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How can we make evidence-based programmes more socially inclusive?

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Technique Is Not Enough: A framework for ensuring that evidence-based parenting programmes are socially inclusive


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Technique Is Not Enough!

"Over the last ten or more years I have been caught in arguments between two camps: one camp claiming that providing anything other than parenting programmes evaluated using randomised control trial design and delivered with fidelity is a waste of public money and bound to fail. The other camp argues that unless programmes are co-designed with users themselves and are sensitive to local differences and capitalise on the judgement of those providing the programmes to adjust them according to local need and circumstances, they are bound to fail."

Naomi Eisenstadt CB

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What is an evidence-based programme?

- A programme is a discrete, organised package of practices, spelled out in guidance (sometimes called a manual) that explains what should be delivered to whom, when, where and how.
- A programme is 'evidence-based' when it is 'tested and effective':
 - 'Tested' means that the programme has been put through its paces by a high-quality impact evaluation
 - 'Effective' means that there is strong evidence from that evaluation that the programme makes life better for children or families

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The 23 UNODC programmes

- Triple P – Positive Parenting Programme
- The Incredible Years (IY)
- Strengthening Families Program
- Parents as Teachers
- Stop Now and Plan (SNAP)
- Multi-systemic Therapy (MST)
- Parent-Child Interaction Therapy
- First Step to Success
- Guiding Good Choices
- Parenting Wisely
- Families and Schools Together (FAST)
- Staying Connected with your Teen
- Helping the Non-compliant Child
- Positive Action
- Family Matters
- Strengthening Families Programme for Parents and Youth 10-14
- Multidimensional Family Therapy
- Nurse-Family Partnership
- Families Facing the Future
- Parents Under Pressure
- Al's Pals: Kids Making Healthy Choices
- Resilient Families
- DARE to be You

Survey respondents in red

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The 4 TINE principles

1. Maximise access by improving recruitment and retention
2. Co-produce programmes so they are culturally sensitive
3. Build social capital among service users, implementers and the wider community
4. Ensure programmes are sustainable

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TINE principle 1

IY reach of children with difficulties

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Example

Families and Schools Together (FAST)

- Recruits families through face-to-face visits
- Asks current and former programme participants to help with recruitment
- Holds meetings for parents during non-traditional hours, including weekends and evenings
- Visits parents in community locations
- Provides transport, infant care, and meals at meetings
- Implementation team leaders include individuals who are representative of the culture and background of the families served
- Programme staff understand the beliefs, values and attitudes of the community
- Helps staff to think about recruitment and retention as a routine and on-going process as part of supervision and quality control

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Example


DARE To Be You

"We recruit so that potential participants can see how the program meets their needs and works to reduce perceived or real barriers to attendance. Common elements include family meals, high quality child educational programs for all children in a family, a non-judgemental attitude that is focused on building on strengths, and a fun interactive curriculum that is less focused on didactic educational techniques than on social interactions. Some sites provide transport – nothing like someone showing up at your door to pick you up to get you there! Other sites have the programs right where the clients would normally come for other services or to pick up their children."

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TINE principle 2



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TINE principle 2



surface adaptation

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TINE principle 2



deep adaptation

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Example

Stop Now and Plan (SNAP)

"In our work with rural Canadian aboriginal communities we are collaboratively developing culturally relevant adaptations to the core, research-based foundation of the model. Recommendations for enhancements and changes emerge during our regular on-site consultations with the community leaders and program staff. For example, our commitment to use role-playing as an effective learning tool has been expanded to incorporate aboriginal narratives and story-telling. Drumming and smudge ceremonies have also been incorporated on various sites. We attempt also to match ethnic backgrounds where appropriate and available."

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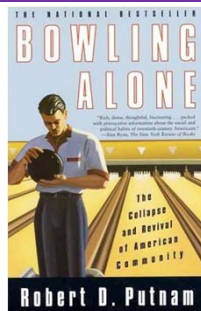
Example

Positive Action

"Positive Action classes are led by the facilitators who are from the local culture and have worked with us to adapt the classes to their culture. They have found that the Positive Action concepts are easily adapted to any culture's ideals because fundamentally all cultures' ideals are the same or very similar; the highest level of positive thinking behaviour and resulting positive feelings are similar but are related in stories, myths, and fables relevant to each culture. For example, the Native American, Hawaiian and African-American cultures all have circles which resemble Positive Action's Thoughts-Actions-Feelings Circle, and all use some kind of circle process for discussions, decision-making and sharing of leadership."

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TINE Principle 3



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Example

Families and Schools Together (FAST)

"We bring parent dyads together for 15 minutes during each parenting group so that two parents can discuss with one another what they have learned. This provides the opportunity for friendships to develop which may be sustained over time. FAST also brings together groups of 3-8 parents and supports them to find their own topics of relevance for discussion rather than being tied to lectures or using solely cognitive learning methods. Building relationships in this way takes time. Without an externally imposed agenda, however, the groups find the time for sharing each week."

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Example

Positive Action

"All components of Positive Action foster mutually respectful relationships within and between social groups, from families to classrooms to whole schools and communities. Understanding and respect for others' feelings, needs, ideas, etc. is a key value taught in many units but particularly Unit 4 'Positive Actions for Treating Others the Way You Like to be Treated' (i.e. with love, empathy, respect, cooperation, kindness, fairness, compassion, and courtesy). Building up understanding within and between groups in these ways clearly leads to improved social capital. Data from the Hawaii trial showed that students, teachers and parents from Positive Action schools all rated their schools as being better on multiple indicators of social capital than those from control schools."

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TINE Principle 4



Pop-Up Shop

High Street

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Example

Incredible Years

"If an agency decides that they wish to receive training to deliver the IY parent programmes they are invited to complete the agency readiness questionnaire. This helps them to assess whether they are ready to deliver the programme with fidelity and whether they understand the implications in terms of developing a service that will deliver the programs effectively. IY also works with agencies to develop a sustainable infrastructure. This includes selecting appropriate clinicians, providing accredited training and on-going supervision, and encouraging accreditation. From the accredited group leaders, some continue training to be peer coaches who provide support to new group leaders. From this group, some are trained to deliver workshops to new group leaders."

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Reference: Axford, N., Lehtonen, M., Tobin, K., Kaoukji, D. & Berry, V. (2012) 'Engaging parents in parenting programs: lessons from research and practice', *Children and Youth Services Review* 34 (10), 2061-2071.

Webinar series: <http://dartington.org.uk/projects/effective-practice-online-seminar-series/>