

Colin Report Card

No. 6

Programme Performance Management

March 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

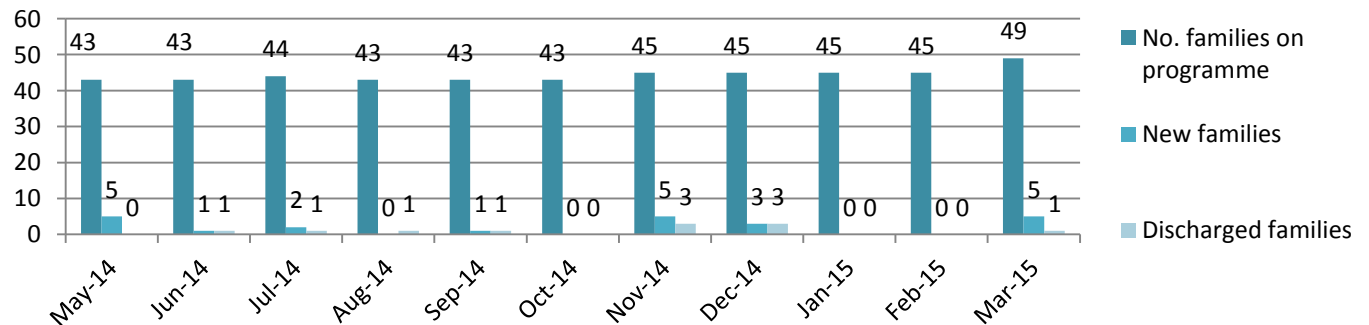
- The programme had operated in Colin a number of years prior to the implementation of CEIC.
- In late 2011, CEIC funded an additional health visitor to expand the number of families involved in the programme. There are two health visitors delivering the service, one of whom is funded by CEIC.
- Performance data is only being gathered from those who have been involved with CEPP since Jan 2012, of which there were 49 (as at end of March 2015).

(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 March 2015 – during this time period 165 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?

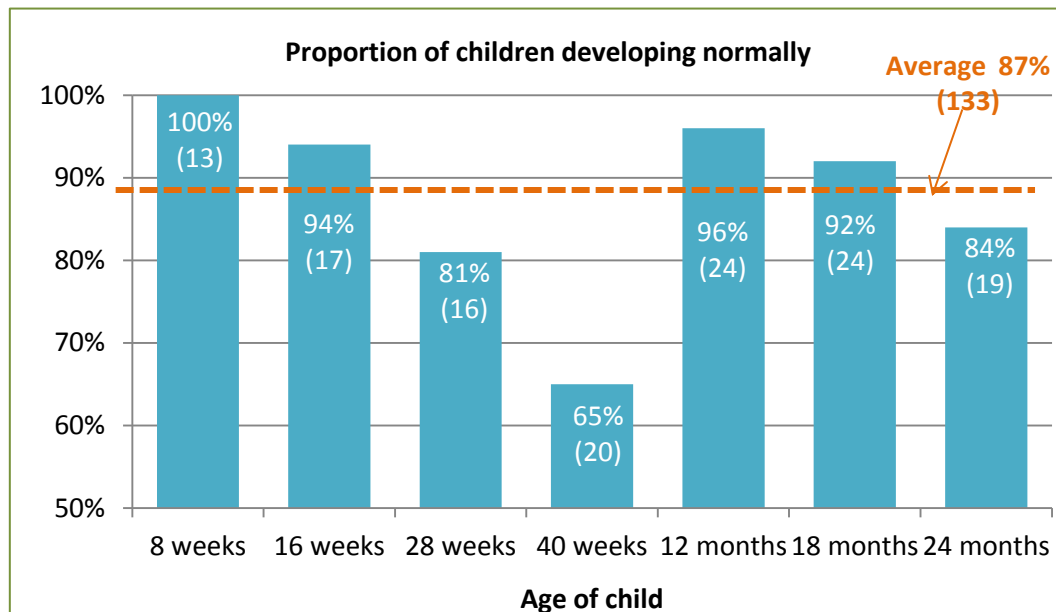


1. Colin Early Parenting Programme (CEPP)

(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



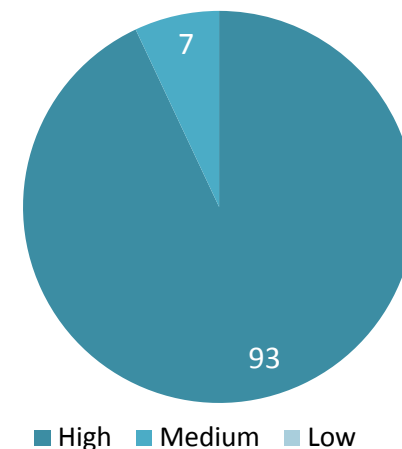
Source: Ages and Stages Questionnaire. Number of assessments carried out in brackets.
No. of assessments: 133.

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.

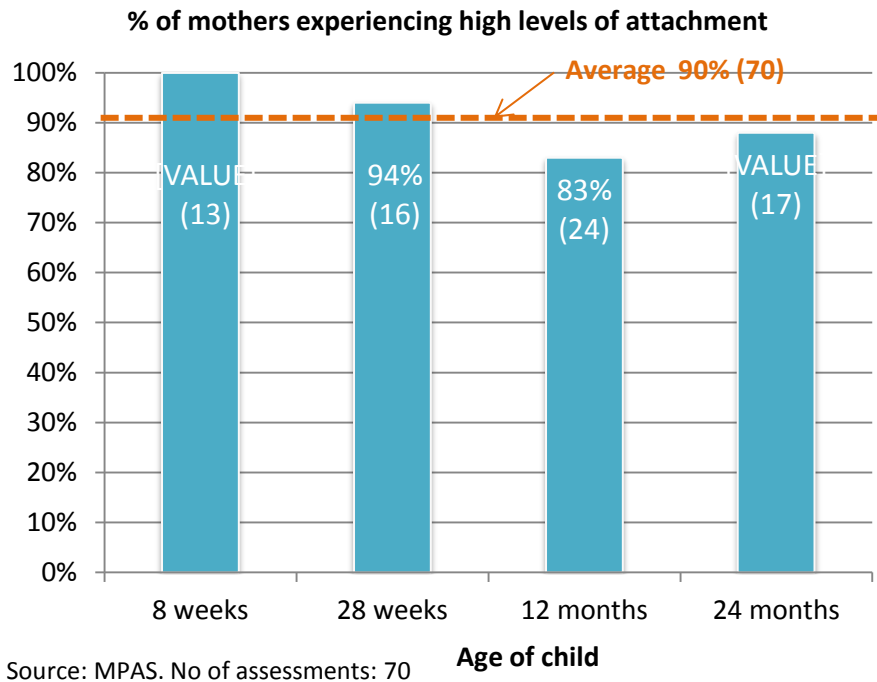
Key finding

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)

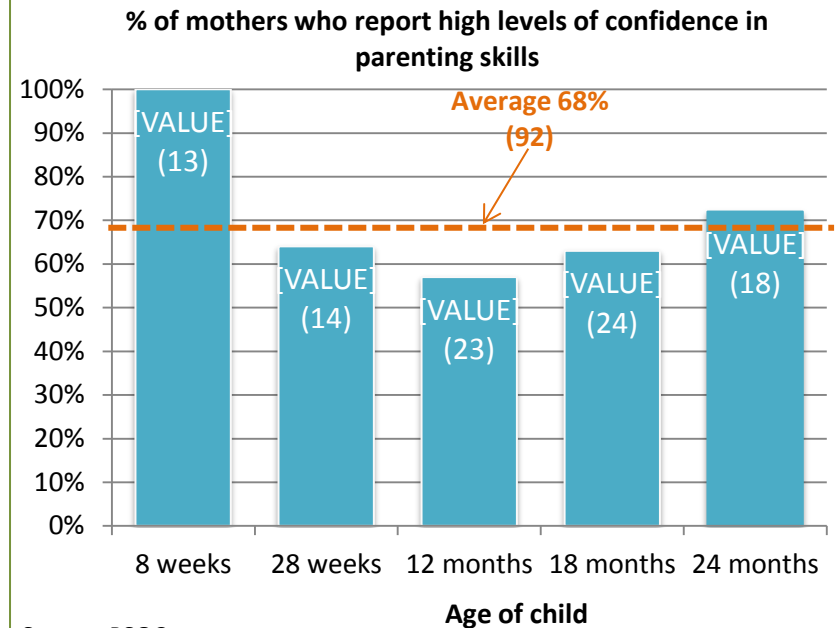
Performance measure 2b: Post-natal mothers have high levels of attachment



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



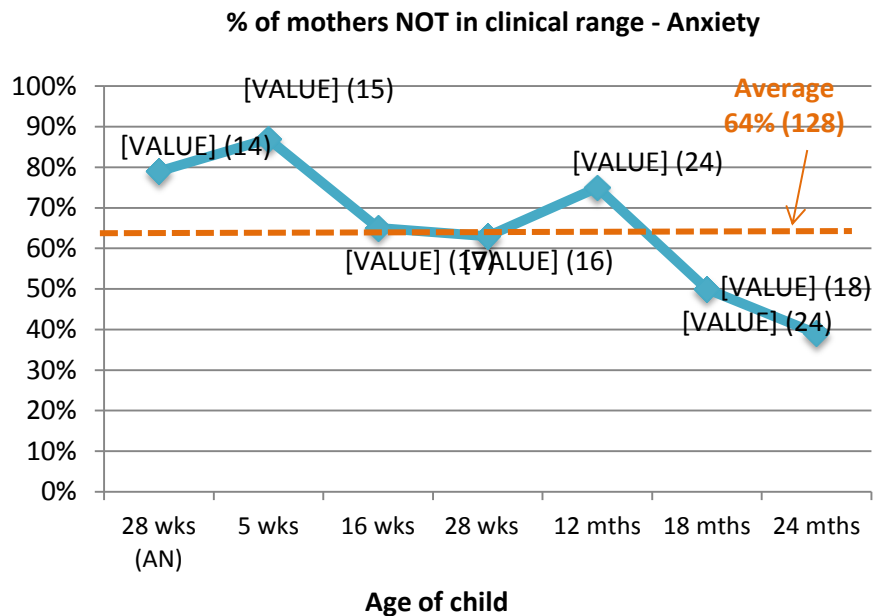
Key finding

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

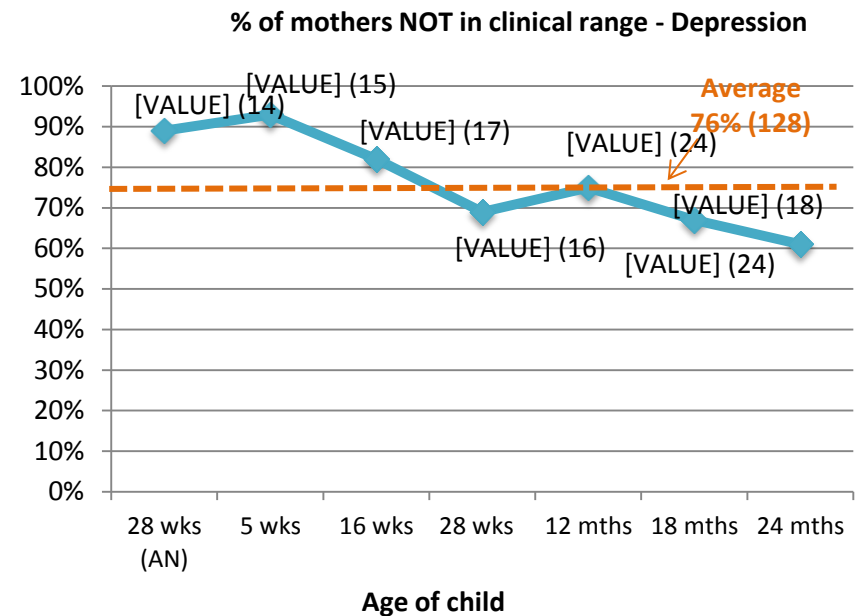


Source: HADs. No of assessments: 128

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



Source: HADs. No of assessments: 128

Key finding

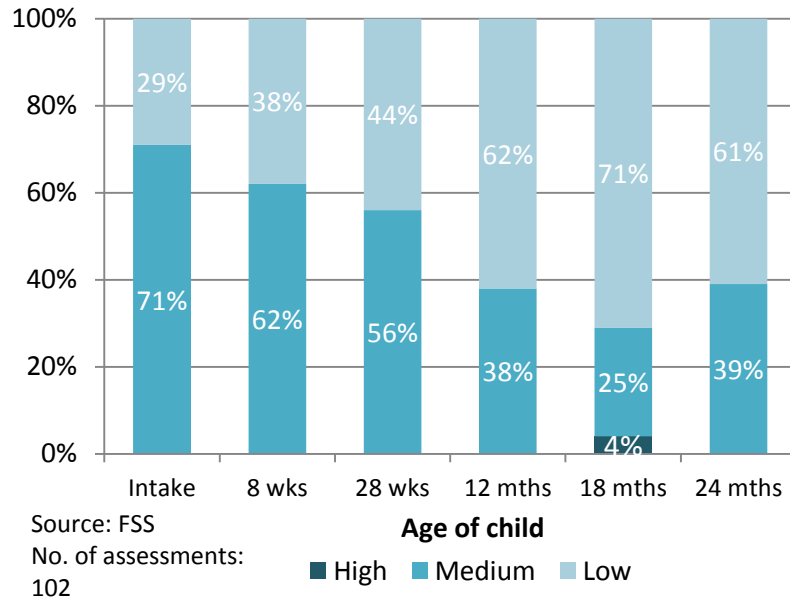
- Over three-quarters (76%) of mothers assessed are not clinically **depressed**.
- Avg. depression score for CEPP is 4.44
- UK benchmark is 3.71

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



Key finding

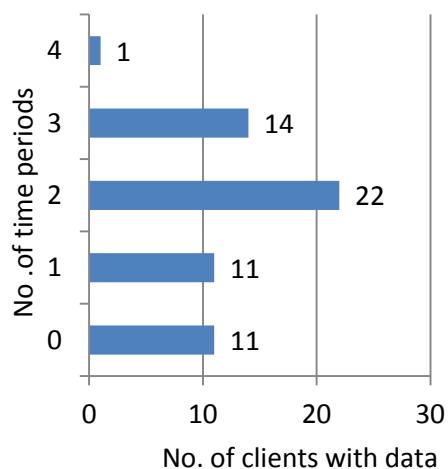
Just under three-fifths (56%) of mothers who were assessed indicated low levels of support from inside and outside of the family.

1. Colin Early Parenting Programme (CEPP)

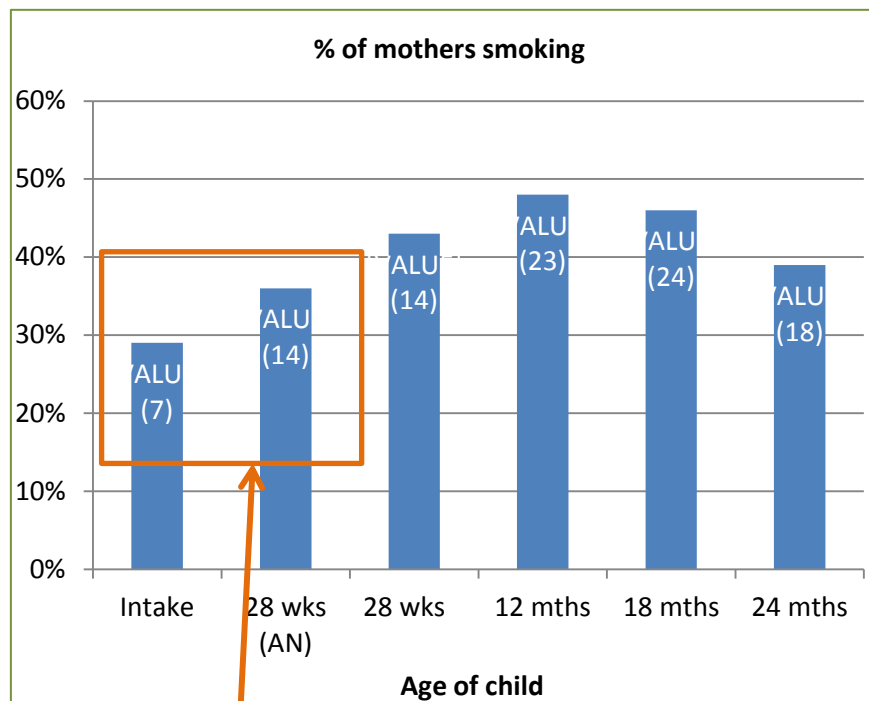
(e) Is anyone better off? (Continued)

Information on smoking data:

- For the majority (75%) 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



Source: Outcomes Monitoring Sheet. No. of assessments: 100

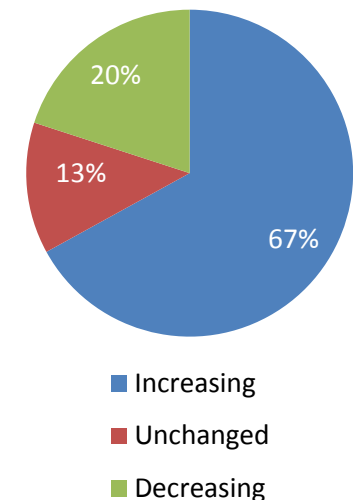
Key finding

One-third (33%) of those assessed in the ante-natal period smoked. This compares to a Colin-wide average of 36% of all mothers [In 2013: the latest year for which there is data]

Key finding

Just over two-fifths (42%) of those assessed smoked.

Level of smoking over time



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

Key finding

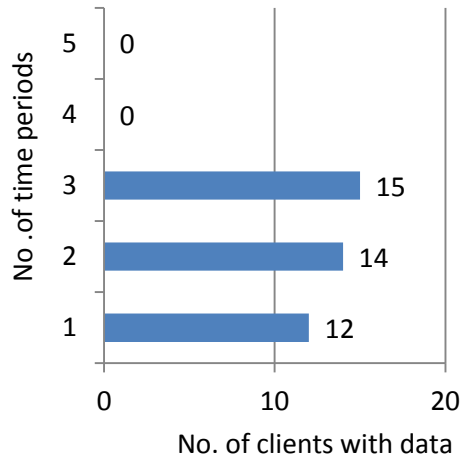
Of those for whom there is a data for 2+ periods – 67% showed increasing levels of smoking

1. Colin Early Parenting Programme (CEPP)

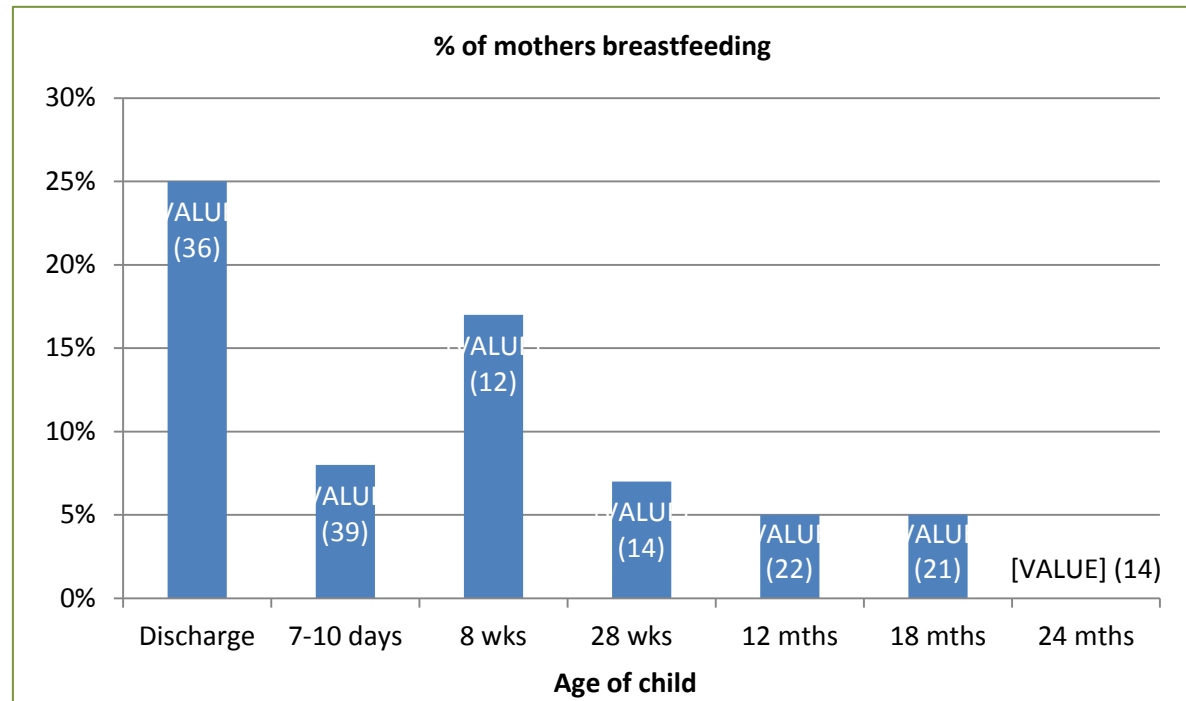
(e) Is anyone better off? (Continued)

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 5 time points in the post-natal period.



Performance measure 7: Proportion of mothers breastfeeding



Source: Outcomes Monitoring Sheet. No. of assessments: 158


Key finding


11% of those assessed breastfeed*.

* Statistics for the Colin area as a whole for 2013 (the latest year for which data is available) show that 15% 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	62
Of these, no. of families with data for 2 or more time periods	41
% of these families where father was involved at first time period	59%
% of these families where father was involved at latest time period	66% 

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 March 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 March 2015, baseline performance data had been provided for:
 - 6 (of the 7) sites for the IY Preschool Basic programme and 2 (of the 2) sites for the IY Toddler Programme. No data was provided for the IY Baby Programme.
 - 7 (of the 7) sites for the Dina Dinosaur programme.
 - 1 site for TCM.

(d) How much did IY do?

Between September and March 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?

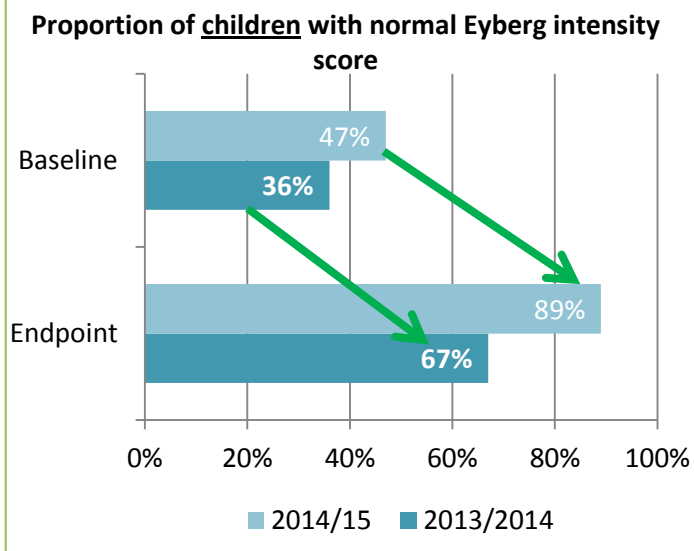
Note on performance measures

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



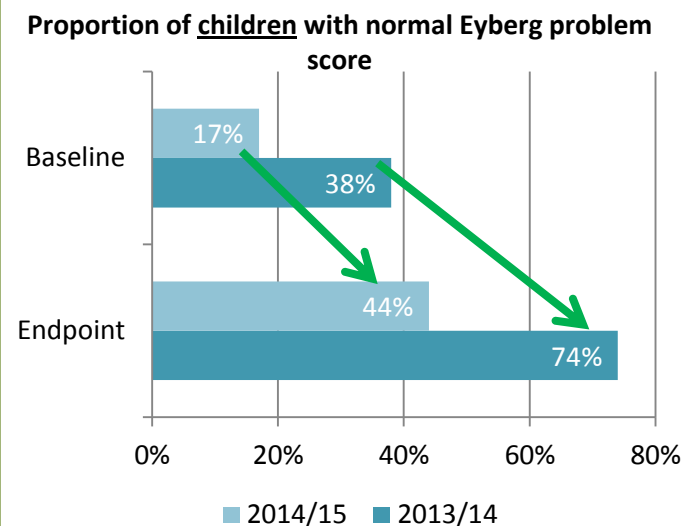
Source: Eyberg.

No. of complete assessments : 2013/14 (39); 2014/15 (Baseline, 51; Endpoint, 9).

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 47% at the baseline to 89% 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 (Baseline, 51; Endpoint, 9)

Key finding

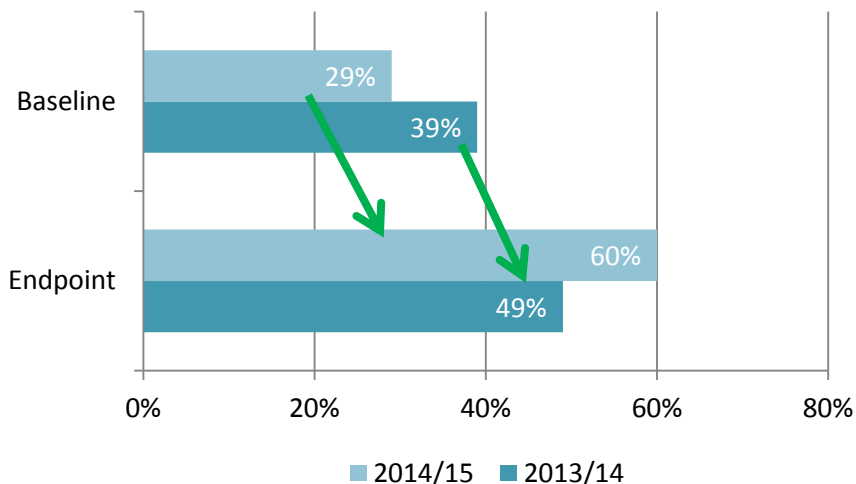
- In 2013/14, the proportion of children with a normal Eyberg problem score was 38% at the baseline and increased to 74% at the endpoint
- In 2014/15, the proportion of children with a normal Eyberg problem score was 17% at the baseline and increased to 44% at the endpoint.

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 (Baseline, 55; Endpoint, 10))

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 29% at the baseline increasing to 60% at the endpoint.

Note on performance measures

The Toddler Programme (see overleaf) uses three measures:

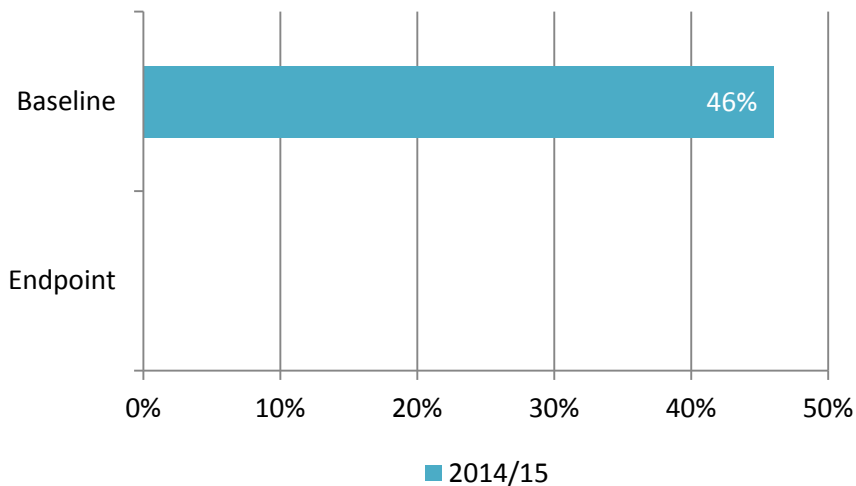
- **Parent SDQs:** this also measures the extent of problem behaviours in children and generates a total difficulties score ranging from 0-40. The clinical cut-off is 17.
- **Hospital Anxiety and Depression Scale (HADs):** this measures the extent of anxiety and depression that a respondent experiences. 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.

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



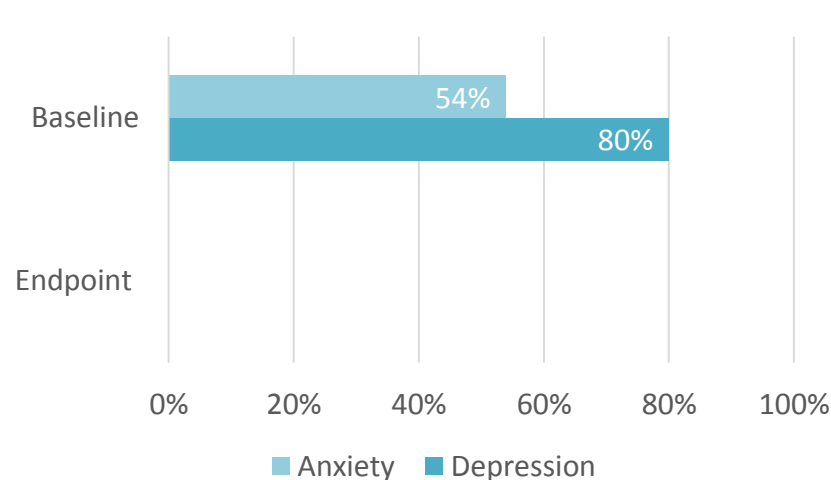
Source: Parent SDQs. No. of complete assessments: 2014/15 (Baseline, 13; no endpoint data yet). **No comparable data is available as this is the first year the programme has been implemented in CEIC.**

Key finding

- In 2014/15, the proportion of parents who rated their child's behaviour in the normal range was 46% at the baseline. There is no endpoint data available yet.

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 (Baseline, 15; no endpoint data available yet). **No comparable data is available as this is the first year the programme has been implemented in CEIC.**

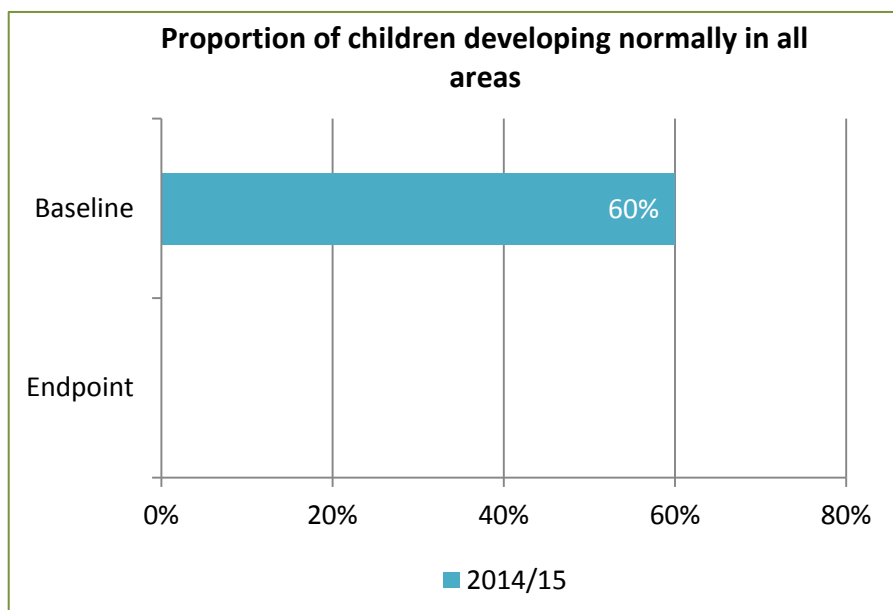
Key finding

- Exactly four-fifths of parents were not in the clinical range for depression at the baseline, whilst just over one-half (54%) of parents were not in the clinical range for anxiety.
- No endpoint data is yet available.

2. Incredible Years

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

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



Source: Ages and Stages Questionnaire. No. of complete assessments:
2014/15 (Baseline, 15)

Key finding

- In 2014/15, the proportion of children who were rated as developing normally in all areas of development was 60% at the baseline. No end-point data is yet available.

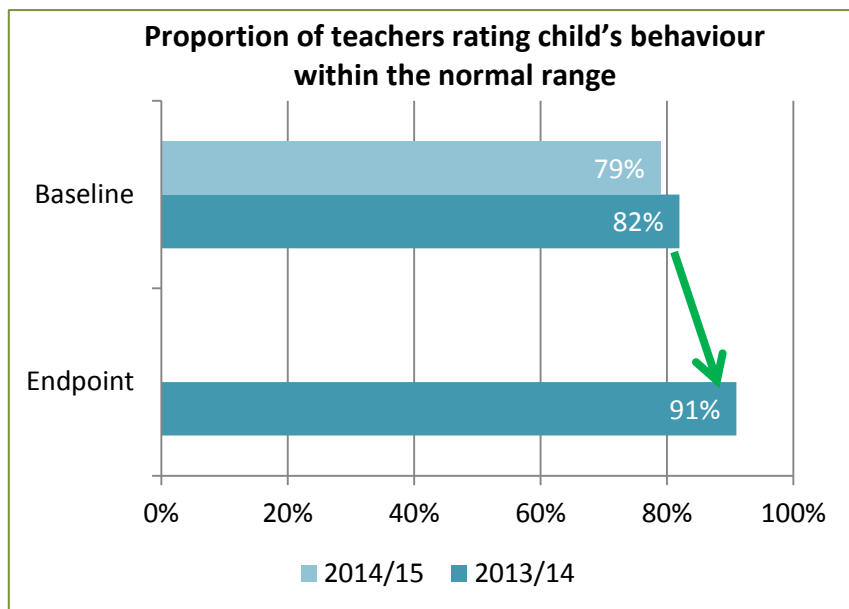
2. Incredible Years

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 (53)

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 – no endpoint data is currently available.

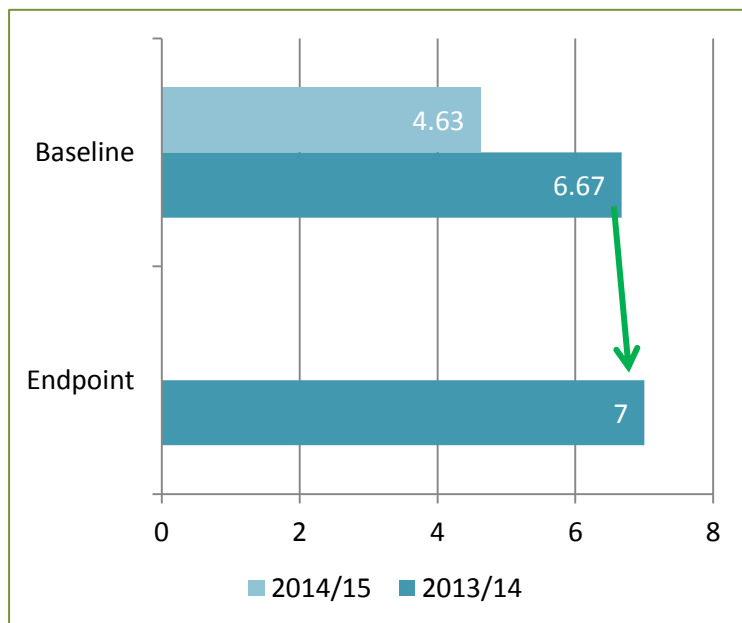
2. Incredible Years

(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.



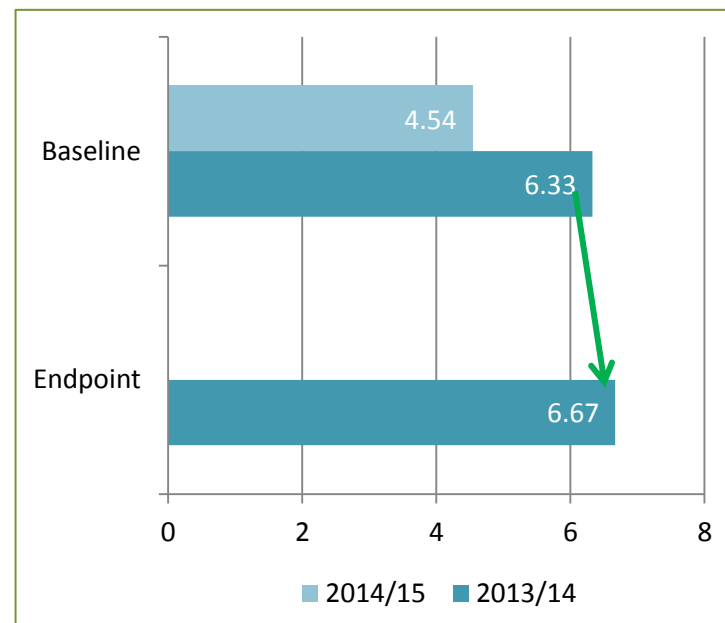
Source: TCM Strategies Questionnaire. No. of complete assessments: 2013/14 (<5); 2014/15 (12)

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 4.63 (out of 7) at baseline. No endpoint data is currently available.

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 (12)

Key finding

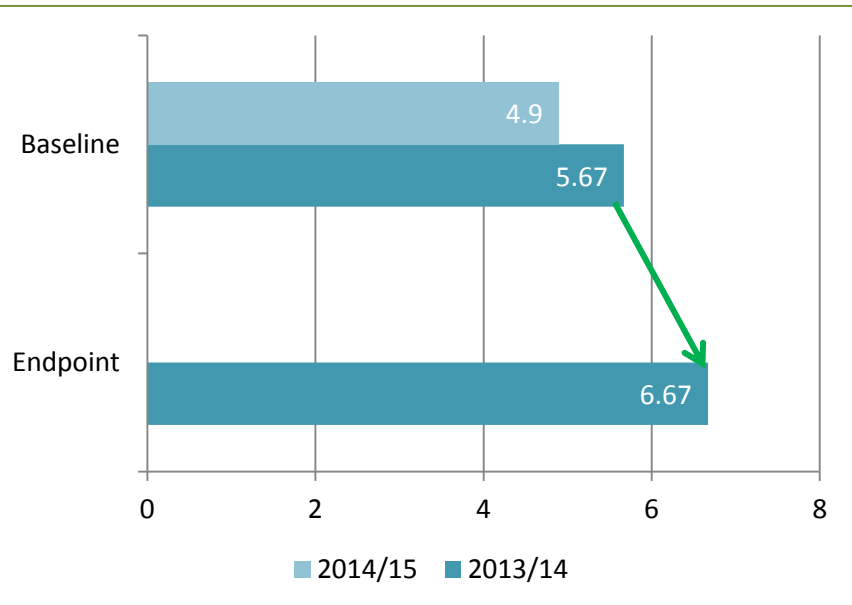
Avg. confidence score in managing future behaviour:

- 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 4.54 (out of 7) at the baseline. No endpoint data is currently available.

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.



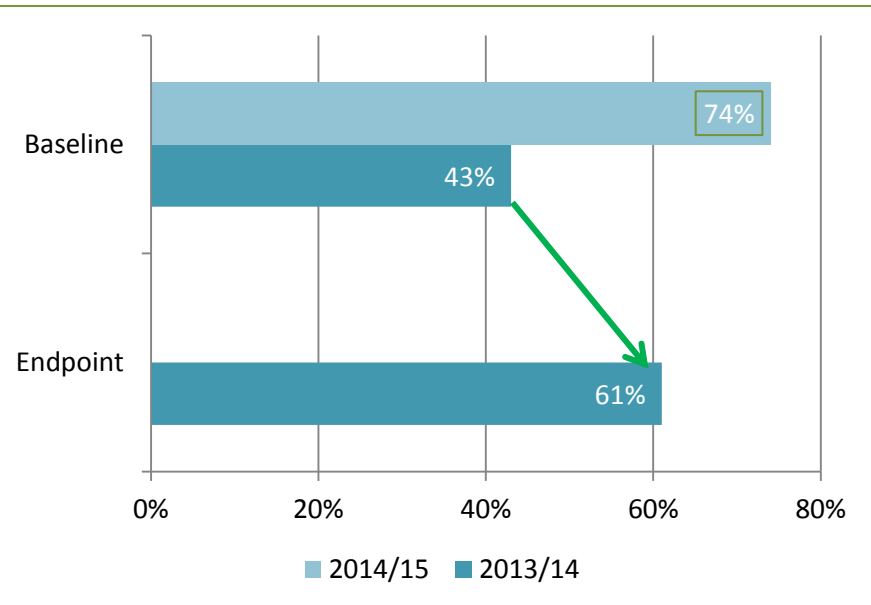
Source: TCM Strategies Questionnaire. No. of complete assessments: 2013/14 (<5); 2014/15 (12)

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 4.90 (out of 7) at the baseline. No endpoint data is currently available.

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 (57)

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 74% at baseline. No endpoint data is currently available.

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.
- 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 13 March 2015, a total of 211 young people were referred to the service, all of whom were assessed. A total of 137 young people have been discharged from the service to date and 74 remain on the client caseload.

(c) Current status of performance data

- This data in this report card refers to the caseload as at 13th March 2015, when a total of 74 children were still receiving support with speech and language.
- 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 13th March 2015:

- 211 pupils assessed to date; 74 on caseload.
- Of those who were discharged from SALT (n=137), a total of 1,579 support sessions were delivered to this group or an average of 11.5 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.

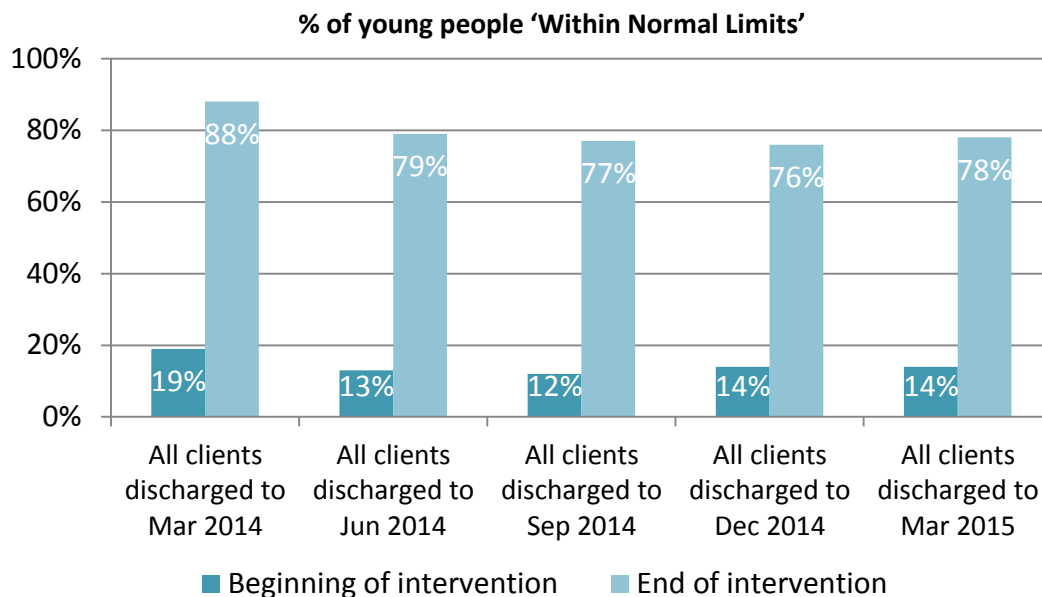
Performance measure 2: Parents satisfied with the Speech and Language Therapy Service

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

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

(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: 48 (to March 2014); 76 (to June 2014); 106 (to Sep 2014) ; 114 (to Dec 2014), and; 137 (to March 2015).

Key finding

- Of those who have been discharged from the service up to end of March 2015, c. three-quarters (78%) 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. 22%), just under 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), 58 young people joined the programme.
- As at end of March 2015, 20 young people had completed the programme and been discharged.

(c) Current status of performance data

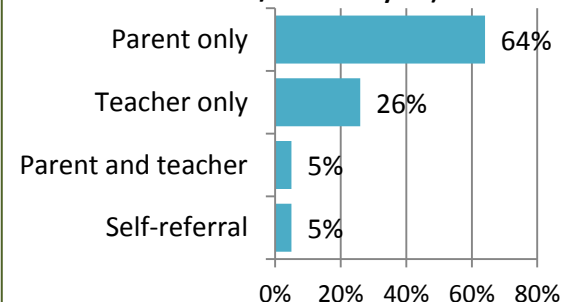
- This programme currently uses two instruments to gather data: SDQs and CORs
- Between July 2014 and March 2015, 47 pupils completed baseline CORs and 20 pupils completed endpoint CORs.
- During the same time period, the same number of baseline and endpoint SDQs had been administered to pupils.

(d) How much did Time4Me do?

	Apr-June 14	Jul-Sep 14	Oct-Dec 14	Jan-Mar 15
No. of new pupils receiving support and of these...	15	24	12	22
... <i>full intervention</i>	10	23	11	16
... <i>brief consultation</i>	5	1	1	6
No. pupils discharged from the programme	35	0	7	13
No. of activities undertaken to promote the service	n/a	37	0	1

Source: Barnardos programme level database

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

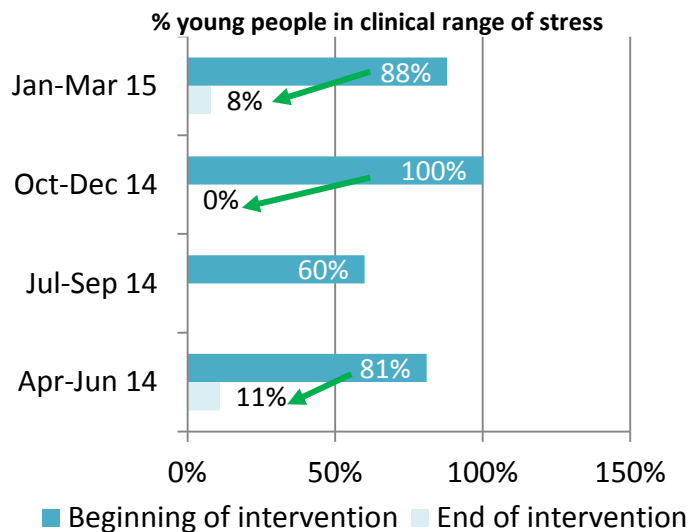


Base: 58. Source: Barnardos programme level database

4. Time4Me

(e) Is anyone better off?

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

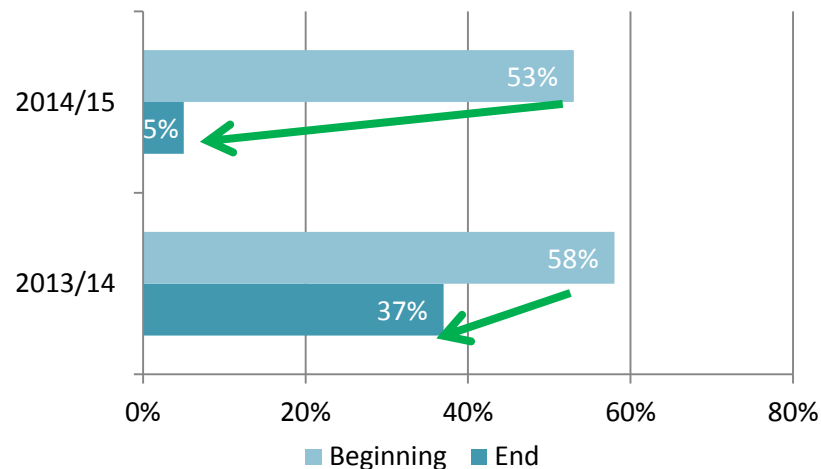


Source: CORs [Child completed]. No. of completed assessments: Apr-Jun 2014 (n=35); Jul-Sep 2014 (n=20 Baseline, n=0 End-point); Oct-Dec 2014 (n=11 Baseline, n=7 endpoint); Jan-Mar 2015 (n=16 Baseline, n=13 Endpoint).

Key finding

The proportion of young people in the clinical range of stress at the beginning of the intervention has ranged from 60% to 100% for each cohort. By the end of the intervention, the proportion of young people in clinical range of stress has been no more than 11%.

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, a total of 47 baseline questionnaires and 20 end-point questionnaires have been administered to date.

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, just over one-half (53%) of young people had SDQ scores in the abnormal range. Of those for which there were endpoint data (n=20), the % of young people in the clinical range was 5%.

Additional note: For those assessed between Jan and Mar 2015, 73% of young people had an abnormal or borderline abnormal score compared to 8% of those assessed at the endpoint.

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, SEHSC, 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 concluded 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 and end-point SDQs to assess programme performance. In addition, TOPSE (Tool to measure Parenting Self-Efficacy) has also been used. Data has not been 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 & 11 children (baseline/endpoint SDQs) & 11 parents (baseline and end-point TOPSE)

(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

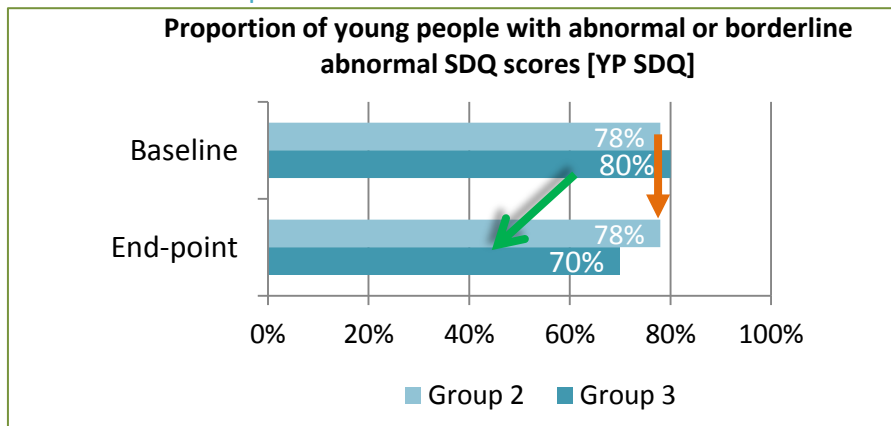
Group 2
83%

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 endpoint

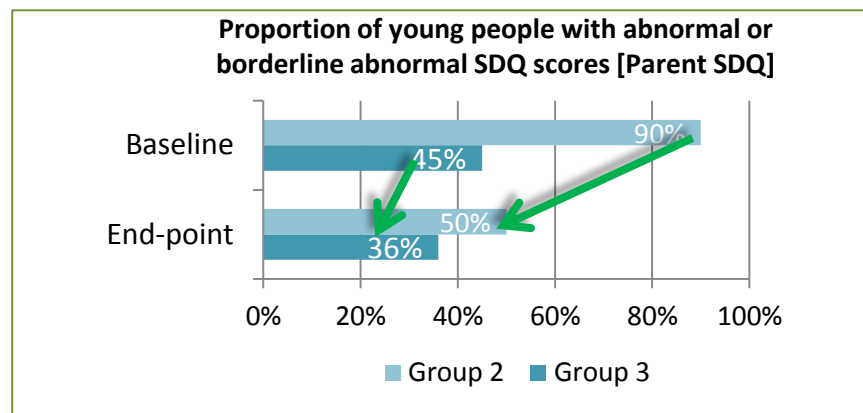


Source: Young person's SDQs. No. of complete assessments: Cohort 2 (9); Cohort 3 (10)

Key finding

The proportion of young people with abnormal or borderline abnormal SDQ scores did not reduce for Group 2 and only reduced slightly from 80% to 70% for Group 3. [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: SDQs. No. of complete assessments: Cohort 2 (10); Cohort 3 (11)

Key finding

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

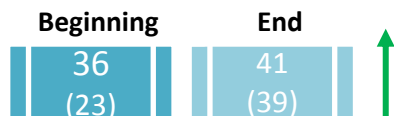
5. Strengthening Families

(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=9; Group 3, n=11

Domain 5: Parents show more emotion/affection towards child

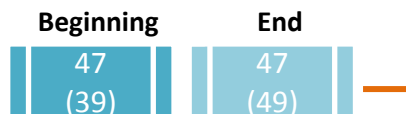
Avg. Score for emotion and affection [out of 60]



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

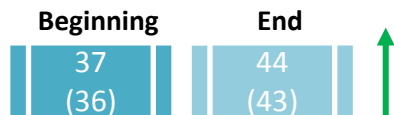
Avg. Score for empathy and understanding [out of 60]



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

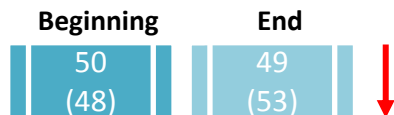
Avg. Score for discipline/boundary [out of 60]



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 detailed review is being undertaken of the Colin Adolescent Counselling. Programme performance will be included in the next report card due to be issued in July 2015.

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 	