



Parenting West Lothian Annual Report 2015 – 2016



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Introduction

This has been another busy year, with the continuation of the Psychology of Parenting Project and every team trying to improve their work, reach more parents to support more children where this is needed. This report tries to capture the variety and volume of work that West Lothian has achieved over the past year, and it reflects partnership working across the localities. This work is overseen by Parenting West Lothian, a multi-agency group, which in turn reports to the Children & Families Strategic Management Group.

In each report we have included data, usually pre- and post- programme information from parents about themselves and/or their child. We also gather parents' views and these comments offer rich information about their experiences. In addition we asked staff to consider whether there were life-changing events for families, like children coming back from foster care or kinship care to their parents' care, coming off child protection registers and / or no longer needing social work support, or supervision of contact.

Getting It Right for Every Child

In accordance with the Scottish Government's aim to make Scotland the best place for children to grow up, we use the wellbeing indicators in planning for children. Getting it Right for Every Child features in our current Children's Services Plan (2015-2018) and performance management is framed by the wellbeing indicators. Therapeutic parenting groups, universal ones like Parents as Early Education Partners (PEEP) and our work with young parents all contribute to children's wellbeing.

Wellbeing Indicator examples:

- | | |
|---------------------------------------|--|
| • safe; nurtured; respected; included | Triple P; Incredible Years®; Parenting Teens |
| • achieving; nurtured | PEEP; Bookbugs; Play Lab |
| • active; healthy; included | Growing Together; Walk Together |
| • nurtured; safe; active | Positive Steps; Family Nurse Partnership |
| • included; respected | Getting Through the Day (Autistic Spectrum Disorder) |
| • nurtured; achieving | Dads2B; Young Dads2B; Young Mums2B |

We also know that children growing up in more secure, safe and loving environments will have better long-term outcomes and the background research to the PoPP demonstrates this well. West Lothian Council and the Community Health & Care Partnership have a Single Outcome Agreement with the Scottish Government, to give children the best start in life and to support them to be ready to succeed, and parenting programmes demonstrably contribute to this.

While this report covers work with parents mainly in groups or in the licensed Family Nurse Partnership service, it does not reflect all the other support to families. Much of this is done individually in their homes by third sector partners, outreach staff, social workers, health visitors and family support workers. In addition families are supported in communities by universal services such as education and health, as well as universal groups and Community Learning & Development.

Summary of the Year

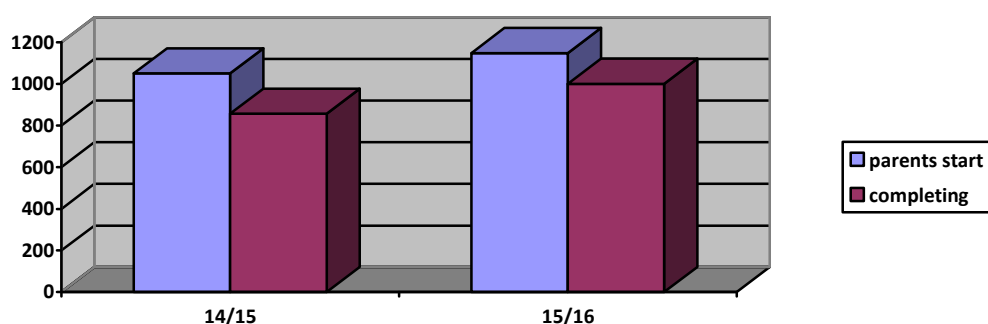
The total number of parents supported in 2015/16 by parenting programmes is 1148. This ranges from an IY Toddler group in Armadale starting with 18 parents to Mellow Bumps with three. The largest overall numbers are in the 11 libraries which run Bookbugs, with an average of over 12 parents and children at each session.

	Groups	Started	Completed	Retention Rate
Licensed programmes (Triple P; IY; Mellow)	33	347	272 *	78%
Local programmes	48	330	230*	69%
Family Nurse Partnership		227	227	
PEEP	50	244	272	
Totals	131	1148	1001	
Bookbugs (libraries)	Sessions	Parents	Children	
	332	3693	4232	

**Completion in Triple P means parents attended 50% of the programme and in Incredible Years® it means families had catch-up sessions or phone calls with the group facilitators for all the sessions that they missed.*

**Completion in the Parenting Teens Programme is 10/12 sessions or equivalent with catch up sessions/ telephone calls with the group facilitators.*

Compared to last year, this represents another rise in numbers of parents attending and completing and the overall completion rate for the group programmes (excluding PEEP and FNP) is 74%. It is interesting to see the difference in retention between the licensed programmes and the locally devised programmes: this may lie in the training of staff, their enthusiasm, the focus on making relationships first, and connecting with parents' motivation.



Most group programmes cannot run without the commitment of staff to overcome a range of barriers for families: childcare, transport, food and learning materials in their own language or in easy read format. Many programmes use a variety of methods to accommodate different learning styles, e.g. DVDs/ videos; written material; role play; scenario examples; discussions/question and answer and direct teaching.

Paula Huddart, Chair, Parenting West Lothian

Section 1: Licensed Programmes

1.1

Psychology of Parenting Project

West Lothian has been part of the Psychology of Parenting Project (PoPP) since September 2013 and involves delivering Triple P Level 4 Group and Incredible Years ® for families with children aged 3-4 years who have challenging behaviour. These two programmes have the best evidence for making a difference. This work in West Lothian won a COSLA Bronze award in 2015.

This year we have delivered 12 IY ® Groups and 3 Triple P Groups: 76 Families enrolled and 36 completed. Nine children moved out of high risk scores and into normal range. Overall, 67% reported improvements.

In addition, we have delivered 14 groups outwith the PoPP but open to parents with a range of children's ages: 5 Incredible Years® and 9 Triple P across West Lothian over the year, September 2015 to June 2016. This included 4 evening groups which were successful in recruiting fathers and mothers with daytime work commitments.

In total 104 families started and 64 families completed these programmes, including some in the PoPP age range. Data from each of these children were not submitted to PoPP after discussion with them.

PoPP results are most exciting as we measure children moving from a difficult path of challenging behaviour, to more calm ways of coping, feeling safe, and nurtured and ready to learn, making the best of their early education places.

These programmes are now embedded as part of our service delivery in early years and early intervention services.

In addition we have run Incredible Years® Toddler twice, outside of the PoPP and one Triple P, which between them reached a further 37 parents who started, 27 of whom completed enough of the programme to make a difference. Triple P Stepping Stones is designed to support families with a child who has a disability and this has been run twice this year, with 15 families starting, five completing. We aim to raise this retention rate next year.

One of the advantages of being in the PoPP is the support offered to staff in the form of training and development. We now have one of Scotland's few Incredible Years ® Peer Mentors, who is able to offer Peer Coaching to her colleagues while they run the programmes for parents.

Peer Coaching Open to all Incredible Years® Practitioners

Run By Susan Duffy

Peer Support is offered to the 10 Psychology of Parenting Project (PoPP) practitioners who are delivering Incredible Years ® Basic programme.

The support is offered via hourly sessions; the purpose of the session is to ensure fidelity of programme delivery and to support practitioners with any difficulties that they may be having with the delivery of the programme.

Number of Groups Support is offered to all of the 12 groups run throughout the year.

Outcomes Practitioners often comment that they have found the session very useful and that it has boosted their confidence in the delivery of the programme.

Plans for 2016 / 2017

To continue to offer peer coaching support to all eligible practitioners including those not currently involved in PoPP. . To support all practitioners to achieve programme accreditation.

Incredible Years ® (Toddler)

Venue	Whitburn Community Centre and Armadale Community Centre
Run By	Sure Start and Whitdale Family Centre staff

Incredible Years ® (Toddler) Programme is a structured group intervention based upon the principles of Social Learning Theory. The programme places a strong emphasis on the importance of child directed play as a foundation for positive interactions between parent and child. The programme is progressive and equips the parents with the skills to encourage their toddlers in the development of their own emerging social and emotional skills and the tools for appropriate praise and encouragement that will foster self-esteem for the child.

Groups in year **2**

	Number referred	Number who started	Number who completed
Whitburn	10	5	4
Armadale	24	18	13

Transport, refreshments and crèche were provided for the groups.

Evaluation Methods

Rosenberg Self Esteem Scale
Strengths and Difficulties Questionnaire

Outcomes

All parents reported improvements in their own feelings relating to self-esteem and self-efficacy. All parents noted improvements particularly in relation to the “pro-social” behaviour of their toddler.

Comments

“I loved every single session. It helped me fight my depression and start enjoying being a mum”

“I have learned a lot and now I can parent my child with less stress”

“[the programme] made me think about the way I interact and how to make it easier to go places like shopping [with my child]”

Plans for 2016 / 2017

To continue to offer an ongoing programme of Incredible Years ® (Toddler) Programme as the need is identified.

Incredible Years ® (Basic)

Venues: Bathgate (Boghall Health Centre), Livingston x 2 (Deans Community High School and Inveralmond Community High School) and Whitburn Community Centre.

Run By: Children & Young People Team (CYPT)

Facilitators (partners): Fiona Gavin (CYPT, Mental Health & Mental Wellbeing Team).

Incredible Years ® (Basic) is part of a series of interlocking evidence-based programmes for parents and children. It is supported by over 30 years of research and delivered worldwide in more than twenty countries. The goal is to prevent and treat young children's behaviour problems and promote their social, emotional and academic competence. The programme focuses on strengthening parent-child interactions and attachment, reducing harsh discipline and fostering parents' ability to promote children's social, emotional and language development. CYPT offer groups for parents/carers of children aged 3 – 8 years. The programme runs for 14 weeks (2 hours per session).

Groups run in year: 4
Evening groups: 1 (Inveralmond)
Participants started: 48
Average attendance per session: 6
Participants completed: 25 (52%)
Focus children: 24

Refreshments and crèche were provided at all groups and Transport was provided for the Bathgate group only. Whitburn group shared a crèche with a PoPP group.

Evaluation Methods:

- Strengths and Difficulties Questionnaire (SDQ)
- Parenting Daily Hassles (PDH)
- Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

Complete Data Sets:

- | | | | |
|------------|--------------------|-------------|---------------|
| • Bathgate | 5 SDQs & PDHs | Inveralmond | 7 SDQs |
| • Whitburn | 6 SDQs and 5 WEMBS | Deans | 7 SDQs & PDHs |

Outcomes:

Children

- **19 (79%)** with improved SDQ score
- **4** moved out of high-risk range at end of programme (SDQ score <17)
- **8** moved into normal range at end of programme (SDQ score <14)

Parents/carers

- **5** with improved mental well-being
- **10** coping better with day to day parenting tasks

Care plan outcomes as a direct/indirect result of taking part in the group:

- 2 children returned home from kinship arrangements
- 1 was removed from a supervision order
- 2 families no longer have input from social work teams

Plans for 2016/17:

- Support co-ordination of Incredible Years ® (Basic) activity across West Lothian;
- Continue to deliver Incredible Years ® (Basic) in partnership with other teams;
- Introduction and roll-out of Incredible Years ® Dina Programme.

Parents' Comments:

"I can honestly say everything about the group was helpful."

"I liked the group chats the best."

"Role Play helps to understand how a child would feel."

"The thing I liked the best was knowing you're not alone."

"It has made me re think the way I am with my children, I have a happier household"

"I liked the way the group was delivered Focussing on Praise and the way to turn things around to focus on the positives. The strategies were very good."

"I liked the discussions and opportunity to put things into practice. Change doesn't happen overnight but focussing on a few things at a time will see change happen."

"Really enjoyed the role play, very helpful as was discussion. This material is great, exactly what I need to focus on."

"Really enjoyed sessions, very helpful and can see clearly why we done it in these stages."

"It's sometimes hard when I recognise where I need to change."

"I always give my child too many commands, I now realise that she can't manage to remember them all."

"It's funny to see we all made the same mistakes."

"Good to know I'm not the only one & getting suggestions from other parents."

"I enjoyed hearing about the difference about praising your child and bribing."

"Role play although embarrassing was really helpful in understanding how kids feel more."

"Very helpful advice after a difficult week."

"Very thought provoking, many thanks."

"Helpful in highlighting that I tend to focus on negative so I need to refocus on positive behaviours Being shown how to play in a different way with my kids has been beneficial for me to change my behaviours. Being less controlling."

"I thought the programme was excellent – It could perhaps be a little longer- continue over a period of more weeks to allow time to develop skills."

"I was reluctant to come to the programme as I wasn't convinced it would help as well as being somewhat embarrassed that we were attending. However I learnt so many skills and the support from the group leaders and other parents was excellent. Great to know I wasn't alone."

"Shopping is more relaxed, more positive attitudes at home, using chill out techniques more consistently which means that temper tantrums few and far between."

"More positive days at school now rather than negative days."

"Tidy up time is more smoothly, finding it more easy to move from one task to another."

"Bedtime routine is a lot more relaxed and settling earlier which means not as tired and grumpy in the morning, so more willing to comply and leave for school on time."

"This course has given us the tools we need to put discipline in place without taking the fire out of her wee personality."

"Things have improved at school, getting pulled up less. Doesn't run away anymore so can do more things and go more places without it being stressful."

"I don't bribe anymore- I just ask and she goes and follows the instruction."

"I found the group extremely useful, I wouldn't change a thing. The situation in school has greatly improved as it has in home. Some things I learned in the group I didn't think would work... But they did and were very effective. I try to help both my boys to handle their emotions. I would recommend the group to everyone."

Triple P Group Level 4

Venues: Bathgate Academy x 2, Livingston x 4 (Inveralmond Community High School x 3 and Wee Gems Nursery x 1).

Run By: Children & Young People Team and Sure Start

Facilitators (partners): Lesley Carr (CYPT, Attendance Improvement Management Service), Andy Brough (CYPT on a temporary basis), Toni Martin (Sure Start) and Elaine Gillies (Sure Start).

Triple P Level 4 is a positive parenting programme that is delivered in 25 countries worldwide and is number one on the United Nations' ranking of parenting programmes based on the extent of its evidence base. Groups of up to 12 parents/carers attend five x 2-hour sessions and are supported with three phone catch-up sessions at home. The programme uses DVDs and a workbook to engage parents and reinforce strategies. Typically targets parents of children with more severe behavioural problems (e.g. aggressive behaviour, oppositional defiant disorder, conduct disorder, learning difficulties, attentions-deficit/hyperactivity disorder). The programme is suitable for parents and carers of children aged 3 – 12 years that are motivated to make change and can cope with high level of content and high pace delivery. Learning is consolidated by completion of weekly homework tasks. Groups run both during the day and in the evenings.

Groups run in year:	6
Evening groups:	3 (Bathgate x 2 and Wee Gems)
Participants started:	56
Average attendance per session:	6
Participants completed:	39 (70%)
Focus children:	32

Refreshments were provided at the groups

Evaluation Methods:

- Strengths and Difficulties Questionnaire (SDQ); and/or
- Warwick-Edinburgh Mental Well-being Scale (WEMWBS).

Complete Data Sets:

- 31 SDQs
- 19 WEMWBS.

Outcomes:

Children

- **21 (66%)** with improved SDQ score
- **10** moved out of high-risk range at end of programme (SDQ score <17)
- **7** moved into normal range at end of programme (SDQ score <14)

Parents

- ***19** with improved mental well-being
- * data not collected for 2 groups

Plans for 2016/17:

- Support co-ordination of Triple P Group Level 4 activity across West Lothian;
- Continue to deliver Triple P Group Level 4 in partnership with other teams;
- Further develop Peer Assisted Supervision and Support (PASS) groups;
- Promote and support use of video amongst practitioners.

Parents' Comments:

"Enjoyed the group, we have a calmer household."

"I shout less."

"The boys are more co-operative."

"Feel more empowered as a parent."

"Really enjoyed the group."

"I didn't think this would work but the changes I have made have made a massive difference."

"I am much calmer as a parent and this has really helped."

"It gave me confidence to discuss behaviour with my child."

"I didn't want this group to end."

"A very helpful and insightful course has helped me, my child and improved overall family life experience. I would recommend this course to any Parent having difficulty at home."

"Loved the group, great to know I am not alone with having problems with my child's behaviour."

"It gave me strategies to use to control and calm situations. I now feel more confident in parenting my son and in my relationship."

"Good to know other parents have the same issues."

"I have been able to break out of the cycle and look back on actions to do better next time."

"When I first came to the group I was very optimistic about what I would get out of it. But now that I have come and done it, I'm glad I did."

"I learned a lot of tips and tricks and ways to deal with what was first a difficult situation."

"I have learnt to take a step back and do it properly."

"I am very happy I did the course."

"I found the strategies useful for both my children."

"I feel the strategies have given me more confidence to deal with high risk situations."

"I felt the monitoring was a bit difficult to keep up with as I work part time although I understand the purpose."

"Overall a worthwhile course to gain key parenting skills and to focus on the relationship I have with my kids."

"Whilst nervous about the sessions I have found the content an informed approach to simple strategies really helpful."

"The planning a calm approach to natural children's behaviour has had a positive impact in our home."

"We the parents have learnt to work together. Thank you."

"I feel more confident in my parenting."

"Felt secure in the group and was able to share and not feel judged."

"I have a calmer household and will miss not coming to the group."

"I worry that I will go back to my old ways, when not having weekly support."

Triple P Level 4

(Evening Group - outwith Psychology of Parenting Project (PoPP))

Venue Broxburn

Run By Sure Start and Children & Young People Team (Parenting Groupwork)

Triple P Level 4 is a widely researched programme to support parents to improve their parenting skills and support them to build positive relationships with their children.

There is a good evidence base for effectiveness of this programme. It involves four group sessions, three weeks with support by phone and one recall group session.

Groups in year	1
Participants started	14
Participants completed	10

Refreshments were provided for this group

Evaluation Methods

Strength and Difficulties Questionnaire pre/post group

Outcomes

100% of participants reported an improved SDQ score

40% of children moved from the "high risk" range of SDQ

60% of children moved to within the "normal" SDQ range

Comments

"I am much calmer now in dealing with my son's behaviour"

"I have realised that I was contributing to my child's behaviour"

"I am a more realistic as a parent, as I realised my expectations of my daughter were too high and not age appropriate"

Plans for 2016 / 2017

Plan will be to continue this service as the need arises.

Triple P Stepping Stones

Venues: Craigsfarm, Livingston and East Whitburn Community Centre
Run By: Child Disability Service (CDS), Children and Young People Team (CYPT) and Bathgate Area Practice Team (Children & Families)(C&F BPT).

Facilitators (partners): Claire Greig Child Disability Service (CDS), Michelle Strachan (CYPT) and Charlene Johnston (C&F BPT).

Triple P Stepping Stones

This has been developed for parents/carers of children with a developmental disability. Stepping Stones Triple P has been evaluated with families of children with a range of disabilities (e.g. intellectual disability, autism spectrum disorders, cerebral palsy, and elevated levels of disruptive behaviour).

The programme involves six (2 ½ hour) group sessions that educate and actively train skills, and three (15 to 30 minute) individual telephone consultations to assist parents to refine the use of their parenting skills and to develop independent problem solving skills. A full behavioural and family assessment is completed before and after the group sessions.

The group is for parents or caregivers of children with a disability (up to 12 years of age) who benefit from this programme are those that require or are interested in learning a broad-based range of parenting skills to promote child development and to manage mild to moderate level challenging behaviours. The programme is appropriate to assist parents to prevent the development of problem behaviour or to change problem behaviour if it is occurring. Parents need to be able to commit to six group sessions and three telephone consultations.

The programme is delivered in partnership by the Child Disability Service, Children and Young People Team and Children and Families Bathgate Area Practice Team. We aim to run the programme once a term and accept referrals throughout the year.

Groups run in year:	2
Evening groups:	0
Participants started:	15
Average attendance per session:	4
Participants completed:	5 (33%)
Focus children:	5

Transport, refreshments and crèche were provided.

Evaluation Methods:

- Strengths and Difficulties Questionnaire (SDQ).

Complete Data Sets: 5

Outcomes:

Children

- **5 (100%)** with improved SDQ score
- **3** moved out of high-risk range at end of programme (SDQ score <17)
- **1** moved into normal range at end of programme (SDQ score <14)

Comments:

"The group has provided me with confidence to manage my daughter better."

"Staff are fully understanding of each families individual situation."

"I found the programme to be extremely helpful in communicating with my child and also for him communicating his feelings to me. He has become a more settled happy child."

Plans for 2016/17:

- To continue to roll-out Group Triple P Stepping Stones in partnership (3 groups per annum);
- To develop joint waiting list on SWIFT;
- To improve recruitment and retention.

Mellow Bumps

Venue Newyearfield Farm covering all of West Lothian

Run By Sure Start

Mellow Bumps is a 6 week ante-natal group work programme based on the core principles of Mellow Parenting. The group encourages the sharing of experiences and what it means to prepare for the arrival of the baby. The programme also includes video material to introduce to mothers the concept of brain development in early infancy and how to promote this.

Groups in year 1

Participants started 3

Participants completed 3

Transport and refreshments were provided at this group.

Evaluation Methods

Unfortunately we no longer have this information as it was sent to Mellow Parenting to be involved in their wider evaluation of the programme.

Outcomes

All 3 parents were referred onto Mellow Babies and took up the offer of this support.

Comments

Anecdotal feedback would suggest that all those who attended enjoyed the group and felt better prepared for the arrival of their baby.

Plans for 2016 / 2017

To continue to offer this programme more readily than currently.
To advertise this programme more widely with stakeholders.

Mellow Babies

Venue Group held in Livingston Free Church for all of West Lothian
Run By Sure Start and Livingston Family Centre

Mellow Babies is a group for parents with high social and emotional needs, including anxiety and attachment issues. The group runs over 14 weeks and is for a full day, the day is broken down into the morning's allowing parents to consider their previous experiences of parenting; the opportunity to reflect on their own relationships and how this impact on their parenting followed by a structured play session between mothers and their babies followed by a parenting session which is aimed at increasing parental knowledge in relation to the developmental trajectory of their baby and how they can support this development.

Groups in year 1
Participants started 5
Participants completed 4 (7/8 sessions)

Transport, refreshments and Crèche/Children's nurture group (for 5 babies) were provided for this group.

Evaluation Methods

Adult Well Being Scale: increase in parental mental well-being

Karitane Parenting Confidence Scale (KPCS): observations made in relation (through video work) to improve parental interactions with their babies

Outcomes

Number of complete sets of data = before and after questionnaires for each parent/carer

Before: 4 After: 3

1. Pre: 8 Post: 11 This was expected as started rehab reduction in methadone
2. Pre: 11 Post: 16 Returned from Holland after visiting supportive parents
3. Pre: 25 Post: 20
4. Pre: 6 Post : Still attempting completion, currently on work experience.

1 child returned home from being Looked After and Accommodated Child (LAC).

Comments

"At first I was unsure what to expect at the group but over the weeks I began to really enjoy the group."

"Wasn't keen on being videoed, but so glad I agreed. I have learnt so much from watching myself with my baby"

"I don't want the group to end."

"Thanks for your support. (HUG)"

"I have really enjoyed the group"

"When will we meet up again?"

Plans for 2016 / 2017

We will increase the number of groups that we will run over the year.

Mellow Mums

Venue Various: West Lothian wide 9th March – 15th June
Run by Gill Harvey Karen Wallace (Children & Young People Team)
Nurture Children's workers: Sharon Sahin, Gail Anderson (Whitdale Family Centre) and Mhairi Hall (Sure Start/ Families Included)

Parents/carers started (completed 1 session) 6

Parents/carers completed 4

Families (focus children) completed 4

(Definition of completion Mellow – 11/14 sessions)

Average attendance = 4

Sessions attended by all participants/total number of sessions = 13

Evaluation Methods

Strengths and Difficulties Questionnaire (SDQ), Parenting Daily Hassles, Warwick Edinburgh Mental Wellbeing Scale (WEMWBS).

Number of complete sets of data = before and after questionnaires for each parent/carer 3

Outcomes

Children

- 1 improved SDQ score
- 0 moved out of high-risk range at end of intervention (SDQ score below 17)
- 2 moved into normal range (SDQ score below 14)

Parents/carers

- 2 reduced in Parenting Daily Hassles score
- 2 improved mental well-being (14 lowest and 70 highest)
- 2 mental well-being was below national average (51) at start
- 1 mental well-being is now at or above national average (51)

Care plan outcomes as a direct/indirect result of taking part in the group

1 child returned to care of parent

At least 1 contact moved from supervised to unsupervised

Comments from participants

"This has given me more confidence and I learnt more tools to use with my children"

"The group supported me to learn more about myself and the kind of parent I want to be"

"This is the only group that I have felt safe enough to disclose about the sexual abuse that I suffered as a child."

"It was good to attend a group where I wasn't the only parent that didn't have my child in my full time care"

"I didn't feel judged as a parent or as individual."

Plans for 2016 / 2017

As the Mellow Mums group caters for the whole of West Lothian, transport can be a problem requiring a lot of time and consideration of children's needs. In future a risk assessment will be done prior to the group starting. This was raised and discussed in the Mellow Parenting support group and taken on board for future groups.

The participants in this group benefitted from the Mellow programme and were also given extra support out of the group to work on the issues they raised within the group.

Mellow Dads

Venue Whitburn Community Centre, September 2015
Run By: Ali Pitbladdo, Children & Young People Team (CYPT) Derek Thomson, Livingston Family Centre, Stephen Gorman, Sure Start

Parents/carers started (completed 1 session) 5

Parents/carers completed (Mellow – 11/14 sessions) 4

Families (focus children) completed 4

Evaluation Methods

- Strengths and Difficulties Questionnaire (SDQ),
- Parenting Daily Hassles
- Warwick Edinburgh Mental Wellbeing Scale (WEMWBS)
- Mellow Parenting evaluations.

Number of complete sets of data

Those with before and after questionnaires for each parent/carer 4

Care plan outcomes as a direct/indirect result of taking part in the group

Children

- 1 removed from the Child Protection Register

Parents/carers

- 1 now caring for a child who was Looked After and Accommodated
- 2 have contact moved from supervised to unsupervised

WLC PEEP (Parents as Early Education Partners)

Venue Various Nurseries throughout West Lothian

Run By West Lothian Council Nurseries

PEEP motto is “helping parents and carers to give their children a flying start.”

- Sessions run weekly (30 weeks).
- Session is 1 hour but requires time for preparation and planning from the programme beforehand and evaluation afterwards.
- Trained PEEP practitioner(s) work with parents /carers and their children.
- Groups range from babies to age 4.
- The programme supports children’s learning and the adults’ understanding of social, emotional, literacy and numeracy development.

Core activities in the session are:

- Talking time
- Songs and rhymes
- Sharing activities
- Sharing books

Parents/carers make a portfolio or keep a diary (keeping a record of the child’s development over a year).

Parents/ carers learn new songs and rhymes with their children, look at and choose books to take home to read.

Refreshments are provided within the groups.

Groups in year	50
Participants started	244
Participants completed	272

Evaluation Methods

Practitioner session evaluations

Parental questionnaires

How Good Is Our Early Learning Centre (HGIOELC) Quality Indicators

Outcomes

The positive outcomes that parents feel PEEP provides are illustrated through their feedback, waiting lists and increasing parental enquiries into the Civic Centre.

Parental feedback:

“I attended PEEP sessions at Broxburn with my daughter. During these sessions I gained a valuable insight into my daughter’s interests and the creative process she undertakes during her learning. Under the guidance of the PEEP practitioner we were encouraged to explore our learning together.”

“Both my daughter and I thoroughly enjoyed these sessions and my daughter looked forward each week to PEEP.”

“My enjoyment of these sessions led to a career changing decision and I applied to West Lothian College to study Playwork and Childcare. I subsequently gained a National Progression Award in Playwork & Childcare and am currently working towards an HNC in Early Education & Childcare. I have further been accepted to study the HND in Childhood Practice.”

"In 5 weeks I will be a qualified Practitioner and I feel that without the initial support and encouragement from my PEEP practitioner, PEEP organisation and other childcare professionals I would not have embarked on this life changing journey."

Plans for 2016 / 2017

- To sustain the number of PEEP groups currently running
- To provide training for practitioners on the new PEEP programme
- To provide training for existing PEEP practitioners on the conversion programme
- To provide training for PEEP practitioners on the Progression Pathways - Parent Accreditation
- To continue to liaise with West Lothian College (partnership agreement with West Lothian College, for successful parents to progress on to a college course to further their learning).



PEEP parents and carers receive certificates

Parents and carers who attend West Lothian Council's PEEP (Parents Early Education Programme) recently gained accreditation from the Scottish Qualifications Authority (SQA).

The group of 18 parents and carers from Broxburn, Kirkhill, Uphall and Polbeth nurseries were presented with certificates by West Lothian Council's Head of Education (Development) Donna McMaster.

While attending their weekly PEEP session the parents and carers also completed portfolio assessments and achieved SQA accreditation in Communication and Language Development level 2 and 3.

Head of Education (Development), Donna McMaster said: "PEEP groups run across West Lothian and support parents, carers and children to learn together.

"I was delighted to meet all of the parents and carers who were receiving their certificates along with their children. Everyone was very enthusiastic about their course and about the support which is offered by PEEP. I would like to congratulate everyone on their success."

For more information contact your Health Visitor or Ann Doyle, call: 01506 281947 or email: ann.doyle@westlothian.gov.uk

Bookbug in West Lothian

West Lothian libraries work in partnership with the Scottish Book Trust to deliver the Bookbug Programme throughout West Lothian. The aim of the programme, delivered nationally by local authorities across Scotland, is to encourage parents and children to enjoy books together.

The programme has three strands:

1. The Gifting Programme Bookbug

Baby Bag gifted as early as possible before 16 weeks by Health Visiting teams
Bookbug Toddler Bag gifted between 12 and 24 months by Health Visiting teams
Bookbug Pirate/Explorer Bag gifted to 3-year-old children in their ante-preschool year at nursery. West Lothian Libraries Bookbug Coordinator works with colleagues in early years settings to establish numbers of 3 year olds and ensures the bags are delivered.
Bookbug Primary 1 Family Bag gifted during the first year at Primary School
Bookbug Bags in Gaelic, Scottish Book Trust work in partnership with Bord na Gaidhlig to provide free Gaelic books to 4,500 Gaelic speaking families across Scotland

In 2015/16 Libraries distributed over 2,000 Bookbug Pirate Packs to Nurseries and Early Years Centres in West Lothian.

2. Bookbug's Library Challenge

The Challenge encourages children aged from birth to 4 years old to discover and enjoy their local library. On each visit, children receive a stamp on their special Bookbug Challenge Card and once they have collected 6 stamps they receive one of seven limited edition certificates. This initiative encourages families to borrow books to share at home together. Libraries are working in partnership with Registration Services to sign up babies to library membership when a birth is registered.

In 2015/16 156 certificates were issued to children

3. Bookbug Sessions

Bookbug Sessions are free, fun and friendly events for babies, toddlers, pre-schoolers and their families to enjoy together. Each session lasts around 30 minutes and includes songs, stories and rhymes. There is usually no need to book and they take place in a very relaxed environment.

Going along to a session is a great way to meet other mums, dads, carers and children in your local area. They also have lots of benefits for children, such as building up their confidence and social skills, and gives their speech and language development a real boost.

332 Bookbug Sessions were held in 2015/16 with 3,693 adults and 4,232 children taking part in the interactive sessions.

**11 of our libraries are in areas of multi-deprivation.
 Of the total above 300 sessions were held with 3,457 adults and 3,933 engaging.**



Some customer comments:

"We pay for our children to take part in other activities in West Lothian. This is free and is every bit as good if not better."

"The Bookbug session was well structured and stimulating for babies. This was my first time; very worthwhile".

"The Bookbug session is a a great group for babies and toddlers. This was our first time but we will be back. Thanks!"

Bookbug Week took place between the 18th and 23rd of May 2015. The theme for the week was Bookbug's Big Bedtime Story. Staff held Bookbug sessions filled with bedtime themed stories, songs and rhymes, as well as craft activities and treasure hunts. All those attending were asked to come to the events wearing their pyjamas. Bookbug session leaders also dressed up in their pyjamas and served milk and cookies.

Throughout the Week in 2014 libraries held **6** Bookbug sessions with **145** children attending and **98** adults. This year libraries managed to hold **25** events which included Bookbug sessions in their libraries as well as in various play groups and nurseries, plus storytelling and craft sessions. **424** children **230** adults participated.



Family Nurse Partnership

Venue	Home Localities across West Lothian
Run By	NHS Lothian

Family Nurse Partnership (FNP) supports a multiagency early intervention approach to help break the intergenerational cycles of poverty, deprivation and poor outcomes in people's lives.

FNP is an evidenced based preventative early intervention programme. Specially trained family nurses deliver an intensive, structured home visiting service. It is offered, on a voluntary basis, to first time mothers under the age of 20 years from early pregnancy until the child is 2 years old. It aims to improve pregnancy outcomes, child health and development and the mother's economic self-sufficiency.

FNP uses a strength based approach, resulting in a strong therapeutic relationship between the family and the nurse. Family Nurses aim to connect with people's intrinsic motivation to do the best for their children by using effective methods to support change in people's lives and in their behaviours.

Participants started

We have had a total of 227 participants; of whom 60 enrolled on the programme from April 2015 until April 2016

Participants completed

There were 53 young women who graduated during this period.

Evaluation Methods

This is a long term strategy that enables change in families to impact on the well-being for the children: impact is measured through:

- Participant feedback
- Nurse feedback
- Feedback from other professionals
- Adherence to fidelity model
- Extensive data collection and analysis

Outcomes

This is a long term strategy. It is acknowledged that FNP has successfully integrated into the West Lothian area. There has been successful engagement and retention of the young women; supporting them through pregnancy and the birth of their children, and moving them on to specialist services and employment, training and education advice, as appropriate.

During joint visits with the Family Nurse and FNP Supervisor and at service user events the young women have regularly stated that FNP has had a positive impact on their lives and in particular the relationship they have with their children.

Feedback from other professionals has been very positive with special attention given to the excellent joint working in relation to the most vulnerable of families.

Plans for 2016 / 2017

FNP plan to continue to offer to all eligible young women in the West Lothian area. As an established element of universal services for this group our aim is to focus on the achievement of outcomes and service improvement.

Section 2: Local Programmes

2.1

Young Dads 2 Be

Venue Strathbrock Partnership Centre for all of West Lothian
Run By Sure Start

Young Dads 2 Be is a rolling 6 week ante-natal group to support expectant young fathers (under the age of 23 years). Various topics covered including; supporting your partner in labour; caring for your baby; development in infancy; postnatal mental ill health.

Groups in year	1
Participants started	8
Participants completed	4

Transport and refreshments were provided.

Evaluation Methods

No formal pre/post group evaluation is undertaken; all participants are invited to undertake a written evaluation at the end of the group.

Outcomes

Young fathers have self-reported feeling more confident and less anxious about becoming a parent.

Comments

One father has reported feeling more confident in reading to his baby in-utero.

Plans for 2016 / 2017

To continue to offer and develop this service

Dads 2 Be

Venue	St John's Hospital for all of West Lothian
Run By	Sure Start and Parent Education Co-ordinator NHS Lothian

Dads 2 Be is a 4 week ante-natal group for expectant fathers. Topics that are covered within the programme include supporting your partner in labour; observing and responding your baby's cues; development in early infancy; post-natal mental ill health.

Groups in year	9
Participants started	133
Participants completed	123

Refreshments were provided at this group.

Evaluation Methods

No formal pre/post group evaluation is taken. All participants are asked to complete an evaluation at the end of the programme.

Outcomes

Common themes from those completed evaluations are that fathers report to an increase in confidence in relation to becoming a father; having an increased knowledge of what to expect when your partner is in labour.

On the basis of feed-back offered the programme has evolved to reflect this.

Plans for 2016 / 2017

To continue to offer the programme on a rolling programme; on the basis of the information received from participants the group will also be extended by 1 further week to allow for further discussion in relation to early infancy.

Parent Education

Venue	NHS Lothian
Run By	Andie Hewitt, Parent Education Co-ordinator NHS Lothian

Parent Education offers a wide range of ante natal classes throughout Lothian, provide training for Midwives and other staff in Parent Education and work closely with other groups involved in Parenting. Events run by Parent Education include Dads2be and Baby Events in localities through the year. Refreshments are provided at these groups.

Plans for 2016 / 2017

Continue present plans

Dads Groups

Venue Livingston and Whitdale Family Centres, covering all of West Lothian
Run By Sure Start and Family Centre Staff

Dads Groups are structured group for dads and their children with the principle aim to support and encourage men in a fathering role to build positive relationships with their children. Activities such as messy play help to build parental confidence as well as enhancing a child's variety of experience.

Groups in year Rolling Programme

	Referred	Attended less than 50% of sessions	Attended more than 50% of sessions
Livingston	14	7	4
Whitdale	12	7	6

Transport and refreshments were provided for this group.

Evaluation Methods

Fathers are invited to complete evaluation when they complete/leave the group. They are also encouraged to provide feedback on what they enjoyed/disliked about that session and this feedback assists with the planning of subsequent sessions

Outcomes

One father was referred to the group by a Social Worker. At this time his child was outwith his care and he was having supervised contact.

The father attended the group weekly working with the facilitators within the group (as well as the wider helping team) and managed to have his child returned to his care. He has advised that despite his initial trepidation about engaging with the group, the group supported him to build a more positive relationship with his child and his wider family.

Comments

Fathers regularly offer feedback in relation to being more confident playing with their children. They also frequently report enjoying the social contact with other fathers who are in similar situations to themselves.

Plans for 2016 / 2017

To continue to promote and build the Dads groups with all stakeholders.

2.2

Young Mums 2 Be

Venues: Livingston and Whitburn covering all of West Lothian

Run By Sure Start

Young Mums 2 Be (YM2B) is a 12 week rolling ante-natal programme for women up to the age of 23 years (or 25 with additional vulnerabilities). Group aims to support women to feel better prepared for the arrival of their baby including their expectations about the birth and delivery of their baby.

Groups in year

Rolling Programme

	Number referred	Number who attended	Number who completed
YM2B West (Whitburn)	21	3	3
YM2B East (Livingston)	39	22	21

Transport and refreshments were provided.

Evaluation Methods

Adult Wellbeing Scale at the beginning of the programme; Violence Against Women screening tool

Outcomes

There is no current follow up with the Adult Wellbeing Scales: this will be developed in 2017.

Comments

"It prepared me for what was going to happen and things didn't shock me as much"

"Nice to be out and meet other mums"

"It was an amazing group"

Plans for 2016 / 2017

Due to the reduction in numbers for YM2B in the west it has been decided that both groups will be amalgamated within a central venue which will cover the whole of West Lothian.

To evidence outcomes better, we plan to introduce Adult Wellbeing Scales follow-up.

Young Mums Postnatal Groups

Venue: Chill out Zone Bathgate; Newyearfield Farm Livingston covering all of West Lothian

Run By Sure Start

Young Mums Postnatal Groups support mothers through the delivery of up to date advice and guidance with regard to their parenting role. The group all use a number of national initiatives such as Play@home and Bookbug to increase parental knowledge in ways to interact and promote the development of their baby/child.

The programme of each group is individualised and is dependent on the needs of the parents at that time. This includes offering Incredible Years Toddler programme for the Young Mums Toddler group; structured baby swim sessions to improve parental attachment and handling of their baby.

Groups in year Rolling Programme

	Numbers Referred	Numbers who attended less than 50%	Numbers who attended more than 50%
YM Babies - West	6	5	4
YM Babies - East	23	22	14
YM Toddlers - East	23	21	20

Transport, refreshments are provided for this group and crèche is provided on some occasions, but not always.

Evaluation Methods

Various pre/post group evaluations were undertaken – depending on the programme being offered but included:

- Maternal Attachment Scale (baby group)
- Adult Well Being Scale (baby group)
- Strengths and Difficulties Questionnaire (IY Toddlers)
- Rosenberg Self Esteem Scale (IY Toddlers)

Outcomes

On completing the Incredible Years group all participants noted an increase in terms of their own feelings of self-worth and self-efficacy; as well as a reduction in all areas of difficulty in the SDQ and increase in the pro-social domain.

Nine parents of the 20 undertook the Incredible Years toddlers.

In the baby groups all parents noted improvements across the 3 domains particular in relation to Pleasure in Interaction which relates to an increased amount of time that the mothers are spending with their children.

Comments

"Made friendships in the group for me and my baby"

"Help was always there when we needed"

Plans for 2016 / 2017

Due to insufficient referrals there are no plans to run the group in the west currently.

In order to focus on physical wellbeing and parental inactivity, some sessions will be structured park walks/crawl.

The Baby group will undertake 'Wean the Weans' sessions following baby massage.

2.3

Positive Steps

Venue: 2 in Deans Community High School; 2 in Mosswood Community Centre; 2 in Armadale Community Centre, covering all of WL.

Run By Sure Start

Positive Steps is a 12 week therapeutic group to support women who have been diagnosed with postnatal mental ill-health (PNI). The group is based on the principles of Cognitive Behavioural Therapy (CBT) which focuses on challenging unhelpful thought processes. CBT is also suggested within National Institute for Clinical Excellence (NICE) guidelines as an intervention that is most effective in treating PNI.

Topics covered include self-esteem and self-efficacy; practical therapy techniques to reduce anxiety and low mood; improved attachment between mother and baby.

Groups in year	6
Participants started	59
Participants completed	32

Transport refreshments and crèche were provided for this group.

Evaluation Methods

Adult Well-being (AWB) Scale
Maternal Postnatal Attachment Scale

Outcomes

Of the 32 women who completed the group all reported that they had improved their knowledge of postnatal mental ill-health, with 76% reporting an improvement in their own well-being through follow up of the AWB Scale.

Comments

“being able to talk freely without being judged to (by) people that are going through the same thing”

“a safe place to talk”

“feels as if a weight has been lifted from me”

“CBT sessions were fab – making me aware of my thoughts and feelings and how to cope with these”

Plans for 2016 / 2017

The demand for this group continues to increase and we are looking to offer more groups throughout the year.

We also plan to re-start the external evaluation of the service which we were unable to do this year due to staffing issues.

2.4

Getting Through The Day

Venue Whitdale Family Centre
Run By Jennifer Douglas and Jackie Donnachie, Whitdale Family Centre

Getting Through The Day looks at children's behaviour through the eyes of the child and ways for parents to

- respect /listen to their children
- help their children to respect /listen
- deal with temper tantrums
- manage behaviour
- understand age and stage appropriate behaviour.

The programme looks at

- communicating with children through encouragement and praise
- helping children to co-operate
- parents being assertive
- setting rules and boundaries.

Groups in year	11
Participants started	35
Participants completed	27

Evaluation Methods

Parenting Daily Hassles scale is carried out week 1 and week 7 and this looks at the way that the parent is dealing with the behaviour.

Outcomes

Parents start to realise that they need to change to get their children's co-operation and for the behaviour to change. When the parents see the changes they start to understand the reason why their children are behaving in that particular way.

Parents can see their routines need to change and it can be the simplest change that can make it better. Relationships improve dramatically within families and they can start to understand each other.

Comments

"I am calmer as a parent "

"Starting to listen more "

"This particular group is a good level to understand children's behaviour and looking through the eyes of a child is a good way of learning the parents as its ways children feel and the understanding of why they behave in certain ways."

Plans for 2015 / 2016

To continue with the Getting Through The Day.

Getting Through The Day with Autistic Spectrum Disorder - Dads Session

Venue Livingston for all of West Lothian

Run By Signpost and Children & Young People Team (Parenting Group work)

Getting Through The Day (GTTD) with Autistic Spectrum Disorder (ASD) - Dads Session is a three hour evening session with three facilitators. Numbers are not limited but would limit at 20. The aim of this informal and relaxed session is for dads – or any male carer e.g. grandpas, step-dads who are unable to attend the 10 week course, still to have the chance to explore and understand ASD and how it affects their child. How they can develop strategies to support them and gain information and support in a relaxed group setting from the facilitators and peers. The session uses Power-point, questions and answers and handouts.

Groups in year 1

Participants started 9

Participants completed 9

Evaluation Methods

Feedback gathered, including how they are feeling at the start and end of the session.

Outcomes

- To have increased knowledge & understanding of ASD
- To relate to the difficulties young people with ASD experience
- To use specific strategies which support young people with ASD
- To increase parents engagement with their children
- To have increased confidence in supporting a child with ASD
- To have increased knowledge of services relevant to ASD
- Decrease isolation by meeting other parents/carers in the same situation.

A small selection of comments:-

'Came in with an open mind and took away lots of things to try, all of this is new so wasn't aware of a lot of things'

'Filled in a lot of blanks in my recent experience'

'Enjoyed the analogies of the different perspectives of ASD children'

'Helped me re-affirm some of the strategies we are trying and think about some new ones we might use.'

'Good to have notes to remind me of these.'

Comments

Facilitators were pleased with the engagement of the dads and the energy at the end of the session.

Plans for 2016 / 2017

Plans were for 2 Dads ASD sessions for fathers but movement of staff have not allowed this for 2015/16: we aim to run this again in 2016/17.

Getting Through The Day with Autistic Spectrum Disorder

Venue Livingston

Run By Signpost, Children & Young People Team and Child Development Service

Getting Through The Day (GTTD) with Autistic Spectrum Disorder (ASD) runs one morning a week for 10 weeks with 2 facilitators and a maximum of 8 parents/carers. The group is informal and relaxed.

The aim of the group is to increase parents/carers knowledge of ASD and how it affects their child. How they can develop strategies to support them and gain information and support in a group setting from facilitators and peers.

Groups in year	2
Participants started	16
Participants completed	12

Refreshments and crèche were provided for these groups.

Evaluation Methods

Evaluation form to assess if outcomes were met.

'How am I feeling' form to be completed first and last week – Rosenberg scale.

Weekly feedback gathered, including how they are feeling at start and end of each session.

Outcomes

- To have increased knowledge & understanding of ASD
- To relate to the difficulties young people with ASD experience
- To use specific strategies which support young people with ASD
- To increase parents engagement with their children
- To have improved relationships within the family
- To have increased confidence in supporting a child with ASD
- Improve emotional & physical wellbeing of parents
- To have increased knowledge of services relevant to ASD
- Decrease isolation by forming support network with other participants

A small selection of comments by parents/carers:-

'I'm calmer to my child understands me better.'

'I would highly recommend the course.'

'The support and information available is amazing.'

'Realising what I CAN do, and have done, and what is out there.'

'Different strategies and information. People who listen & understand.'

'The group has helped me a lot. It has been good not feeling alone anymore. Thank You.'

Comments

The facilitators are aware of the importance of the support given to the families by each other and their need for ASD specific support.

Plans for 2016 / 2017

Plans for the coming year will be to continue with the 2 courses per year.

SIGNPOST
Getting Through the Day with Autistic Spectrum Disorder – QUESTIONNAIRE
RESULTS
Long-term benefits to your family



To have a better understanding of the long-term benefit of the GTTD with ASD course, the following questionnaire was sent out to 25 families who had undertaken the course from Jan 2012 - Jan 2014. The return rate of questionnaire was 31% and the undernoted results emphasize how relevant the course was and still is to families.

1. Please tell us about any benefits that your child experienced as a result of you taking part in the course (tick all that apply)

- | | | |
|---|--------------------------|-------|
| • My child has a better relationship with parents & siblings | <input type="checkbox"/> | 50% |
| • My child has better relationships with friends | <input type="checkbox"/> | 50% |
| • My child has better relationships with school staff | <input type="checkbox"/> | 62.5% |
| • My child has found a social club | <input type="checkbox"/> | 62.5% |
| • My child is less stressed and anxious | <input type="checkbox"/> | 37.5% |
| • My child is more confident at managing situations | <input type="checkbox"/> | 62.5% |
| • My child has a parent who better understands his behaviour in relation to ASD | <input type="checkbox"/> | 75% |
| ▪ My child has a parent who understands the difficulties & challenges they face | <input type="checkbox"/> | 87.5% |
| ▪ My child can rely on parent to put in good strategies to help them cope | <input type="checkbox"/> | 87.5% |
| My child is listened to and taken seriously | <input type="checkbox"/> | 75% |
| • My child is having a better experience at school as I am a better advocate for them | <input type="checkbox"/> | 87.5% |
| • My child has learned more effective coping strategies | <input type="checkbox"/> | 62.5% |
| • My child has a better quality of life | <input type="checkbox"/> | 62.5% |

Any other benefits/comments:

- ✓ More awareness of ASD

2. Please tell us about any benefits that you as a parent experienced as a result of the course

(tick all that apply)

- | | | |
|--|--------------------------|-------|
| • Have an increased knowledge and understanding of ASD | <input type="checkbox"/> | 100% |
| • Able to put effective strategies in place to help my child | <input type="checkbox"/> | 100% |
| • Understand how my child sees the world | <input type="checkbox"/> | 87.5% |
| • Better communication with my child | <input type="checkbox"/> | 87.5% |
| • Better relationship with my child, my partner & family | <input type="checkbox"/> | 75% |
| • Feeling more self-confident as a parent | <input type="checkbox"/> | 87.5% |
| • Being confident at meetings about my child | <input type="checkbox"/> | 87.5% |
| • Better able to manage stress and how to address this | <input type="checkbox"/> | 75% |
| • Increased knowledge of services and supports | <input type="checkbox"/> | 87.5% |
| • Feel less isolated | <input type="checkbox"/> | 87.5% |
| • Better connected to and support from other parents | <input type="checkbox"/> | 75% |
| • Felt more able to make choices | <input type="checkbox"/> | 87.5% |

Any other benefits/comments:

- ✓ Now I am aware of the services, clubs and support available and how to communicate with schools

3. Please tell us about any sustained long-term benefits which resulted from our support
(tick all that apply)

- | | | |
|--|--------------------------|-------|
| • Still able to put effective strategies in place to help my child | <input type="checkbox"/> | 87.5% |
| ▪ Still able to access further support when required | <input type="checkbox"/> | 87.5% |
| ▪ Still able to think about preferred outcomes and plan ahead | <input type="checkbox"/> | 75% |
| ▪ Still in contact with some of the other Group members from the course and still feel supported by them | <input type="checkbox"/> | 75% |
| ▪ Feel more confident/more in control at meetings | <input type="checkbox"/> | 87.5% |
| ▪ Now able to negotiate appropriate outcomes for my child | <input type="checkbox"/> | 87.5% |
| ▪ Child continues to receive appropriate support in school | <input type="checkbox"/> | 75% |
| ▪ Better long-term relationship with school staff | <input type="checkbox"/> | 75% |
| ▪ Family relationships are less stressful | <input type="checkbox"/> | 50% |
| ▪ Child has improved quality of life | <input type="checkbox"/> | 75% |

Any other benefits/comments:

- ✓ Opens doors to other help

4. What would have happened if you had not received this support?

- ✓ I would not have got the right support to get my son back into mainstream school
- ✓ It would have been a struggle to make it through the day a lot of the time. My child would have still been at a school that didn't support him.
- ✓ Continued isolation, lack of information on services.
- ✓ I really do not think [my son] would be as supported as he is if I had not received this support.
- ✓ I would not have been so confident. We had a lot of laughs, shared experiences and it was good to hear what other parents have tried and to experience what my child feels like.
- ✓ Alone?
- ✓ I would have struggled to find support for my son.
- ✓ I was at breaking point.

5. Would you recommend this support to other families? – please explain why.

- ✓ Yes, and I have as you learn loads from babies to older age and not to compare your child to others and to deal with everyday things.
- ✓ Yes, people feel quite isolated after diagnosis, so it's good to know you aren't alone. Good to try some other people's strategies if you feel what you are doing isn't working.
- ✓ Yes, opens up a world of support and access to services.
- ✓ 100% I felt very isolated and alone having a child with Aspergers, however, this course educated me, provided support and also gave me the confidence & tools on how best to support [my son] and my family.
- ✓ Definitely. I have lasting friendships and support from this group. My daughter was one of the youngest, but I learned a lot at the right time.
- ✓ It gives so much information that is imperative to your child.
- ✓ Yes as it is very helpful to parents & children.
- ✓ Yes, definitely made me understand that we are not alone.

6. Finally, can you sum up the impact of this course for your family in one sentence or phrase?

- ✓ *I'm not scared*
- ✓ *Amazing - happy face*
- ✓ *Opens up a world of support, new friends and access to services*
- ✓ *This course helped me at a time when I really felt I had no-one to turn to or have any knowledge on how best to support my son. My husband attended the group for fathers which he enjoyed but it's just very unfortunate that it was only one he could attend.*
- ✓ *Well worth attending.*
- ✓ *You can relax and be informed and progress with your child.*
- ✓ *Good support for us all.*
- ✓ *Helped us all understand more as a family.*

2.5

Parenting Teenagers Programme

Venues Bathgate Academy, Inveralmond Community High School (ICHS) (x 2), Whitburn Community Centre, Uphall Community Centre and Armadale Academy.

Run By Children & Young People Teams (including MHMW and AIMS Teams), ICHS and Families Included Service (FIS).

Facilitators (partners): Jerri Bald (FIS), Jen McKenna (ICHS), Martin Lawson (CYPT, MHMW Team) and Fiona Muir (CYPT, AIMS).

Parenting Teenagers Programme is our main intervention for parents of teenagers. The programme is based on principles of

- building positive relationships,
- understanding teenage development,
- improved communication,
- negotiation skills
- positive behaviour management strategies.

Groups run during the day and evenings. Parents/carers are expected to self-transport (although we can offer support with organising car sharing) and no crèche is offered.

The programme lasts 12 weeks and runs for 2 hours per week. Refreshments are provided.

Groups run in year:	6
Participants started:	63
Average attendance per session:	5
Participants completed:	34 (54%)
Number of focus children:	31

Evaluation Methods:

- Strengths and Difficulties Questionnaire (SDQ);
- Warwick-Edinburgh Mental Well-being Scale (WEMWBS).

Outcomes:

Children

- **23 (77%)** improved SDQ score
- **10** moved out of high-risk range at end of programme (SDQ score <17)
- **8** moved into normal range at end of programme (SDQ score <14)

Parents

- ***25 (74%)** improved mental well-being: *data not collected from 1 group.

Plans for 2016/17:

- Continue to deliver PTP in partnership with other teams;
- Introduction and roll-out of Group Teen Triple P

Parents' Comments:

"I found the group has helped me cope with behaviour and attitude of my daughter."

"All parents are the same."

"Feeling stronger as a parent."

"Would recommend this group to friends."

"This group should be open to everyone."

"The group is not what you expect, in a good way!"

"The people in the group are all the same."

"You learn lots of things you haven't thought of."

"The group leaders don't judge you."

"You get to talk to other parents in similar situations."

"Thank you, the support has been amazing."

"We have learned loads."

"Enjoy being around other parents, sharing their experiences."

"Really found the session on anxiety very informative."

"It was great to hear other parents having similar difficulties."

"It's been great, we have now got our own Facebook page and we continue to support each other."

"Drugs and alcohol most interesting, Very helpful on how to discuss this with my teenager."

"My relationship has improved with my teenager."

"Realising praise and encouragement goes a long way in a young person's self-confidence."

"I was never parented in a positive way, so have learned lots of new skills. It's great to talk and be listened too."

"Sometimes I felt that others did not allow the group their own opinion, but I enjoyed the session."

"This group has been amazing!"

"I have learned so much, thank you."

"This group should be available to everyone, I have really enjoyed it. "

"To realise how far we have come from the start is an eye opener, the course has been very good and so helpful."

"Very good course, much improved self-awareness of myself and my teen."

"Really made you think about your views and emotions and how this can affect the way you deal with things and the outcomes, feeling more positive about dealing with the issues happening."

"Felt very relieved to see other parents in similar situations."

"Always good to hear you are not alone with your difficulties, a good discussion which was very helpful, most impressed."

Comments - Parenting Teenagers Programme

'What About Me'

Venue	Whitdale Family Centre
Run By	Jennifer Douglas and Jackie Donnachie, Whitdale Family Centre

'What About Me' group supports parents with their lack of confidence, self-esteem and self-image issues. Through art activities and therapeutic sessions, we look at their lives in general and the reason why their confidence has been affected.

The group provides a safe and secure environment for group members to consider issues relevant to them, with the aim of improving their self-esteem and self-awareness, working on various strategies to cope with everyday life.

Groups in year	10
Participants started	46
Participants completed	29

Nurture care is provided for the children within a structured environment in both Family Centres and Addiewell Early Years Centre.

Evaluation Methods

At week 1 and 6 we carry out the Adult Wellbeing Scale to measure depression, anxiety, inner and outer irritability and mood.

Each week the women complete an evaluation looking at what they liked, disliked, had an impact and learned in each session.

Outcomes

The women go onto Getting Through The Day after 'What About Me', as they find they are enjoying the learning of the groups and want to continue.

There is a vast change in the women at the end of the group and the evidence is their confidence and self-esteem improves greatly. The formation of the group creates a supportive network for each other and they learn that they are not alone.

Comments

"Meeting new people"
"To be more confident around others"
"To control my stress levels and stop being anxious"

Plans for 2015 / 2016

To continue to recruit new parents.

We would like to see this group becoming evidence based. 'What About Me' is a positive way to engage adults and support their confidence and socialisation to improve.

Growing Together / Let's Play Together / Walk Together

(Summer Activities)

Venue Whitdale Family Centre
Run By Jennifer Douglas and Jackie Donnachie, Whitdale Family Centre

These are play and development groups for parent and child which run over the summer, looking at parent and child relationships.

Groups in year	3
Participants started	14
Participants completed	13

Evaluation Methods

No evaluation tools used in this group.

Outcomes

It was possible through the group to observe improvements in interactions between parents and children and to identify any areas of work that required additional support, e.g. general handling of babies.

Plans for 2016 / 2017

Plans for 2017 to repeat this type of service next year through the summer.

Play Lab

Venues	Various throughout West Lothian
Run By	Adult Basic Education

Play Lab is a six-week course which embeds literacies learning for parents within the key themes of developing play for learning and financial literacy. Parents are targeted through in-house delivery with Family Centre, Sure Start and school partners.

Groups in year	9
Participants started	40
Participants completed	36

Transport (bus vouchers), refreshments and crèche were provided for these groups.

Evaluation Methods

- Initial benchmarking
- end of course self-evaluation of learning outcomes
- end of course participant impact statements

Outcomes

Additional individual learning relating to adult literacies and English as a Second Language (ESOL) have taken place, but this is not included in the figures above as we do not count parents separately from the rest of our student body.

Parents Comments

"I now plan my meals weekly and budget right"
 "I now know how to work out percentages on products for better value"
 "I now shop around for better prices"
 "gained a better understanding of what it is to be a father"
 "I now feel more confident making up games and playing with the kids",
 "it has made me more confident as a parent and being able to speak to other parents"

Plans for 2016 / 2017

Adult Basic Education will be part of a restructure to form a new adult learning team which will have a greater remit for family learning (planned implementation date for this is 1/9/16). Meanwhile, due to reduced staffing capacity some Adult Basic Education delivery, including the Playlab course, is currently on hold.

Future Plans

A major change in 2016/17 will be the end of the three-year Psychology of Parenting Project (PoPP) in June 2016. We were one of only two authorities who started in 2013, from a position of already running Incredible Years ®. We do not know if any support will continue but we will have contributed information on attendance, retention and outcomes to the Scottish database. We have embedded this work well by making Triple P and Incredible Years ® our main programmes for parents of young children. Not only do we offer these programmes to the parents of target 3 and 4 year olds but we are responding to other demands by running Incredible Years ® Toddler programme for parent of under three year olds; and Triple P Stepping Stones for parents with children who have disabilities. Both programmes are proving to be effective.

The PoPP has also allowed practitioners to train to a high level and we are aiming to increase the number of Incredible Years practitioners who achieve their Incredible Years ® accreditation and to support Triple P practitioners to make better use of peer supervision (PASS).

Each report here includes a heading for future plans, and a number of groups have specific plans, e.g.

- to create an electronic joint waiting list across teams
- to improve evaluation
- to advertise the group programme more widely among stakeholders.

Staff are encouraged to aim for continuous improvement and there has been a gradual increase in the consistency of outcome measures used, which we aim to maintain and standardise where possible.

The continuing budget cuts to local authorities may impact on some areas of service, but we are currently delivering on a savings plan in early years which is not impacting on our parenting group work programme. We know that group work is cost effective and an efficient investment avoiding future, higher costs elsewhere and we aim to continue to deliver programmes as widely as we can across West Lothian in the future.

Group work is also known to be an effective way of supporting parents, as recommended by the National Institute for Clinical Excellence (NICE), and which led to the start of Parenting West Lothian. PWL will continue to oversee and co-ordinate this work in the future, and work towards enhanced partnerships despite the financial climate.

Livingston Family Centre has been unable to be used fully this year due to roof repairs, and will be back fully functional in 2016. However, Whitdale Nursery School and Early Years Centre will then be undergoing refurbishment and extension in the summer of 2016, which will increase space for Eligible two-year olds when completed.

The other major change from April 2016 will be the integration of NHS and Social Work services for adults and older people, with the formation of a new Health and Social Care Partnership. Children's services in West Lothian are not currently included in integration but management structures will have to be adjusted to reflect these changes.

Paula Huddart
Chair of Parenting West Lothian

Parenting West Lothian Membership

Paula Huddart
Dale Marsters
Elizabeth Stevenson
Karen Love
Catherine Thomas
Carole Middleton
Pam Murray
Andie Hewitt
Margo McCreight
Jenny Reekie
Rochelle Downie / Hilda Gibson
Julie Ross / Danny Halligan
Ann Doyle
Beth Sime

Group Manager Early Years & Early Intervention WLC
Parenting Group Work Team Manager, CYPT
Signpost
Sure Start Manager
Early Years Development Officer WLC
Team Leader, Health Visitors NHS
Family Nurse Partnership NHS
Parent Education Co-ordinator NHS
Family Centres Manager
ABE / PlayLab WLC
BookBug WLC
Barnardos
Education WLC
Admin Support, Children & Young People Team