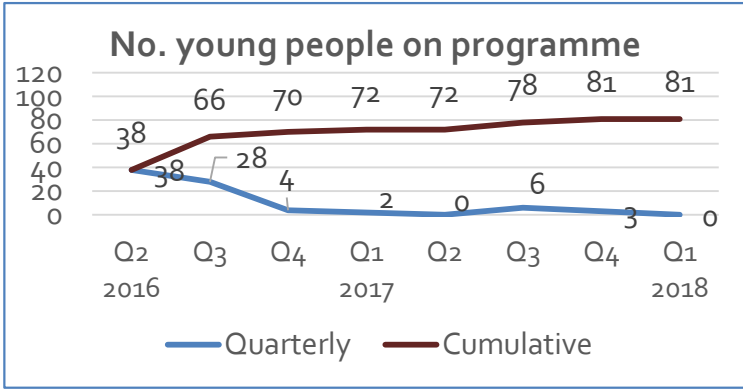
How well did MAP do it?

- % uptake in 1:1 sessions with young people varied from 72% in Q4 of 2017 to 82% in Q1 of 2018. With the exception of Q1 2018, the trend has been downwards.
- % uptake in parent contacts fell to a low of 42% in Q4 2017 before increasing to 52% in Q1 2018.

Is anyone better off?

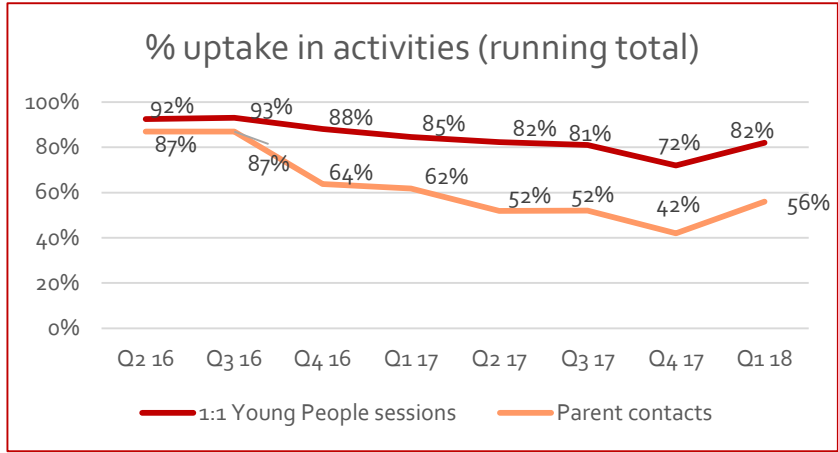
- As at end of March 2018:
  - Over two-fifths (43%) of young people registered improvements in school attendance.
  - Under three-fifths (59%) of young people registered improvements in punctuality or had maintained it at 100%.
  - Percentage of young people with a strong positive self-concept increased from 17% at the baseline to 33% at the endpoint. N.B.: no. of assessments is low

## How much did MAP do?

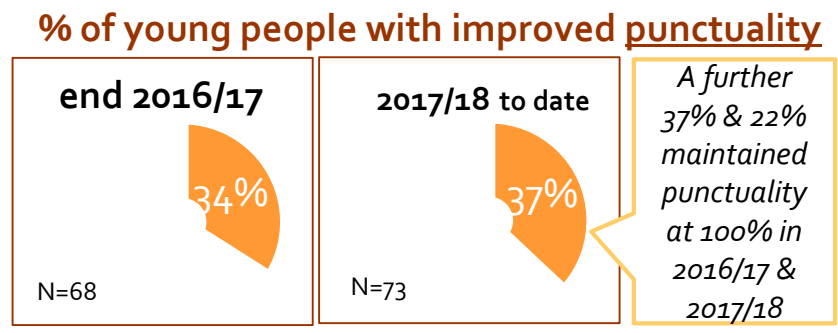
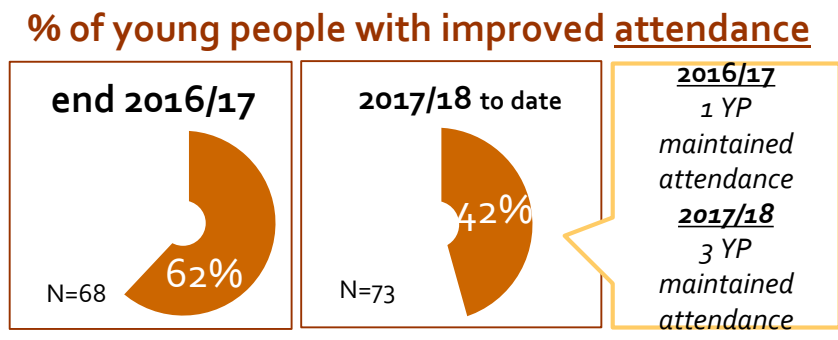


No. of mentors trained who have/are delivering MAP: 17

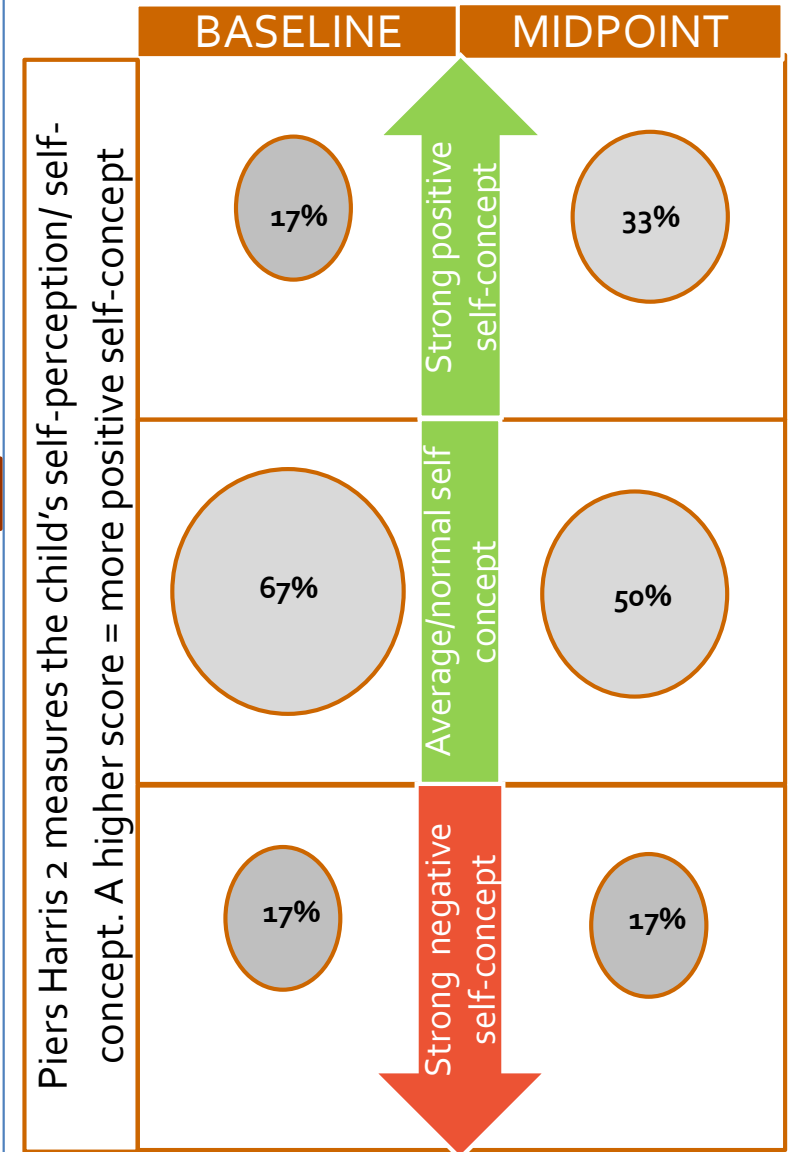
## How well did MAP do it?



## Is anyone better off?



## Is anyone better off?



Source: Piers Harris 2. 12 matched baseline and endpoint assessments. N.B. – no. assessments low



For more information on Colin Early Intervention Programmes, please contact the CEIC Programme Manager

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