

Colin Report Card

No. 7

Programme Performance Management

June 2015

“Together we will make a difference”

Part A: Detailed programme performance

Part B: Potential benchmarks for CEIC programme performance

Part C: Measures used by CEIC programmes

Purpose of this report: This report has been compiled to document the performance of six programme(s)/service(s) operating within the Colin Early Intervention Community. For each programme/service, information is provided on the background to the programme; current status of implementation; current status of performance data; how much the programme did; how well the programme did it and whether or not anyone is better off.

Part A: Detailed programme performance

1. Colin Early Parenting Programme (CEPP)

2. Incredible Years (IY)

3. Speech and Language Therapy (SALT)

4. Time4Me

5. Strengthening Families

6. Colin Adolescent Counselling

1. Colin Early Parenting Programme (CEPP)

(a) Background to CEPP

- CEPP is an intensive home visiting programme primarily for first time vulnerable mothers.
- It incorporates a series of home visits by health visitors with additional training, assisted by Early Intervention Support Workers.
- It usually commences at 20 weeks gestation and typically continues until the baby is 2 years. It aims to maximise the bond between mother and child & improve attachment.

(b) Current status of implementation

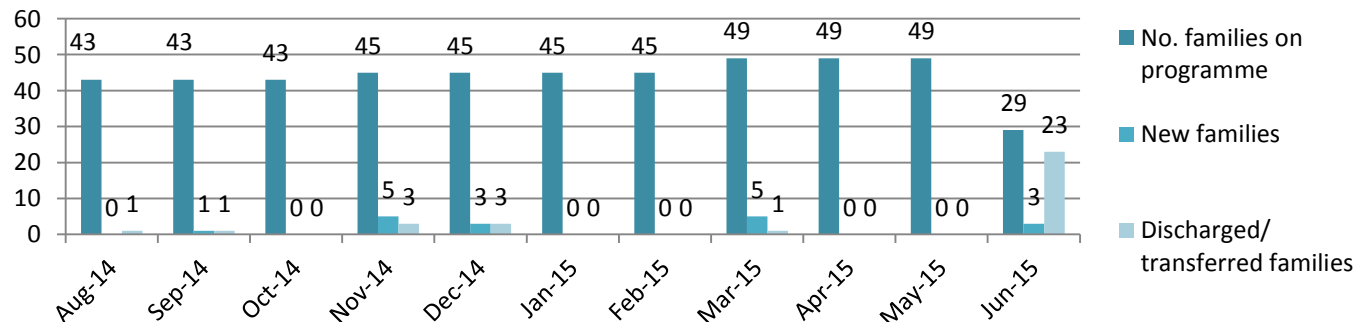
- The programme had operated in Colin a number of years prior to CEIC.
- In late 2011, CEIC funded an additional health visitor to expand the number of families involved in the programme by employing two health visitors. However, as of June 2015, this will reduce to one health visitor.
- Performance data is only being gathered from those who have been involved with CEPP since Jan 2012.

(c) Current status of performance data

- Data is collected by health visitors for each family at 10 time points beginning in the ante-natal period and continuing throughout the first 2 years of the child's life*.
- The current performance data relates to the period Nov 2013 and June 2015 – during this time period 181 assessments had been completed in total.

*Note: as many of the current caseload have been involved in the programme for a period of time before performance data gathering had commenced, there will not be 10 measurements for every family in the programme.

(d) How much did CEPP do?

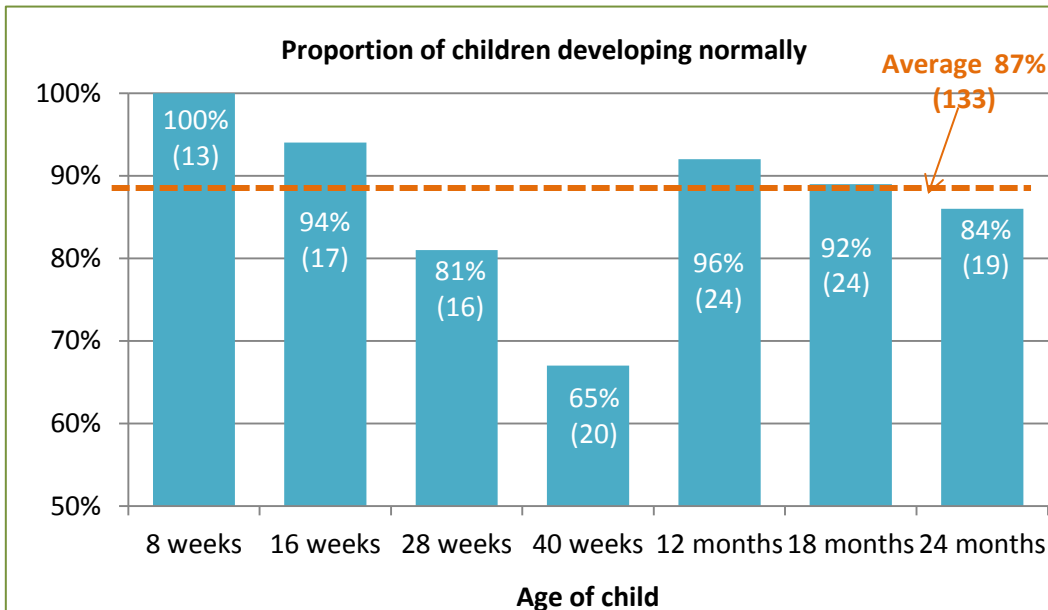


1. Colin Early Parenting Programme (CEPP)

(e) Is anyone better off?

NOTE: CEPP registers parents onto the programme on a continuous basis and not all parents will remain involved in the programme until the child is 24 months old. Therefore, this sample is not longitudinal, and comparisons should not be made between the various child age categories presented.

Performance measure 1: Children develop normally in a range of areas, e.g. Communication, gross motor skills, fine motor skills, problem-solving and personal-social skills



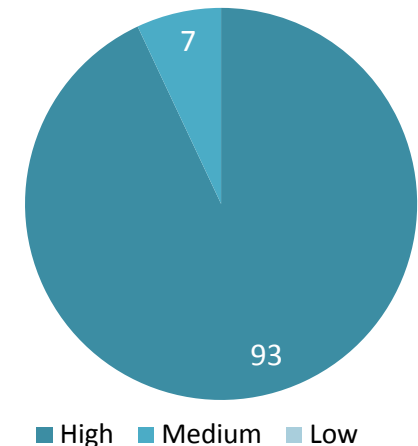
Source: Ages and Stages Questionnaire. Number of assessments carried out in brackets.
No. of assessments: 133.

Key finding

Almost 9 of every 10 children (87%) assessed are developing normally in all areas, e.g. Communication, problem-solving.
However – particular issue with gross motor skills for those children assessed at 28 weeks and 40 weeks.

Performance measure 2a: Ante-natal mothers have high levels of attachment

Quality of attachment – ante-natal mums



Source: MAAS. No. of assessments: 14.

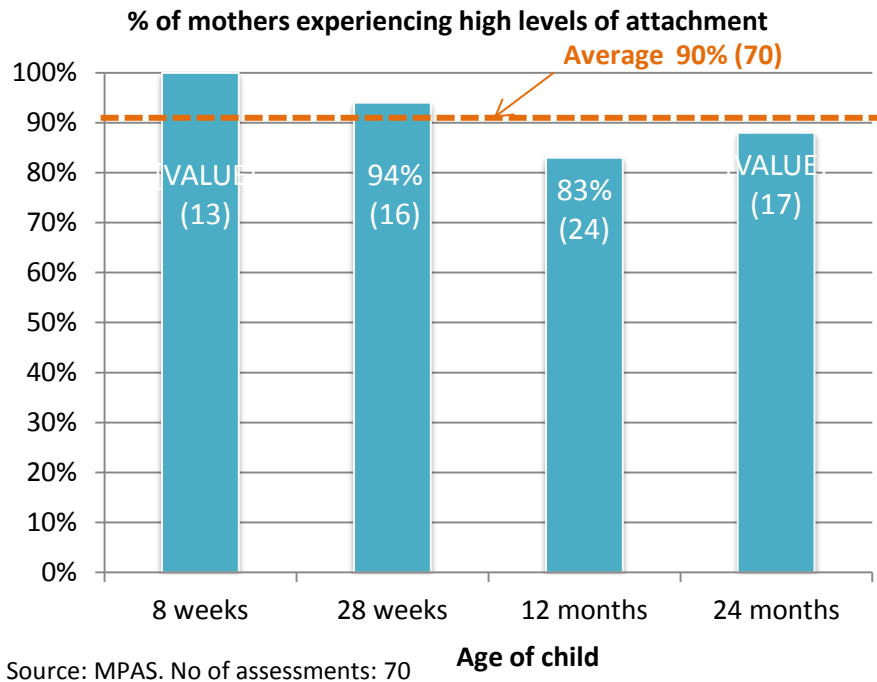
Key finding

14 mothers assessed and quality of attachment high for 93% of those assessed.

1. Colin Early Parenting Programme (CEPP)

(e) Is anyone better off? (Continued)

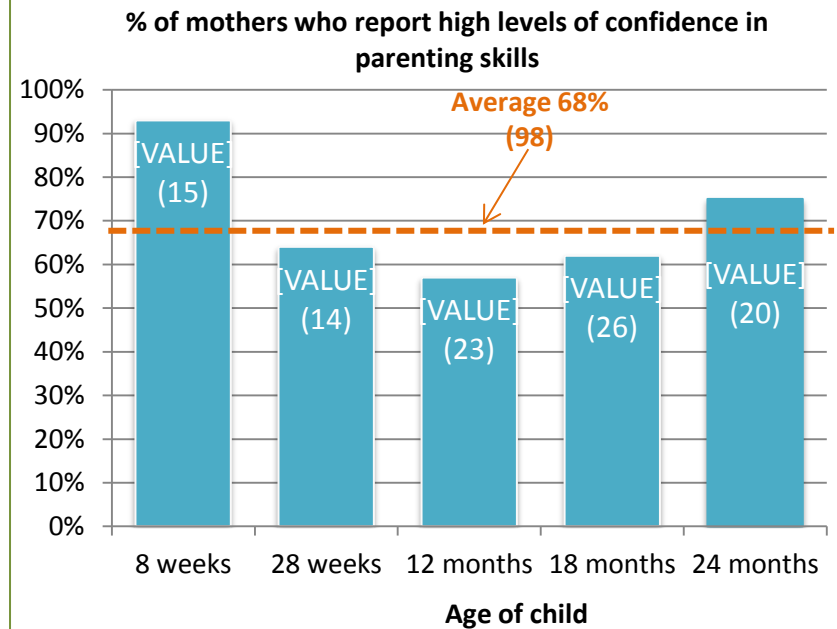
Performance measure 2b: Post-natal mothers have high levels of attachment



Key finding

Vast majority (90%) of post-natal mothers indicated high levels of attachment.

Performance measure 3: Mothers have high levels of confidence in their parenting skills



Key finding

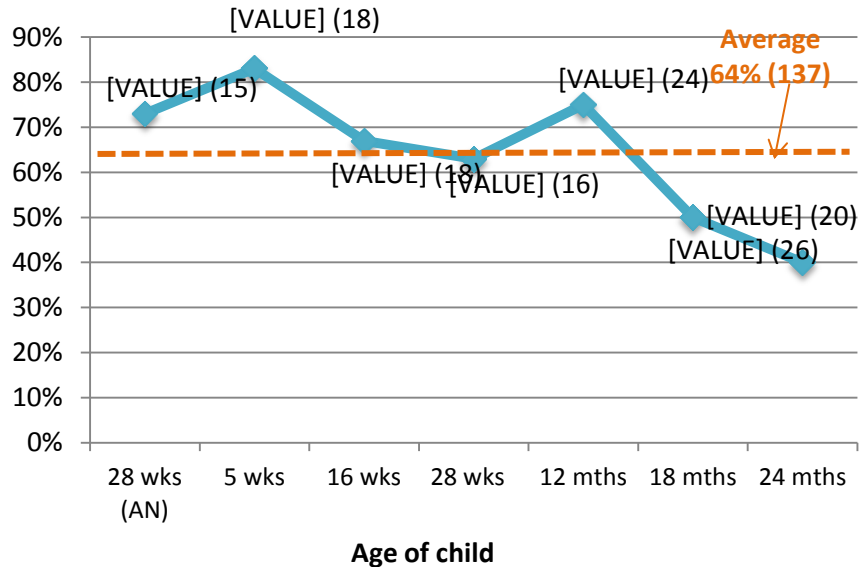
Just over two-thirds (68%) of mothers report high levels of confidence in their own parenting skills.

1. Colin Early Parenting Programme (CEPP)

(e) Is anyone better off? (Continued)

Performance measure 4a: Mothers are not in the clinical range for anxiety

% of mothers NOT in clinical range - Anxiety



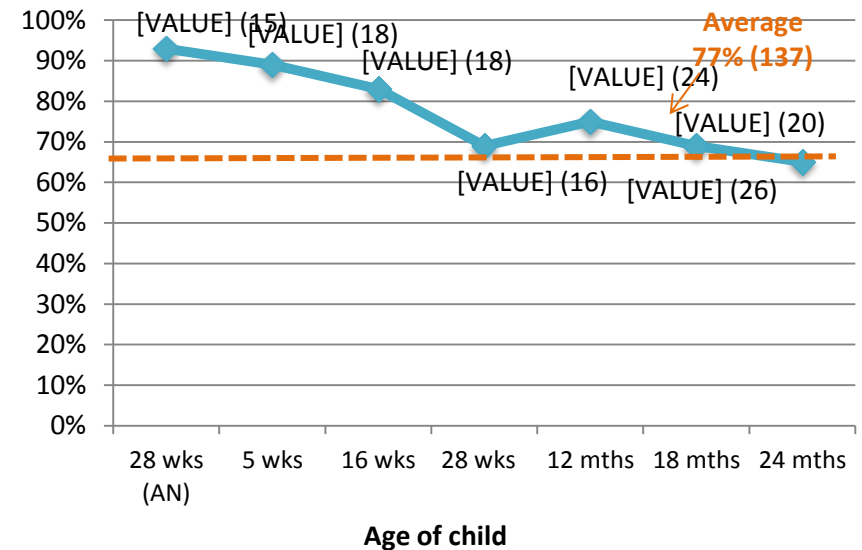
Source: HADs. No of assessments: 137

Key finding

- Under two-thirds (64%) of mothers assessed are not in the clinical range for **anxiety**.
- Avg. anxiety score for CEPP is 6.83
- UK benchmark is 6.32

Performance measure 4b: Mothers are not in the clinical range for depression

% of mothers NOT in clinical range - Depression



Source: HADs. No of assessments: 137

Key finding

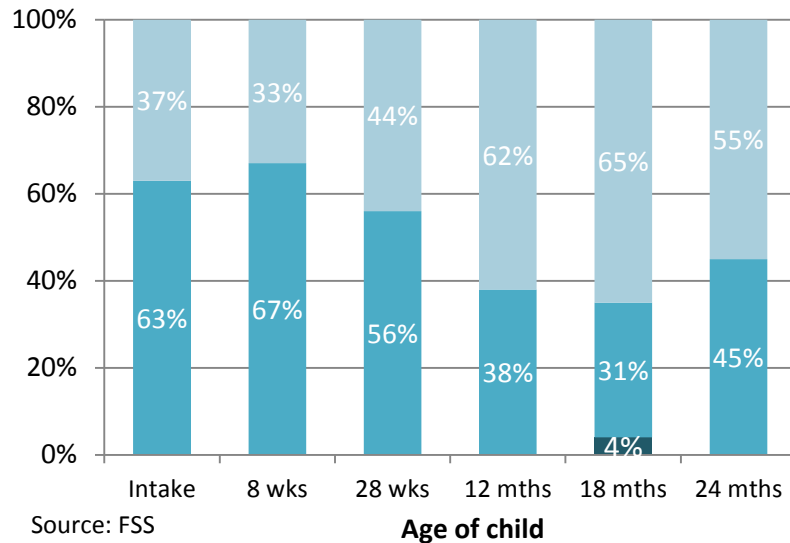
- Over three-quarters (77%) of mothers assessed are not clinically **depressed**.
- Avg. depression score for CEPP is 4.43
- UK benchmark is 3.71

1. Colin Early Parenting Programme (CEPP)

(e) Is anyone better off? (Continued)

Performance measure 5: Mothers have high quality support from people inside and outside of their family

Quality of support inside and outside family



Source: FSS

No. of assessments:

109

■ High ■ Medium ■ Low

Key finding

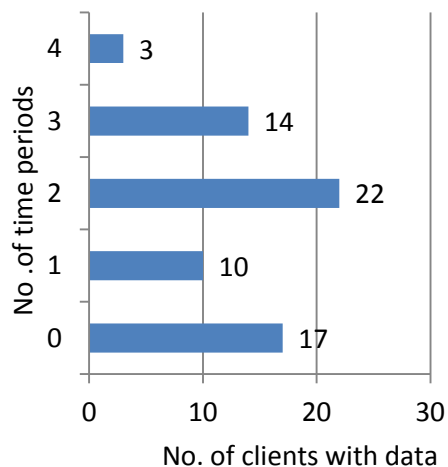
Just over one-half (53%) of mothers who were assessed indicated low levels of support from inside and outside of the family.

1. Colin Early Parenting Programme (CEPP)

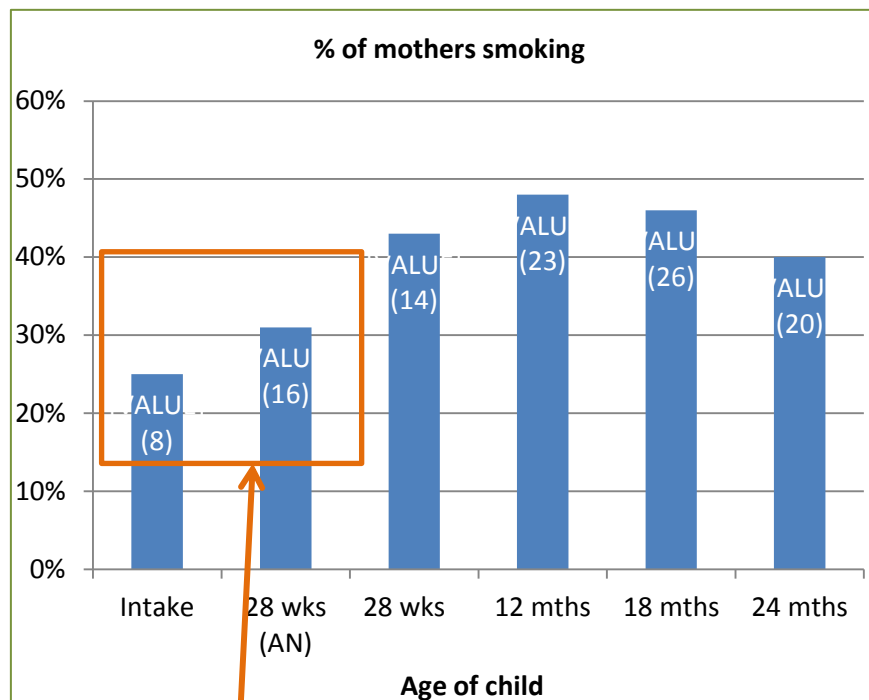
(e) Is anyone better off? (Continued)

Information on smoking data:

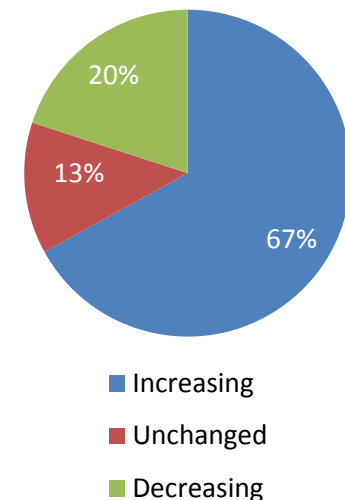
- For the majority (74%) of clients data is available for two or fewer time periods. Data will typically be collected for each client at six time periods.



Performance measure 6: Proportion of mothers smoking



Level of smoking over time



Source: Outcomes Monitoring Sheet. No. of assessments: 107

Source: Outcomes Monitoring Sheet. No. of assessments: 15

Key finding

Under one-third (29%) of those assessed in the ante-natal period smoked. This compares to a Colin-wide average of 35% of all mothers [In 2014: the latest year for which there is data].

Key finding

Just over two-fifths (41%) of those assessed smoked.

Key finding

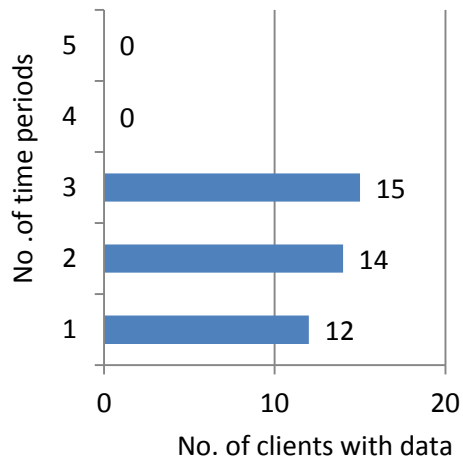
Of those for whom there is a data for 2+ periods – 67% showed increasing levels of smoking over time.

1. Colin Early Parenting Programme (CEPP)

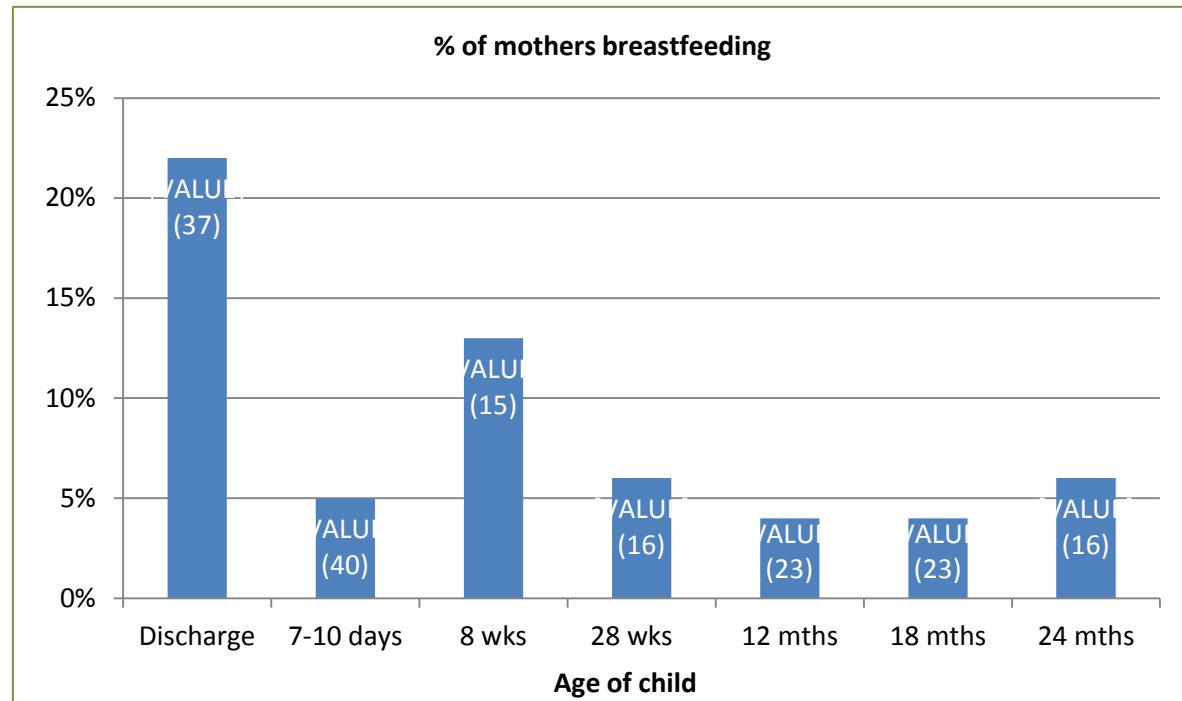
(e) Is anyone better off? (Continued)

Information on breastfeeding data:

- For the majority (71%) of clients valid data is available for two or more time periods. Data is expected to be gathered for each client at 7 time points in the post-natal period.



Performance measure 7: Proportion of mothers breastfeeding



Source: Outcomes Monitoring Sheet. No. of assessments: 170


Key
finding


9% of those assessed
breastfeed*.

* Statistics for the Colin area as a whole for 2014 (the latest year for which data is available) show that 25% of mothers breastfed at discharge, compared to an NI average of 46%.

1. Colin Early Parenting Programme (CEPP)

(e) Is anyone better off? (Continued)

Child Protection Registration (CPR)	Number
Number of families with a child/children on CPR at any time point	10
Of these, no. of families with data for 2 or more time periods	8
% of these families with children on CPR at first time period	50%
% of these families with children on CPR at latest time period	50% 

Father's involvement	Number
Number of families for whom data is available	66
Of these, no. of families with data for 2 or more time periods	45
% of these families where father was involved at first time period	62%
% of these families where father was involved at latest time period	61% 

2. Incredible Years (IY)

(a) Background to IY

Incredible Years series comprises the following:

- 4 basic parenting programmes: IY Baby Programme; IY Toddler Basic Programme; IY Preschool Basic; IY 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.
- Teacher Classroom Management (TCM) programme.

(b) Current status of implementation

- Four of the IY programmes are operating in the Colin area.
- In the period September 2014 to June 2015:
 - The IY Preschool Basic (operated in 7 sites), IY Baby (1 site) and IY Toddler (2 sites) Programmes were the variants of the basic parenting programme being delivered to parents.
 - The Classroom Prevention programme (also known as the Dina Dinosaur programme) was being delivered in 7 sites.
 - TCM was being delivered to teachers in 1 site.

(c) Current status of performance data

- As at end of June 2015, baseline and endpoint performance data had been provided for:
 - 6 (of 7) sites for the IY Preschool Basic programme; 2 (of 2) sites for the IY Toddler Programme and the 1 site where the IY Baby programme was being implemented .
 - 6 (of the 7) sites for the Dina Dinosaur programme.
 - 1 site for TCM.

(d) How much did IY do?

Between September and June 2015:

- **IY Basic Parenting Programme delivered to 71 parents, IY Baby Programme delivered to 11 parents and IY Toddler Programme delivered to 15 parents.**
- IY Dina Dinosaur Programme: c. 175 children participated in the programme across seven settings.
- Teacher Classroom Management: 17 school staff participated in TCM in one setting.

2. Incredible Years

(e) Incredible Years Basic Parenting Programme (pre-school): Is anyone better off?

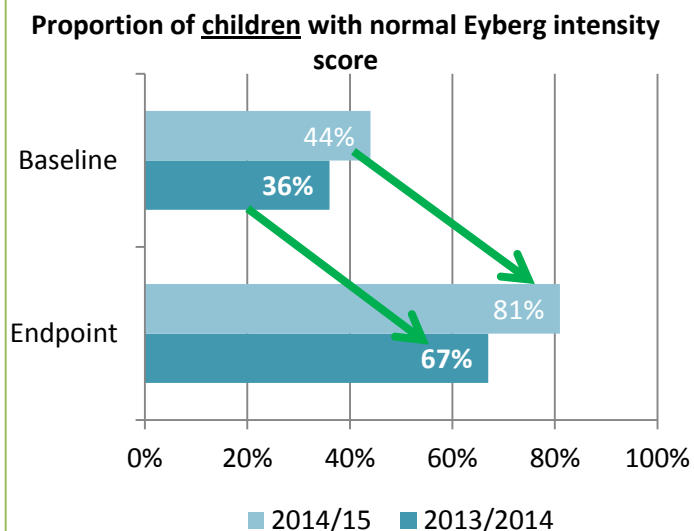
Note on performance measures

The Basic Parenting Programme uses two standardised measures:

- **Eyberg:** this measures two things – the intensity of problem behaviours exhibited by children and the number of problem areas exhibited by children. Two scores are generated – an Intensity Score (ranging from 0-252) and a Problem Score (ranging from 0-36). The clinical cut-offs are 127 and 10 respectively.

- **Parent SDQs:** this also measures the extent of problem behaviours in children and generates a Total Difficulties score ranging from 0 to 40. The clinical cut-off is 17.

Performance measure 1: % of children within the normal range of child behaviour

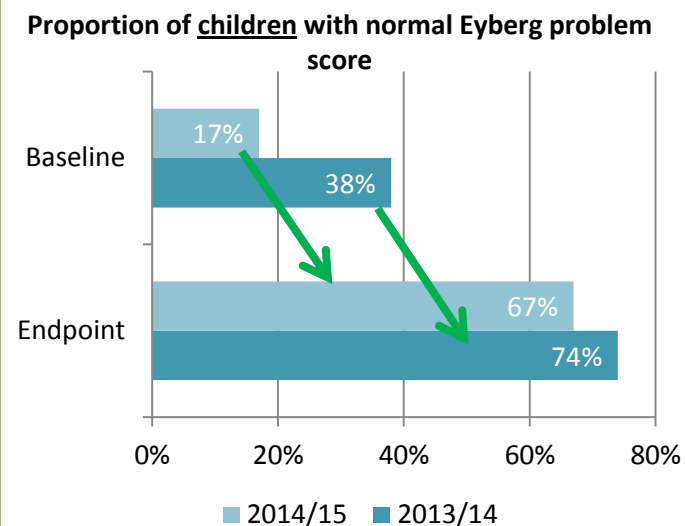


Source: Eyberg.
No. of complete assessments : 2013/14 (39); 2014/15 (48).

Key finding

- In 2013/14, the proportion of children in the normal range for behaviour increased from 36% at the baseline to 67% at the endpoint.
- In 2014/15, the proportion of children in the normal range for behaviour increased from 44% at the baseline to 81% at the endpoint.

Performance measure 2: % of children with a normal number of problem behaviour areas



Source: Eyberg.
No. of complete assessments: 2013/14 (39); 2014/15 (42)

Key finding

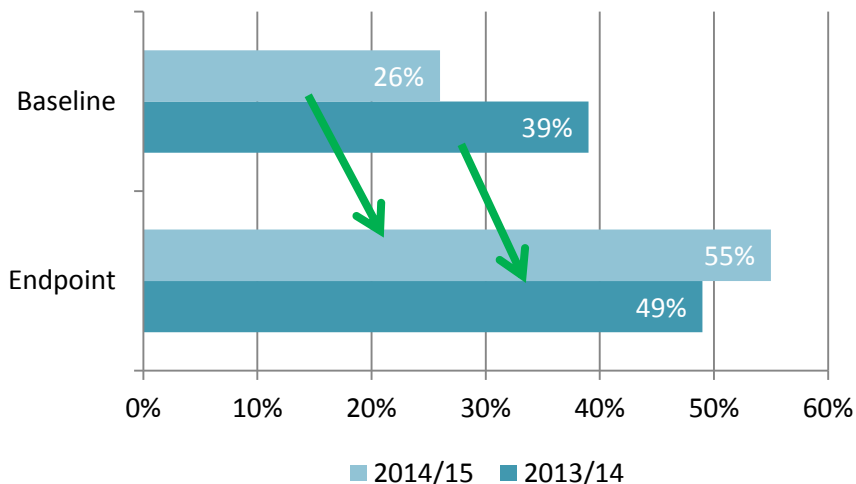
- In 2013/14, the proportion of children with a normal Eyberg problem score was 38% at the baseline and increased to 74% at the endpoint
- In 2014/15, the proportion of children with a normal Eyberg problem score was 17% at the baseline and increased to 67% at the endpoint.

2. Incredible Years

(e) Incredible Years Basic Parenting Programme (pre-school): Is anyone better off?

Performance measure 3: % of parents who have rated their child's behaviour within the normal range

Proportion of parents rating their child's behaviour within the normal range



Source: Parent SDQs. No. of complete assessments: 2013/14 (41); 2014/15 (38)

Key finding

- In 2013/14, the proportion of parents who rated their child's behaviour in the normal range at the baseline was 39%. This increased to 49% at the end-point.
- In 2014/15, the proportion of parents who rated their child's behaviour in the normal range was 26% at the baseline increasing to 55% at the endpoint.

Note on performance measures

The Toddler Programme (see overleaf) uses three measures:

- **Parent SDQs:** this measures the extent of problem behaviours in children and generates a total difficulties score ranging from 0-40. The clinical cut-off is 17.
- **Eyberg Child Behaviour Inventory:** this measures the extent of problem behaviours in children and the intensity of those behaviours. See previous slide for a description of scoring.
- **Hospital Anxiety and Depression Scale (HADs):** this measures the extent of anxiety and depression that a respondent experiences. A score is generated for both anxiety and depression ranging from 0 to 21. The clinical cut-off is 11.
- **Ages and Stages Questionnaire:** This measures a child's level of development in a number of areas, e.g. communication. A score is generated for each of the areas ranging from 0-60. Each of the five areas has a different cut-off point.

Results for the following measures could not be reported due to low numbers or insufficient endpoint data:

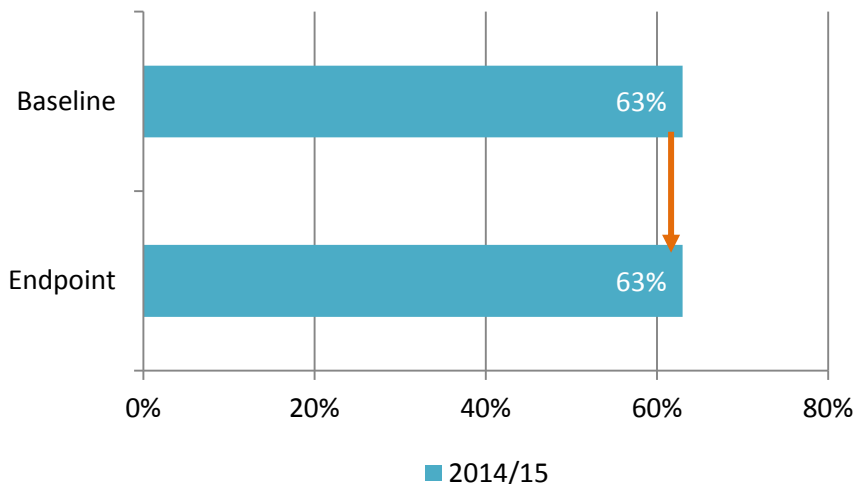
- **Eyberg; and**
- **ASQ (18 month and 24 month).**

2. Incredible Years

(e) Incredible Years Toddler Programme : Is anyone better off?

Performance measure 1: % of parents who have rated their child's total difficulties within the normal range

Proportion of parents rating their child's behaviour within the normal range



Source: Parent SDQs. No. of complete assessments: 2014/15 (8). **No comparable data is available as this is the first year the programme has been implemented in CEIC.**

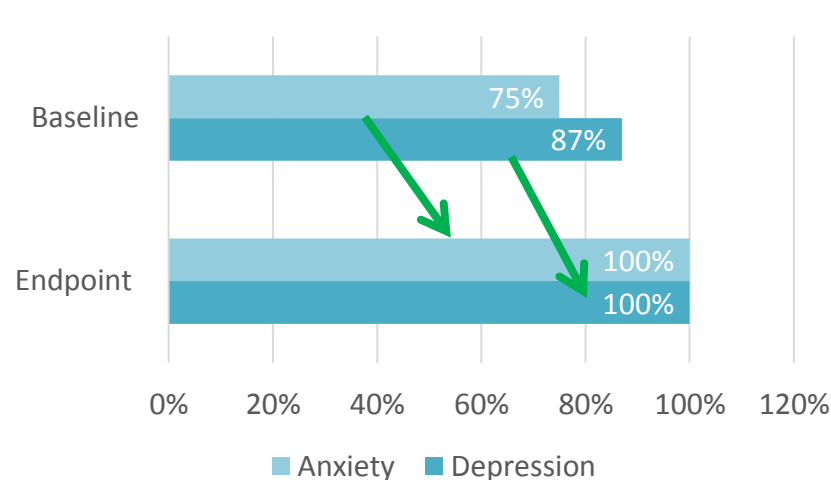
Key finding

- In 2014/15, the proportion of parents who rated their child's behaviour in the normal range was 63% at the baseline. The same proportion (63%) rated their child behaviour as normal at the endpoint.

Caution: No. of matched pre/post assessments is low.

Performance measure 2: % of parents who are not in the clinical range for anxiety or depression

Proportion of parents not in the clinical range for anxiety or depression



Source: HADs. No. of complete assessments: 2014/15 (8). **No comparable data is available as this is the first year the programme has been implemented in CEIC.**

Key finding

- At the baseline, 87% of parents were not in the clinical range for depression, whilst three-quarters (75%) of parents were not in the clinical range for anxiety.
- At the endpoint, none of the parents were in the clinical range for either depression or anxiety.

Caution: No. of matched pre/post assessments is low.

2. Incredible Years

(e) Incredible Years Baby Programme : Is anyone better off?

Note on performance measures

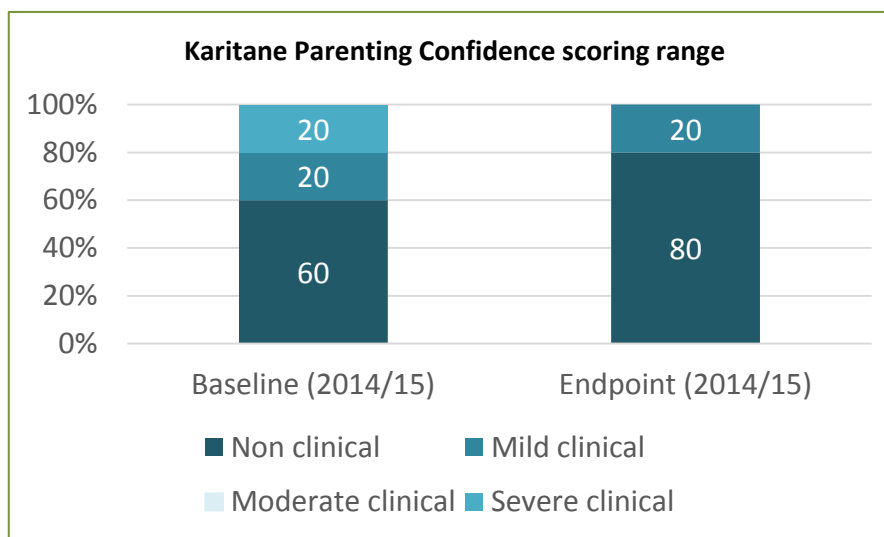
The Baby Programme uses three measures:

- **Karitane Parenting Confidence Scale:** This measures parents' feelings of competence in their own parenting role. It comprises a total of 15 items, with each measured on a four-point scale (0,1,2,3). A score is generated ranging from 0 to 45. A score of 40 or more is non-clinical, whilst a score of 39 or less is in the clinical range.
- **Hospital Anxiety and Depression Scale (HADs):** this measures the extent of anxiety and depression that a respondent experiences. A score is generated for both anxiety and depression ranging from 0 to 21. The clinical cut-off is 11.
- **Ages and Stages Questionnaire:** This measures a child's level of development in a number of areas, e.g. communication. A score is generated for each of the areas ranging from 0-60. Each of the five areas has a different cut-off point.

Results for the following measures could not be reported due to low numbers or insufficient endpoint data:

- **ASQ (2,4,6 and 10 months)**

Performance measure 1: % of parents with a high level of confidence (i.e. in the non-clinical range) in their own parenting role.



Source: Parent SDQs. No. of complete assessments: 2014/15 (5). **No comparable data is available as this is the first year the programme has been implemented in CEIC.**

Key finding

At the baseline in 2014/15, three-fifths (60%) of parents showed high levels of confidence in their own parenting. This increased to four-fifths (80%) at the end of the programme.

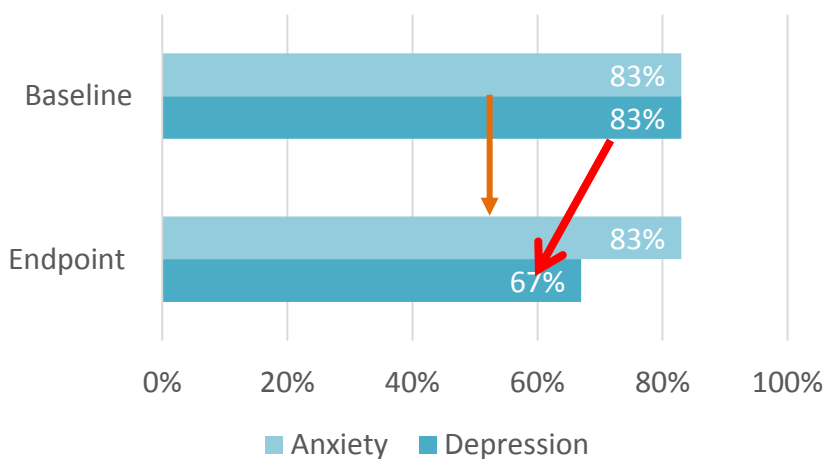
Caution: Nos. of matched pre/post assessments is low.

2. Incredible Years

(e) Incredible Years Baby Programme : Is anyone better off?

Performance measure 2: % of parents who are not in the clinical range for anxiety or depression

Proportion of parents not in the clinical range for anxiety or depression



Key finding

- At the baseline, 83% of parents were ***not*** in the clinical range for depression, and the same proportion (83%) were not in the clinical range for anxiety.
- At the endpoint, two-thirds of those assessed were not in the clinical range for depression and 83% were not in the clinical range for anxiety.

Caution: No. of matched pre/post assessments is low

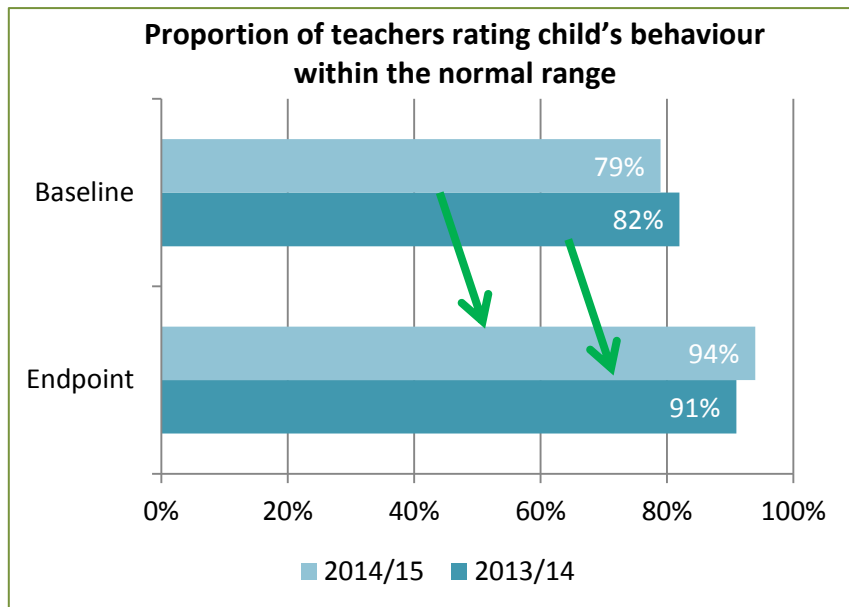
2. Incredible Years

Note on performance measures

The Pre-school Dina Dinosaur programme uses teacher SDQs only. This is used by teachers to rate the behaviour of those young people who are being assessed.

(e) Incredible Years Pre-school Dina Dinosaur: Is anyone better off?

Performance measure 1: % of teachers who have rated pupils' behaviour within the normal range



Source: Teacher SDQs. No. of complete assessments: 2013/14 (55); 2014/15 (52).

Key finding

- In 2013/14, the proportion of teachers who rated child's behaviour within the normal range increased from 82% at the baseline to 91% at the endpoint.
- In 2014/15, 79% of children assessed were in the normal range for behaviour and this increased to 94% at the endpoint.

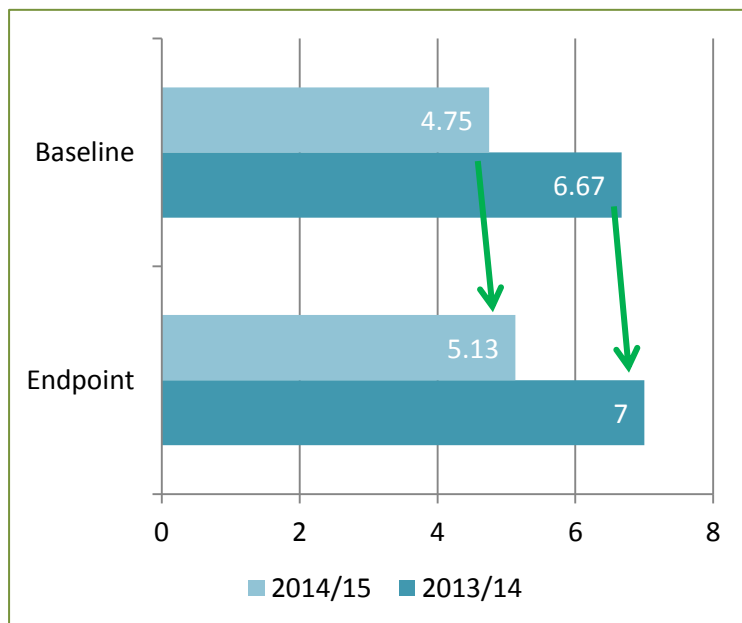
2. Incredible Years

(e) Incredible Years Teacher Classroom Management (TCM) programme: Is anyone better off?

Note on performance measures

TCM uses the TCM strategies questionnaire and the teacher SDQ instrument as the basis for monitoring performance.

Performance measure 1: At the end-point, all teachers are confident/very confident in managing current behaviour problems in the classroom.



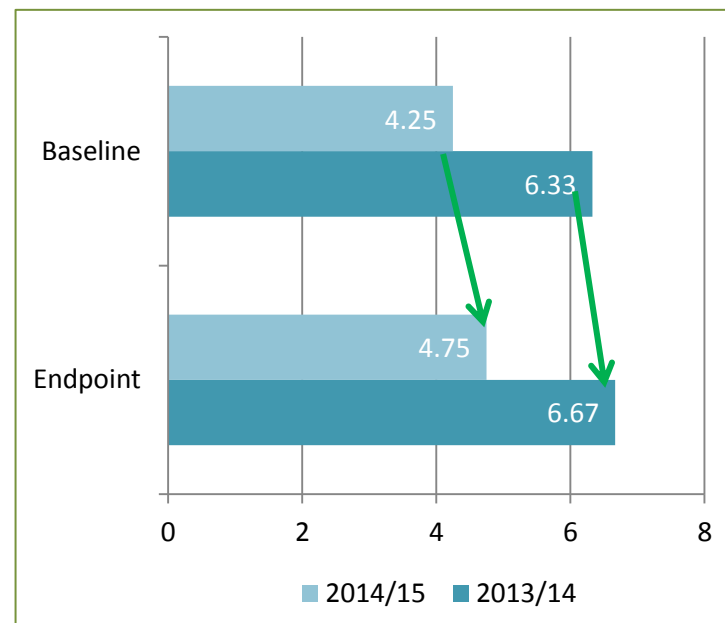
Source: TCM Strategies Questionnaire. No. of complete assessments: 2013/14 (<5); 2014/15 (8)

Key finding

Avg. confidence score in managing current behaviour:

- In 2013/14 was 6.67 (out of 7) at baseline and 7 (out of 7) at the endpoint.
- In 2014/15 was 4.75 (out of 7) at baseline and 5.13 at the endpoint (out of 7).

Performance measure 2: At the end-point, all teachers are confident/very confident in managing future behaviour problems in the classroom.



Source: TCM Strategies Questionnaire. No. of complete assessments: 2013/14 (<5); 2014/15 (8)

Key finding

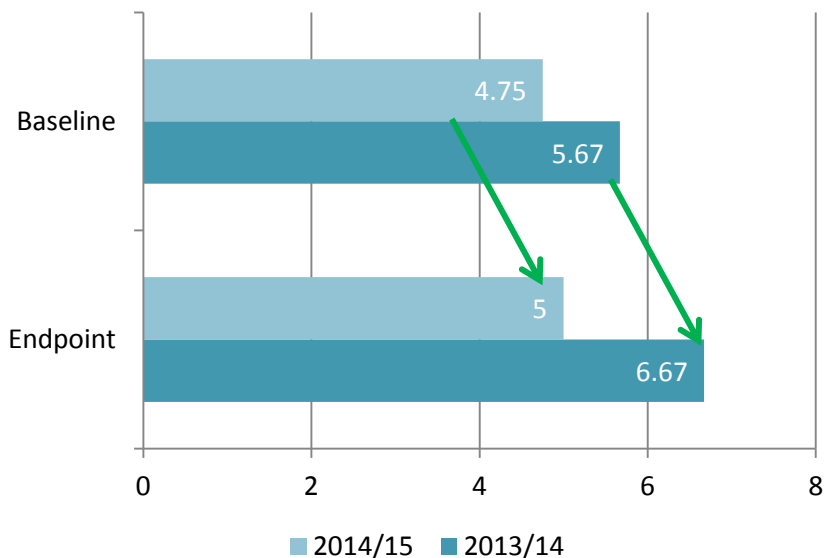
Avg. confidence score in managing future behaviour:

- In 2013/14 was 6.33 (out of 7) at the baseline and 6.67 (out of 7) at the endpoint.
- In 2014/15 was 4.25 (out of 7) at the baseline and 4.75 (out of 7) at the endpoint.

2. Incredible Years

(e) Incredible Years Teacher Classroom Management (TCM) programme: Is anyone better off?

Performance measure 3: At the end-point, all teachers are confident/very confident in ability to promote students emotional, social and problem solving skills.



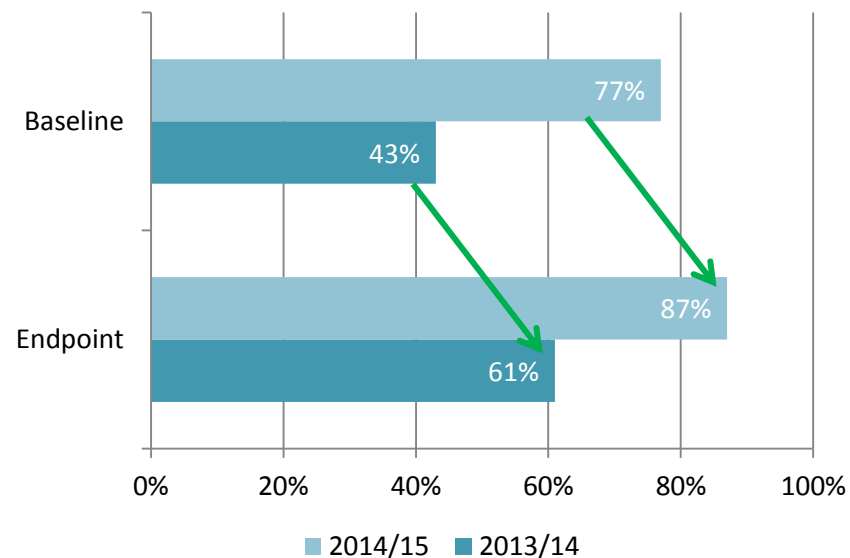
Source: TCM Strategies Questionnaire. No. of complete assessments: 2013/14 (<5); 2014/15 (8)

Key finding

Avg. confidence score in teachers ability to promote emotional wellbeing:

- In 2013/14 was 5.67 (out of 7) at the baseline and 6.67 (out of 7) at the endpoint.
- In 2014/15 was 4.75 (out of 7) at the baseline and 5.00 (out of 7) at the endpoint.

Performance measure 4: The proportion of young people who have an SDQ score in the normal range



Source: Teacher SDQs. No. of completed questionnaires: 2013/14 (28); 2014/15 (31)

Key finding

Proportion of teachers rating children's behaviour within the normal range:

- In 2013/14 was 43% at the baseline and 61% at the endpoint.
- In 2014/15 was 77% at baseline and 87% at the endpoint.

3. Speech and Language Therapy (SALT)

(a) Background to SALT

- SALT is delivered to P1 & P2 children and is primarily designed for those with mild to moderate speech and language need.
- Typically 3 staff work across 7 primary schools, though this is under review currently.
- Referrals come from nursery schools, clinics and from primary schools (through teachers/SENCO's) and also come from other sources (e.g. Paediatrician).

(b) Current status of implementation

- This service has operated since February 2012 across all seven primary schools in the Colin area.
- As at 30th June 2015, a total of 211 young people were referred to the service, all of whom were assessed. A total of 147 young people have been discharged from the service to date and 64 remain on the client caseload.

(c) Current status of performance data

- This data in this report card refers to the current and closed caseload as at 30th June 2015.
- Every child is assessed at the beginning and end of the intervention using a combination of assessment measures, e.g. CELF and RAPT.
- An overall assessment is made of the child's speech and language capabilities on a six-point scale.
- This report card presents a summary of this and other performance data.

(d) How much did SALT do?

As at 30th June 2015:

- 211 pupils assessed to date; 64 on caseload.
- Of those who were discharged from SALT (n=147), a total of 1,744 support sessions were delivered to this group or an average of 11.9 support sessions.
- Of those discharged to date – 27 referrals on to OT (1); Audiology (1); ASD Team (3); Fluency team (2); Community/Community Child Health (5); Physio (1); SLT at health centre (9); Autism Assessment Centre (2), and; MLD Unit (3).

3. Speech and Language Therapy

(e) How well did SALT do it

Performance measure 1: Average waiting time between referral and assessment is less two weeks

Number assessed since SALT commenced

211

Average wait time for assessment

8 days

No. children waiting more than 2 weeks for assessment

18

Source: SALT data.

Key finding

- Average wait time for assessment is within two weeks for the vast majority of young people.

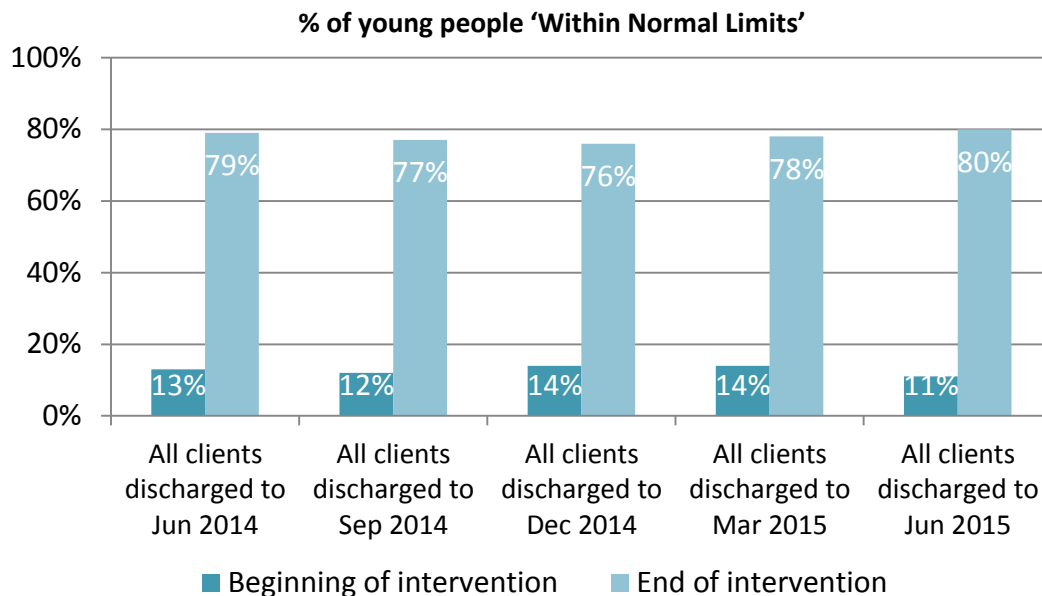
Performance measure 2: Parents satisfied with the Speech and Language Therapy Service

The results from a parental survey indicate that **97% and 94%** of parents were very satisfied with SALT in 2014 and 2015 respectively.

Source: SALT Parental Survey 2014 based on the responses of 36 parents (a response rate of 51%). SALT Parental Survey 2015 Based on the responses of 33 parents (a response rate of 66%).

(f) Is anyone better off?

Performance measure 3: At least 60% of young people are discharged from SALT Within Normal Limits



Source: Various (CELF, RAPT) No. of assessments: 76 (to June 2014); 106 (to Sep 2014) ; 114 (to Dec 2014); 137 (to March 2015), and; 147 (to June 2015)..

Key finding

- Of those who have been discharged from the service up to end of June 2015, four-fifths (80%) were within the normal limits for speech and language development at the end of the intervention (vs. 11% at the beginning).
- Of those who were 'Not within normal limits' on discharge (i.e. 20%), exactly one-fifth of this group had reached their full potential.

4. Time4Me

(a) Background to 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.

(b) Current status of implementation

- The Time4Me programme receives referrals from a range of sources (e.g. teacher).
- In the current school year (2014/15), 82 young people joined the programme.
- As at end of June 2015, all of those young people who were receiving the full intervention (59) had completed the programme and had been discharged.

(c) Current status of performance data

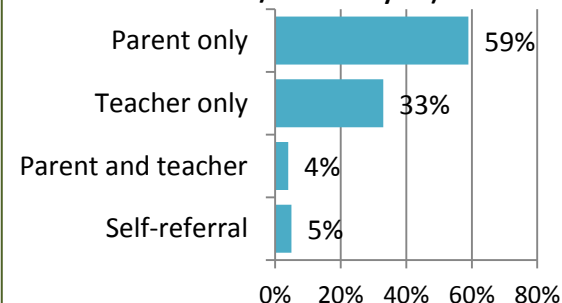
- This programme currently uses two instruments to gather data: SDQs and CORs
- Between July 2014 and June 2015, 58 pupils completed baseline CORs and 55 pupils completed endpoint CORs.
- During the same time period, 58 young people completed baseline and 51 young people completed endpoint SDQs.

(d) How much did Time4Me do?

	Jul-Sep 14	Oct-Dec 14	Jan-Mar 15	Apr-Jun 15
No. of new pupils receiving support and of these...	24	12	22	24
... <i>full intervention</i>	23	11	16	9
... <i>brief consultation</i>	1	1	6	15
No. pupils discharged from the programme	0	7	13	38
No. of activities undertaken to promote the service	37	0	1	3

Source: Barnardos programme level database

Source of referral onto programme (for those who joined the programme in 2014/15 school year)

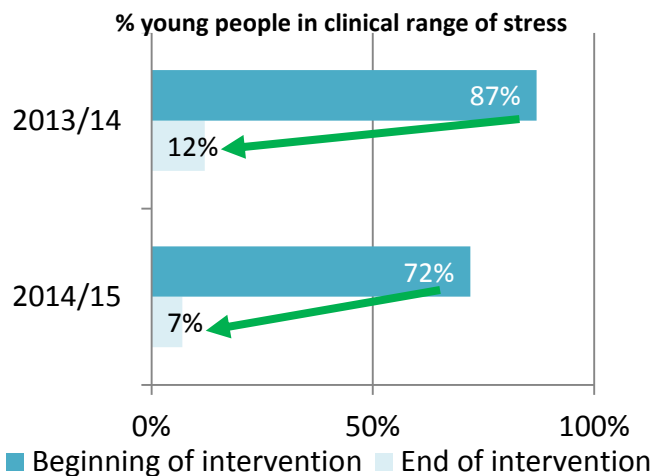


Base: 82. Source: Barnardos programme level database

4. Time4Me

(e) Is anyone better off?

Performance measure 1: The proportion of young people in the clinical range of stress (CORs measure)



Source: Child completed CORs

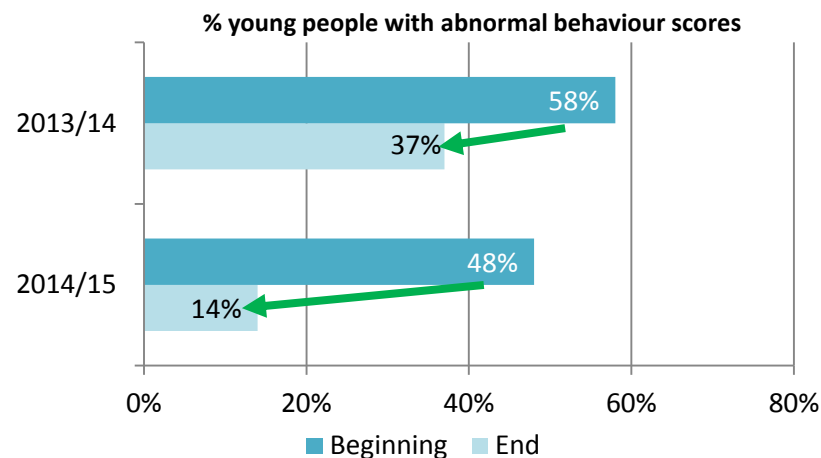
For 2013/14, beginning and end data is based on 54 and 50 CORs assessments respectively.

For 2014/15, beginning and end data is based on 58 and 55 assessments respectively

Key finding

In 2013/14, the number of young people in the clinical range of stress was 87% at the baseline and reduced by 75 percentage points (pp) to 12% at the end point. In 2014/15, the proportion of young people in the clinical range was 72% and reduced by 65 pp to 7% at the endpoint.

Performance measure 2: The proportion of young people with abnormal behaviour scores



Source: Parent completed SDQs.

For 2013/14, beginning and end data is based on 43 parent completed baseline and endpoint questionnaires.

For 2014/15, beginning and endpoint is based on 58 and 51 respectively of parent completed questionnaires.

Key finding

- For 2013/14, the % of young people in the 'abnormal' range for the SDQ behaviour score reduced from 58% at the baseline to 37% at the end point.
- For 2014/15, the % of young people in the 'abnormal' range reduced by 34 pp from 48% to 14%.

5. Strengthening families

(a) Background to Strengthening Families

- The Strengthening Families Programme (SFP) is an evidence-based family skills training programme. It has been found to significantly reduce problem behaviours, delinquency, and alcohol and drug abuse in children.
- Child maltreatment also decreases as parents strengthen bonds with their children and learn more effective parenting skills.

(b) Current status of implementation

- CEIC has implemented a 7 week version of the programme.
- In March 2013, seven staff from CNP, SEHSCT, Save the Children and Youth Initiatives participated in training in order to deliver the programme.
- Three groups of families have now completed the programme: Group 1 commenced in May 2013 and completed in June 2013; Group 2 commenced in January 2014 and completed in Mar 2014; and Group 3 commenced in February 2015 and completed in March 2015.

(c) Current status of performance data

- This programme used baseline & end-point SDQs to assess programme performance and 1 set of follow-up measures were administered for Group 3. In addition, TOPSE (Tool to measure Parenting Self-Efficacy) has been used. Data was not included for Group 1 due to low numbers.
- For Group 2, complete data has been collected for 10 parents & 9 children (baseline/end-point SDQs) & 10 parents (baseline and end-point TOPSE)
- For Group 3, complete data has been collected for 11 parents & 10 children (baseline, endpoint and follow-up SDQs and TOPSE measurements).

(d) How much did Strengthening Families do?

Group 2 [JAN-MAR 2014]
• 9 families started and completed the programme

Group 3 [FEB-MAR 2015]
• 9 families (comprising 11 parents) started and completed the programme

(e) How well Strengthening Families do it?

Average percentage attendance

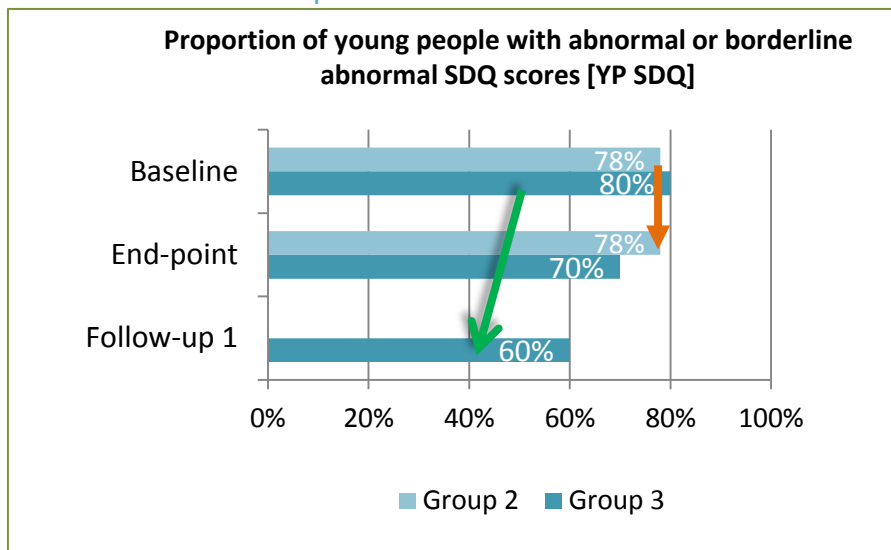
Group 2
83%

Group 3
95%

5. Strengthening Families

(f) Did Strengthening Families make a difference?

Performance measure 1: % of young people within the abnormal or borderline abnormal range for behaviour reduces between baseline and follow-up 1

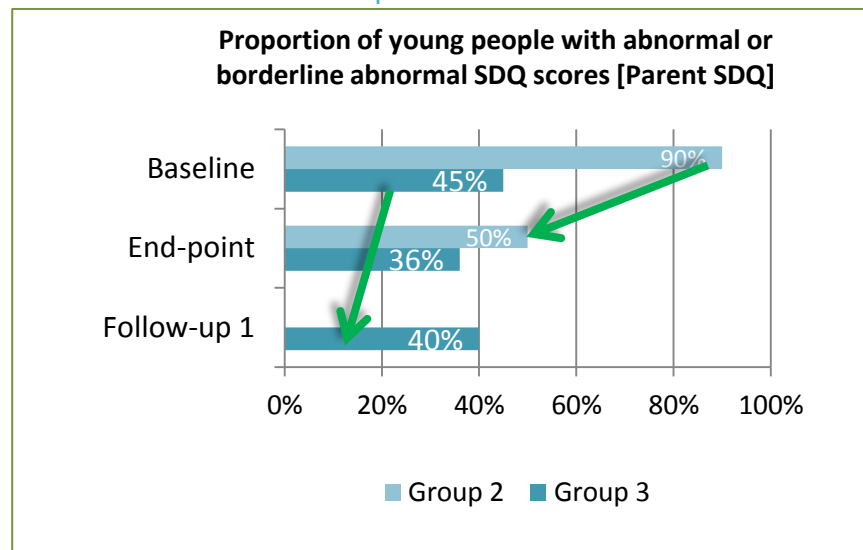


Source: Young person's SDQs. No. of complete assessments: Group 2 (9); Group 3 (10)

Key finding

The proportion of young people with abnormal or borderline abnormal SDQ scores did not reduce for Group 2 but reduced from 80% to 60% for Group 3 between baseline and follow-up 1. [Warning: Numbers are low]

Performance measure 2: % of parents rating their child in the abnormal or borderline abnormal range for behaviour reduces between baseline and endpoint



Source: Parent SDQs. No. of complete assessments: Cohort 2 (10); Cohort 3 (11 –baseline and end-point and 10 follow-up 1)

Key finding

The proportion of parents rating their child's behaviour within the abnormal or borderline abnormal range has reduced from 90% to 50% between baseline and end-point for Group 2 and from 45% to 40% for Group 3 between baseline and follow-up 1. [Warning: Numbers are low]

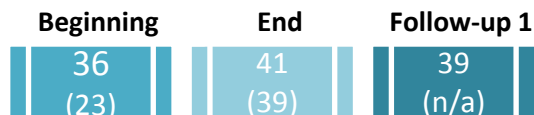
5. Strengthening Families

(f) Did Strengthening Families make a difference?

Performance measure 3: Parents level of self-efficacy (i.e. Parent's belief in their own ability to complete tasks and reach goals) is improved in a number of domains. [Note: Higher score indicates an improvement for each domain] **DATA PRESENTED BELOW IS FOR GROUP 3. SCORES FOR GROUP 2 ARE IN BRACKETS. THE DIRECTIONAL ARROWS RELATE TO GROUP 3 SCORES ONLY**

Domain 1: Parental feeling of control over situations

Avg. Score for control [out of 60]

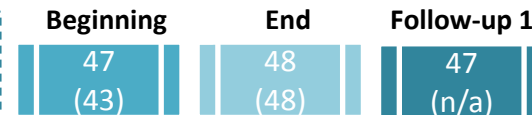


Source: TOPSE. Group 2, n=10; Group 3, n=11



Domain 5: Parents show more emotion/affection towards child

Avg. Score for emotion and affection [out of 60]

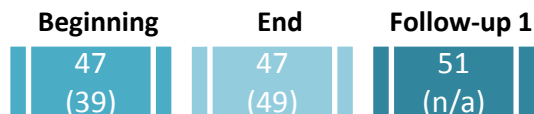


Source: TOPSE. Group 2, n=10, Group 3, n=11



Domain 2: Quality of parents play and enjoyment with child

Avg. Score for play and enjoyment [out of 60]

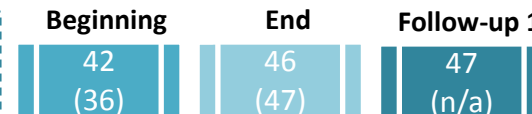


Source: TOPSE. Group 2, n=10, Group 3, n=11



Domain 6: Parents more empathic/understanding of their child

Avg. Score for empathy and understanding [out of 60]

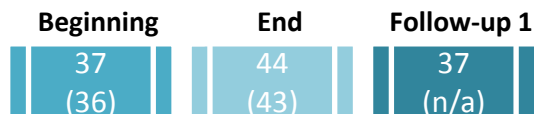


Source: TOPSE. Group 2, n=10, Group 3, n=11



Domain 3: Parental feeling about pressures in their everyday life

Avg. Score for pressure [out of 60]

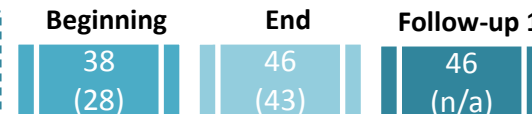


Source: TOPSE. Group 2, n=10, Group 3, n=11



Domain 7: Parents more effective at discipline/boundary setting

Avg. Score for discipline/boundary [out of 60]

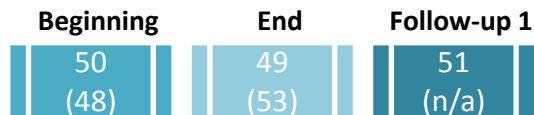


Source: TOPSE. Group 2, n=10, Group 3, n=11



Domain 4: Parents have greater knowledge base about parenting

Avg. Score for knowledge [out of 60]

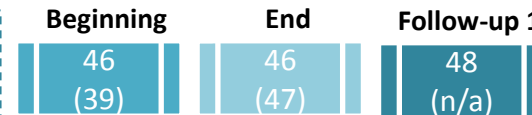


Source: TOPSE. Group 2, n=10, Group 3, n=11



Domain 8: Parents are more self-accepting

Avg. Score for self-accepting [out of 60]



Source: TOPSE. Group 2, n=10, Group 3, n=11



Key finding

Strengthening Families has improved parent's self-efficacy in a range of domains. It has had most impact in terms of helping parents be more effective in terms of discipline/boundary setting

6. Colin Adolescent Counselling

(a) Background to Colin Adolescent Counselling

- The Colin Adolescent Counselling Service is targeted at young people aged between 11 and 15 in the Colin area.
- The counselling is made available to any young person experiencing significant emotional trauma in their lives. Young people can self-refer or can be referred by others, e.g. parent/carer.
- Young people will typically receive 12 counselling sessions – in certain circumstances this can be extended to 24.

(b) Current status of implementation

- The Colin Adolescent Counselling Service has been in operation since June 2013.
- According to the available records, a total of 29 people were referred to use the service. Of these, 7 people are currently in counselling (as at mid-June 2015).

(c) Current status of performance data

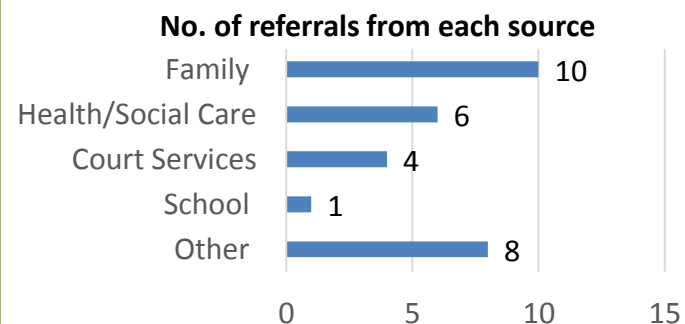
- Performance data for Colin Adolescent Counselling represents all performance data available at Mid-June 2015 for the total caseload of 29 young people.
- The service uses CORE and SDQs for measuring impact.

(d) How much did Colin Adolescent Counselling do?

- A total of 29 young people have been referred to use the service, of these:
 - 7 are receiving counselling;
 - 19 have completed the agreed counselling sessions been discharged;
 - 3 have had their cases closed due to non-attendance

Sessions delivered	Planned	Delivered
Total*	236	282
Avg. per client*	12.4	14.8

* This is based on 19 clients who had completed counselling by end of June 2015



6. Colin Adolescent Counselling

(e) How well did Colin Adolescent Counselling do it?

Performance measure 1: Average waiting time between referral and assessment is two weeks or less

Avg. wait time in days
Unadjusted[^] Adjusted

Year	Unadjusted [^]	Adjusted
2013	56	9
2014	20	12
2015	13	7

[^] The unadjusted waiting times includes clients where there has been extensive periods of time between assessment and the first session for various reasons including: clients requesting and waiting for a specific time; service losing contact with client, and service reaching full quota.

Key finding

The adjusted waiting time ranged from an average of 7 days (in 2015) to an average of 12 days (in 2014).

(f) Is anyone better off?

Performance measure 2: Young people experience fewer behavioural difficulties

Year	Average SDQ total difficulties score			No. of assessments
	Baseline	Endpoint	Change	
2013	16	7	↓9	1
2014	17	9	↓8	4
2015	18	13	↓5	6

Source: Parent SDQs.

Note: Number of completed assessments low, caution should be taken when interpreting this data.

Key finding

Across all three years for which there is data, the average total difficulties score has reduced indicating YP are experiencing fewer difficulties.

Performance measure 3: The average CORE score reduces over time, indicating that young people are experiencing less psychological distress

CORE is a 10 item scale that is used to measure the severity of problems that may impact on a young person's health. Scores can range from 0 to 40 – lower score indicates better well-being.

Year	CORE score			No. of assessments
	Baseline	Endpoint	Change	
2013	16	8	↓8	3
2014	17	8	↓9	8
2015	11	3	↓8	5

Source: CORE

Note: Number of completed assessments low, caution should be taken when interpreting this data.

Key finding

The average CORE score has reduced between baseline and endpoint each year indicating that overall clients are experiencing less psychological distress.

Part B: Potential benchmarks for CEIC programme performance

Measure	UK norms/ benchmarks?	Notes
Ages and Stages Questionnaire (ASQ)	No	<ul style="list-style-type: none"> “There is a lack of standardised norms for the UK population ... socio-demographic characteristics of the UK population differ significantly from that of the USA where the measure has been normed.” http://www.ucl.ac.uk/cpru/documents/review_of_measures_of_child_development
Hospital Anxiety and Depression Scale (HADS)	Yes	<ul style="list-style-type: none"> UK norms exist for a sample of 3,822 people aged between 16 and 91 (Mean = 49.31 years). <ul style="list-style-type: none"> ➤ Anxiety mean score: 6.32 ➤ Depression mean score: 3.71
Maternal Ante-Natal Attachment Scale (MAAS)	Cannot currently establish status	
Maternal Post-Natal Attachment Scale (MPAS)		
Family Support Scale (FSS)		<ul style="list-style-type: none"> FSS has been adapted for use in Colin and therefore cannot be compared to a normative sample.
Parenting Sense of Competence Scale (PSOC)	No	<ul style="list-style-type: none"> All of the studies we could access were from Australia. A study by Monica Cuskelly drawing on normative sample of 586 women, showed an Mean PSOC score of 60.92. http://eprints.qut.edu.au/17084/1/c17084.pdf
Eyberg	Yes	<ul style="list-style-type: none"> There is a cost attached to accessing this information. It is available by purchasing at: http://www.tandfonline.com/doi/abs/10.1080/15374418009532938
Strengths and Difficulties Questionnaire (SDQ)	Yes	<ul style="list-style-type: none"> UK Data are available for a range of populations. Most appropriate comparator is 5-10 year old population (n=5,855) <ul style="list-style-type: none"> ➤ Parent SDQ mean score: 8.6 (Standard deviation = 5.7) ➤ Teacher SDQ mean score: 6.7 (Standard Deviation = 5.9) ➤ Self-report SDQ mean score: not available
TCM Strategies Questionnaire	Not applicable	<ul style="list-style-type: none"> Not applicable – this is not a standardised questionnaire.
Clinical Evaluation of Language Fundamentals (CELF) Preschool 2	Yes	<ul style="list-style-type: none"> This is a standardised test and children are benchmarked according to particular standardised norms. See page 16 of the following document: http://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildLanguage/CELF-Preschool2UK/Resources/CELFPre2SASampRpt.pdf

Part B: Potential benchmarks for CEIC programme performance

Measure	UK norms/ benchmarks?	Notes
Renfrew Action Picture Test (RAPT)	Cannot currently establish UK norms	
Child Outcome Rating Scale (CORs)	Yes	<p>This study was led by Barry L Duncan. Results of the study are as follows:</p> <ul style="list-style-type: none"> • Non-clinical sample (n=154) – mean = 33.4 and Standard Deviation = 7.00 • Clinical sample (n=119) – mean = 30.3 and Standard Deviation = 7.8 <p>More details available at: http://www.slideshare.net/barrylduncan/child-outcome-rating-scale-cors</p>
Clinical Outcomes in Routine Evaluation (CORE)	Yes	<ul style="list-style-type: none"> • UK data are available, however sample size is relatively low. For 14-16 age group (sample size 42): <ul style="list-style-type: none"> ➤ Mean for pre-therapy is 20.6 ➤ Mean for post-therapy is 9.6

Part C: Measures used by CEIC programmes

Use of measures: A significant number of programmes funded by CEIC make use of measures to assess the impact that services have on those who engage with them. Each of these measures assess different areas of development and tend to be administered at the beginning of the programme (baseline) and the end of the programme (end-point) and at varying points throughout the programme. The table below illustrates the measures used by each of the CEIC programmes.

Measure	Colin Early Parenting Programme (CEPP)	Incredible Years (IY)	Speech and Language Therapy (SALT)	Time4Me	TakeTen	Strengthening Families	Colin Adolescent Counselling	Permissions	
1. Ages and Stages Questionnaire (ASQ) [Versions used: 2mth, 4mth, 6mth, 10mth, 12mth, 18mth, 24mth]	✓	✓						<ul style="list-style-type: none"> Benny compiling table with costs in it. 	
2. Hospital Anxiety and Depression Scale (HADS)	✓	✓						<ul style="list-style-type: none"> Cost per single use. 	
3. Maternal Ante-Natal Attachment Scale (MAAS)	✓							<ul style="list-style-type: none"> No charge 	
4. Maternal Post-Natal Attachment Scale (MPAS)	✓								
5. Family Support Scale (FSS)	✓							<ul style="list-style-type: none"> No charge 	
6. Parenting Sense of Competence Scale (PSOC)	✓							<ul style="list-style-type: none"> No charge 	
7. Eyberg		✓						<ul style="list-style-type: none"> C.£1.00 per individual measure 	
8. Strengths and Difficulties Questionnaire (SDQ). [Versions Parent, 2-4; Parents, 4-17; Teacher, 2-4; Teacher, 4-17]		✓		✓	✓	✓	✓	<ul style="list-style-type: none"> Free for non-profit organisations 	
9. TOPSE						✓		<ul style="list-style-type: none"> No charge 	
10. TCM Strategies Questionnaire		✓						<ul style="list-style-type: none"> No charge 	
11. Karitane Parenting Confidence Scale		✓						<ul style="list-style-type: none"> No charge 	
12. Clinical Evaluation of Language Fundamentals (CELF) Pre-School 2 [UK edition]			✓					<ul style="list-style-type: none"> Cost per use 	
13. Renfrew Action Picture Test (RAPT)			✓						
14. British Picture Vocabulary Scale (BPVS) 3 rd Edition			✓						
15. Goldman Fristoe 2 Test of Articulation			✓						
16. Child Outcome Rating Scale (CORs)				✓				<ul style="list-style-type: none"> Licence fee of \$1,000 for three years 	
17. Wellbeing and Learning Links Questionnaire			Not being used any more						<ul style="list-style-type: none"> Not being used any more
18. Clinical Outcomes in Routine Evaluation (CORE)							✓	<ul style="list-style-type: none"> No charge 	