

Colin Report Card No. 12

Programme Performance and Impact
September 2016
Final Version

“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 seven programmes/services 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

7. Partnership with Parents (PwP)

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 a health visitor with additional training, assisted by two 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

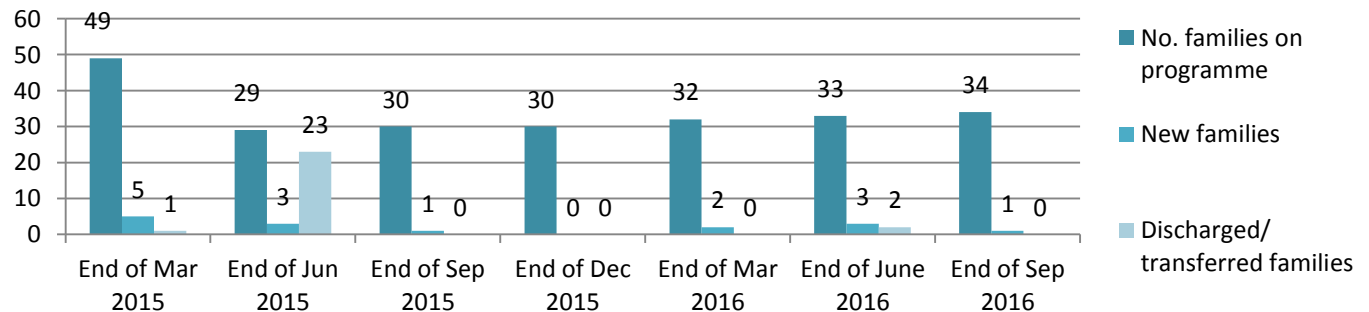
- The programme had operated in Colin a number of years prior to CEIC.
- In late 2011, CEIC funded an additional health visitor to expand the number of families involved in the programme by employing two health visitors. However, as of June 2015, this reduced to the one health visitor funded by CEIC.
- 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 the health visitor 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 September 2016 – during this time period 278 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?

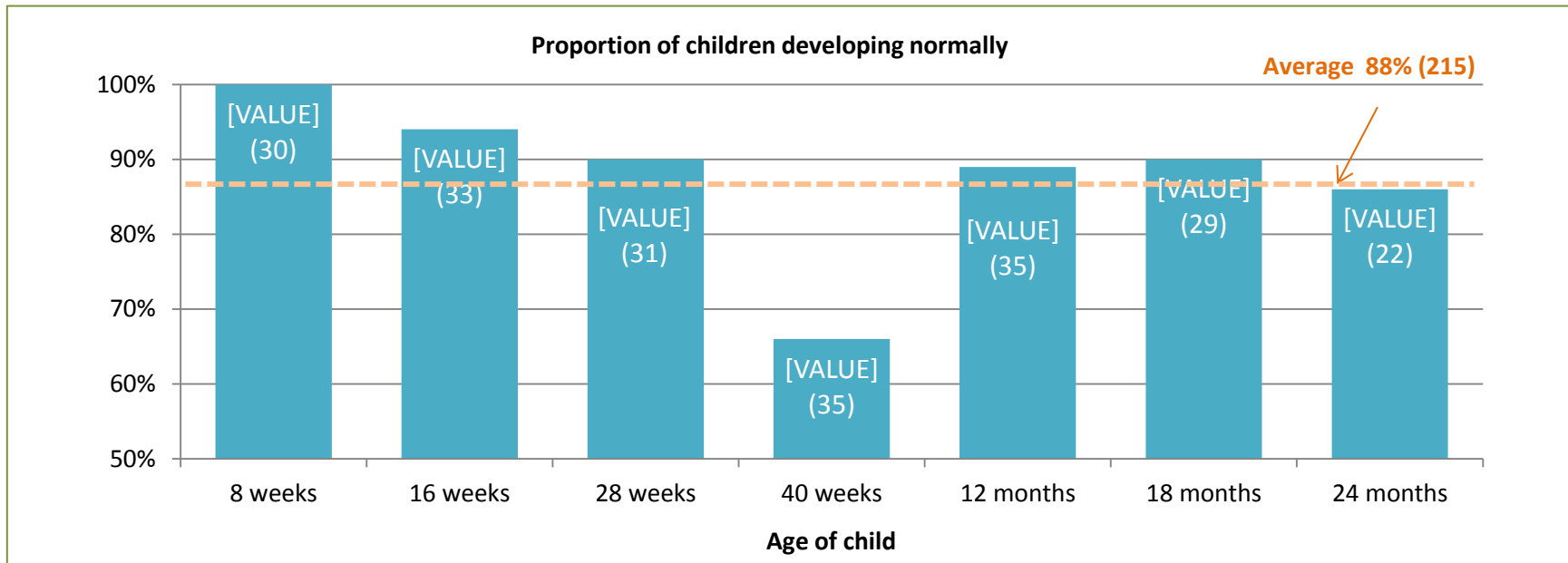


1. Colin Early Parenting Programme (CEPP)

(e) Is anyone better off?

NOTE: CEPP registers parents on to 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: 215.

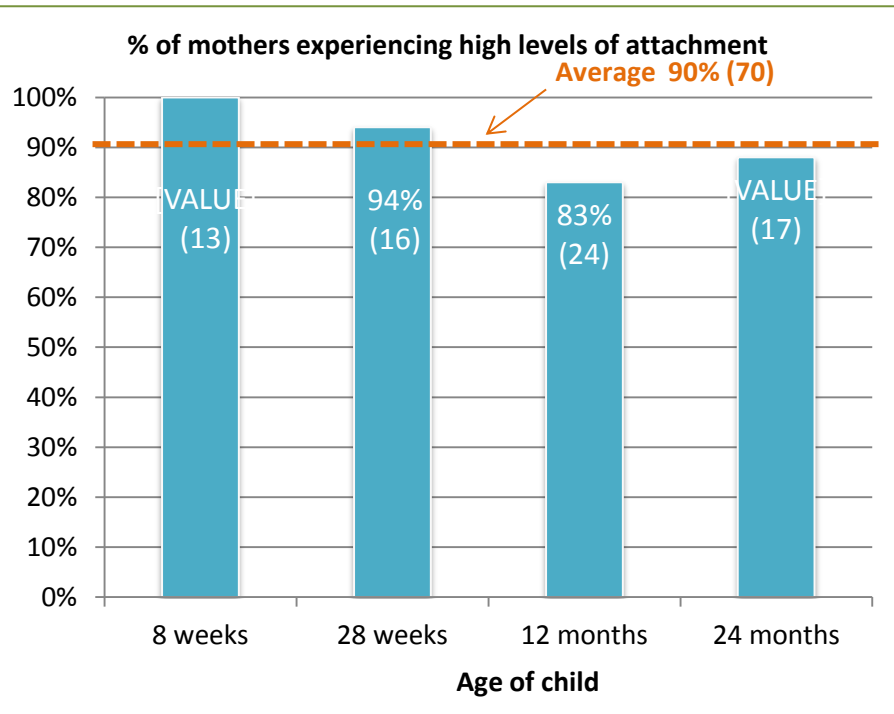
Key
finding

Almost 9 of every 10 children (88%) assessed are developing normally in all areas, e.g. communication, problem-solving. However – particular issue with gross motor skills for those children assessed at 40 weeks.

1. Colin Early Parenting Programme (CEPP)

(e) Is anyone better off? (Continued)

Performance measure 2: Post-natal mothers have high levels of attachment [Instrument no longer used by service]

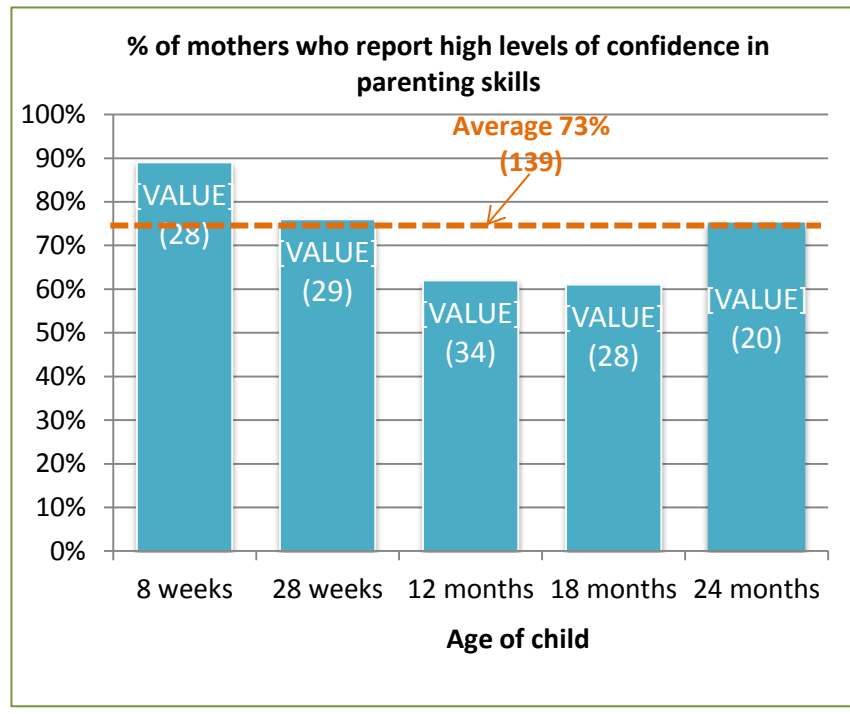


Source: MPAS. No of assessments: 70

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 own parenting skills



Source: PSOC.

No. of assessments: 139

Key finding

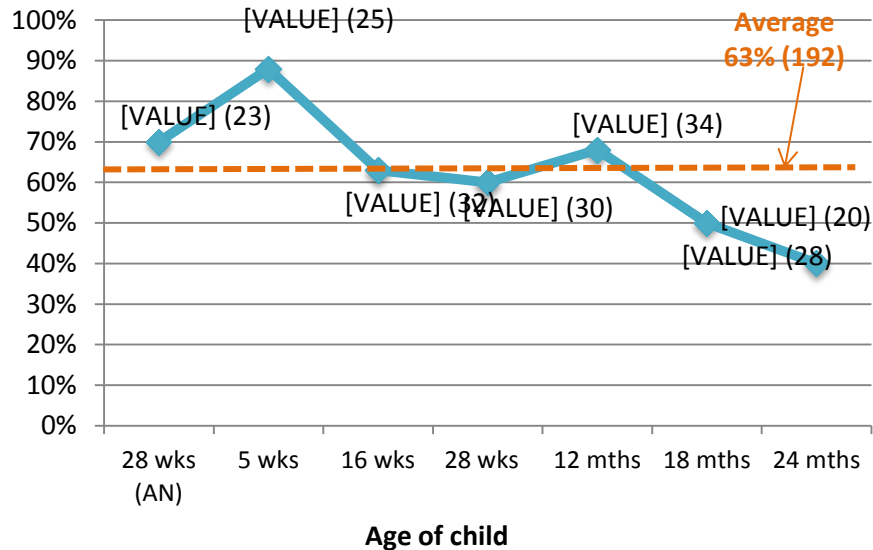
Almost three-quarters (73%) of mothers report high levels of confidence in their own parenting skills. Dip in levels of confidence at 12 and 18 months

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



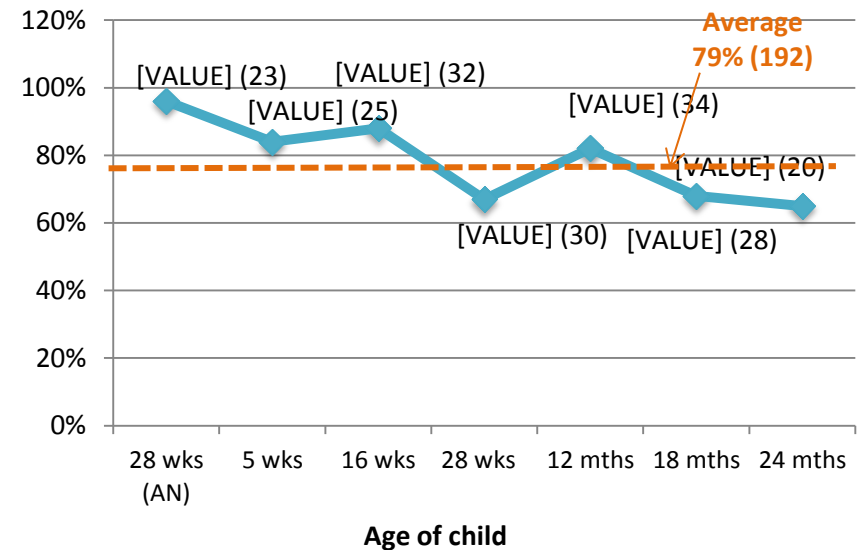
Source: HADs. No of assessments: 192

Key finding

- Under two-thirds (63%) of mothers assessed are not in the clinical range for **anxiety**.
- Avg. anxiety score for CEPP is 6.89
- 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: 192

Key finding

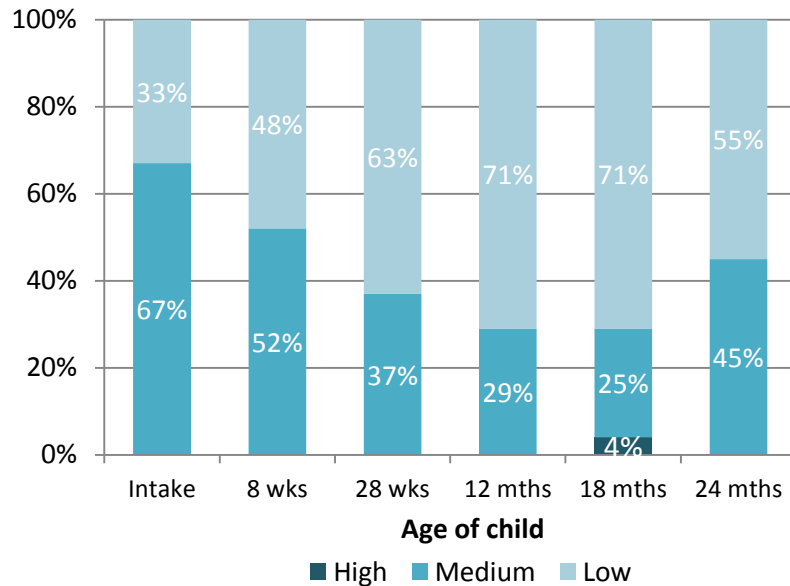
- Almost four-fifths (79%) of mothers assessed are not clinically **depressed**.
- Avg. depression score for CEPP is 4.44
- UK benchmark is 3.71

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: 149

Key finding

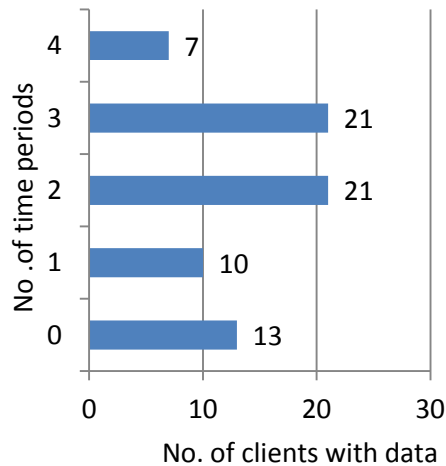
Three-fifths (61%) of mothers who were assessed indicated low levels of support from inside and outside of the family – particular issue for those assessed at 12 and 18 months.

1. Colin Early Parenting Programme (CEPP)

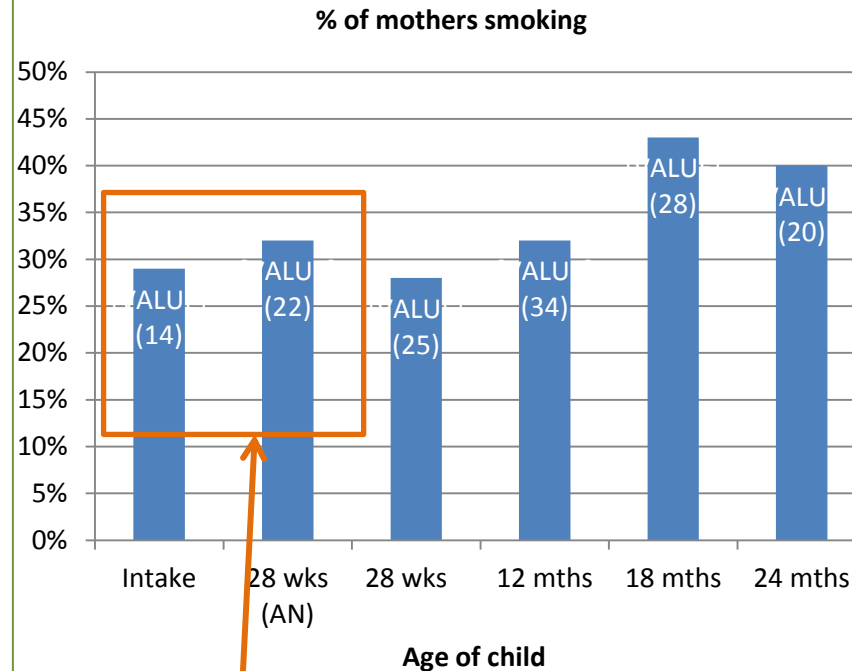
(e) Is anyone better off? (Continued)

Information on smoking data:

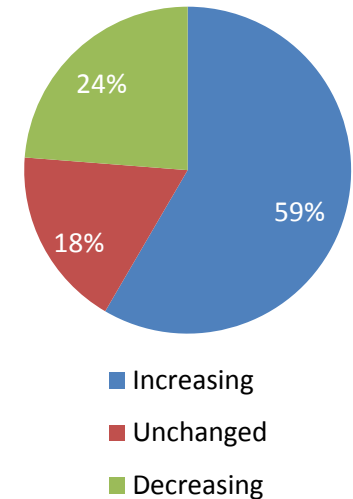
- For the majority (68%) of clients data is available for two or fewer time periods. Data will typically be collected for each client at six time periods.



Performance measure 6: Proportion of mothers smoking



Level of smoking over time



Source: Outcomes Monitoring Sheet. No. of assessments: 143

Source: Outcomes Monitoring Sheet. No. of assessments: 17

Key finding

Just under one-third (33%) of those assessed in the ante-natal period smoked. This compares to a Colin-wide average of 26% of all mothers [In 2015: the latest year for which there is data].

Key finding

Just over one-third (34%) of those assessed smoked.

Key finding

Of those for whom there is a data for 2+ periods – 59% showed increasing levels of smoking over time.

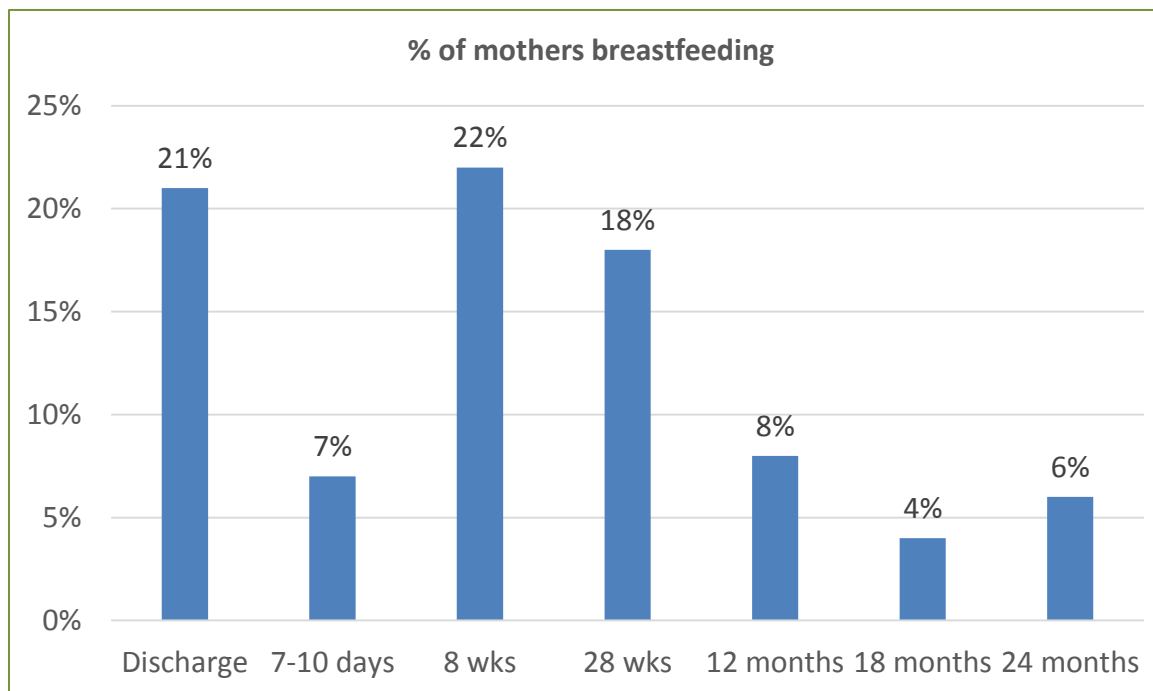
1. Colin Early Parenting Programme (CEPP)

(e) Is anyone better off? (Continued)

Information on breastfeeding data:

- For the majority (80%) 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: 191. Analysis excludes 'Not applicable' category


Key finding


13% of those assessed breastfeed*.

* Statistics for the Colin area as a whole for 2015 (the latest year for which data is available) show that 20% 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	9
% of these families with children on CPR at first time period	44%
% of these families with children on CPR at latest time period	56% 

Father's involvement	Number
Number of families for whom data is available	72
Of these, no. of families with data for 2 or more time periods	59
% of these families where father was involved at first time period	68%
% of these families where father was involved at latest time period	75% 

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

- In the current school year (2015/16), the following programmes have been implemented:
 - The IY Toddler Programme;
 - The IY Baby Programme;
 - IY Pre-School Basic;
 - IY School Age Basic;
 - Dina Dinosaur programme; and
 - School readiness

(c) Current status of performance data

- As at end of June 2016, baseline performance data had been provided for:
 - 1 site for the IY Toddler Programme [Due to low numbers and missing data – this has not been reported]
 - 2 sites for the IY Baby Programme
 - 4 sites for the IY Preschool and School Age Basic programmes;
 - 3 sites for the Dina Dinosaur programme; and
 - 4 sites for the school readiness programme.

(d) How much did IY do?

The following are the number of individuals each of the programmes are being delivered to:

- The IY Toddler Programme: c. 12 parents;
- The IY Baby Programme: c. 25 parents;
- The IY Preschool and School Age Basic programme: c. 50 parents;
- IY Dina Dinosaur Programme: c. 125 children participated in the programme across three settings; and
- School readiness, c. 50 parents.

2. Incredible Years

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

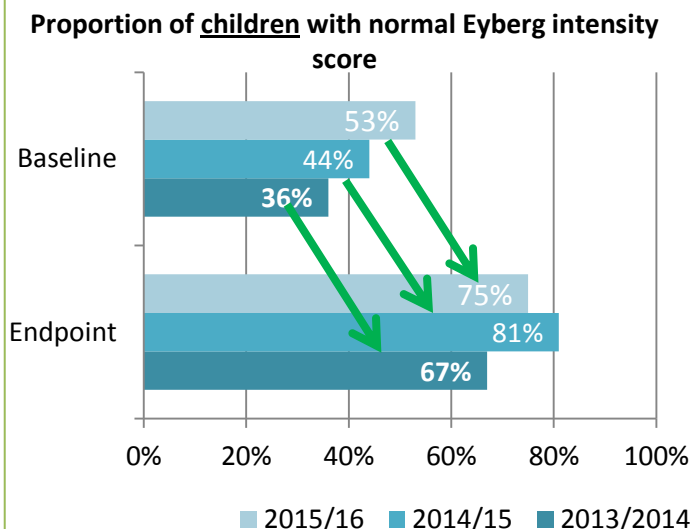
Note on performance measures

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

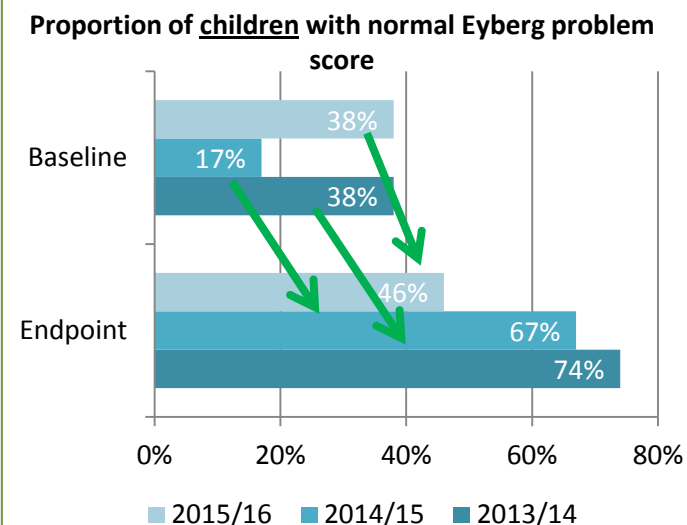


Source: Eyberg. No. of complete assessments : 2013/14 (39); 2014/15 (48); 2015/16 (51 at baseline and 30 at endpoint)).

Key finding

- In 2013/14, 36% of children were in the normal range for behaviour at the baseline increasing to 67% at the endpoint.
- In 2014/15, 44% of children were in the normal range for behaviour at the baseline, rising to 81% at the endpoint.
- In 2015/16, 53% of children were in the normal range for behaviour at the baseline rising to 75% at 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); 2015/16 (50 at baseline and 26 at endpoint).

Key finding

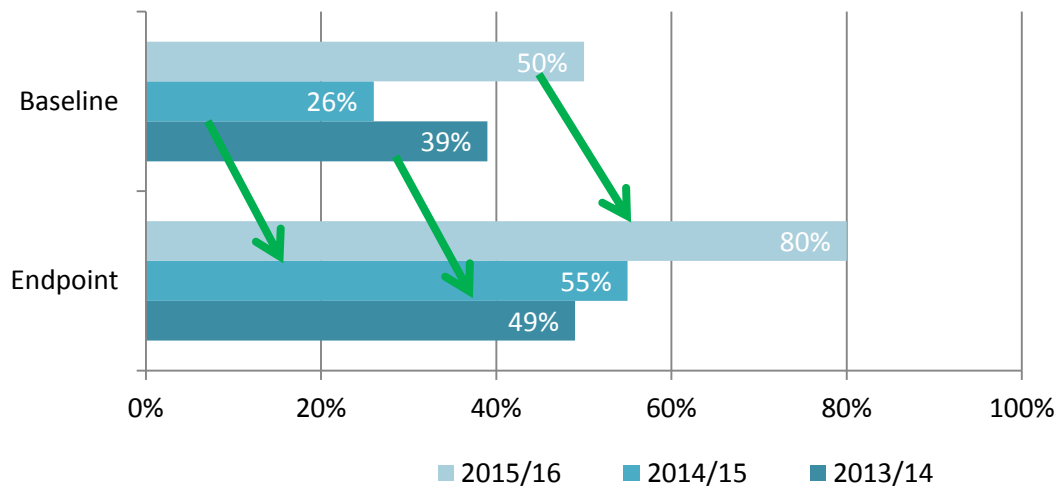
- In 2013/14, the proportion of children with a normal Eyberg problem score was 38% at the baseline and increased to 74% at the endpoint
- In 2014/15, the proportion of children with a normal Eyberg problem score was 17% at the baseline and increased to 67% at the endpoint.
- In 2015/16, 38% of children were in the normal range at the baseline increasing to 46% at the endpoint.

2. Incredible Years

(e) Incredible Years Basic Parenting Programme: 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); 2015/16 (Baseline, 36 and Endpoint, 20)

Key finding

- In 2013/14, 39% of parents rated their child's behaviour in the normal range at the baseline increasing to 49% at the end-point.
- In 2014/15, 26% parents rated their child's behaviour in the normal range at the baseline increasing to 55% at the endpoint.
- In 2015/16, 50% of parents rated their child's behaviour in the normal range increasing to 80% at the endpoint.

2. Incredible Years

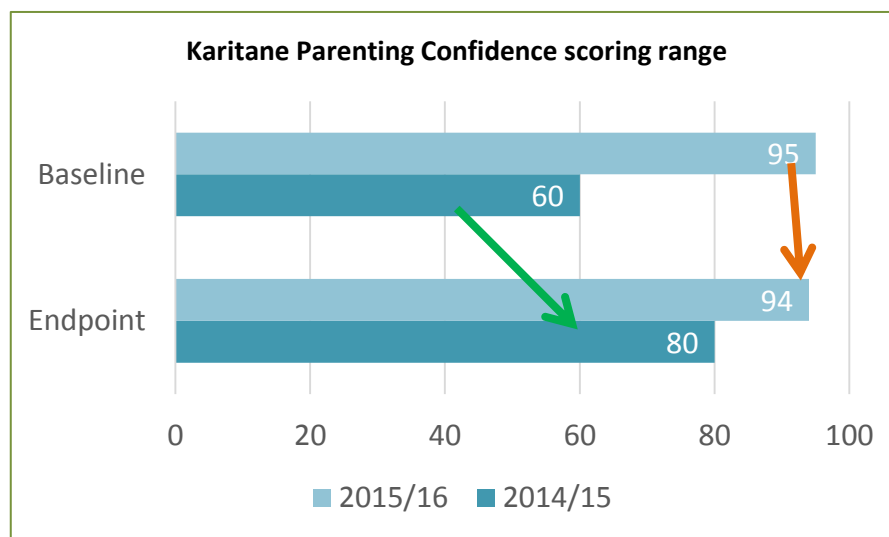
(e) Incredible Years Baby Programme : Is anyone better off?

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. No data has been reported for 2014/15 due to low numbers.

Performance measure 1: % of parents with a high level of confidence (i.e. in the non-clinical range) in their own parenting role. **[**Caution: Number of programme participants low]**



Source: Parent SDQs. No. of complete assessments: 2014/15** (5); 2015/16 (21 at the baseline and 18 at the endpoint)

Key finding

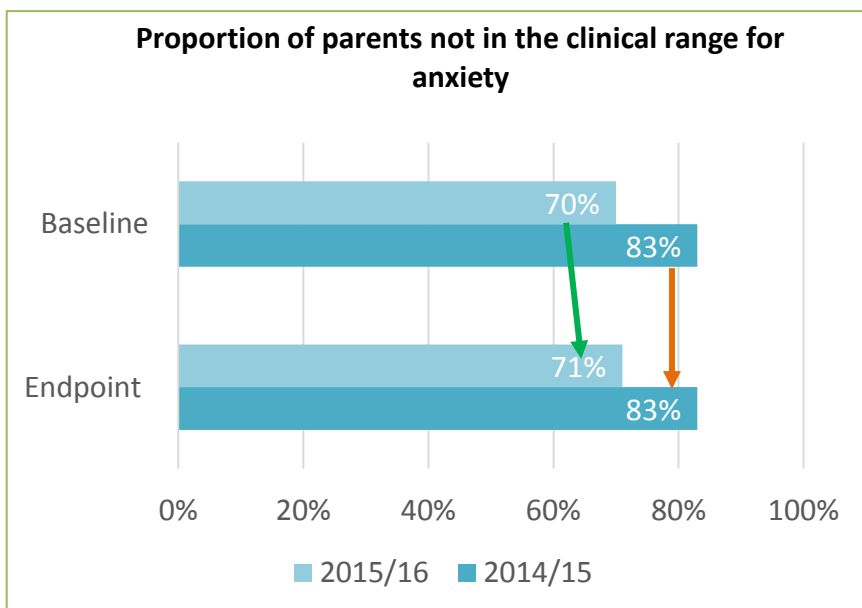
- At the baseline in 2014/15, three-fifths (60%) of parents showed high levels of confidence in their own parenting. This increased to four-fifths (80%) at the end of the programme.
- At the baseline in 2015/16, 95% of those assessed were in the non clinical range reducing slightly to 94% at the endpoint.

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

2. Incredible Years

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

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

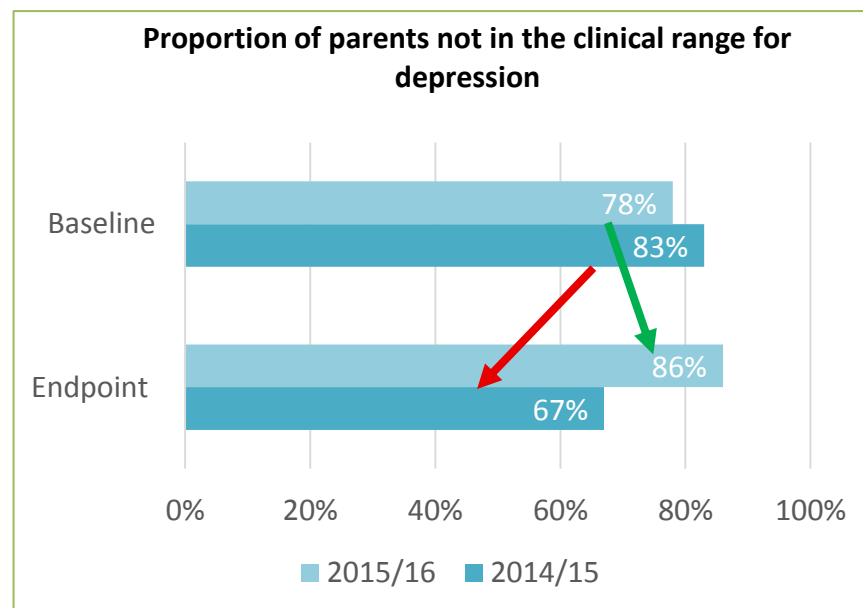


Source: HADs. No. of complete assessments: 2014/15 (6); 2015/16 (23 at the baseline and 14 at the endpoint)

Key finding

- In 2014/15, 83% of parents were **not** in the clinical range for anxiety at either the baseline or the endpoint
- In 2015/16, 70% of parents were not in the clinical range for anxiety at the baseline rising slightly to 71% at the endpoint.
- **Caution: No. of pre/post assessments is low**

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



Source: HADs. No. of complete assessments: 2014/15 (6); 2015/16 (23 at the baseline and 14 at the endpoint)

Key finding

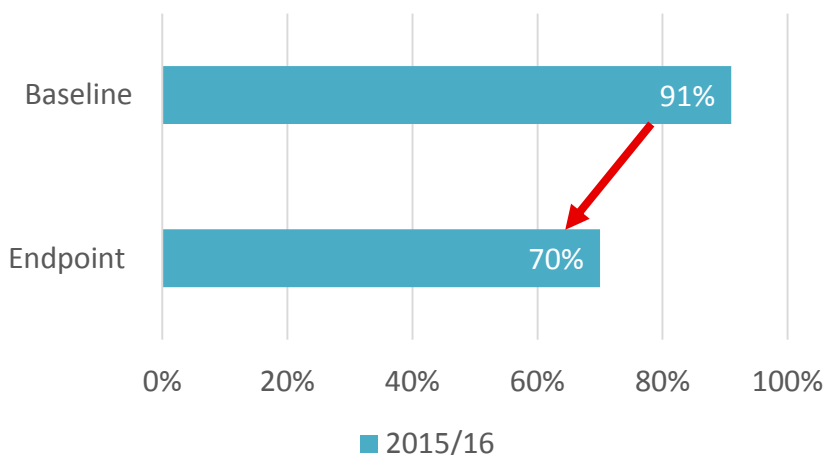
- In 2014/15, 83% of parents were **not** in the clinical range for depression at the baseline, however this reduced to 67% at the endpoint
- In 2015/16, 78% of parents were not in the clinical range for depression at the baseline increasing to 86% at the endpoint.
- **Caution: No. of pre/post assessments is low**

2. Incredible Years

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

Performance measure 3: % of children developing normally in all developmental areas (communication, gross motor, fine motor, personal-social, and problem solving)

Proportion of children developing normally in all areas



Source: Ages and Stages Questionnaire. No. of completed questionnaires: 22 at the baseline, 10 at endpoint

Key finding

- In 2015/16, 91% of children were assessed as developing normally in all developmental areas. This reduced to 70% of the endpoint. **[Caution: number of completed assessments is low]**
- No data was reported in previous years due to low numbers of completed assessments.

2. Incredible Years

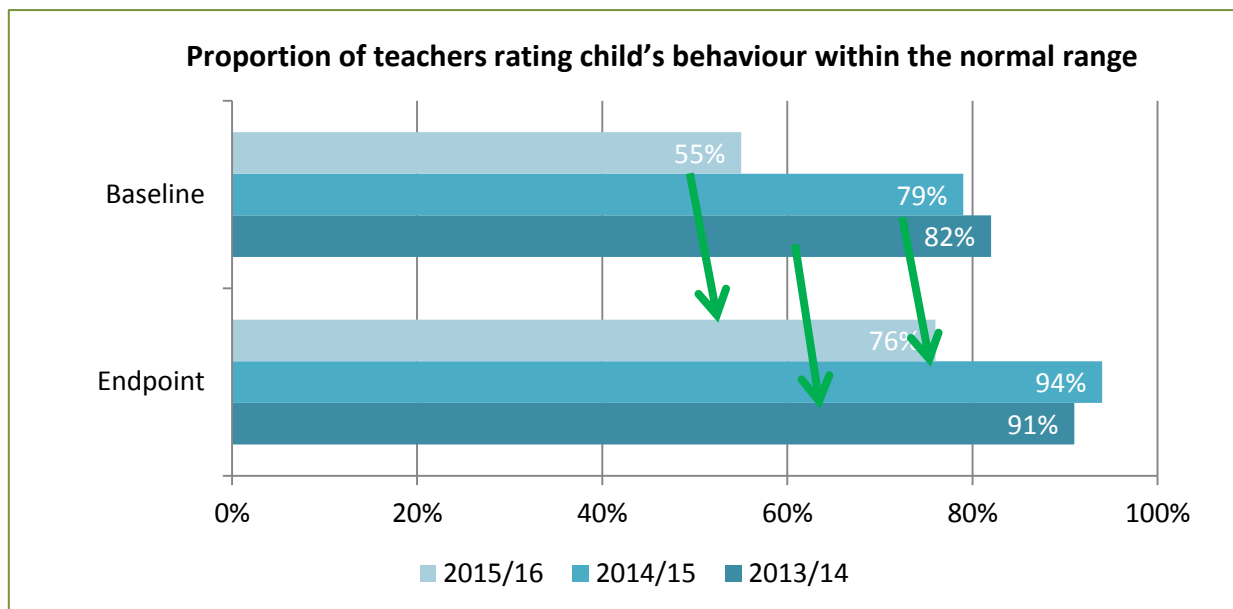
Note on performance measures

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

From 2015/16 onwards, parent SDQs are also being used. Please note, therefore, that no data is available for previous years.

(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); 2015/16 (37).

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.
- In 2015/16, just over half (55%) of young people were within the normal range at the beginning of the intervention, increasing to over three-quarters (75%) at the endpoint.

2. Incredible Years

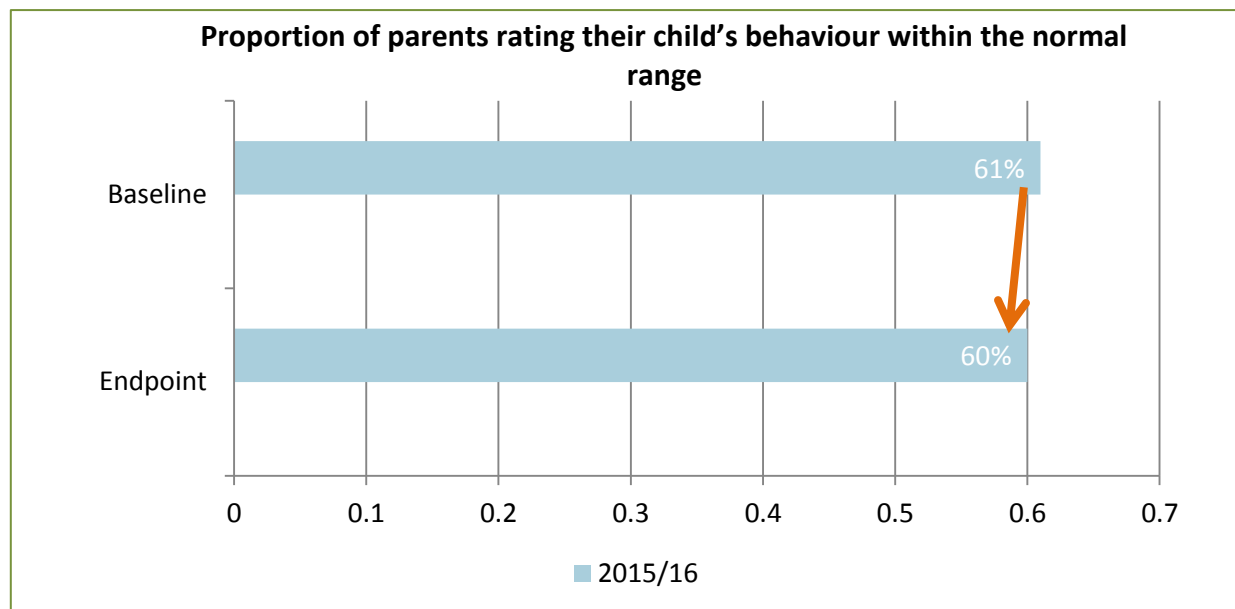
Note on performance measures

The School Readiness programme uses parent SDQs. This is used by parents to rate the behaviour of one of their young child(ren).

This is the first year in which the programme has been administered in Colin. Please note, therefore, that no data is available for previous years.

(e) Incredible Years School Readiness programme: Is anyone better off?

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



Source: Parent SDQs. No. of complete assessments: 2015/16 (33 at the baseline and 25 at the endpoint)

Key finding

- In 2015/16, just over three-fifths (61%) of parents reported that their child was within the normal range at the beginning of the intervention, decreasing slightly to 60% 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 6 primary schools.
- 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 six primary schools in the Colin area. In 2015/16, funding was cut resulting in a reduction of 15 hours for one SLT.
- As at 30th September 2016, a total of 336 young people were referred to the service, and of these, 329 were assessed. A total of 234 young people have been discharged from the service to date and 95 remain on the client caseload.

(c) Current status of performance data

- The data in this report card refers to the current and closed caseload as at 29th June 2016.
- 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 September 2016:

- 329 pupils assessed to date; 95 on caseload.
- Of those who were discharged from SALT (n=234), a total of 3,427 support sessions were delivered to this group or an average of 14.6 support sessions.
- Of those discharged to date – 60 referrals on to OT (1); Audiology (1); ASD Team (6); Fluency team (3); Community Child Health (1); Physio (1); Community SLT/SLT at health centre (35); Autism Assessment Centre (3); MLD Unit (5), and; other (4).

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

329

Average wait time for assessment

11 days

No. children waiting more than 2 weeks for assessment

84

Source: SALT programme database.

Key finding

- Average wait time for assessment is within two weeks for almost three-fifths (74%) of young people.

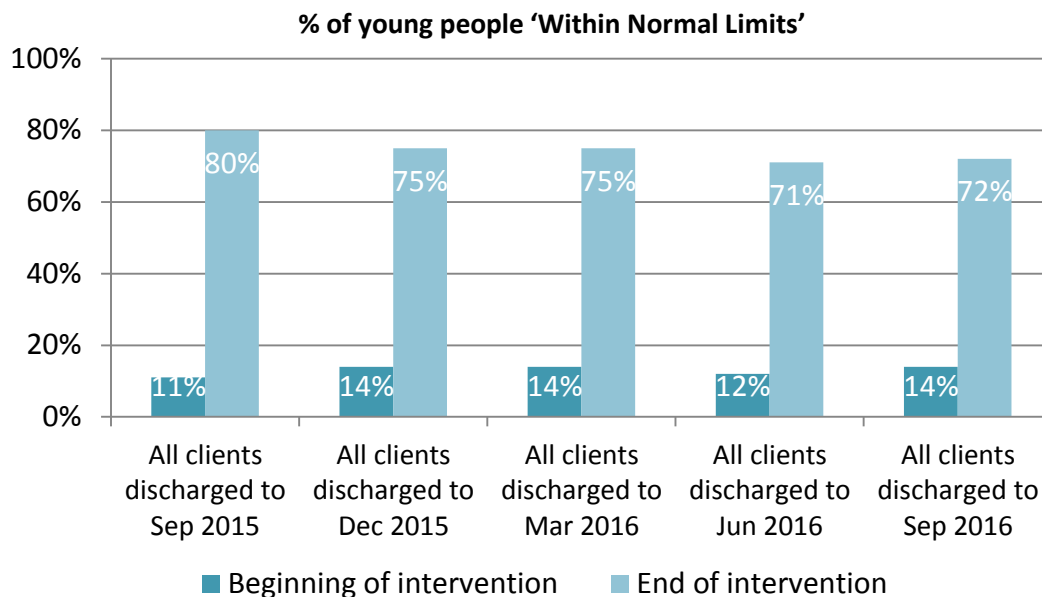
Performance measure 2: Parents satisfied with the Speech and Language Therapy Service

The results from a parental survey indicate that 79% of parents were very satisfied with SALT in 2016 (vs. 97% and 94% 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%). SALT Parental Survey 2016 based on the response of 19 parents (a response rate of 25%)

(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: 147 (to September 2015); 189 (to December 2015); 200 (to March 2016), 225 (to June 2016), and; 234 (to September 2016)

Key finding

- Of those who have been discharged from the service up to end of September 2016, just under three-quarters (72%) were within the normal limits for speech and language development at the end of the intervention (vs. 14% at the beginning).
- Of those who were 'Not within normal limits' on discharge (i.e. 27%), just under one-tenth of this group (9%) 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

- In the current school year (2016/17), 16 young people joined the programme.
- As at end of September 2016, none of the young people who were receiving the full intervention had completed the programme and had been discharged.

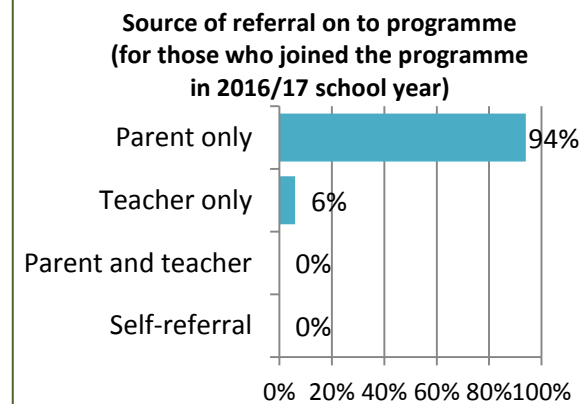
(c) Current status of performance data

- This programme currently uses two instruments to gather data: SDQs and CORs.
- Between July and September 2016, 15 young people completed baseline CORs (no endpoint CORs were administered as no one had completed the programme).
- During the same time period, 15 young people completed baseline SDQs (no endpoint SDQs were administered).

(d) How much did Time4Me do?

	Oct-Dec 15	Jan-Mar 16	Apr-Jun 16	Jul-Sep 16
No. of new pupils receiving support and of these...	11	7	30	16
... <i>full intervention</i>	8	5	17	15
... <i>brief consultation</i>	3	2	13	1
No. pupils discharged from full intervention programme	5	17	23	0
No. of activities undertaken to promote the service	3	4	0	10

Source: Barnardos programme level database

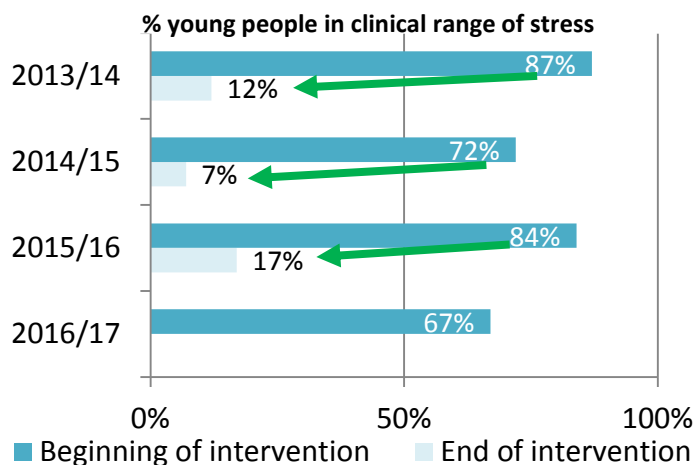


Base: 16. Source: Barnardos programme level database

4. Time4Me

(e) Is anyone better off?

Performance measure 1: % of young people in the clinical range of stress [Note: CORs only completed for children who participate in the full intervention]



Source: Child completed CORs

2013/14: beginning/end is based on 54/50 CORs assessments.

2014/15: beginning/end data is based on 58/55 assessments.

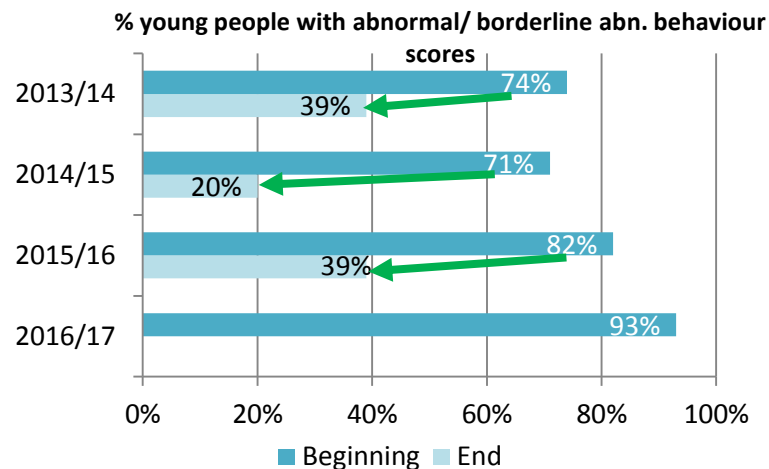
2015/16: beginning/end is based on 50/41 assessments.

2016/17: beginning is based on 15 assessments – no endpoint data.

Key finding

In 2015/16, 84% of assessments were in the clinical range and this reduced to 17% by the endpoint. In 2016/17, the proportion of young people assessed in the clinical range was 67% at the baseline – there is currently no endpoint data as none of the participants have completed the programme yet.

Performance measure 2: The proportion of young people with abnormal or borderline abnormal behaviour scores [Note: SDQs completed for children who participate in the full intervention]



Source: Parent completed SDQs.

2013/14: beginning and end data is based on 43 parent completed questionnaires.

2014/15: beginning and endpoint is based on 58 and 51 completed questionnaires.

2015/16: beginning and endpoint is based on 38 and 33 completed questionnaires.

2016/17: beginning is based on 15 completed questionnaires – no endpoint data.

Key finding

- For 2013/14, the % of young people in the 'abnormal' or 'borderline abnormal' range for the SDQ behaviour score reduced from 74% at the baseline to 39% at the end point. The corresponding figures for 2014/15 were 71% and 20%.
- For 2015/16, the % of young people in the 'abnormal' or 'borderline abnormal' range was 82% at the baseline and 39% at the endpoint.
- For 2016/17, the % of young people in the 'abnormal' or 'borderline abnormal' range was 93% at the baseline – no endpoint data.

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.
- Delivery is facilitated by CEIC staff and sessional workers, along with one SEHSCT staff member.
- Five groups of families have now completed the programme: Group 1 completed in 2013; Group 2 completed in 2014; Group 3 & 4 completed in 2015, and Group 5 completed in 2016.

(c) Current status of performance data

- This programme uses baseline & end-point SDQs to assess programme performance. In addition, TOPSE (Tool to Measure Parenting Self-Efficacy) is used.
- Data presented in this report card is for Groups 4 & 5 only.

(d) How much did Strengthening Families do?

Group 4 [SEP-OCT 2015]
• 8 families started and completed the programme

Group 5 [MAR-MAY 2016]
• 11 and 9 families started and completed the programme respectively

(e) How well does Strengthening Families do it?

Average percentage attendance

Group 4
80%

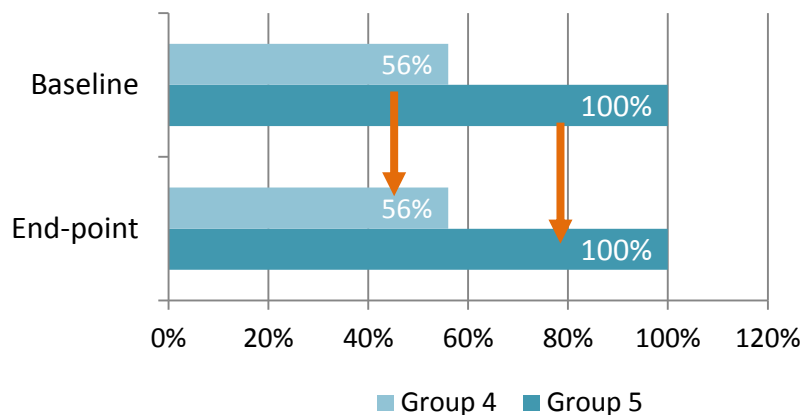
Group 5
85%

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 endpoint

Proportion of young people with abnormal or borderline abnormal SDQ scores [YP SDQ]



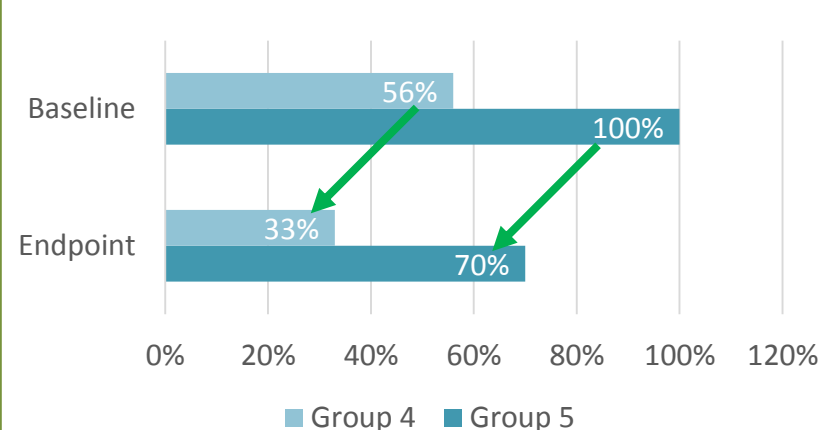
Source: Young person's SDQs. No. of complete assessments: Group 4 (9) and Group 5 (12)

Key finding

The proportion of young people with abnormal or borderline abnormal SDQ scores between baseline and endpoint remained unchanged at 56% for Group 4 and also remained unchanged at 100% for Group 5 [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

Proportion of parents rating their child in the abnormal or borderline abnormal range for behaviour



Source: Parent SDQs. No. of complete assessments: Group 4 (9) and Group 5 (10)

Key finding

The proportion of parents rating their child's behaviour within the abnormal or borderline abnormal range reduced from 56% to 33% for Group 4 between baseline and Endpoint and from 100% to 70% for Group 5. [Warning: Numbers are low]

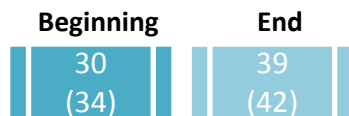
5. Strengthening Families

(f) Did Strengthening Families make a difference?

Performance measure 3: Parent's 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 5. SCORES FOR GROUP 4 ARE IN BRACKETS. THE DIRECTIONAL ARROWS RELATE TO GROUP 5 SCORES ONLY.**

Domain 1: Parental feeling of control over situations

Avg. Score for control [out of 60]



Source: TOPSE. Group 4, n=11, Group 5, n= 11



Domain 5: Parents show more emotion/affection towards child

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

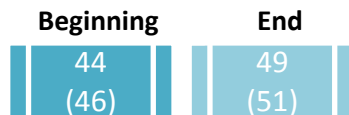


Source: TOPSE. Group 4, n=11, Group 5, n= 11



Domain 2: Quality of parents play and enjoyment with child

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



Source: TOPSE. Group 4, n=11, Group 5, n= 11



Domain 6: Parents more empathic/understanding of their child

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

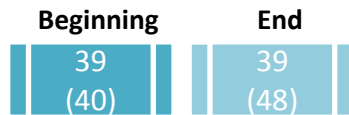


Source: TOPSE. Group 4, n=11, Group 5, n= 11



Domain 3: Parental feeling about pressures in their everyday life

Avg. Score for pressure [out of 60]



Source: TOPSE. Group 4, n=11, Group 5, n= 11



Domain 7: Parents more effective at discipline/boundary setting

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

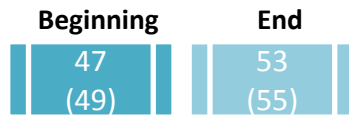


Source: TOPSE. Group 4, n=11, Group 5, n= 11



Domain 4: Parents have greater knowledge base about parenting

Avg. Score for knowledge [out of 60]



Source: TOPSE. Group 4, n=11, Group 5, n= 11



Domain 8: Parents are more self-accepting

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



Source: TOPSE. Group 4, n=11, Group 5, n= 11



Key finding

Strengthening Families has improved parent's self-efficacy in almost all of the domains. It has had most impact in terms of helping parents to be more effective in terms of discipline/boundary setting and in terms of improving parents' feeling of control over situations.

6. Colin Adolescent Counselling

(a) Background to Colin Adolescent Counselling

- The Colin Adolescent Counselling Service is targeted at young people aged between 11 and 16 in the Colin area, experiencing significant emotional trauma in their lives. Young people can self-refer or can be referred by others, e.g. parent/carer.
- Young people have typically received 12-15 counselling sessions – in certain circumstances this was extended 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.)

(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 58 young people were referred to the service. Of these, 10 people are currently in counselling (as at end of September 2016).

(c) Current status of performance data

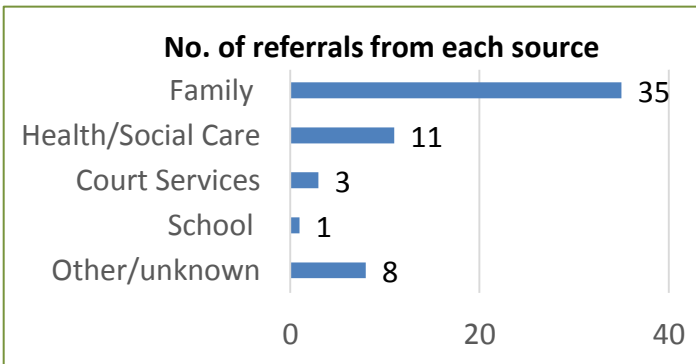
- Performance data for Colin Adolescent Counselling represents all performance data available at end of September 2016 for the total caseload of 58 young people.
- The service uses CORE and SDQs for measuring impact.

(d) How much did Colin Adolescent Counselling do?

- A total of 58 young people have been referred to use the service, of these:
 - 10 are receiving counselling; and
 - 48 have completed counselling and been discharged.

Sessions delivered	Planned	Delivered
Total*	630	646
Avg. per client*	13.1	13.5

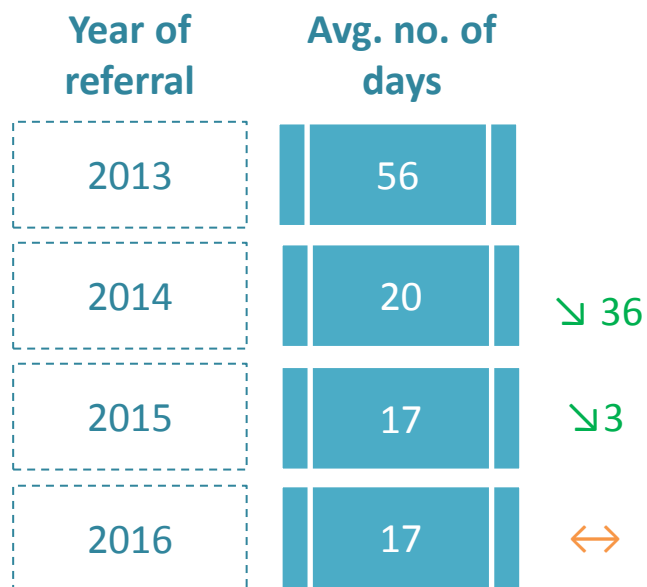
* This is based on 48 clients who had completed counselling by end of September 2016.



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



Key finding

Waiting time has reduced significantly from 56 days in 2013 to 20 days in 2014 and then again to 17 days in 2015. Waiting time has remained unchanged in 2016 (at 17 days).

(f) Is anyone better off?

Performance measure 2: Young people experience fewer behavioural difficulties

Average total difficulties score

Year endpoint complete	Average SDQ total difficulties score			No. of assessments
	Baseline	Endpoint	Change	
2013	16	7	↓9	1
2014	17	9	↓8	4
2015	18	9	↓9	12
2016	26	11	↓15	14

Source: Parent SDQs.

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

% of young people with an abnormal or borderline abnormal SDQ score

Year endpoint complete	% with an abnormal or borderline abnormal SDQ score			No. of assessments
	Baseline	Endpoint	Change	
2013	100%	0%	↓100 pp	1
2014	75%	0%	↓75 pp	4
2015	75%	25%	↓50 pp	12
2016	100%	21%	↓79 pp	14

Source: Parent SDQs.

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

Key finding

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

Key finding

Across all four years, the proportion of young people with an abnormal or borderline abnormal SDQ score has reduced considerably.

6. Colin Adolescent Counselling

(f) Is anyone better off?

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	Average CORE score			No. of assessments
	Baseline	Endpoint	Change	
2013	16	8	↓8	3
2014	17	4	↓13	6
2015	18	7	↓11	13
2016	17	5	↓12	14

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.

7. Partnership with Parents (PwP)

(a) Background to Partnership with Parents

- 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 which have been shown to improve outcomes for their children and 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.

(b) Current status of implementation

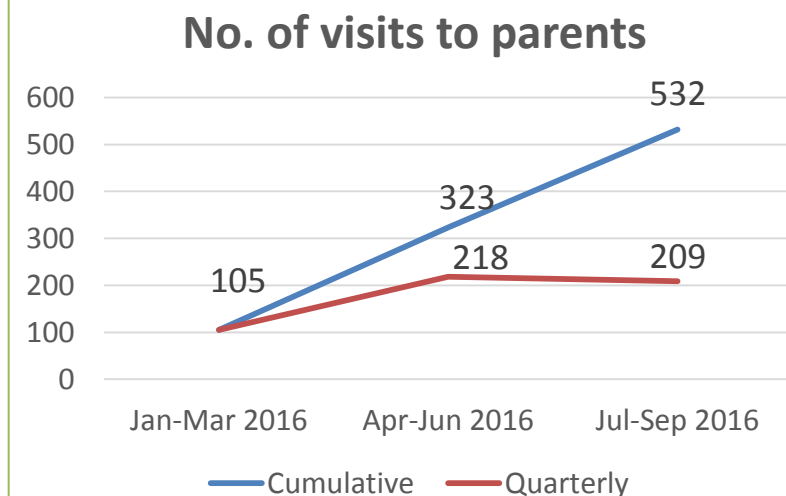
- Delivery of PwP commenced in January 2016, incrementally to 79 parents. As at end of September, 25 parents had successfully completed the programme, with the remainder still involved with the service.

(c) Current status of performance data

- In addition to collecting core data (e.g. in relation to no. of visits), the programme provider also uses a range of tools to collect data for how well did we do and is anyone better off performance measures. These tools include the Self-efficacy and Locus of Control, questionnaires as well as the Parent-Child Inventory Relationship (PCRI) questionnaire.

(d) How much did Partnership with Parents (PwP) do?

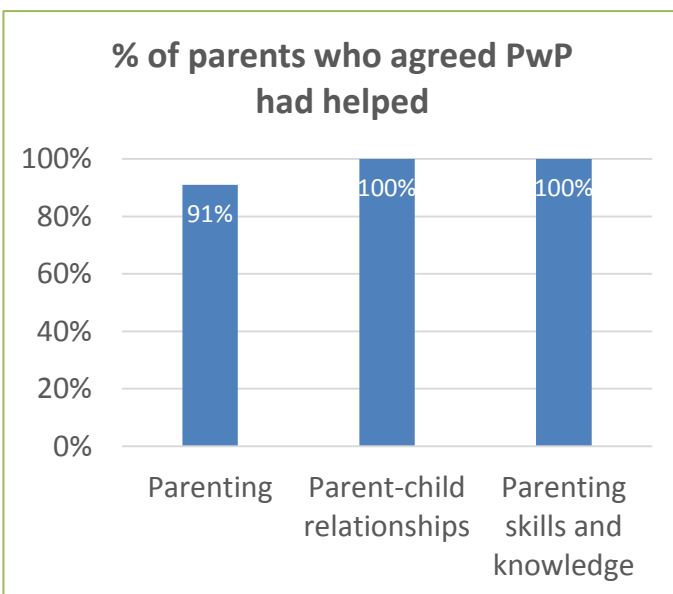
Programme participant information (as at end of September 2016)	No.
Started programme	79
Completed programme	25
Still on programme	54



7. Partnership with Parents (PwP)

(e) How well did Partnership with Parents do?

Performance measure 1: % of parents who stated that PwP (a) had helped to improve parenting (b) had improved parent-child relationships, and (c) had increased parenting knowledge and skills



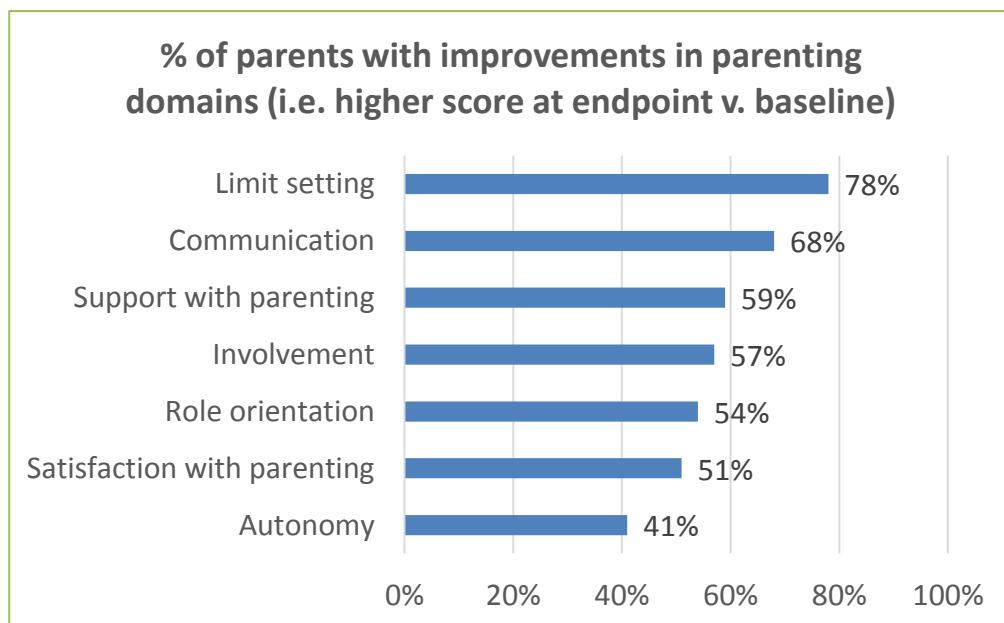
Source: Parent Feedback Questionnaire
No. of parents completing each question ranged from 23 to 25

Key finding

The vast majority of parents believed that the programme had helped them to improve their parenting. In addition, all of the parents who responded stated that the programme had helped to improve parent-child relationships and their skills and knowledge in relation to parenting

(f) Is anyone better off?

Performance measure 2a: % of parents with improvements in range of parenting domains [performance data includes all parents administered a PCRI up until end of October 2016]



Source: PCRI
No. of match pre/post assessments: 37

Key finding

The majority of parents recorded improvements in six of the seven domains as a result of their involvement with PwP. Over three-quarters (78%) reported improvements in terms of limit setting.

7. Partnership with Parents (PwP)

(f) Is anyone better off?

Performance measure 2b: Average PCRI score for each domain

Domain	Average score			No. of assessments	Min/Max score possible
	Baseline	Endpoint	Change		
Communication	26	27	+1	37	9/36
Satisfaction with parenting	33	35	+2	37	10/40
Involvement	44	46	+2	37	14/56
Limit setting	26	30	+4	37	12/48
Autonomy	24	25	+1	37	10/40
Role orientation	27	28	+1	37	9/36
Support	22	24	+2	37	6/24

Key finding

The average PCRI score has improved for all domains, however the magnitude of change is quite small for 6 (of the 7) domains increasing on average by between 1 and 2 points. The largest increase in average score is for limit setting (+ 4 points).

An analysis of the baseline and endpoint scores revealed statistically significant differences for five of the seven domains including: communication, satisfaction with parenting, limit setting, autonomy and support. This suggests that the differences observed between baseline and endpoint were due to programme impact and were not due to chance.

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
Parent-Child Relationship Inventory (PCRI)	No	<ul style="list-style-type: none"> • US norms are available. However, as the instrument is propriety, NCB has been unable to get access to this data. However, the instrument itself allows those scoring it to plot parent scores in terms of percentiles – as such this is effectively norming the sample.

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	PwP	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"> • Cost per use
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 three years
17. Clinical Outcomes in Routine Evaluation (CORE)							✓	<ul style="list-style-type: none"> • No charge
18. Parent-Child Relationship Inventory					✓			<ul style="list-style-type: none"> • Cost per use