ENHANCING OUR FUTURE
A PROFILE OF PARENTING PROGRAMMES IN IRELAND

Written and compiled by
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The Report was supported by the Child Care Policy Unit and the Health Promotion Unit of the Department of Health and Children, together with the National Children's Resource Centre, Barnardo's, with a representative from each forming the Steering Committee. This Committee comprised Norah Gibbons, Senior Social Worker, Barnardo's, Eamon Corcoran, Assistant Principal Officer, Child Care Policy Unit and Owen Metcalfe, Chief Education Officer, Health Promotion Unit.

The Report was written and compiled by Geraldine French who wishes to acknowledge the contribution of the following:-

The Advisory Panel;

The many facilitators and programme developers who took the time to provide the information;

Áine O'Leary, who transcribed all the information supplied by facilitators and programme developers onto the database and into this report;

Mary Roche, Co-ordinator of Fás Le Chéile, North Western Health Board, and Yvonne Milner, Head of the Parenting Skills Unit, who read the first draft of this report and commented constructively;

Angela Canavan, Co-ordinator of Library & Information Services, National Children's Resource Centre, Barnardo's, who was responsible for the format of the database;

The Administration Team at Barnardo's who aided the completion of the final report;

Peter Walsh who provided practical help and encouragement throughout this research.
FOREWORD

The vast increase in parenting programmes in recent years is testimony to the interest that parents have in improving the skills and abilities that they possess to ensure that they can carry out this essential and fundamental task to the best of their ability. Parents wish to succeed in their role as parents and even though parenting can be a demanding and difficult task it can also be highly rewarding and enriching.

Many organisations and bodies have developed programmes which they feel will better equip parents to fulfil their role so that the next generation can be well prepared to take their place as responsible members of society and as parents in their turn. What has been absent in the past is a summary of available programmes together with some information about the programmes so that parents or involved professionals can make informed choices regarding the most suitable programmes for particular needs.

This study, together with its predecessor published in 1995, fills this gap admirably. It contains a wealth of information on available programmes and the information is presented in an accessible and informative manner.

As Minister of State at the Department of Health and Children I welcome this publication. I am glad that my Department, through the Child Care Policy Unit and the Health Promotion Unit, has been in a position to support the development and publication of this valuable resource.

I would like to congratulate Geraldine French, the author of this study and Jennifer Rylands, the author of the original study. I would also like to record my appreciation of the work and guidance of the Steering Committee and the Advisory Panel who by their professional contributions have ensured that this document will serve to produce information which will facilitate parents attaining high standards in the essential area of parenting.

I also pay tribute to the work of Barnardos in developing this project – it is a credit to all concerned.

Frank Fahey TD
Minister of State at the Department of Health and Children
June 1998
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SUMMARY

This report details research into parenting programmes in Ireland, undertaken by the National Children's Resource Centre, Barnardo's. The project was jointly funded by the Health Promotion Unit and the Child Care Policy Unit of the Department of Health and Children. The research was guided by a steering committee comprised of representatives from each of the funding agencies and from Barnardo's.

An advisory panel was established consisting of representatives from statutory and voluntary agencies who are directly involved in the provision of parenting programmes nationally.

This research follows a study written and compiled by Jennifer Rylands, entitled "A Study of Parenting Programmes in Ireland, Exploration of Needs and Current Provision" which was published in 1995.

The aims of this research project were to:

- update the database on the current provision of parenting programmes established by the 1995 study;
- identify the aims and objectives of each programme in order that facilitators can more readily choose programmes suitable for participants;
- identify the common elements in programmes that are felt to be working well by those groups who are using them.

Arising from these three aims, recommendations are made concerning the key elements of parenting programmes which help ensure that participants obtain maximum benefit from their participation in a parenting programme. Facilitators, in choosing or compiling a parenting programme, could also use the recommendations to endeavour to offer a comprehensive range of issues for consideration by participants.

The aims of the research project were achieved using a postal questionnaire survey method. Two questionnaires were designed, one specific to the updating of the database, which was sent to programme facilitators and the other to acquire information on individual parenting programmes, which was sent to programme developers. The latter questionnaire was necessary as very few parenting programmes were available for scrutiny. The making of recommendations required the examination of available evaluations and relevant literature.

This report profiles 31 parenting programmes, the information for which was provided by the programme developers.

This research found that: there are extensive changes to the 1995 database; there are several new parenting programmes being piloted; very few parenting programmes have been externally evaluated; very few are specifically oriented towards disadvantaged communities and the level of training of programme facilitators varied widely.
PART 1

introduction
INTRODUCTION

"Parenting is probably one of the most important jobs that many of us ever do and yet we receive virtually no preparation, no training and very little support."

(Erica De’Ath 1983)

1.1 BACKGROUND

In 1994 a study of parenting programmes was jointly initiated by the Health Promotion Unit and the Child Care Policy Unit of the Department of Health and the National Children’s Resource Centre, Barnardo’s. The primary aim of the study was to ascertain the need for education, training, support for parents at community level and the need for training materials to be developed or disseminated. This study, written and compiled by Jennifer Rylands, entitled ‘A Study of Parenting Programmes in Ireland, Exploration of Needs and Current Provision’ was published in 1995.

Arising from consideration of the results and issues raised in the study, the following recommendations were made:

“That a working group be established with representatives from the existing structures which facilitate parent education”;

“That a national network be established to create links between those interested in parent support and education”;

“That co-ordination of parenting courses be initiated and supported at a regional level, in areas where this does not currently exist”;

“That training programmes for parents (and materials for same) to enable them to undertake the role of facilitator should be further developed and extended to all areas”;

“That materials for parent education are developed, which are specifically relevant to the Irish context and to different socio-economic groups, including materials in the form of videos”;

“That the library and information service of the National Children’s Resource Centre (N.C.R.C.) be expanded to include all available materials and resources for parent education”;

“That the needs of fathers in relation to childrearing are considered”;

“That education and support be further developed and provided for parents of pre-school children and first time parents”;
PART 1 – INTRODUCTION

“That parenting programmes be promoted positively in terms of content and value”;

“That resources, including funding, be specifically directed to this important area of provision”.

The information gathered during this later study on the provision of parenting programmes nationally was collated onto a computer database.

1.2 THIS RESEARCH

Following the publication of the above report, representatives from the statutory sector, non-governmental organisations, community development groups and parent organisations came together to devise strategies to take the recommendations forward.

This current research, supported by the above grouping, seeks to further the final recommendation:

“That resources, including funding, be specifically directed to this important area of provision. Funding is particularly required for the promotion of parent education, training of facilitators, the development of materials, different forms of provision and further research to identify the needs of specific groups or areas, and structures to facilitate co-ordination and communication.”

The original study also identified a lack of accessible information, on already developed training materials or resource packs relevant to parenting programmes, as a key issue for facilitators seeking to establish programmes and for participants seeking to access an appropriate programme.

In 1997 the Child Care Policy Unit and Health Promotion Unit of the Department of Health and Children, funded the National Children’s Resource Centre, Barnardo’s, to undertake follow up research.

This research was guided by a steering committee comprised of representatives of the funding agencies and Barnardo’s. In addition an advisory panel, consisting of organisations involved in the provision of parenting programmes nationally, was established.

This research aims to:

- update the database on the current provision of parenting programmes established by the 1995 study;
- identify the aims and objectives of each programme so that facilitators can more readily choose programmes suitable for participants;
- identify the common elements in programmes that are felt to be working well by those groups who are using them.

Arising from these three aims, recommendations are made concerning the key elements of parenting programmes which help ensure that participants obtain
maximum benefit from their participation in a parenting programme. Facilitators, in choosing or compiling a parenting programme, could also use the recommendations to try and ensure that a comprehensive range of issues is offered for consideration by the participants.

1.3 REPORT OUTLINE

In this report each research objective is dealt with in separate parts. Part 1 provides an introduction. Part 2 explains the methodology. Part 3 reports on the update of the database of parenting programmes. Part 4 details how the individual programmes are categorised incorporating information on those programmes evaluated. Part 5 contains information on the individual programmes. Part 6 examines the aims and objectives of the programmes. Part 7 extracts the common elements of the parenting programmes and finally Part 8 provides conclusions and recommendations.

Of the 31 programmes included in this research, four are home-based individual family programmes, the remaining 27 are group-based programmes.
METHODOLOGY

2.1 STEERING COMMITTEE AND ADVISORY PANEL

The Steering Committee (APPENDIX I) was comprised of a representative of each of the funding agencies, the Child Care Policy Unit and the Health Promotion Unit of the Department of Health and Children and Barnardo's. Their role was to guide the research. Meetings were held with the researcher at regular intervals prior to the completion of the report. The purpose was to review progress and to discuss issues arising from the work.

The Advisory Panel (APPENDIX I) was comprised of individuals representing voluntary or statutory organisations who are either directly involved in the provision of parenting programmes nationally or who support parents.

Twenty four individuals were invited to form the Advisory Panel, with a minimum of one representing each of the eight health board areas. Three meetings were held. Seventeen of the invitees attended at least one of the meetings. The role of the panel was to assist in the development of the developers' questionnaire, to help identify parenting programmes in their areas and to advise on the research generally.

2.2 TIMESCALE

The research was completed on a part-time basis from June 1997 to November 1997. The database on the provision of parenting programmes was completed in November 1997. The final report was presented to the Department of Health in December 1997.

2.3 DEFINITION OF PARENTING PROGRAMMES

There are a variety of definitions of parenting programmes. These include

"a systematic and conceptually based programme, intended to impart information, awareness or skills to the participants on aspects of parenting". Fine (1980)

"a range of educational and supportive measures which help parents and prospective parents to understand themselves and their children and enhance the relationship between them". Pugh and De'Ath (1984)

For the purposes of this research the chosen definition is from Rylands (1995).

"Parenting programme refers to any course/programme whose aim is to directly offer parents skills and knowledge which will enable them to promote their children's physical, emotional and intellectual development". This is the definition on which the database of parenting programmes is founded. From now on in this report, course/programme is referred to as programme.
2.4 RESEARCH AIMS

The aims of the research are as follows.

1. To update the database on the current provision of parenting programmes.
2. To identify the aims and objectives of each programme so that facilitators can more readily choose programmes suitable for participants.
3. To identify the common elements in programmes that are felt to be working well by those groups who are using them.

Arising from these three aims, recommendations are made concerning the key elements of parenting programmes which help ensure that participants obtain maximum benefit from their participation in a parenting programme. Facilitators, in choosing or compiling a parenting programme, could also use the recommendations to endeavour to offer a comprehensive range of issues for consideration by participants.

2.5 METHODS USED

A postal questionnaire survey method was used to gather information for the research. This method was chosen as being the most appropriate within the context of available resources. This consisted of a mixture of fixed choice and open ended questions. Organisations, publications and known programme providers were contacted (APPENDIX II) and informed of the research and asked to identify programmes or to provide publicity, inviting programme facilitators, to contact the researcher. The existing database was scrutinised along with available evaluations, programme information and relevant literature.

In order to meet the above aims the following methodology was used.

Aim 1 was achieved by the database update outlined in (i) below.

Aims 2 and 3 required the extraction of information relating to the aims and objectives and the common elements of the programmes from information gathered in (ii) below. This involved the grouping of programmes into categories in order to present the information in a coherent, comprehensible format as outlined in (iii) below.

In addition Aim 3 required the formation of value judgements in relation to “programmes that are felt to be working well”. It was agreed with the Advisory Panel to accept the opinions of the Programme Developers, supported by evaluation reports and relevant literature as outlined in (iv) below. The research divided into four distinct areas.

(i) The updating of the database on the current provision of parenting programmes.
(ii) The acquisition of detailed information on individual parenting programmes.
(iii) The categorisation of individual parenting programmes.
(iv) The examination of available evaluations and relevant literature.
(i) **Database Update**

This involved careful examination of the existing 1995 database with a view to designing a questionnaire consistent with the information gathered by the original study.

The criteria for inclusion on this and on the original database are as follows.

A programme which is:

- aimed at offering parents support, information and/or skills in relation to parenting;
- offered or delivered at community/local level;
- involving more than one meeting.

**PHASE 1 – DESIGNING DATABASE QUESTIONNAIRE**

The information contained on the existing database was divided into discreet sections called fields. In order to provide more information, it was decided to add to and extend the database fields.

Specifically this involved:

(a) the addition of a field entitled “Number” to provide information on the number of participants in each programme;

(b) the extension of the field “Type” to include programmes specific to Literacy, Language, Parent School Partnership and Prevention of Drug Misuse. Furthermore two of the titles within the “Type” field were altered “Sex” was altered to “Sex Education” and “Home” was altered to “Home Visiting Scheme”;

(c) the further breakdown of the Dublin City area into postal districts so that individuals can locate a parenting programme in as convenient a location as possible.

A database questionnaire was designed incorporating elements of the original questionnaire, the existing database and the additional fields (APPENDIX III). This questionnaire was piloted with the co-operation of five providers of parenting programmes and adapted based on their recommendations.

**PHASE 2 – CONTACT OF ORIGINAL DATABASE ENTRANTS JUNE 1997**

All of the 132 entrants on the database were written to with a copy of their entry, a database questionnaire, a stamped addressed envelope, an information sheet (APPENDIX III) and a covering letter requesting an indication of their wish to remain on the database or to make any alterations by the end of July 1997. These ‘entrants’ were people who were providing parenting programmes between June 1994 and June 1995. Fifty three replies were received.

**PHASE 3 – PUBLICITY CAMPAIGN 1**

Through the Advisory Panel and other information sources such as the National Children’s Resource Centre, Barnardo’s, a list of relevant organisations and publications was compiled. A campaign was then launched to invite new entrants onto the database. All of these organisations and publications identified were contacted and publications were sent a Bulletin Notice (APPENDIX IV). In all 630 Bulletin Notices were disseminated. Programme facilitators were invited to enter the database by completing the questionnaire.
PART 2 – METHODOLOGY

The contact of organisations and programme providers was hampered by the advent of the summer holidays and a second publicity campaign was therefore planned.

PHASE 4 – DATA INPUT 1
105 new entries were received and inputted onto the database. Of the original entries, 49 were updated, yielding a total of 154 entries at this stage.

PHASE 5 – PUBLICITY CAMPAIGN 2
Continued efforts were made to attract entries by publishing notices in teachers magazines and parish newsletters.

PHASE 6 – DATA INPUT 2
The 79 original entrants who had not replied to our first request were written to again advising them that if they did not respond their entry would be deleted. This was to ensure that all entries on the database were active. Seven individuals renewed their entry.

The second publicity campaign yielded a further 69 new entries.
The total number of questionnaires distributed was 325.
The total number of entries currently on the database is 230.

(ii) Individual Programme Information Acquisition
The initial intention of the research was to study the programme material in order to ascertain characteristics of individual programmes including aims and objectives, content and method of delivery.

It became apparent early on in the research that many parenting programmes being delivered in Ireland were not available for perusal. There were a number of reasons put forward for this including:

- concerns over copyright;
- the specialised training required for the delivery of these programmes;
- the complex nature of the processes involved in delivering the programmes which could be misunderstood by someone unfamiliar with the programme;
- the evolving nature of some of the programmes.

For these reasons it was decided that the developers of the various programmes were the most appropriate people to provide the information needed to fulfil the research objectives.

In order to extract this information a new questionnaire was designed.

PHASE 1 – DRAFT QUESTIONNAIRE TO PROGRAMME DEVELOPERS
A questionnaire to programme developers in draft form was presented to the Advisory Panel. Based on advice received changes were made and a second draft questionnaire was sent to five advisory panel members and a representative of the Health Promotion Unit of the Department of Health and Children.
Advice received was incorporated into a third draft which became the Pilot Questionnaire.

**Phase 2 – Pilot Questionnaire**
This was sent to 3 programme developers. Two additions were made following their comments and advice to produce the final questionnaire (APPENDIX V) entitled Developers’ Questionnaire. These additions were:

1. Funding for the programme;
2. ‘Colleges’ was added to the list of venues.

**Phase 3 – Transmission of Developers’ Questionnaire**
Prior to sending the Developers’ Questionnaire, personal contact was made with each recipient, in order to inform them about the research and alert them as to the extent and purpose of the questionnaire. In total 40 questionnaires were sent, 38 to programme developers and two to skilled facilitators of two American programmes where it was not possible to contact the Programme Developer. A letter accompanying the questionnaires (APPENDIX V) explained the background and current research, the rationale for using the questionnaire and how the information would be used.

**Phase 4 – Returned Developers’ Questionnaires**
A total of 31 valid questionnaires were received. The information abstracted from the questionnaires is presented in this report in Part 5 Individual Programme Information.

**Phase 5 – Alterations by Developers/Facilitators**
The final report format was returned to 30 (the final questionnaire had not been received by that date) of the developers/facilitators with a request that any comments or alterations be returned. A request for any published evaluations was also included.

(iii) Categorisation of Parenting Programmes

**Phase 1 – Draft Categorisation of Parenting Programmes**
A draft categorisation and tabulation of the Parenting Programmes was presented to the Advisory Panel. The purpose of this was threefold,

- to indicate which programmes had been externally evaluated,
- to indicate which programmes used quantifiable measures to evaluate the outcome for participants in terms of pre and post programme questionnaires/indices,
- to group programmes of a similar nature in order to identify aims and objectives and extract common elements for each category as opposed to each programme.

Advice was received and changes were made to the categorisation to include internal/external evaluation and quantitative/qualitative evaluation. One programme, The Teen Parenting Programme, was moved to form its own sub-category, Twelve to Eighteen Years. A number of category titles were changed.

**Phase 2 – Categorisation of Parenting Programmes**
The 31 programmes are divided into three broad categories. The categories are arbitrary and imposed for the writing of the report, many of the programmes could be
included in two or more different categories. The categorisation was based on a perusal of the aims and objectives of the programmes.

**Category 1**  Home Based Individual Family Programmes.

**Category 2**  General Group Based Programmes.

**Category 3**  Issue Specific Group Based Programmes.

Categories 2 and 3 are further subdivided as follows.

**Category 2**  General Group Based Programmes.
2.A Programmes relating to children of the age range Birth to Six years.
2.B Programmes relating to children of the age range Birth to Twelve years.
2.C Programmes relating to children of the age range Birth to Eighteen years.
2.D Programmes relating to children of the age range Twelve to Eighteen years.

**Category 3**  Issue Specific Group Based Programmes.
3.A Programmes specific to Drug Misuse Prevention.
3.C Programme specific to Reconstituted Families.
3.D Programme specific to Sex Education.

(iv) **Examination of Evaluations and Relevant Literature**
All available programme evaluations and relevant literature were examined with a view to making recommendations.
PART 3

database
PART 3 – DATABASE

Duration
This indicates the length of time necessary to complete the programme.

Type
This identifies the categorisation of the programmes as follows:-
Ante-natal Classes
Assertiveness
Babies
General Parenting
Home Visiting Scheme
Language
Literacy
One Parent Families
Parent School Partnership
Prevention of Drug Misuse
Sex Education
Special Needs
Teenagers

Number
This indicates the group size.

3.3 ACCESSING THE DATABASE

Information from the Database of Parenting Programmes is available from the National Children’s Resource Centre, Barnardo’s. An individual requiring information from the database will be asked to furnish as much information as possible, to allow for accurate retrieval of relevant information, for example the geographical area, type of programme required, desired cost. A report with details of all programmes which satisfy these requirements will be sent to the enquirer with a document explaining the information. The enquirer can then make direct contact with the programme provider.

3.4 DATABASE OBSERVATIONS

This section considers information gathered for the database under the following headings:

(i) Analyses of Change
(ii) Materials
(iii) Access
(iv) Providers
(v) General

(i) Analyses of Change
The 1997 database update reflects a significant level of change in the provision of parenting programmes in Ireland. Changes to the 1995 database are summarised in the following tables, Tables 1 and 2. Table 3 outlines the composition of the current database. ‘Entry’ refers to each programme facilitator/tutor who completed a database questionnaire, the information from which was entered onto the database.
TABLE 1 – CHANGES TO THE 1995 DATABASE

<table>
<thead>
<tr>
<th>No. of entries 1995 Database</th>
<th>Number of Deleted Entries</th>
<th>Number of Renewed Entries</th>
<th>Number of New Entries</th>
<th>Number of Entries 1997 Database</th>
</tr>
</thead>
<tbody>
<tr>
<td>132</td>
<td>76</td>
<td>56</td>
<td>174</td>
<td>230</td>
</tr>
</tbody>
</table>

TABLE 2 – BREAKDOWN OF CHANGES

<table>
<thead>
<tr>
<th>Health Board</th>
<th>No. of Entries 1995 Database</th>
<th>% of Total</th>
<th>No. of Entries 1997 Database</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.H.B.</td>
<td>35</td>
<td>27%</td>
<td>73</td>
<td>32%</td>
</tr>
<tr>
<td>M.H.B.</td>
<td>9</td>
<td>7%</td>
<td>23</td>
<td>10%</td>
</tr>
<tr>
<td>M.W.H.B.</td>
<td>14</td>
<td>11%</td>
<td>17</td>
<td>7%</td>
</tr>
<tr>
<td>N.E.H.B.</td>
<td>11</td>
<td>8%</td>
<td>22</td>
<td>10%</td>
</tr>
<tr>
<td>N.W.H.B.</td>
<td>19</td>
<td>14%</td>
<td>15</td>
<td>7%</td>
</tr>
<tr>
<td>S.E.H.B.</td>
<td>22</td>
<td>17%</td>
<td>40</td>
<td>17%</td>
</tr>
<tr>
<td>S.H.B.</td>
<td>15</td>
<td>11%</td>
<td>21</td>
<td>9%</td>
</tr>
<tr>
<td>W.H.B.</td>
<td>7</td>
<td>5%</td>
<td>19</td>
<td>8%</td>
</tr>
</tbody>
</table>

TABLE 3 – COMPOSITION OF 1997 DATABASE

<table>
<thead>
<tr>
<th>Health Board</th>
<th>Number of Entries</th>
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<tr>
<td>E.H.B.</td>
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<td>23</td>
</tr>
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<td>M.W.H.B.</td>
<td>17</td>
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<tr>
<td>N.E.H.B.</td>
<td>22</td>
</tr>
<tr>
<td>N.W.H.B.</td>
<td>15</td>
</tr>
<tr>
<td>S.E.H.B.</td>
<td>40</td>
</tr>
<tr>
<td>S.H.B.</td>
<td>21</td>
</tr>
<tr>
<td>W.H.B.</td>
<td>19</td>
</tr>
</tbody>
</table>

(ii) Materials

The Family Caring Trust materials continue to be a popular resource for those providing programmes. However, instead of being used exclusively, many entrants on the database are drawing eclectically on other resources such as Systematic Training for Effective Parenting and the recently published Growth and Partnership Programme.

Other resources that have been mentioned three times or more on the database are listed below:

- the Irish Pre-school Playgroups Association Parenting Through Play from Birth to Five years Manual compiled in conjunction with the Family Studies Unit, Marino Institute of Education, Dublin 9;
PART 3 – DATABASE

- the Irish Society for the Prevention of Cruelty to Children designed materials;
- the National Children’s Resource Centre at Barnardo’s, Dublin 8.

The following publications were mentioned on three or more entries:

Humphreys, Tony: 1993 Self-Esteem the Key to your Children’s Education. Dr Tony Humphreys.

(iii) Access
There are a variety of ways to access a programme; through schools, churches, community care or parents may already be part of a group like a parent and toddler group.

(iv) Providers
Programmes are being provided by members of health board community care teams; psychologists, social workers, public health nurses and speech therapists. In addition, some home school liaison officers, workers in family centres, adult education officers, community workers in partnership areas, health promotion officers, religious and parents are also providing courses.

There has been an increase in the number of adult education centres who are currently piloting programmes e.g. the Froebal Education Centre, Blackrock and the School of Practical Childcare, Blackrock.

The Marino Institute of Education is offering Certificate and Diploma courses in Family Studies which includes parenting.

(v) General
- Facilitators/tutors are using a greater variety of materials.
- There is a growing emphasis on the programmes being tailored to suit the needs of the group/families. In at least five of the entries facilitators/tutors preferred to meet the group first and negotiate the content with them.
- Home visiting schemes are increasing. Homestart, originally provided in Blanchardstown, Dublin, has been extended to Cork. Likewise the Midland, the Mid Western and the North Eastern Health Boards are developing Community Mother Programmes.
- There is an increasing emphasis on personal development as part of the programmes.
categorisation of parenting programmes incorporating evaluation details
4.1 CATEGORISATION

The following 31 programmes are divided into three broad categories:

Category 1 Home Based Individual Family Programmes.
Category 2 General Group Based Programmes.
Category 3 Issue Specific Group Based Programmes.

Category 2 and Category 3 are further subdivided as follows:

Category 2 General Group Based Programmes.
This category is divided by the age of the children being parented.

2.A Programmes relating to children of the age range Birth to Six years.
2.B Programmes relating to children of the age range Birth to Twelve years.
2.C Programmes relating to children of the age range Birth to Eighteen years.
2.D Programme relating to children of the age range Twelve to Eighteen years.

Category 3 Issue Specific Group Based Programmes.
This category is divided by topic.

3.A Programmes specific to Drug Misuse Prevention.
3.C Programme specific to Reconstituted Families.
3.D Programme specific to Sex Education.

4.2 EXPLANATION OF TERMS

The following is an explanation of the terms used in the categorisation of parenting programmes.

Title
The title of the programme.

Associated Organisation/ Individual
The organisation or individual associated with the programme either through funding, delivering the programme or promoting the programme.

Programme Evaluation
The details of evaluations carried out on the individual programmes.

External
Any evaluation which was carried out by evaluators independent of the programme.

Internal
Any evaluation conducted by the programme developers or deliverers.
Published

Evaluations published either in scientific journals or independent publications and which are accessible to the public.

Pilot

Programmes which are being delivered for the first time.

Outcome Evaluation

The details of any evaluation on the outcomes of attending the programme for participants. These would consist of questionnaires, which may be administered prior to the programme, at the conclusion of the programme, or one year after completion of the programme. They assess psychological well being, difficulties with children and a self assessment of parenting abilities.

Quantitative

Standardised questionnaires/inventories used to measure outcomes for participants.

Qualitative

Descriptions given by participant of their views of the programme.
### TABLE 4 - 4.3 CATEGORY 1 HOME BASED INDIVIDUAL FAMILY PROGRAMMES

<table>
<thead>
<tr>
<th>Ref</th>
<th>Title</th>
<th>Associated Organisation/ Individual</th>
<th>Programme evaluation</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Lifestart</td>
<td>Lifestart Mr. Dennis Dunne</td>
<td>Centre for Health Promotion Studies U.C.G. 1995, An Evaluation of the Lifestart Early Learning Programme with reference to the Community Mothers and Ar Leic an Teallaigh Programmes (external, published)</td>
<td>Inbuilt Checklist (quantitative)</td>
</tr>
<tr>
<td>1.3</td>
<td>Marte Mee Communication Programme</td>
<td>Eastern Health Board Daughters of Charity</td>
<td>1993 Dublin Pilot (internal, unpublished) 1996 Dublin Pilot (internal, unpublished)</td>
<td>Specific Questionnaire (quantitative)</td>
</tr>
<tr>
<td>1.4</td>
<td>National Parent Support Programme - Midlands</td>
<td>Midlands Health Board Van Leer Foundation</td>
<td>(internal, unpublished)</td>
<td>(qualitative)</td>
</tr>
</tbody>
</table>
## TABLE 5 - 4.4 CATEGORY 2 GENERAL GROUP BASED PROGRAMMES

### Category 2.A Birth to Six years

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Title</th>
<th>Associated Organisation/ Individual</th>
<th>Programme evaluation</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A.1</td>
<td>Creative Course for Parents</td>
<td>Family Centre, Rialto, Dublin 8 Eastern Health Board</td>
<td>Pilot</td>
<td>Pilot</td>
</tr>
<tr>
<td>2A.2</td>
<td>Preparing for Parenthood</td>
<td>I.S.P.C.C.</td>
<td>I.S.P.C.C. Description and Evaluation of a Maternity Hospitals Parenting Programme (internal, unpublished)</td>
<td>Pre and post intervention questionnaires Home observation Parenting Stress Index (quantitative and qualitative)</td>
</tr>
<tr>
<td>2A.4</td>
<td>Parenting Through Play From Birth to Five Years</td>
<td>I.P.P.A.</td>
<td>(internal, unpublished)</td>
<td>(qualitative)</td>
</tr>
</tbody>
</table>

### Category 2.B Birth to Twelve years

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Title</th>
<th>Associated Organisation/ Individual</th>
<th>Programme evaluation</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2B.2</td>
<td>Parents Plus Programme</td>
<td>Mr. John Sharry and Dr.Carol Fitzpatrick, c/o The Mater Hospital</td>
<td>Pilot</td>
<td>Pilot</td>
</tr>
</tbody>
</table>
### TABLE 5 – 4.4 CATEGORY 2 GENERAL GROUP BASED PROGRAMMES (Continued)

#### Category 2.C Birth to Eighteen years

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Title</th>
<th>Associated Organisation/ Individual</th>
<th>Programme evaluation</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2C.1</td>
<td>Certificate in Family Studies</td>
<td>Marino Institute of Education</td>
<td>(internal, unpublished)</td>
<td>(qualitative)</td>
</tr>
<tr>
<td>2C.2</td>
<td>Diploma in Family Studies</td>
<td>Marino Institute of Education</td>
<td>(internal, unpublished)</td>
<td>(qualitative)</td>
</tr>
<tr>
<td>2C.4</td>
<td>Five to Fifteen’s Basic Parenting Programme</td>
<td>Family Caring Trust</td>
<td>Petford, C., 1997, Introduction of Parenting Programmes into East Berkshire, East Berkshire NHS Community Trust in co-operation with University of Reading, Dept. of Community Studies (external, published)</td>
<td>(quantitative)</td>
</tr>
<tr>
<td>2C.5</td>
<td>Know Your Child, Know Yourself</td>
<td>Health Promotion Unit Mid Western Health Board</td>
<td>(internal, unpublished)</td>
<td></td>
</tr>
<tr>
<td>2C.6</td>
<td>Parent Assertiveness Programme</td>
<td>Family Caring Trust</td>
<td>1990/92 (internal, unpublished)</td>
<td></td>
</tr>
<tr>
<td>2C.7</td>
<td>Parenting With Intimacy</td>
<td>Dr. D. T. Ferguson, Dr. P. and V. Warren and Terri Ferguson of Intimate Life Ministries</td>
<td>1995 Evaluation (internal, unpublished)</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 5 - 4.4 CATEGORY 2 GENERAL GROUP BASED PROGRAMMES (Continued)

#### Category 2.C Birth to Eighteen years

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Title</th>
<th>Associated Organisation/ Individual</th>
<th>Programme evaluation</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2C.8</td>
<td>Positive Parenting Programme</td>
<td>I.S.P.C.C.</td>
<td>(internal, unpublished)</td>
<td>(qualitative and quantitative)</td>
</tr>
<tr>
<td>2C.9</td>
<td>S.T.E.P. (Systematic Training for Effective Parenting)</td>
<td>Dinkmeyer and Mc Kay</td>
<td>Evaluated extensively in U.S.A.</td>
<td>(external, published)</td>
</tr>
<tr>
<td>2C.10</td>
<td>The Nurture Programme</td>
<td>Cormac and Olivia Russell</td>
<td>(internal, unpublished)</td>
<td>(qualitative)</td>
</tr>
</tbody>
</table>

#### Category 2.D Twelve to Eighteen Years

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Title</th>
<th>Associated Organisation/ Individual</th>
<th>Programme evaluation</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2D.1</td>
<td>Teen Parenting Programme</td>
<td>Family Caring Trust</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 6 - 4.5 CATEGORY 3 ISSUE SPECIFIC GROUP BASED PROGRAMMES

#### Category 3.A Drug Misuse Prevention

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Title</th>
<th>Associated Organisation/ Individual</th>
<th>Programme evaluation</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A.2</td>
<td>Family Communication and Self-Esteem</td>
<td>Cork Social and Health Education Project Southern Health Board</td>
<td>1993 Evaluation (external, unpublished)</td>
<td>Questionnaires devised by Dr. Helen Ruddle (qualitative)</td>
</tr>
</tbody>
</table>
### TABLE 6 – 4.5 CATEGORY 3 ISSUE SPECIFIC GROUP BASED PROGRAMMES
(Continued)

**Category 3.B Parent, School Partnership**

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Title</th>
<th>Associated Organisation/ Individual</th>
<th>Programme evaluation</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3B.1</td>
<td>A Programme for Parent Involvement in Education</td>
<td>St. Patrick's Educational Research Centre</td>
<td>1990 E. C. Action Research in the Field of the Prevention of and Combating Illiteracy (internal, unpublished)</td>
<td>Reading skills of children of participating adults assessed and Teacher questionnaire (quantitative)</td>
</tr>
<tr>
<td>3B.2</td>
<td>Growth and Partnership (GAP)</td>
<td>Galway City Vocational Education Committee</td>
<td>1992/94, evaluation (external, unpublished)</td>
<td>(qualitative)</td>
</tr>
<tr>
<td>3B.4</td>
<td>Parents in Education</td>
<td>National College of Industrial Relations</td>
<td>1993, Evaluation (internal, unpublished)</td>
<td>(qualitative)</td>
</tr>
<tr>
<td>3B.5</td>
<td>The Learning Journey</td>
<td>National Parents Council, Primary</td>
<td>1997, Evaluation (internal, unpublished)</td>
<td>(qualitative)</td>
</tr>
</tbody>
</table>

**Category 3.C Reconstituted Families**

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Title</th>
<th>Associated Organisation/ Individual</th>
<th>Programme evaluation</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3C.1</td>
<td>Stepfamilies Programme</td>
<td>National Stepfamilies Association, distributed through Family Caring Trust</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Category 3.D Sex Education**

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Title</th>
<th>Associated Organisation/ Individual</th>
<th>Programme evaluation</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3D.1</td>
<td>Parenting and Sex Programme</td>
<td>Family Caring Trust</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART 5

individual
programme
information
INDIVIDUAL PROGRAMME INFORMATION

The complete list of Programmes and Associated Organisations/Individuals is contained in Appendix VI.

The 3 main categories of parenting programmes are distinguished by colour in the following manner:

5.1 Green pages: Home Based Individual Family Programmes

5.2 Blue pages: General Group Based Programmes

5.3 Cream pages: Issue Specific Group Based Programmes

5.1 CATEGORY 1. HOME BASED INDIVIDUAL FAMILY PROGRAMMES

1.1 Community Mothers Programme

1.2 Lifestart

1.3 Marte Meo Communication Programme

1.4 National Parents Support Programme – Midlands
**Community Mothers Programme**

**DEVELOPER** Eastern Health Board in association with the Child Development Programme, Bristol University.

**INFORMATION SUPPLIED BY** Brenda Molloy  
Director of Community Mothers Programme  
Eastern Health Board  
Park House  
North Circular Road, Dublin 7  
Tel: 01 8387122 Fax: 01 8387488

**YEAR DEVELOPED** Child Development Programme material – 1980s  
Eastern Health Board material – mid 1990s to date

**ASSOCIATED ORGANISATION** Public Health Nursing

**FUNDING AGENCY** Eastern Health Board.

**AIMS** To support and guide parents, build confidence and develop parenting skills.

**OBJECTIVES** The development of the child both physically and mentally through the empowerment of the mother.

**CONTENT** The programme focuses on overall development, health and nutrition.

**Strategies on Nutrition:**  
Breast feeding is treated as a major issue. Child and maternal diets improved, dietary suggestions based on current food intake and what can be afforded. The parent decides on what changes to make.

**Strategies on other issues:**  
Language, socialisation, cognitive and educational development are of prime concern.

**Birth:**  
Women are visited ante-natally and given information and guidance.
Child Behaviour:
Parents helped to cope with behavioural problems.

Fathers:
Are encouraged to participate in the work of childrearing and child care.

Strategies on Women’s Health:
Women’s health looked at in its own right with a special focus on self-care.

PRESENTATION
Composition of materials
Manual for facilitators, handouts for parents in the form of cartoon sequences.

Method of delivery
One-to-one discussion; information giving. The parent is acknowledged as the expert with her own child. She is supported in achieving her own goals for her child. The parent is encouraged to believe in her own skills for parenting thus reducing her dependence on professionals. This is achieved by:

1 drawing out the potential of parents rather than giving advice and direction;

2 using a behavioural approach in which parents are encouraged to undertake agreed tasks.

ADDITIONAL SUPPORTS
Parent and toddler groups have evolved in a number of areas also breast-feeding support groups.

FREQUENCY AND DURATION
The programme is offered to all first and second time parents in some disadvantaged areas of the Eastern Health Board. Participation is voluntary. Local volunteer mothers known as Community Mothers visit parents on a monthly basis in their own home during the baby’s first two years. One hour per month for the first two years of life (22-24 hours).

LOCATION
In the client’s own home.

GROUP SIZE
It is a home visitation programme. Each Family Development Nurse recruits, trains and supports approximately 15-20 Community Mothers who each in turn support between 5 and 15 families. Most areas work with 120 families at any one time.
SAMPLE SESSION
The Community Mother visits the parent – in most cases the mother – for one hour each month by appointment. The visit is structured with a form to complete which reminds the Community Mother and parent of the key points though the content is left to the parent. At each visit the Community Mother discusses with the parent the outcome of the previous month’s ideas then gives out 3 or 4 carefully chosen illustrated cartoons (these discuss child rearing issues) appropriate to the child’s developmental stage and discusses each one. Then a 24 hour recall of the mother’s and child’s diet is recorded encouraging the mother to realise that her diet too is important. Any health problems that have occurred are discussed and recorded. The parent is asked what ideas she would like to try out in the following month. It is important that these suggestions come from the parent. Developmental progress is recorded in a card kept by the parent. This process serves to enable and empower the parent.

EVALUATION
Formal evaluation
1990. Randomised controlled trial. Health, nutrition and overall child development was assessed in this study.
1995. Centre for Health Promotion Studies, U.C.G.
See Part 4, 4.3 Category 1 Home Based Individual Family Programmes and Part 7, 7.3 Review of Evaluations for details of these and other evaluations.

Participant evaluation
Verbal feedback. Participatory evaluation. Informal oral interview, observation survey, case studies.

AVAILABILITY
The programme is published but is not available for general dissemination.

PROGRAMME COST
£300 per family per year. These costs would include the salary of the Director, Family Development Nurses, materials, training expenses, volunteers expenses.

PARTICIPANTS
Description
Mainly women; prenatal parents and parents of children aged 0-2 years. Participants are first and second time parents and would include lone parents, young teenage parents and traveller parents.

Means of access
Parents are offered the programme by Family Development Nurses.

Cost to participants
Free.
FACILITATOR / TUTOR  

Training required
Family Development Nurses have a background in Public Health nursing. Community Mothers are experienced mothers living in the same area as the recipients of the programme. Family Development Nurses and Community Mothers both receive pre-service and in-service training for their role in the programme.

For the Family Development Nurse, this involves a process of ‘deroling’ – that is a move away from the medical model of health and fosters in the Family Development Nurse a commitment to equality in relations, a change in attitude to their position of power and the development of appropriate skills.

Length of training
Initial training for Family Development Nurses takes 18 months. Initial training for Community Mothers takes approximately 4 weeks. The training/education process is ongoing for both.

Where accessed
In-service and fieldwork for Family Development Nurses and Community Mothers. It includes seminars, workshops, accompanied visits, role play and new concepts in health and other topics.

Provider of training
Family Development Nurses are trained by the Programme Director with invited expertise as necessary. Community Mothers are trained by the Family Development Nurses with invited expertise as necessary.

Cost
£4,000 for initial training of Family Development Nurses per annum.

£600 for initial training of Community Mothers per annum.

FUTURE DEVELOPMENTS
To expand the programme further in the Eastern Health Board. To develop the spin-off initiatives, for example, the parent and toddler groups, breastfeeding and ante-natal support and the traveller initiative.

INDICATORS OF SUCCESS
- Objectives are achieved.
- Positive outcomes for children, parents, facilitators and the community.
- Indications are that changes are maintained when the programme is completed.
Lifestart

DEVELOPER Lifestart staff / Dennis D. Dunne.

INFORMATION SUPPLIED BY Dolores McGuinness – Lifestart
Unit 3/4 Community Buildings
Northside Village
Glengallagh Road
Derry BT48 8NN
Tel: 01505 354712
Fax: 01504 358475

YEAR DEVELOPED 1989

ASSOCIATED ORGANISATION Lifestart is not linked to any particular programme but works alongside other programmes in areas.

FUNDING AGENCY Local funders; Trusts e.g. N.I.V.T.; local government/statutory, e.g. City Council, Health Board and European.

AIMS Lifestart promotes early childhood learning in the home by informing and supporting parents of children aged from birth to 5 years so as to enable parents to appreciate what they contribute to society and be more effective in that formative/educational role.

OBJECTIVES Family

1. To enable parents in the community to create relevant monthly information packs concerning child development, physical, intellectual, emotional and social from birth to aged five years which are culturally relevant and useful.

2. To dialogue with parents through a neighbourhood visitation process with early childhood development in view.

3. To encourage parents to reflect on the significance of their role and to evaluate and value it.
Community
1. To organise cluster groups of parents to promote their own development and to encourage and support art, play, storytelling, music and dance in the home.

2. To encourage parents to share experiences with other parents, to enjoy co-operation with other parents and to take on the Lifestart neighbourhood visitation process.

Inter-Community
1. To enable parents to have an input into issues and policies affecting them and their children.

2. To enable parents to work together with other local community groups for mutual support and community solidarity.

3. To encourage inter-community partnerships and transnational dialogue with Lifestart projects in the Republic of Ireland and other areas of Europe e.g. Barcelona.


Phase 2: The actual delivery of age appropriate materials “The Growing Child” to parent(s) of children birth – 5 years. The material addresses the physical, social, intellectual and social needs of the child during these formative years. The support material i.e. books, arts, are related to the primary “The Growing Child” content.

Phase 3: Where parents form groups and address their own particular growth needs as parents and as individuals and discuss common concerns regarding their parenting role.

PRESENTATION Composition of materials
“The Growing Child” and support material e.g. age appropriate story books, art materials, nursery tapes and other material if requested i.e. more specific details on toilet training.

Method of delivery
Group discussion; one-to-one discussion between parents and family visitor; information giving; self-reflection; parents and children working together.
ADDITIONAL SUPPORTS Parents during the course of the 5 years develop skills that enable them to become committee members/help other families/help Lifestart Centres courses i.e. identify courses for themselves. We are careful not to create dependencies.

FREQUENCY AND DURATION Parents stay on the programme for five years – visited every month. Each visit equals half-hour preparation; an hour to hour and a half visit; half hour report i.e. 2x 60 equals 120 hours per family per family visitor. Lifestart works 9.30 – 4.30 but, if need demands other hours, we suit parents as far as possible.

LOCATION In homes (Phase 2). Phase 3 is group work and may take place in Lifestart Centre or other local centre.

GROUP SIZE Delivery is on an individual basis.

SAMPLE SESSION A trained family visitor works with the same family for/5 years. She/he reads over the report and materials of previous visit and present visit. She/he enters into discourse with parent(s) on development of the child over the last month (conversation relating to materials left). Family visitor will then introduce copy of “The Growing Child” for this current month, highlighting (a) child development theory re. physical, social, intellectual and emotional development of child and (b) discuss suggested activities parent can do with child and why these are important at this stage (parents are very interested in the why and not just what to do so a lot of the discussion centres on why). The family visitor takes one book per month (by age 5, child will have experienced 60 books).

A very simple, material-related report is kept on visit. Should parent need/request any further information on a particular issue, the family visitor will attend to this.

EVALUATION Formal evaluation Evaluation is ongoing, see Part 4, 4.3 Category 1 Home Based Individual Family Programmes and Part 7, 7.3 Review of Evaluations for details.

Participant evaluation Verbal feedback. The quality very often depends on the family visitor’s ability to enter into discourse with parent, how long they have been visiting, how familiar the parent is with the education process.
PART 5 – INDIVIDUAL PROGRAMME INFORMATION

AVAILABILITY
The programme in each area is supported (training, materials etc.) by central offices.

The fact that few parents discontinue is a clear indicator of its relevancy in an area.

PROGRAMME COST
No information available.

PARTICIPANTS
Description
Parents of children aged 0-5 years.

Those who are presently parenting children whatever their background can benefit from Lifestart.

Means of access
In an area, parents are informed about the programme and self select.

Cost to participants
No cost.

FACILITATOR / TUTOR
Training required
Value education, parents role, the home as the primary place of learning. We recognise that if values and attitudes are clear, skills and knowledge can be acquired and developed. Lifestart has a training course for

- Family Visitors
- Lifestart co-ordinators
- Committees

Length of training
1-2 months initially then training is ongoing and dependent on stage of project.

Where accessed
- On site
- In Northern Ireland Lifestart office
- In other Lifestart projects (e.g. shadow family visiting) in the south of Ireland.

Provider of training
Northern Ireland Lifestart office trains co-ordinators (2-3 months), co-ordinators train family visitors.

Cost
£500 (approx.)

FUTURE
To develop and refine this home-based programme.
DEVELOPMENTS

To help policy-makers recognise the need for a curriculum for parents and the role of the home in the education process.

To adequately fund present sites of programme.

INDICATORS OF SUCCESS

• Parents staying on and developing in programme.
• Numbers of parents who can avail of Phase 3.
• Children reading/playing more/happier/more settled/more sociable.
• Parents language development and confidence regarding their child.
• Parents ambitions for children and self.
**Marte Meo Communication Programme**

**DEVELOPER**  Maria Aarts from Holland.

**INFORMATION SUPPLIED BY**  Colette O'Donovan
Co-ordinator Marte Meo Project
17 Middle Mountjoy Street
Dublin 7
Tel: 01 8601648

**YEAR DEVELOPED**  1987.

**ASSOCIATED ORGANISATION**  Eastern Health Board/Daughters of Charity.

**FUNDING AGENCY**  Eastern Health Board (Community Care Programme and Special Hospital Care Programme).

**AIMS**  The overall aim of the programme is to first identify and then activate and develop those skills which enable and enhance constructive interaction.

**OBJECTIVES**  To transfer concrete and specific information to parents/carers in relation to their question and the development of their child/children. To identify and develop the strengths of the family in relation to supportive parental behaviour.

**CONTENT**
1. First meeting with parents/foster parents/carers to identify question or need in relation to the child.
2. First film session of family members.
3. Reviewing session with parents and therapist.
5. Reviewing session to transfer information to parents.

Repeat steps 4 and 5 until parents ready to go on own strengths.

**PRESENTATION**  *Composition of materials*
Not applicable.
PART 5 – INDIVIDUAL PROGRAMME INFORMATION

**Method of delivery**
Videotape; information giving; homework; review session of family film where opportunities are shown to parents which they then practice.

**ADDITIONAL SUPPORTS**
Follow up session is held approximately three months after completion of course.

**FREQUENCY AND DURATION**
Enrolment on course based on demand.
Sessions per family vary 6 to 16.

**LOCATION**
In homes.

**GROUP SIZE**
Parent/carer and child.

**SAMPLE SESSION**
Video Session
Film is taken of family in a situation for 10 minutes e.g. mealtime, play situation, bath time etc.

**EVALUATION**
*Formal evaluation*
1993 – Specific Pilot Project (Dublin)
1996 – Specific Pilot Project (Dublin)

*Participant evaluation*
Written evaluation; verbal feedback. Each family fill in a questionnaire regarding the Marte Meo Method once therapy is completed.

**AVAILABILITY**
The programme is not published.

**PROGRAMME COST**
No information available.

**PARTICIPANTS**
*Description*
Prenatal parents; parents of children aged 0-18 years from mixed area. Parents of children with special needs; lone parents; young/teenage parents; parents whose children have behaviour problems within the normal and severe range; parents with multiple problems and very low self-esteem; parents, foster parents; parents/carers of persons with a learning disability/special needs.

*Means of access*
Referred by professional.
Cost to participants
No information available.

FACILITATOR / TUTOR

Training required
Professional qualification eg. social worker, child care worker, psychologist, nurse, teacher etc. Training to become a Marte Meo therapist.

Length of training
Eighteen months training course.

Where accessed
By Eastern Health Board Marte Meo Project.

Provider of training
Marte Meo licensed supervisor, Colette O'Donovan.

Cost
To date covered by Eastern Health Board.

FUTURE DEVELOPMENTS
To complete the initial proposal of the Eastern Health Board September 1999 – clearer plans to be made over coming year.

INDICATORS OF SUCCESS
※ That parents questions are answered and they can go on their own strength to support the development of their child/children in daily moments/episodes of communication.
※ That constructive dialogue takes place between parents/children.
National Parent Support Programme – Midlands

DEVELOPER
Professor Walter Barker
Early Childhood Development Unit
Bristol University.

INFORMATION SUPPLIED BY
Patrick O’Rourke
Midland Health Board
Health Centre
Mullingar
Co Westmeath
Tel: 044 39186
Fax: 044 39170.

YEAR DEVELOPED
Not known.

ASSOCIATED ORGANISATION
Midland Health Board.
Bernard Van Leer Foundation.

FUNDING AGENCY
Midland Health Board.
Bernard Van Leer Foundation.

AIMS
❖ To improve parents’ capacity to rear, educate and provide emotional support to their children.
❖ To improve the life-opportunities of children.
❖ To improve the status, self-esteem and confidence of parents.
❖ To improve nutritional levels and bring about changes towards healthier lifestyles among parents and children.

OBJECTIVES
❖ To focus on self help and seek to benefit individual families and children in a direct way.
❖ To target first and second time parents.
❖ To contribute to social gain by developing structures and services of benefit to the wider community.

CONTENT
Language.
Socialisation.
Problem-solving.
Nutrition.
Environment.
Early education.
PART 5 - INDIVIDUAL PROGRAMME INFORMATION

PRESENTATION  Composition of materials
Parents worksheets / handouts.

Method of delivery
One-to-one discussion; information giving; self reflection.

ADDITIONAL SUPPORTS
No information available.

FREQUENCY AND DURATION
Ongoing. 10-12 home visits per family.

LOCATION
In homes.

GROUP SIZE
10 families per Community Mother.

SAMPLE SESSION
A Community Mother visits a family, at home, for one hour approximately and works through a set programme of specific topics using programme material (cartoons, handouts).

EVALUATION  Formal evaluation
Internal, unpublished.

Participant evaluation
Written evaluation and verbal feedback.

AVAILABILITY
The programme is published and is available for general dissemination.

PROGRAMME COST
Not applicable.

PARTICIPANTS  Description
Prenatal parents; parents of children aged 0-5 years.

First-time parents only; lone parents; young/teenage parents; parents with multiple problems and very low self-esteem.

Means of access
All parents of new born children in the catchment area are offered the programme.

Cost to participants
Free.

FACILITATOR/ TUTOR  Training required
Induction and on-going support.
**Length of training**
2-4 evening sessions.

**Where accessed**
In local area.

**Provider of training**
Programme Co-ordinator and Midland Health Board staff.

**Cost**
No information available.

**FUTURE DEVELOPMENTS**
Expansion within Midland Health Board area. (A similar programme is available in selected areas of the North Eastern Health Board and Mid Western Health Board also on a pilot basis).

**INDICATORS OF SUCCESS**
- Parent satisfaction.
- Increased community involvement.
- Increased awareness of child's needs.
- Improved self-esteem and confidence.
5.2 CATEGORY 2. GENERAL GROUP BASED PROGRAMMES

CATEGORY 2.A BIRTH TO SIX YEARS
2A.1 Creative Course for Parents
2A.2 Preparing for Parenthood
2A.3 Noughts to Sixes Parenting Programme
2A.4 Parenting Through Play from Birth to Five Years

CATEGORY 2.B BIRTH TO TWELVE YEARS
2B.1 Fáis Le Chéile
2B.2 Parents Plus Programme

CATEGORY 2.C BIRTH TO EIGHTEEN YEARS
2C.1 Certificate in Family Studies
2C.2 Diploma in Family Studies
2C.3 Eastern Health Board Parenting Skills Programme
2C.4 Five to Fifteen's Basic Parenting Programme
2C.5 Know Your Child, Know Yourself
2C.6 Parent Assertiveness Programme
2C.7 Parenting With Intimacy
2C.8 Positive Parenting Programme
2C.9 S.T.E.P. (Systematic Training for Effective Parenting)
2C.10 The Nurture Programme

CATEGORY 2.D TWELVE TO EIGHTEEN YEARS
2D.1 Teen Parenting Programme
Creative Course for Parents

DEVELOPER The course is group led by parents using visual arts to share and discuss issues concerning parenting.

INFORMATION SUPPLIED BY Susann von Mohlmann
The Rialto Family Centre
423 South Circular Road
Dublin 7
Tel: 01 4734746

YEAR DEVELOPED 1997. Development is ongoing with input from parents.

ASSOCIATED ORGANISATION Eastern Health Board

FUNDING AGENCY The Canal Communities Partnership funded this programme.

AIMS 1. Parents will be supported as the people who know their children best, concentrating on the positive aspects.
2. Parents are encouraged to explore their creative potential and to find new ways to express themselves.
3. To achieve an educational product that can be of benefit to other parents.

OBJECTIVES 1. Parents determine key issues; parents share information, experiences and support; space and time-out.
2. Choice of materials and techniques in exploring issues. The process being more important than the product.
3. To value parents' contribution in producing an education resource for the community.

CONTENT It is a creative course for parents with the themes for each session decided by the parents themselves. Possible topics may include: parents own childhood as a learning tool for parenting; time-out for parents including self-awareness; play and fun with children; child development; behaviour management e.g. health/safety, eating habits.
PART 5 – INDIVIDUAL PROGRAMME INFORMATION

PRESENTATION  Composition of materials
One of the aims is that the group can achieve an educational product that can be of benefit to others.

This may be in the form of fact sheets or parenting book using the visual arts as a form of expression. The group will decide what form of presentation they prefer.

Method of delivery
Whole group discussion; focused work/activities; flipchart; posing questions; information giving; self reflection; use of different creative mediums; visualisation.

ADDITIONAL SUPPORTS
Throughout the course the Family Centre staff is available and, if requested, will link with local services for further support.

FREQUENCY AND DURATION
September-December: 12 sessions of 1.5 hours held once a week.

LOCATION
Family Centre, Rialto (joint project of Eastern Health Board and Community).

GROUP SIZE
Minimum 4; Maximum 8.

SAMPLE SESSION
Session 1
- Ice breaker/name game in a circle.
- Discussion of ground rules.
- Flip-chart/brainstorm of ideas and issues of concern
- Time to explore various art materials and discover what parents enjoy using.
- Time to reflect on session back in a circle.

EVALUATION  Formal evaluation
Programme notes recorded after each session. Joint meeting between workers and Partnership and Family Centre at the end.

Participant evaluation
Verbal feedback. Reflection time will be given at the end of each session for parents to share ideas or feelings on what works or what doesn’t.

AVAILABILITY
This programme is not published. It is available for further use by relevant groups/organisations through the Family Centre, Rialto.

PROGRAMME COST
The cost of the course for 3-4 months is £2,500 to include employment of Community Arts worker and purchase of art materials and evaluation.
PARTICIPANTS

Description
Parents of children aged 0-5 years from the local community. The Family Centre is a community-based project working with families from Rialto.

Means of access
Self-referred or through word of mouth or through other organisations who introduce families.

Cost to participants
No cost.

FACILITATOR / TUTOR

Training required
One facilitator is a community arts worker while the other is a qualified child care worker. Both have relevant experience.

Length of training
Childcare: 3 year diploma course
Community arts: training in fine arts (3-4 years) and community work experience.

Where accessed
Child care: Dublin Institute of Technology
Community arts: National College of Art & Design,

Provider of training
As above.

Cost
No information available.

FUTURE DEVELOPMENTS

As it is a pilot scheme, evaluation will be needed before future planning.

INDICATORS OF SUCCESS

- Parents gain a sense of self-awareness.
- Parents gain confidence and sense of value in the vital role they have.
- That the group enjoys the activities and get support from each other.
- That the parents feedback on what worked and what didn’t.
- Awareness about parent/child interaction.
Preparing for Parenthood


INFORMATION SUPPLIED BY Grace Kelly
12 Mary Street, Cork.
Tel: 021 962485
01 6794944
Fax: 021 316961


ASSOCIATED ORGANISATION I.S.P.C.C.

FUNDING AGENCY I.S.P.C.C.

AIMS To provide a forum for parents and/or expectant parents to share experiences and information about such issues as: Positive Parenting; Fears; Hopes; Expectations; Motivations for being a Parent; Parenting Styles; Childhood experiences of being Parented.

OBJECTIVES To encourage expectant parents to become more skilled in parenting using a child-centred approach.
To encourage positive discipline and parenting styles.
To encourage better communication between child and parent and to improve the emotional understanding and nurturance of children.

CONTENT Session 1
"How I discovered I was pregnant and what were the initial reactions".
Family Exploration.
Presentation – the principles of good parenting.

Session 2
"Why we wanted to have a baby".
To remember and record the happiest memory from my childhood and the saddest memory from my childhood.
Presentation – emotional nurturance through physical contact.
Session 3
Our expectations about our baby.
My mother’s parenting style.
Presentation – “Listening/being responsive” to children.

Session 4
“Our worries about our baby”, “My father’s parenting style”.
Communicating effectively with children.

Session 5
Effective stimulation of children.

Session 6
Things we enjoy about our baby.
Main influences on our parenting style.
Positively discipline children.

Session 7
Child centred parenting.
Learning the positives from our own experiences.
Positive parenting.

Session 8
Summary.
Follow up on issues arising from the group.
Conclusion.

PRESENTATION
Composition of materials
Facilitators manual.
Worksheets/tasks for parents, handouts for parents.

Method of delivery
Whole and divided discussion; one-to-one discussion;
focused work/activities; role play; videotape; flipchart;
posing questions; information giving; self reflection.

ADDITIONAL SUPPORTS
Individual support is offered by facilitators. Quite often
parents will “refer” their child/themselves to some of our
other I.S.P.C.C. services for therapeutic work.

FREQUENCY AND DURATION
Enrolment on course based on demand. It is run over
eight sessions totalling 14-16 hours.

LOCATION
In maternity hospitals, community centres.

GROUP SIZE
Minimum 8; Maximum 16.

SAMPLE SESSION
No information available.

EVALUATION
Formal evaluation
The programme was first evaluated in 1993-1994. The
evaluation is not published. See details in Part 4, 4.4
Category 2 General Group Based Programmes and Part 7,
7.3 Review of Evaluations.
**Participant evaluation**
Written evaluation and verbal feedback. Sessional evaluations are used and verbal feedback especially on the summary session. Pre and post intervention questionnaires are also used.

**AVAILABILITY**
This programme is available nationwide through the I.S.P.C.C.

**PROGRAMME COST**
Not applicable.

**PARTICIPANTS**
*Description*
Prenatal parents; first-time parents from mixed area.

*Means of access*
Referred by professional; self-referred.

*Cost to participants*
None.

**FACILITATOR / TUTOR**
*Training required*
I.S.P.C.C. trained facilitators.

*Length of training*
Gradual training from our Training and Policy Department as identified by need.

*Where accessed*
Head Office / Locally.

**Provider of training**
I.S.P.C.C. staff.

**Cost**
Free.

**FUTURE DEVELOPMENTS**
Maternity hospitals to run more community based programmes to facilitate hospitals in running the programme without I.S.P.C.C. involvement.

**INDICATORS OF SUCCESS**
- Group participation and interaction.
- All participants complete the course.
- Good skills on behalf of the facilitator.
- More positive feedback regarding children and being a parent.
- Better understanding of children as individuals with rights.
Noughts to Sixes Parenting Programme

DEVELOPER     Family Caring Trust

INFORMATION   Michael Quinn, Director
SUPPLIED BY    Family Caring Trust
               44 Rathfriland Road
               Newry, Co Down BT34 1LD
               Tel: Newry 01693 64174
               Fax: 01693 69077
               E-Mail: familycaring@btinternet.com

YEAR DEVELOPED 1993-1995

ASSOCIATED ORGANISATION Schools, churches, health visitors etc.

FUNDING AGENCY Family Caring Trust

AIMS           To improve parent/child communication and offer parents some skill, sense of direction and community support for positive parenting in the early years.

OBJECTIVES    To teach skills of listening, allowing child to lead play, withdrawing attention from inappropriate behaviour, encouraging and applying consequences.

CONTENT        Before you begin
               1. Behaviour you don’t like
               2. Encouraging your child
               3. Listening means paying attention
               4. Talking with your child
               5. Discipline
               6. Quality time
               Appendix: Your child’s spiritual development.

PRESENTATION  Composition of materials
               2 Leader’s Guides, 1 Parent’s Manual, 1 Video and 25 Certificates.
**Method of delivery**
Whole and divided group discussion; one-to-one discussion; focused work/activities; role play; posing questions; information giving; homework; self reflection; sharing of experience of “homework” (as opposed to discussion).

**ADDITIONAL SUPPORTS**
We emphasise to agencies the need for support to be ongoing. We would see this “Noughts to Sixes” as the initial course in a series.

**FREQUENCY AND DURATION**
The programme is available on demand over eight two-hour sessions night or day.

**LOCATION**
In homes, schools, colleges, voluntary organisations and Family Centres.

**GROUP SIZE**
Minimum 8; Maximum 12.

**SAMPLE SESSION**
Ice breaker. Sharing of how “homework” went. Involving exercise to get in touch with topic. Input from table summary, case studies, skill practice, planning for week ahead, optional reflection.

**EVALUATION**
**Formal evaluation**
1997 was first outside evaluation. This evaluation was published, see Part 4, 4.4 Category 2 General Group Based Programmes and Part 7, 7.3 Review of Evaluations for details

**Participant evaluation**
Written evaluation; verbal feedback

**AVAILABILITY**
The Programme is published and is available for general dissemination.

**PROGRAMME COST**
IR£49.98

**PARTICIPANTS**
**Description**
Parents of children aged 0-8 years; first-time parents; parents of children with special needs; lone parents; young/teenage parents; parents whose children have behaviour problems within the normal range; Travellers (with adaptations).

**Means of access**
Self-referred; participants often respond to advertisement from school, church or organisation.
PART 5 – INDIVIDUAL PROGRAMME INFORMATION

Cost to participants
Usually £5.00; sometimes £8; sometimes free depending on agency.

FACILITATOR / TUTOR

Training required
Familiarity with materials and experience in facilitating other parents programmes. Usually ‘apprenticeship’ training, going through a course themselves as participants and then as assistant to facilitator. Plus experience in facilitating other parenting courses.

Length of training
Requirements of agencies vary – usually 50+ hours.

Where accessed
Local venues.

Provider of training
Agencies providing the courses.

Cost
Usually no cost.

FUTURE DEVELOPMENTS

INDICATORS OF SUCCESS
- Involvement of participants in the group process.
- Bonding of group.
- Good level of satisfaction that goals of the course are being achieved.
- Greater flexibility in parenting.
- Self-reports of use of skills and of good effects on family interactions.
**Parenting Through Play from Birth to Five Years**

**DEVELOPER**  Irish Pre-school Playgroups Association with the assistance of the Department of Family Studies, Marino Institute of Education.

**INFORMATION SUPPLIED BY**  Hilary Kenny and Peggy Walker

**IPPA**
Spade Centre
North King Street
Dublin 7
Tel: 01 6715714
Fax: 01 6711356

**YEAR DEVELOPED**  1995

**ASSOCIATED ORGANISATION**  Irish Pre-school Playgroups Association.

**FUNDING AGENCY**  Development of the programme was funded by IPPA and the publication of the tutor's manual and the initial in-service training for tutors was funded by the Health Promotion Unit. Support in kind was made available by expertise from Marino Institute of Education.

**AIMS**
- To help parents understand the value of play in the development of the child from birth to 5 years.
- To help parents provide this play at all stages of development.
- To help parents understand the changing needs of the child at each stage of development.
- To help parents identify their own needs and find the balance between these needs and the needs of their children.

**OBJECTIVES**
- Through the progression of the course, the value of play is demonstrated.
- Parents and tutors engage in the practical elements of play.
- In the week following each session, parents try out some of the ideas which have been shared.
To create an awareness that it is important for parents to give themselves permission to take time out for themselves.

**CONTENT**
1. Introductory session; identification of needs.
2. Childhood issues.
3. Play and development.
4. Playdough as a developmental tool.
5. Language and communication.
7. Safety, health and diet.
8. Creativity.

**PRESENTATION**
*Composition of materials*
Tutor's manual, handouts, audio and video tapes.

*Method of delivery*
Whole and divided group discussion; focused work/activities; audiotape; videotape; flipchart; posing questions; information giving; homework; self reflection.

**ADDITIONAL SUPPORTS**
Tutors are encouraged to have lists of support people/organisations available for participants as part of support mechanism which includes limited availability on an individual basis to participants on completion of the course.

**FREQUENCY AND DURATION**
The programme is held on demand over ten 2-hour sessions both day and night.

**LOCATION**
In schools, voluntary organisations, colleges, community centres, family resource centres, etc.

**GROUP SIZE**
Minimum 10; Maximum 16.

**SAMPLE SESSION**
*Session 4*
Review of the previous session and home task.
Short introduction to playdough.
Practical session.
Tidy up.
Break for tea.
Feedback on the practical session and on the noise (music) levels.
Review and home task.
Distribute handouts.

**EVALUATION**
*Formal evaluation*
No information available
**Participant evaluation**
Written evaluation completed by participants at end of course.

**AVAILABILITY**
The programme is published and is available for general dissemination.

**PROGRAMME COST**
£800.

**PARTICIPANTS**
*Description*
Prenatal parents; parents of children aged 0-5 years from mixed area. IPPA considers the course to be general enough to encompass all of the categories above. It is developmental, rather than remedial, in nature.

*Means of access*
Self-referred, already part of a group, expressed need in a Branch locale.

*Cost to participants*
Varies depending on the funding support secured by the group.

**FACILITATOR/TUTOR**
*Training required*
Must be experienced, trained IPPA tutors who undertake additional training for delivery of this course. Intensive 20 hour programme provided by IPPA and Marino Institute of Education in addition to basic tutor training and some years experience.

*Length of training*
20 hours.

*Where accessed*
Usually Dublin.

*Provider of training*
IPPA and MIE.

*Cost*
To date £50 as subsidy was provided by Health Promotion Unit for initial tutor training sessions.

**FUTURE DEVELOPMENTS**
The course will be developed as part of the overall development of all IPPA training due to take place in 1998.
INDICATORS OF SUCCESS

- A successful programme is one throughout which participants visibly grow in understanding, develop in attitudes and change their behaviour.
- Additional desirable outcomes include development of peer support through constructive group experiences.
- Tutors' assessments, participants' evaluations, feedback from Branches etc. all give a reasonably accurate picture of how participants respond to the material. Long term, follow-up assessments are not available.
Fás Le Chéile

DEVELOPER
Health Promotion Service

INFORMATION SUPPLIED BY
North Western Health Board
Health Promotion Service
Main Street
Ballyshannon, Co Donegal
Tel: 072 52000
Fax: 072 51287

YEAR DEVELOPED

ASSOCIATED ORGANISATION
Health Promotion Service, North Western Health Board.

FUNDING AGENCY
North Western Health Board and Programme for Peace and Reconciliation.

AIMS
To support parents by offering courses to train parents and to supply the service.

OBJECTIVES
To enable structured discussion on key topics.
To increase the self-esteem of parents.
To enable parents network together and make contacts and find support from each other.

CONTENT
Introductory session.
Agenda, contract expectation, healthy families.
Communication – listening, talking.
Dealing with challenging behaviour.
Sex Education.

PRESENTATION
Composition of materials
No information available

Method of delivery
Whole/divided group discussion; focused work/activities; role play; flipchart; posing questions; information giving; homework; self-reflection; collage/artwork; handouts for reading.
ADDITIONAL SUPPORTS
No information available.

FREQUENCY AND DURATION
Enrolment on course based on demand. Course run over six 2-hour sessions.

LOCATION
In schools; in voluntary organisations (on request, if facilitators available). Where primary school is not available/appropriate, we can arrange alternative venue.

GROUP SIZE
Minimum 10; Maximum 16.

SAMPLE SESSION
Sex Education
Objectives:
That parents have an opportunity to discuss their feeling around sex education.
What is meant by sex education.
To look at some ways sex education might be given.
Introductions and feedback from last week.
Warm Up e.g. Finish the sentence ... “When I think of sex education, I feel ...”
Small group: “What I want from this session” — feedback and compare your plan (adapt if necessary).
Input — What is sex education? Why it’s important — some guidelines.
Handout for all and discuss in small groups.
Case study of one family’s way of handling sex education.
Process questions:
How typical?
What stops them?
What might fears be?
What would help?
Remember back to own experience of sex education and process in pairs.
Share in groups of three to four.
Focus on particular age groups and devise possible questions from children and possible answers that parents might give.
Role play option.
Feedback and agree on some key points.
Present guidelines for good practice.
Explore the sources of material for sex education.
Conclusion and handouts.

EVALUATION
Formal evaluation
PART 5 – INDIVIDUAL PROGRAMME INFORMATION

**Participant evaluation**
Written evaluation by participants and by facilitators.
Verbal feedback by principal of school.

**AVAILABILITY**
The programme is not published and is not available for general dissemination (at present).

**PROGRAMME COST**
No information available.

**PARTICIPANTS**
*Description*
Parents of children aged 6-12 years from mixed area.

*Means of access*

*Cost to participants*
£2 per session nominal cost as affordable (can be waived).

**FACILITATOR / TUTOR**
*Training required*
To have completed a training course specifically designed for this purpose.

*Length of training*
Ten months – 120 contact hours.

*Where accessed*
2 locations within Health Board area.

*Provider of training*
Co-ordinator of programme.

*Cost*
Free.

**FUTURE DEVELOPMENTS**
Materials to be more age-specific. Development to parents of younger and older age groups.

**INDICATORS OF SUCCESS**
- Good attendance.
- Active participation by most.
- Written feedback – with constructive comment.
- Willingness to run it again in school.
- Request for follow-up courses.
Parents Plus Programme

A positive and practical video-based guide to managing and solving discipline problems in young children.

DEVELOPER
Mr. John Sharry, Senior Social Worker and Dr. Carol Fitzpatrick, Consultant Psychiatrist, in conjunction with parents who had completed previous courses.

INFORMATION SUPPLIED BY
John Sharry
Department of Child and Family Psychiatry
The Mater Hospital
North Circular Road
Dublin 7.
Tel: 01 8032242

YEAR DEVELOPED
1997

ASSOCIATED ORGANISATION
Parents Plus is a non-profit organisation of professionals in consultation with parents in the community set up to develop and manage this programme.

FUNDING AGENCY

AIMS
The Parents Plus Programme is a positive and practical video-based guide to solving and managing discipline problems in children aged 3-12 years.

OBJECTIVES
To provide parents with a set of ideas and strategies on how to prevent and manage misbehaviour which are an alternative to physical discipline.
To work collaboratively with parents helping them find the best solution, for them, to discipline problems.

CONTENT
1. The power of attention.
2. Play and special time with children.
3. Encouragement and praise.
5. Setting rules and helping children keep them.
6. Active ignoring.
7. Using time out.
8. Problem solving with children.

The key element of the course is the video input which contains over 80 role play scenes of parenting techniques, backed up by professional input and comments from real parents who have applied ideas successfully at home.

**PRESENTATION**  
*Composition of materials*
Video material (2½ hours, 15-20 minutes per session). A comprehensive manual including ideas on how to structure and run sessions and full handouts for parents.

*Method of delivery*
Whole/divided group discussion; focused work/activities; role play; videotape; flip-chart; blackboard; posing questions; information giving and homework.

**ADDITIONAL SUPPORTS**
Parents who complete course within Lucena Clinic and The Mater Hospital have access to other families and child services, family therapy, individual work, etc.

**FREQUENCY AND DURATION**
Programme held on demand over eight 2-hour sessions both day and night.

**LOCATION**
In schools; colleges; clinics; hospitals and voluntary organisations. The programme is designed to be completed ideally with a group of parents in a variety of clinic/community settings. However, it also can be completed by individual parents.

**GROUP SIZE**
Minimum 8; Maximum 15.

**SAMPLE SESSION**
1. Introduction and ice breaker.
2. Group discussion “How we got on last week”.
3. Video input of new topic. The video may be stopped at any scene for closer review and discussion.
4. Group discussion/role play.
5. Planning/homework.

**EVALUATION**  
*Formal evaluation*
None yet.

*Participant evaluation*
Written evaluation; verbal feedback. The programme will be evaluated using quantitative and narrative feedback from parents.

**AVAILABILITY**
The programme is available for general dissemination from Parents Plus c/o The Mater Hospital.
PROGRAMME COST

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<td>Video 1</td>
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PARTICIPANTS

*Description*

Parents of children aged 3-12 years from mixed area; parents whose children have behaviour problems within the normal range and within the severe range; parents with multiple problems and very low self esteem. It is hoped the course will be applicable to a wide range of parents.

*Means of access*

Referred by professional; self-referred.

*Cost to participants*

As run in the Lucena Clinic and The Mater Hospital, there are no costs. However, if the Parents Plus Programme is disseminated to other settings, there may indeed be costs, as decided by the facilitator.

FACILITATOR / TUTOR

*Training required*

Initially, the course is targeted at professionals wishing to run a parent training course. However, it is planned that parents who complete the programme themselves would go on to run future courses in consultation with professionals.

*Length of training*

1 day workshop.

*Where accessed*

Parents Plus.

*Provider of training*

Parents Plus.

*Cost*

To be decided.

Some training and support will be provided to potential facilitators in the form of 1 day courses but these are not essential to courses.

FUTURE DEVELOPMENTS

Evaluation of current programme.

Development of further programme dependent on above.

INDICATORS OF SUCCESS

- One that collaboratively works with parents supporting and building on their successes.
- One that presents ideas/techniques researched as effective.
Certificate in Family Studies

Validated and awarded by N.U.I. (Maynooth)

DEVELOPER
Members of Adult Education Department
Marino Institute of Education.

INFORMATION SUPPLIED BY
Brother Michael Heffernan
Marino Institute of Education
Griffith Avenue, Dublin 9
Tel: 01 8335111
Fax: 01 8335290

YEAR DEVELOPED
1988

ASSOCIATED ORGANISATION
Marino Institute of Education.

FUNDING AGENCY
Schools, parishes and resource centres. Christian Brothers (primarily).

AIMS
The Department of Adult Education of the Marino Institute of Education provides a Certificate Course in Family Studies which is validated and awarded by N.U.I. Maynooth. This course encourages the holistic development of the participants and relates to their life experience with a view to the development of their personal skills in working with others.

OBJECTIVES
The course is designed to train participants as resource people and encourage them to initiate or become involved in courses in their own local areas with the co-operation of schools, principals, parishes and resource centres.

CONTENT
- Personal Development.
- The Principles of Adult Learning.
- Leadership Skills.
- Stress and Conflict Management.
- The Family and Relationships.
- The Positive use of the Media.
- Justice and Peace in the Home and Society.
PART 5 - INDIVIDUAL PROGRAMME INFORMATION

- Family Life Cycle and Rituals.
- Family Life Cycle and Sexuality.
- Faith Development.
- Home and School and Community Links.
- The Planning and Presentation of Projects which relate in any way to the Family.

PRESENTATION  Composition of materials
Programme not published – materials from various relevant sources are used.

Method of delivery
Group discussions; one-to-one discussions; focused work/activities; role play; audiotape; videotape; flipchart; posing questions; information giving; self-reflection.

ADDITIONAL SUPPORTS
The Diploma in Family Studies or courses in Counselling may be pursued after the course.

FREQUENCY AND DURATION
Course held once a year over 25 sessions totalling 50 hours.

LOCATION
Marino Institute of Education, Griffith Avenue, Dublin 9.

GROUP SIZE
Minimum 18; Maximum 28.

SAMPLE SESSION
1. First of all there is usually a “quieting” period of about 6 minutes.
2. An exercise on the topic which draws together the experiences of individuals about the topic.
3. The material from the exercise is re-arranged and presented in the context of material drawn from acknowledged authorities in the field.
4. The session is reviewed and usually a simple but reflective exercise is suggested for the next session.

EVALUATION  Formal evaluation
The programme was first evaluated in 1989. Evaluations are on file but not published.

Participant evaluation
Participants list their hopes and expectations at the first session. These are reviewed periodically and at the end of the course. Written evaluations are sought both during and at the end of the course.

AVAILABILITY
The programme is on file but has not been published for general use. Specific presentations are personal to the presenters.
PROGRAMME COST
No information available.

PARTICIPANTS
Description
In accordance with its objectives, the course is primarily for parents of children of all ages through to adulthood or others who work with families or other local groups such as schools, parishes, resource centres, etc. Included are parents with no special needs as well as those who have various family difficulties. Those attending the course come from a wide area and a variety of backgrounds.

Means of access
Self-referred or through schools, parishes, resource centres, etc.

Cost to participants
£200. Many are sponsored by schools, parishes, resource centres, etc.

FACILITATOR / TUTOR
Training required
Facilitators are drawn from people who are already established as educators or have other skills such as psychotherapists, counsellors or have specialised knowledge e.g. justice issues, skills in communication etc. The co-ordinator of the course negotiates with the various presenters regarding the aims and the methods of presentation of sessions.

Length of training
The assistant co-ordinator works with the co-ordinator at each session.

Where accessed
No information available.

Provider of training
No information available.

Cost
No information available.

FUTURE DEVELOPMENTS
It is hoped to provide this course into the future and adapt it to meet changing conditions.

INDICATORS OF SUCCESS
- Self confidence and an increase in self-worth.
- Courage to express one’s opinion.
- A stretching of one’s potential especially through group projects.
- The number of individuals who go to further study and/or take initiatives in their schools, parishes, local areas etc.
Validated and awarded by N.U.I. (Maynooth)

DEVELOPER Members of Adult Education Department, Marino Institute of Education.

INFORMATION SUPPLIED BY Brother Martin S. O'Flaherty
Marino Institute of Education
Griffith Avenue, Dublin 9
Tel: 01 8335111
 Fax: 01 8335290.

YEAR DEVELOPED 1989.

ASSOCIATED ORGANISATION Adult Education Department, Marino Institute of Education.

FUNDING AGENCY No formal funding agencies. Participants finance themselves or schools, parishes and resource centres. Christian Brothers (primarily).

AIMS The Diploma in Family Studies is designed to provide information and training for ordinary parents plus resource people in parishes, schools and resource centres.

OBJECTIVES To enable parents to respond to the demands of parenting in a way that promotes personal growth and health. To further develop communication skills.

CONTENT Five main areas:

- Psychology of Family Dynamics (Theory)
- Psychology of Family Dynamics (Practical)
- Sociology of the Family
- Spirituality of the Family
- Communications for Family Resource People.

PRESENTATION Composition of materials
Programme not published but materials are used from a wide variety of relevant sources.
**Method of delivery**
Whole and divided group discussion; one-to-one discussion; focused work/activities; role play; audiotape; videotape; flipchart; posing questions; information giving; homework; self reflection.

**ADDITIONAL SUPPORTS** Follow on courses in counselling and communications are provided.

**FREQUENCY AND DURATION** Course held once a year over 25 sessions Totalling 50

**LOCATION** Marino Institute of Education, Griffith Avenue, Dublin 9.

**GROUP SIZE** Minimum 17; Maximum 25.

**SAMPLE SESSION** Lectures are in accordance with the principles of adult learning whereby the lived experience of the person is his or her greatest resource. Lectures and discussions are combined.

**EVALUATION** *Formal evaluation*
Programme first evaluated in 1990 and is not published.

*Participant evaluation*
Course expectations are elicited from participants at beginning of course. Written evaluations at the end of the course. There are weekly meetings between presenters and there are also ongoing Departmental meetings within Marino Institute of Education and between Marino Institute of Education and Maynooth. Participants submit four short essays during the year. There is a group project at the end of the year.

**AVAILABILITY** The programme is not published and is not available for general dissemination. Hand-outs and other material given throughout the course.

**PROGRAMME COST** No information available.

**PARTICIPANTS**

*Description*
Parents of children aged 0-18 years. First time parents; parents of children with special needs; lone parents; parents whose children have behaviour problems within the normal and severe range; parents with multiple problems and very low self-esteem.

*Means of access*
Self-referred; through parishes, schools, etc.
Cost to participants
£200.

FACILITATOR / TUTOR Training required
Established people from areas like psychotherapy and communications and family matters. The co-ordinator negotiates with the various presenters regarding aims, methods and qualifications.

Length of training
Ongoing.

Where accessed
On the job.

Provider of training
No information available.

Cost
No information available.

FUTURE DEVELOPMENTS
It is hoped to continue providing courses adapted to participants.

INDICATORS OF SUCCESS
• Personal growth in confidence.
• People going on to be active in their sponsoring organisations.
• People returning to do further courses.
• The group projects at the end of the year.
• The presentation on the Communications section of the course.
Eastern Health Board
Parenting Skills Programme

DEVELOPER Sr. Eileen and the staff in the Parenting Skills Unit, Psychology Department.

INFORMATION SUPPLIED BY Yvonne Milner
Head of the Parenting Skills Unit
Psychology Department
Eastern Health Board
Rathdown Road, Dublin 7
Tel: 01 8385844

YEAR DEVELOPED 1981.

ASSOCIATED ORGANISATION Parenting Skills Unit, Psychology Department.

FUNDING AGENCY Eastern Health Board.

AIMS The aim of this programme is to empower parents to create a happier home. The programme recognises parents as the most significant and most important people to effect change in their families and children.

OBJECTIVES This programme sets out to:-
- Help parents develop a greater awareness of their parental role.
- Enable parents to relate more effectively with their children.
- Enhance confidence in parents.
- Teach parents a wide range of parenting skills to help them deal with problems and prevent further problems.
- Encourage parents to exchange ideas and information.

CONTENT This programme teaches parents self-management skills e.g. how to manage stress. It also focuses on relationships in the family, child development, children’s needs, effective discipline and skills to deal with children’s problems. Parents are also encouraged to discuss problems they may be having with a particular child with a view to resolving these problems.
**PART 5 – INDIVIDUAL PROGRAMME INFORMATION**

**PRESENTATION**  
*Method of delivery*
Whole group discussions; focused activities; role play; audiotape; videotape; flipchart; blackboard; information; homework; self-reflection.

**ADDITIONAL SUPPORTS**
Ongoing support and advice is available to parents who are either completing the course or have completed the course. Facilitators also frequently provide follow-up services to the group when requested.

**FREQUENCY AND DURATION**
The course consists of ten morning sessions. Two night sessions are also provided for the partners who cannot attend the full course. Sessions last two and a half hours and are held once a week. A preliminary meeting is held with all the parents to explain the programme.

**LOCATION**
In community centres, parish centres, schools and resource centres.

**GROUP SIZE**
Maximum 14.

**SAMPLE SESSION**
Group discussion and self-reflection are used to focus on various aspects of parenting. Child development, children's behaviour and general parenting skills are also discussed. Parents are encouraged to try these skills at home with their children. Problems of individual children are also discussed and dealt with.

**EVALUATION**  
*Formal evaluation*
Evaluations of this course were published in international journals in 1990, 1994 and 1995. See Part 4, 4.4 Category 2 General Group Based Programmes and Part 7, 7.3 Review of Evaluations for further details.

*Participant evaluation*
Questionnaires are completed by parents at the beginning and end of the course. Parents are also asked to write their impressions of the course and to provide verbal feedback via the tutors. Follow-up evaluation has also been conducted.

**AVAILABILITY**
The content of this programme has not been published.

**PROGRAMME COST**
No information available.

**PARTICIPANTS**  
*Description*
**PART 5 – INDIVIDUAL PROGRAMME INFORMATION**

**PRESENTATION**  
*Method of delivery*  
Whole group discussions; focused activities; role play; audiotape; videotape; flipchart; blackboard; information; homework; self-reflection.

**ADDITIONAL SUPPORTS**  
Ongoing support and advice is available to parents who are either completing the course or have completed the course. Facilitators also frequently provide follow-up services to the group when requested.

**FREQUENCY AND DURATION**  
The course consists of ten morning sessions. Two night sessions are also provided for the partners who cannot attend the full course. Sessions last two and a half hours and are held once a week. A preliminary meeting is held with all the parents to explain the programme.

**LOCATION**  
In community centres, parish centres, schools and resource centres.

**GROUP SIZE**  
Maximum 14.

**SAMPLE SESSION**  
Group discussion and self-reflection are used to focus on various aspects of parenting. Child development, children’s behaviour and general parenting skills are also discussed. Parents are encouraged to try these skills at home with their children. Problems of individual children are also discussed and dealt with.

**EVALUATION**  
*Formal evaluation*  
Evaluations of this course were published in international journals in 1990, 1994 and 1995. See Part 4, 4.4 Category 2 General Group Based Programmes and Part 7, 7.3 Review of Evaluations for further details.

*Participant evaluation*  
Questionnaires are completed by parents at the beginning and end of the course. Parents are also asked to write their impressions of the course and to provide verbal feedback via the tutors. Follow-up evaluation has also been conducted.

**AVAILABILITY**  
The content of this programme has not been published.

**PROGRAMME COST**  
No information available.

**PARTICIPANTS**  
*Description*  
This course is suitable for all parents. However, parents are encouraged to attend the course when their children are young.
Means of access
Parents can put their name down themselves for the course or be referred by a professional. Co-ordinators, who are parents who have done the course, take the names and help voluntarily with the organisation of the courses in the community.

Cost to participants
Free.

FACILITATOR / TUTOR
Training required
At present, psychologists with many years of experience working with children and families, are facilitating the course.

Length of training
Not applicable.

Where accessed
Local venues and the Parenting Skills Unit, Psychology Department, Rathdown Road, Dublin 7.

Provider of training
Not applicable.

Cost
Not applicable.

FUTURE DEVELOPMENTS
We would like to train other tutors to give this course.

INDICATORS OF SUCCESS
In order to be a successful course, it should be:-
* facilitated by tutors with a wide range of experience of child development and family problems;
* community based and easily accessible for parents;
* free of charge;
* provide a comprehensive back-up support and advice service for parents during and after the course.
**Fives to Fifteens Basic Parenting Programme**

**DEVELOPER**  
Family Caring Trust

**INFORMATION SUPPLIED BY**  
Michael Quinn, Director  
Family Caring Trust  
44, Rathfriland Road  
Newry, Co Down BT34 1LD  
Tel: Newry 01693 64174  
Fax: 01693 69077  
E-Mail: familycaring@btinternet.com

**YEAR DEVELOPED**  

**ASSOCIATED ORGANISATION**  
Schools, churches and health visitors.

**FUNDING AGENCY**  
Family Caring Trust

**AIMS**  
To improve parent/child communication and offer parents some skills for helping children become more responsible. Also to give parents a sense of being supported in the community and some direction in to-day’s confusion.

**OBJECTIVES**  
To teach skills of active listening, withdrawing attention from inappropriate behaviour, encouraging, applying consequences, conflict management and facilitating decision-making.

**CONTENT**  
1. What is your child looking for?  
2. Becoming a responsible parent.  
2. Encouragement.  
3. Listening.  
5. Disciplining children.  
6. Talking things out together.  
7. Bringing it all together.

**PRESENTATION**  
*Composition of materials*  
2 Leader’s Guides; 1 Parents Manual; 1 Video and 25 Certificates.
Method of delivery
Whole and divided group discussion; one-to-one discussion; focused work/activities; role play; posing questions; information giving; homework; self reflection; sharing of experiences of “homework” (as opposed to discussion).

ADDITIONAL SUPPORTS
We emphasise to agencies the need for support to be ongoing. Five to Fifteen's is a ‘follow-up’ programme to Noughts to Sixes.

FREQUENCY AND DURATION
The Programme is held on demand over eight 2-hour sessions both day and night.

LOCATION
In homes; schools; colleges; voluntary organisations and in Family Centres.

GROUP SIZE
Minimum 8; Maximum 12.

SAMPLE SESSION

EVALUATION
Formal evaluation

Participant evaluation
Written evaluation; verbal feedback.

AVAILABILITY
The Programme is published and is available for general dissemination.

PROGRAMME COST
IR£46.54

PARTICIPANTS
Description
Parents of children aged 5-15 years from mixed area; parents of children with special needs; lone parents; parents whose children have behaviour problems within the normal range; Travellers particularly in Carlow/Kildare area (with adaptations).

Means of access
Self-referred; participants often respond to advertisement from school, church or organisation.

Cost to participants
Usually £5 (including course book); sometimes £8 sometimes free depending on agency.
Training required
Familiarity with materials and experience in facilitating other parenting programmes. Usually ‘apprenticeship’ training, going through a course themselves as participants and then as assistant to facilitator. Plus experience in facilitating other parenting courses.

Length of training
Requirements of agencies vary – usually 50+ hours.

Where accessed
Local venues.

Provider of training
Agencies providing the courses.

Cost
Usually no cost.

FUTURE DEVELOPMENTS
Ongoing changes in light of feedback from groups.

INDICATORS OF SUCCESS
- Involvement of participants in the group process.
- Bonding of group.
- Good level of satisfaction that goals of the course are being achieved.
- Greater flexibility in parenting.
- Self reports of use of skills and of good effects on family interactions.
**DEVELOPER**  Health Promotion Unit.

**INFORMATION SUPPLIED BY**  Geraldine Hanna
Health Promotion Department
Mid Western Health Board
Limerick

**YEAR DEVELOPED**  Evolving since 1985.

**ASSOCIATED ORGANISATION**  Mid Western Health Board.

**FUNDING AGENCY**  Organisations/services and self-funded on occasions.

**AIMS**  To provide practical/emotional/social support to parents so that they can maximise their enjoyment of their role and minimise the anxiety/stress. It aims to develop parents appreciation that their growth and development is ongoing with their child.
To provide six week training programme for facilitators once a year.

**OBJECTIVES**  That parents would acquire practical skills in relation to parenting.
That parents would acquire information relevant to their needs and that of their children.
That the participants would explore attitudes and values in relation to child rearing.

**CONTENT**  First session works at practical needs of the group’s children e.g. relating to age or stage of development – link these to needs of parent at this stage e.g. new baby / clothes / food / mother’s sleep / time for self. Session 2-3 looks at growth and development norms and expectation in relation to these. Behaviour and communication are looked at. In session 4-5, problem solving techniques and session 6 involves planning for the future.
PRESENTATION  Composition of materials
No information available.

Method of delivery
Whole/divided group discussion; one-to-one discussion; focused work/activities; role play; audiotape; videotape; flipchart; blackboard; posing questions; information giving; homework. All of the above and some participant research on amenities and services available locally.

ADDITIONAL SUPPORTS
In certain cases, the group has formed its own support group. In other cases, members have joined other Adult Education Courses/Programmes.

FREQUENCY AND DURATION
Enrolment on course is based on demand. The Course is run over six 2-hour sessions.

LOCATION
In schools; in voluntary organisations and community resource centres.

GROUP SIZE
Minimum 15; Maximum 20.

SAMPLE SESSION
Session 1
Paired interview with individuals in group, giving name, number of children they have and ages. Main focus of interview – individuals introduce each other, acknowledge range of experience and ages within group. Divide into small groups; ask them to focus on practical and emotional needs of children within group. Record this – discuss their needs as parents in relation to this.

EVALUATION
Formal evaluation
No information available.

Participant evaluation
Written evaluation and verbal feedback (depending on the group's literacy levels and comfort levels).

AVAILABILITY
The programme is not published and is not available for general dissemination.

PROGRAMME COST
No information available.

PARTICIPANTS
Description
Parents of children aged 0-18 years. This programme has been delivered to all of the above and to Foster Parents Group.

Means of access
Referred by professional; self-referred; already part of a group.
Cost to participants
In most cases, it has been funded by services.

Training required
Experience in Adult Education and facilitation is necessary in order to run programme. There is a six week training programme for those who wish to facilitate parenting programmes and this is run once a year.

Length of training
Six sessions but, in the main, all participants would have some experience.

Where accessed
In Limerick city.

Provider of training
Programme developer.

Cost
No cost – funded by Health Promotion Centre.

Future Developments
No information available.

Indicators of success
Attendance in a positive, enjoyable and open atmosphere where there is a sense of fun and learning in the group with participants beginning to reflect on their parenting and themselves and see options open to them.
Parent Assertiveness Programme

DEVELOPER  Family Caring Trust

INFORMATION  Michael Quinn, Director
SUPPLIED BY  Family Caring Trust
             44 Rathfriland Road
             Newry, Co Down BT34 ILD
             Tel: Newry 01693 64174
             Fax: 01693 69077
             E-Mail: familycaring@btinternet.com

YEAR DEVELOPED  1990 – 1992

ASSOCIATED ORGANISATION  Schools, church, health visitors, etc.

FUNDING AGENCY  Family Caring Trust

AIMS  To improve family communication. To help parents respect themselves and their children but also to empower them to make stands when appropriate.

OBJECTIVES  To teach skills of active listening, withdrawing attention from inappropriate behaviour, encouraging, applying consequences, conflict management and facilitating decision-making.

CONTENT  My Rights
1. What Assertiveness Means
2. Saying 'No'.
3. Dealing with Abuse and Criticism.
4. Giving Constructive Criticism.
5. Encouragement and Assertiveness.
6. A Way of Life.

PRESENTATION  Composition of materials
2 Leader' Guides, 1 Parent's Manual and 1 Video.
Method of delivery
Whole and divided group discussion; one-to-one discussion; focused work/activities; role play; posing questions; Information giving; homework; self-reflection; sharing of experience of “homework” (as opposed to discussion).

ADDITIONAL SUPPORTS
We emphasise to agencies the need for support to be ongoing. “Parent Assertiveness” is a follow-up programme to parenting programmes.

FREQUENCY AND DURATION
The programme is held on demand over seven two hour sessions day or night.

LOCATION
In homes, schools, colleges, voluntary organisations and in Family Centres.

GROUP SIZE
Minimum 8; Maximum 12.

SAMPLE SESSION

EVALUATION
Formal evaluation
1990-1992. This evaluation is not published.

Participant evaluation
Written evaluation; verbal feedback.

AVAILABILITY
The programme is published and is available for general dissemination.

PROGRAMME COST
IRE£39.96

PARTICIPANTS
Description
Economically and socially advantaged and disadvantaged parents of children aged 0-18 years; parents of children with special needs; lone parents; young/teenage parents; parents whose children have behaviour problems within the normal range.

Means of access
Self-referred; participants often respond to advertisement from school, church or organisation.

Cost to participants
Training required
Familiarity with materials and experience in facilitating other parenting programmes. Usually 'apprenticeship' training, going through a course themselves as participants then as assistant to facilitator. Plus experience in facilitating other parenting courses.

Length of training
Requirements of agencies vary – usually 50+ hours.

Where accessed
Local venues.

Provider of training
Agencies providing the courses.

Cost
Usually no cost.

Future developments
Ongoing changes in light of feedback.

Indicators of success
- Involvement of participants in the group.
- Bonding of group.
- Good level of satisfaction that goals of course are being achieved.
- Greater flexibility in parenting.
- Self-reports in use of skills and of good effects on family interactions.
Parenting with Intimacy

DEVELOPER
Dr. David and Teresa Ferguson
Dr. Paul and Vicky Warren and Terri Ferguson.

INFORMATION SUPPLIED BY
Owen Joseph Connolly (Skilled Facilitator)
140 Meadow Grove
Dundrum, Dublin 16
Tel: 01 2986987
Fax: 01 2963795

YEAR DEVELOPED
1994–1995

ASSOCIATED ORGANISATION
Intimate Life Ministries – a training organisation for marriage and family programmes.

FUNDING AGENCY
By private donations.

AIMS
To better enable parents to understand themselves and their children.

OBJECTIVES
To remove old ways that are harmful to the child and parent.

CONTENT
Intimacy means “I care about you”.
Knowing someone takes time.
Unwrapping the gifts.
Understanding your child’s needs.
Healthy and unhealthy relationships.
Learning from life’s applications.
Finish growing up.
Balanced/resolving conflict, etc.

PRESENTATION
Composition of materials
Tutor’s guide, manual, workbook, handouts, video and book.

Method of delivery
Whole/divided discussion; one-to-one discussion; focused work/activities; audiotape; videotape; flipchart; posing questions; information giving; homework; self-reflection.
ADDITIONAL SUPPORTS

There is family therapy available.

FREQUENCY AND DURATION

Enrolment on course based on demand. Total of sixteen 2-hour sessions.

LOCATION

In homes; in schools; in voluntary organisations.

GROUP SIZE

Minimum 6; Maximum 12.

SAMPLE SESSION

Greet the group (as we would want that they would understand needs, we have a handout on needs for every class). We would review homework, group discussion, introduce new session, answer questions.

EVALUATION

*Formal evaluation*

1995 Evaluation not published.

*Participant evaluation*

Written evaluation.

AVAILABILITY

The programme is published.

PROGRAMME COST

Not for sale.

PARTICIPANTS

*Description*

Prenatal parents and parents of children aged 0-18 years. Lone parents; young/teenage parents; parents whose children have behaviour problems within the normal / severe range; parents with multiple problems and very low self-esteem.

*Means of access*

Self-referred; already part of a group.

*Cost to participants*

£160 per person for 16 weeks.

FACILITATOR / TUTOR

*Training required*

Trainers need to have completed an Intimate Life training course and have completed this course themselves.

*Length of training*

2/3 years.

*Where accessed*

In our premises in Dublin. In the UK and at the headquarters in the USA.
PART 5 – INDIVIDUAL PROGRAMME INFORMATION

Provider of training
There is a very qualified team in Ireland, UK, USA.

Cost
With tutorials, travel etc. £2,000/£3,000.

FUTURE DEVELOPMENTS
No information available.

INDICATORS OF SUCCESS
When the participants convert the knowledge to a living understanding, the whole family benefit.
Positive Parenting Programme


INFORMATION SUPPLIED BY  Grace Kelly
12 Mary Street, Cork.
Tel: 021 962485
01 6794944
Fax: 021 316961

YEAR DEVELOPED  1993

ASSOCIATED ORGANISATION  I.S.P.C.C.

FUNDING AGENCY  I.S.P.C.C.

AIMS  To provide a forum for parents to share experience and information about such issues as:
Positive Parenting; Fears; Hopes; Expectations;
Motivations for being a parent; Parenting styles;
Childhood experiences of being parented.

OBJECTIVES  To encourage parents to become more skilled in parenting using a child-centred approach.
To encourage positive discipline and parenting styles.
To encourage better communication between child and parent and to improve the emotional understanding and nurturance of children.

CONTENT  1. Introduction and understanding children's needs.
2. Listening to and communication with children.
3. Parenting Styles and Positive Discipline.
4. Protection and Safety; Stress Management.
5. Play.

PRESENTATION  Composition of materials
Facilitators manual.
Worksheets/Tasks for parents, handouts for parents.
**Method of delivery**
Whole and divided group discussion; one-to-one discussion; focused work/activities; role play; videotape; flipchart; posing questions; information giving; self-reflection.

**ADDITIONAL SUPPORTS**
Individual support is offered by facilitators. Quite often, parents will “refer” their child/themselves to some of our other I.S.P.C.C. services for therapeutic work.

**FREQUENCY AND DURATION**
Enrolment on course based on demand. The course is run over seven sessions totalling 14-16 hours, both day and night.

**LOCATION**
In clinics; in voluntary organisations; I.S.P.C.C. centres or community centres.

**GROUP SIZE**
Minimum 8; Maximum 16.

**SAMPLE SESSION**
Session 2
“Listening to and Communicating with Children; Positive Parenting Style”.
- Self exploration exercise – Remember a time when you were listened to in your own childhood (and not listened to). Share with group feelings and behaviours (to the exercise).
- Worksheets on Mum’s parenting style, Dad’s parenting style.
- Presentation by facilitator on communication and listening.
- Video and discussion of the above.

**EVALUATION**
**Formal evaluation**
The programme was first evaluated in 1989 and is not published.

**Participant evaluation**
Sessional evaluations, verbal feedback, especially on the summary session. Pre and post intervention questionnaires are also used.

**AVAILABILITY**
This programme is available nationwide through the I.S.P.C.C.

**PROGRAMME COST**
Not applicable.

**PARTICIPANTS**
**Description**
This programme is tailored to suit the needs of groups.
Means of access
Referred by professional; self-referred.

Cost to participants
None.

FACILITATOR / TUTOR
Training required
I.S.P.C.C. trained facilitators.

Length of training
Gradual training from our Training and Policy Department as identified by need.

Where accessed
Head Office / Locally.

Provider of training
I.S.P.C.C. staff.

Cost
None.

FUTURE DEVELOPMENTS
No information available.

INDICATORS OF SUCCESS
- Group participation and interaction.
- All participants complete the course.
- Good skills on behalf of the facilitator.
- More positive feedback regarding children and being a parent.
- Better understanding of children as individuals with rights.
S.T.E.P.
Systematic Training for Effective Parenting

DEVELOPER  Dinkmeyer and McKay (1989).
Published American Guidance Service Inc.

INFORMATION
SUPPLIED BY  Ann McCarthy (Skilled Facilitator)
on behalf of
The Community Care Psychology Services
Carlow/Kilkenny Community Care Headquarters
James Green, Kilkenny
Tel: 056 52208

YEAR DEVELOPED  1989.

ASSOCIATED
ORGANISATION  Parents/Families referred to the Health Board Psychology
Service.

FUNDING AGENCY  No information available.

AIMS  
* Improve communication child/parent.
* Explore styles of democratic relationships.
* Increase parents awareness of current style of parenting
  and explore other styles.

OBJECTIVES  Understanding human behaviour and its implication to
parent/child relationships.
Improving communication between child/parent.
Improving skills of listening, resolving conflicts, and
consequences of behaviours.
Developing alternatives to modify child defeating
behaviours.
Increasing awareness of parents own behaviours.

CONTENT  1. Understanding your child’s behaviour.
2. Understanding child emotions – how they impact on
   the parent.
3. Encouragement.
5. Communication: Exploring alternatives and expressing
   your feelings to children.
7. Decision making for parents.
8. The Family Meeting.
9. Developing confidence and using your potential.

PRESENTATION

Composition of materials
Leaders guide and parents handbook.

Method of delivery
Whole group discussion; focused work/activities; role play; audiotape; flipchart; information giving; homework.

ADDITIONAL SUPPORTS
This is discussed with participants at conclusion of group.

FREQUENCY AND DURATION
Enrolment on course based on demand. 9 sessions extended to 12 – introduction/termination/follow-up of one and half to two hours.

LOCATION
In clinics; in voluntary organisations (access to room in local voluntary agency).

GROUP SIZE
Minimum 4; Maximum 12.

SAMPLE SESSION
Introduce ourselves.
Introduce objectives and elicit parents’ objectives and expectations.
Outline guidelines regarding group confidentiality.
Discussion of previous weeks charts, homework exercises.
Role played previous weeks.
Presentation of audio cassette.
Discussion.
Role play exercise.
Group problem solving exercise.
Summary.

EVALUATION

Formal evaluation
This programme has been widely evaluated in the U.S.A.

Participant evaluation
In the Community Care Psychological services the programme is evaluated in the following way:-
(i) Pre and post records of nature of behavioural problems.
(ii) Stress of parents.
Parents completed written feedback covering; assessment process, perception of service and value of attendance and the need for follow-up – group or individual.

AVAILABILITY
The programme is published and is available for general dissemination.

PROGRAMME COST
No information available.
PART 5 - INDIVIDUAL PROGRAMME INFORMATION

PARTICIPANTS

**Description**
Parents of children with special needs.
Parents whose children have behaviour problems.

**Means of access**
Referred by professional.

**Cost to participants**
Personal travel to course. All materials provided by course facilitators.

FACILITATOR / TUTOR

**Training required**
(As defined by authors of programme)
Person with professional qualification e.g. psychology, social work, counselling.
Person willing to study material intensively.
Person with ability to lead a group.

**Length of training**
New Facilitator – in addition to becoming familiar with material, opportunity to partake in a parent course as co-facilitator.

**Where accessed**
On site.

**Provider of training**
Peer training.

**Cost**
No information available.

FUTURE DEVELOPMENTS

Plan to utilise programme with group of parents presently availing of our service – referred with specific behavioural/emotional issues.
Discussion ongoing about benefits in organising parent groups for children with special needs (e.g. learning disabilities).
Early identification and support to parents.

INDICATORS OF SUCCESS

A successful programme:
- Enables parents to become aware of parenting as an interactive process between parent and child.
- Helps parents to explore their own emotions and feelings.
- Fosters equal respect for child/parent.
The Management of Challenging Behaviour in Children of all Ages

DEVELOPER Cormac A. Russell and Olivia Russell

INFORMATION SUPPLIED BY Cormac A. Russell
The Nurture Programme
4 Heatherview Drive
Aylesbury, Dublin 24.
Telephone: 01 4621723

YEAR DEVELOPED March 1997

ASSOCIATED ORGANISATION The Irish Institute of Counselling and Hypnotherapy and the Celtic Healing Centre.

FUNDING AGENCY There is no funding agency associated with this programme.

AIMS To empower parents to develop communication skills and strategies to nurture their children who present with challenging behaviour. The skills and strategies are aimed at supporting parents to support their children to feel empowered to become self disciplined.

OBJECTIVES To transfer information on communication skills, values, strategies and insights into the world of the child who presents with challenging behaviour, thereafter to support parents to identify the resources they already have in nurturing themselves and their children.

CONTENT 1. Parent/child relationship based on fairness, caring, understanding and respect.
2. Building self-esteem and facilitating expression of feelings.
3. Plans for addressing challenging behaviour.
5. Stress management.
6. Use of essential oils.
7. Basic counselling skills.
8. Managing behaviours resulting from separation and loss.

PRESENTATION  *Composition of materials*
No information available.

*Method of delivery*
Whole, divided and one-to-one group discussion; focused work/activities; role play; flipchart; blackboard; posing questions; information giving; homework; self-reflection.

ADDITIONAL SUPPORTS  Monthly support groups

FREQUENCY AND DURATION  The course is held once a year over four nightly sessions totalling 10 hours.

LOCATION  In schools and colleges.

GROUP SIZE  Minimum 15, Maximum 27.

SAMPLE SESSION  *Lecture 2 / Session 2.*
A. Five root causes of challenging behaviour.
B. What children need at an emotional level from their family system.
C. A definition of discipline explored.
D. Eight strategies for managing challenging behaviour.

EVALUATION  *Formal evaluation*
No information available.

*Participant evaluation*
Each participant is asked to write a critical and personal evaluation – they are given the option of leaving the evaluation unsigned.

AVAILABILITY  The programme is not published or available for general dissemination.

PROGRAMME COST  No information available.

PARTICIPANTS  *Description*
The course is open to both men and women and to parents in general.

*Means of access*  
Referred by professional; self-referred.

*Cost to participants*  
£35
FACILITATOR / TUTOR  

**Training required**
This programme is provided by the programme developers.

**Length of training**
No information available.

**Where accessed**
No information available.

**Provider of training**
No information available.

**Cost**
No information available.

FUTURE DEVELOPMENTS

To establish concrete structured support groups.

INDICATORS OF SUCCESS

That the course is concrete, practical, simple, resonates with common sense and that it focuses on what can be done. Aiming to enhance self-confidence.
Teen Parenting Programme

DEVELOPER Family Caring Trust

INFORMATION SUPPLIED BY
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Family Caring Trust
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E-Mail: familycaring@btinternet.com

YEAR DEVELOPED 1986 – 1988

ASSOCIATED ORGANISATION Schools, churches, organisations of public health administrators.

FUNDING AGENCY Family Caring Trust

AIMS To improve parent/teen communication and offer parents some skills for helping teenagers become more responsible. Also to give parents a sense of being supported in the community and a sense of direction in today’s confusion.

OBJECTIVES To teach skills of active listening, withdrawing attention from inappropriate behaviour, encouraging, applying consequences, conflict management and facilitating decision-making.

CONTENT 1. No longer a child.
2. Listening.
3. Encouragement.
4. Talking problems through.
5. Teenagers and discipline.
6. The healthy family.

PRESENTATION Composition of materials
Boxed Kit: 2 Leader’s Guides; 1 Parent’s Manual;
3 Audio Tapes; 6 Posters and 25 Certificates.
PART 5 – INDIVIDUAL PROGRAMME INFORMATION

Method of delivery
Whole and divided group discussion; one-to-one discussion; focused work/activities; role play; posing questions; information giving; homework; self reflection. Sharing of experience of “homework” (as opposed to discussion).

ADDITIONAL SUPPORTS
We emphasise to agencies the need for support to be ongoing. Teen Parenting Programme is one of the follow-up programmes to Five to Fifteen’s.

FREQUENCY AND DURATION
Programme held on demand over six two hour sessions day or night.

LOCATION
In homes; in schools; in colleges; in Family Centres.

GROUP SIZE
Minimum 8; Maximum 12.

SAMPLE SESSION

EVALUATION
Formal evaluation
1986-88 (Not published)

Participant evaluation
Written evaluation; verbal feedback. Ongoing adaptations in light of feedback from groups.

AVAILABILITY
This programme is published and is available for general dissemination.

PROGRAMME COST
£31.80

PARTICIPANTS
Description
Economically advantaged/disadvantaged parents of children aged 13-18 years. Parents of children with special needs; lone parents and parents whose children have behaviour problems within the normal range.

Means of access
Self-referred; participants often respond to advertisements in school, church or organisations.

Cost to participants
FACILITATOR / TUTOR

Training required
Familiarity with materials and experience in facilitating other parenting programmes. Usually 'apprenticeship' training, going through a course themselves as participants and then as assistant to facilitator. Plus experience in facilitating other parenting courses.

Length of training
Requirements of agencies vary. Usually 50+ hours.

Where accessed
Local venues.

Provider of training
Agencies providing the courses.

Cost
Usually no cost.

FUTURE DEVELOPMENTS

Being completely revised over the next three years. Joint research currently being undertaken between Family Caring Trust and Dr. John Coleman and Dr. Debi Roker of the Trust for the Study of Adolescence.

INDICATORS OF SUCCESS

- Involvement of participants in the group process.
- Bonding of group.
- Good level of satisfaction that goals of the course are being achieved.
- Greater flexibility in parenting.
- Self-reports of use of skills and of good effects on family interactions.
PART 5 - INDIVIDUAL PROGRAMME INFORMATION

5.3 CATEGORY 3 ISSUE SPECIFIC GROUP BASED PROGRAMMES

CATEGORY 3.A DRUG MISUSE PREVENTION

3A.1 Coolmine Parent to Parent Drug Prevention Programme

3A.2 Family Communication and Self Esteem

3A.3 The C.A.D. “Parenting for Prevention” Programme

CATEGORY 3.B PARENT, SCHOOL PARTNERSHIP

3B.1 A Programme for Parent Involvement in Education

3B.2 Growth and Partnership (GAP)

3B.3 Learning is Fun, Homework Help and Moving On

3B.4 Parents in Education

3B.5 The Learning Journey

CATEGORY 3.C RECONSTITUTED FAMILIES

3C.1 Stepfamilies Programme

CATEGORY 3.D SEX EDUCATION

3D.1 Parenting and Sex Education
Coolmine Parent to Parent Drug Prevention Programmes

DEVELOPER  Pride International.

INFORMATION SUPPLIED BY  Marie Byrne
Coolmine House
19 Lord Edward Street, Dublin 2
Tel:  01 6716146
     01 6793765
Fax:  01 6794822

YEAR DEVELOPED  1987.

ASSOCIATED ORGANISATION  Developers of Programme – PRIDE Coolmine Therapeutic Community in Ireland.

FUNDING AGENCY  Not applicable.

AIMS  This positive prevention strategy focuses on strengthening the capacity of ordinary people to prevent, diagnose and intervene in illegal intoxicant use which threatens the health and safety of their minor children. Ordinary parents, when informed and activated, become capable of extraordinary citizen action to improve the educational, social, political and legal deficiencies which make their communities vulnerable to illegal drug and alcohol use. Simple definition: it begins at home and ramifies into the neighbourhood.

OBJECTIVES  To empower parents and ordinary people and to activate them.

CONTENT  First Session
"The Me Within" – problems of kids and drugs; three critical character traits of effective parents, four types of parents, four types of drugs; the targeted organ. Effects of drugs (group discussion). "Put Yourself in the Way" – the participant should realise they have the primary responsibility for prevention of their child’s use of drugs/alcohol. Recognising their informed behaviour is a key factor to a child saying “Yes” or “No”.
Session 2
"Awareness is Your Best friend" – Why kids use, recognising normal development, crises, behaviours.
"Remembering the Difference" – Double standards, 3 character traits to develop, trust for training, how to set consequences.

Session 3
"Expect and Inspect" – Family belief systems, inspection as positive activity, 5 ways to build family pride.
"Never Cry Alone" – Getting in touch with yourself, why lectures don’t work, communication.

Session 4
"Take Time for Yourself" – Sources of personal stress, your activities, self management, the importance of you.
"When All Else Fails" – When to respond, focus on behaviour, understanding feelings, recognising the disease, how to look for help.

Session 5
Role plays, case study, group discussion.
Evaluation as in previous sessions.

PRESENTATION
Composition of materials
Work books for participants.
8 videos.
Evaluation sheets at end.

Method of delivery
Whole/divided group discussion; one-to-one discussion; focused work/activities; role play; videotape; flipchart; posing questions, information giving; homework; self reflection. Video is the primary use.

ADDITIONAL SUPPORTS
If parents are experiencing problems, there is a group available in Coolmine and more are being set up in the community. Also may keep contact with master facilitator on list of parents who completed programme.

FREQUENCY AND DURATION
Enrolment on course based on demand. Course held over 5 x 2-hour sessions (one per week). It is flexible and can be shortened or extended.

LOCATION
In homes; in schools; in clinics; in voluntary organisations. Only equipment required is TV and video player.

GROUP SIZE
Maximum 30.
SAMPLE SESSION
Opening comments.
Show video – stop at pause points for group discussion.
Participants fill in work book.
Finish video.
Role play or group discussion, case studies.
Participants fill in their action plan for week and sharing ideas/views.

EVALUATION
Formal evaluation

Participant evaluation
Evaluation sheets distributed for feedback. Verbal feedback is also encouraged.

AVAILABILITY
The programme is available for general dissemination.

PROGRAMME COST
£240. Videos for programme are rented to groups plus facilitator plus work books.

PARTICIPANTS
Description
All parents. Any adult who works with young people. Adults with an older drug/alcohol abuser. Team coaches etc. Anyone supervising youth.

Means of access
Referred by professional; self-referred; already part of a group; by word of mouth, press, all are welcome.

Cost to participants
£240 for a group (includes videos, workbooks and facilitator for 5 weeks) or for group of 20, each person pays £2.40 per week = £12 for five sessions.

FACILITATOR / TUTOR
Training required
We train the facilitators. They must have completed the Parent to Parent 5-week programme.

Length of training
One evening and weekend.

Where accessed
Coolmine House, 19 Lord Edward Street, Dublin 2.

Provider of training
Master facilitator – Marie Byrne.
PART 5 – INDIVIDUAL PROGRAMME INFORMATION

Cost
£60 – includes work folders, work books, facilitator, etc.

FUTURE DEVELOPMENTS
Making it available to every section of the community. Also to other services e.g. probation, schools, governmental and non-governmental organisations.

INDICATORS OF SUCCESS
Participants feel they can make a difference and do so knowing their importance as an informed and aware parent. They also keep in touch with organisation. Parents preventing further drug use if discovering child using. Some decide to set up Drug Awareness groups.
Family Communication and Self-Esteem

DEVELOPER
Fiona Devlin and staff of Cork Social and Health Education Project (Frank Dorr and Eileen Lynch).

INFORMATION SUPPLIED BY
Frank Dorr
Cork Social and Health Education Project
Health Promotion Unit
4 Carriglee
Western Road, Cork
Tel: 021 278464
Fax: 021 278467

YEAR DEVELOPED

ASSOCIATED ORGANISATION
Cork Social and Health Education Project.
Southern Health Board.
National Parents' Council (Post-Primary).

FUNDING AGENCY
Department of Health (Health Promotion Unit) and
Southern Health Board (Development).
Cork City V.E.C., Cork County V.E.C.
Department of Social Welfare (Deployment and Expansion), participants, private industry.

AIMS
To improve self-awareness in parents and increase ability to communicate with children especially on emotional issues and, in particular, in relation to the use of drugs and alcohol. To improve parents self-esteem and capacity as parents and to support them in building their children's self-esteem.

OBJECTIVES
- Skills of listening, communicating, handling feelings.
- Stress management, setting limits with love, dealing with conflict.
- Knowledge of needs of children as they develop especially role of self-esteem.
- Knowledge of drugs – symptoms, effects etc.
- Personal awareness, building self-esteem for parents' sense of 'good enough' parent.
PART 5 - INDIVIDUAL PROGRAMME INFORMATION

CONTENT
1. Introduction and course content.
2. Communication and listening.
3. Health, stress and drugs.
4. The needs of children.
5. Self-esteem – for all the family.
6. The good enough parent – assertive communication.
7. Love and limits.
8. Drugs and peer pressure.
10. Bringing it all back home.

PRESENTATION
Composition of materials
Tutor's manual, posters, parents' handouts.

Method of delivery
Whole/divided group discussion; focused work/activities; role play; flipchart; blackboard; posing questions; information giving; homework; self-reflection.

ADDITIONAL SUPPORTS
Other courses from Cork Social and Health Education Project e.g. personal development, assertive communication and self-esteem, women’s/men’s health and well-being etc.

FREQUENCY AND DURATION
Course held on demand over ten 2 hour sessions both day and night.

LOCATION
In schools; in voluntary organisations; delivered through parent associations, family centres, I.C.A., diocesan services, foster parents associations, parish sisters.

GROUP SIZE
Minimum 12; Maximum 18.

SAMPLE SESSION
Session is run as informal group sitting in circle. Opens usually with discussion of learning from previous session and what has been observed at home since. New ideas introduced through experiential exercise and/or input from facilitator. Large group discussion and sharing.

EVALUATION
Formal evaluation
1993 (evaluation not published).

Participant evaluation
Evaluation sheets and feedback time.

AVAILABILITY
The programme is published but is only available for general dissemination with appropriate training.
PART 5 – INDIVIDUAL PROGRAMME INFORMATION

PROGRAMME COST
£20 for tutor manual (available to those who are qualified to facilitate it).

PARTICIPANTS
Description
Prenatal parents and parents of children aged 0-18 years from mixed areas; first-time parents; parents of children with special needs; lone parents; parents whose children have behaviour problems within the normal range. To be used with parents with multiple problems etc. only as adapted and used by highly trained tutor (i.e. with training as therapist).

Means of access
Self-referred; already part of a group; recruited by local organisers (e.g. parish sisters).

Cost to participants
Usually free.

FACILITATOR / TUTOR
Training required
Minimum 360 hours group skills/personal development with Cork Social and Health Education project. Further 75 hours (since 1997 this is expanded to further 150 hours).

Length of training
Minimum 2½ years pre-training, part-time, plus ½ year (currently being expanded to one year) part-time in training.

Where accessed
Cork city.

Provider of training
Cork Social and Health Education Project.

Cost
Approx. £80 – subsidised in varying degrees.

FUTURE DEVELOPMENTS
Continued expansion of delivery.
New variations of programme (a) for parents of infants and toddlers and (b) on helping your child develop through play.

INDICATORS OF SUCCESS
Parents responding that their behaviour has changed and that relationships and communications are much improved. Typical response: “Why did we not get this when we/our children were younger?”.
The C.A.D. "Parenting for Prevention" Programme

DEVELOPER
Bernie McDonnell and Liz Corbett

INFORMATION SUPPLIED BY
Bernie McDonnell
C.A.D. Community Awareness of Drugs
31 Central Hotel Chambers
Dame Court, Dublin 2
Tel: 01 6792681
Fax: 01 6797818

YEAR DEVELOPED
Development of material is ongoing since 1993.

ASSOCIATED ORGANISATION
C.A.D. Community Awareness of Drugs.

FUNDING AGENCY
Health Promotion Unit; People in Need Trust/C.A.D. fundraising and participating groups.

AIMS
"Demand Reduction"
To equip parents with skills to recognise the signs and symptoms of early drug misuse thereby reducing the demand for drugs.

OBJECTIVES
1. To provide information on drugs and their effects.
2. To explore beliefs and decisions about drug misuse.
3. To encourage participants to develop a family drug prevention strategy.

CONTENT
- Accurate information on all drugs and their effects with particular emphasis placed on the "gateway" drugs tobacco, alcohol, cannabis and ecstasy.
- Drug prevention in the home and community "Parenting for Prevention"; information i.e. reinforcing importance of setting limits, instilling values, self-reflection, good example, continued vigilance.
- Discussing typical drug related problems and how they might best be resolved.
- Factual information to support or encourage anti-legislation or decriminalisation of drugs.
Information on other service providers and follow-up courses.

PRESENTATION Composition of materials
Programme not yet published.

Method of delivery
Whole/divided group discussion; focused work/activities; flipchart; blackboard; posing questions; information giving; self-reflection; slide projector; newspaper cuttings.

ADDITIONAL SUPPORTS A “Parenting for Prevention” update day where past participants are invited to a central venue. The ongoing support of the C.A.D. office and organisation.

FREQUENCY AND DURATION A total of 87 programmes have been held since September ‘93 to date. There are six two and a half hour sessions in all.

LOCATION In schools; in colleges; through parish/resource/community centres; any suitable venue.

GROUP SIZE Minimum 12; Maximum 20.

SAMPLE SESSION The main group is divided into four sub groups. Each group is given a drug related scenario and are asked to prepare a detailed plan of how the situation could be handled. During “feedback” everyone gets a chance to agree, disagree, offer an alternative or share an example of how a similar situation was either handed well or badly.

EVALUATION Formal evaluation

Participant evaluation
Performance indicators are written. Written pre and post programme assessments are usual. End of programme evaluation is verbal; however, the facilitator notes the comments for a report.

AVAILABILITY The programme is not published but is available for general dissemination.

PROGRAMME COST No information available.
PARTICIPANTS

Description
Parents of children aged 0-18 years from mixed areas. Parents in general because programme content is also relevant to nieces, nephews, neighbours' children, etc.

Means of access
Referred by professional; self-referred; already part of a group.

Cost to participants
At present the cost to groups is £200 payable to C.A.D. at the end of the six weeks. In many instances a school budget covers the cost e.g. The Home/School Liaison Budget. In the absence of any available funding, participants divide equally the cost of the programme.

FACILITATOR / TUTOR

Training required
No specific qualification/experience necessary to begin training. Training includes – information on drugs, understanding of addiction, presentation skills, facilitation skills, groupwork experience. Training is on-going. Complimentary courses are encouraged and can be subsidised.

Length of training
This depends on the existing skills of trainee. A minimum of three residential training weekends plus three (six session) programmes followed by a final supervised (six session) programme. On completion, if mutually agreeable, the trainee is then given the clearance to call themselves a C.A.D. Tutor. Ongoing support and training is essential. All bookings for the C.A.D. “Parenting for Prevention” programme are made with the C.A.D. Coordinating Office before allocation to a C.A.D. Tutor.

Where accessed
C.A.D. office / conference centre All Hallows / community based work.

Provider of training
C.A.D. Personnel and Dr. Des Corrigan, School of Pharmacy, Trinity, Jim Comberton and Family Members Association, Coolmine and various guest speakers.

Cost
Training of additional C.A.D. Tutors incomplete at this stage; however, we calculate one trainee who had groupwork experience prior to beginning her C.A.D. training and is now ready for her final supervised programme, will have cost C.A.D. in the region of £800. We envisage the training needs of the remaining three trainees currently undergoing training will finish closer to a figure of £1,100 each.
FUTURE DEVELOPMENTS

Wider dissemination of programme as additional C.A.D. tutors come on-stream. Link up with other European agencies to develop a quality system in drug prevention.

INDICATORS OF SUCCESS

- Enjoyable, learning experience for both tutor and group.
- Lively debate. Ongoing participant involvement.
- Discussions/opinions/questions encouraged. No “put downs”.
- Objectives attained.
- Confidentiality stressed but permission given to use stories where details have been changed to protect “source”.
- Participants giving complimentary feedback regarding both programme content and delivery at conclusion.
- Contact person regarding booking the programme or a completely new booking arising out of a participant’s recommendation to another parent/school.
- Participants eager to update their information at a future date and/or take part in an evaluation.
A Programme for Parent Involvement in Education

DEVELOPER
Deirdre Stuart, Una Ryan and Seán Sheahan at the Educational Research Centre.

INFORMATION SUPPLIED BY
Deirdre Stuart, Educational Research Centre, St. Patrick's College, Drumcondra, Dublin 9.
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E-Mail: deirdre@erc.ie

YEAR DEVELOPED

ASSOCIATED ORGANISATION
St. Patrick's College

FUNDING AGENCY
The programme was originally developed as a contribution to an EC action research programme on the prevention of illiteracy.

AIMS
The programme aims to help parents realise the importance of their role as educators of their child and to give them the confidence to carry out this role. It does so by showing parents how they can help their child at home so that he/she is better equipped to learn at school.

OBJECTIVES
To work with parents by demonstrating ways in which they, as parents, can promote the cognitive and linguistic development of their child and to identify with parents ways they can support and nurture the social and emotional development of their child. The programme also aims to encourage parents and teachers to work together.

CONTENT
Unit I: Learning at home through play (4 sessions).
Unit II: The development of literacy skills at home (4 sessions).
Unit III: Health, social and emotional development (4 sessions).
PART 5 - INDIVIDUAL PROGRAMME INFORMATION

PRESENTATION  
**Composition of materials**  
This is not a published programme. However, in its current format, it consists of a manual for presenters of the programme along with information leaflets for parents.

**Method of delivery**  
Whole and divided group discussion; focused work/activities; posing questions; information giving. An input by the children’s teacher is recommended (see ‘Location’ below).

ADDITIONAL SUPPORTS  
No information available.

FREQUENCY AND DURATION  
At the discretion of the school or organisation presenting the programme. Twelve sessions in three units of four sessions of one and a half hours duration each over a total of 18 hours, generally daytime.

LOCATION  
In schools. The programme was developed for use with parents of children in infant classes in schools in areas designated as disadvantaged. The programme has also been used in the context of adult education and of adult literacy classes.

GROUP SIZE  
Minimum 6, Maximum 12.

SAMPLE SESSION  
A review of parents’ experience in implementing suggestions recommended at the previous session. Discussion of the topic for the current session commencing with parents’ own memories and reminiscences along with current feelings and perceptions. Demonstration of activities relating to this topic which parents could undertake with their child or, group work where parents, in small groups, discuss the topic and related problems followed by discussion of any areas of interest raised by parents. The emphasis is on discussion and sharing of experiences.

EVALUATION  
**Formal evaluation**  
Programme first evaluated in 1990. See Part 4, 4.5 Category 3 Issue Specific Group Based Programmes and Part 7, 7.4 Review of Evaluations for details.

**Participant evaluation**  
By written evaluation and verbal feedback.
AVAILABILITY
This programme is not published and is not available for general dissemination.

PROGRAMME COST
No information available.

PARTICIPANTS
Description
Available to both men and women; parents of children aged 5-7 years. The programme was originally developed for use with parents of children in infant classes in primary schools in areas designated as disadvantaged. The participants were generally mothers.

Means of access
No information available.

Cost to participants
No information available.

FACILITATOR / TUTOR
Training required
Some level of knowledge and experience of working with groups would be required. The programme handbook is a stand-alone document.

Length of training
Not applicable.

Where accessed
Not applicable.

Provider of training
Not applicable.

Cost
Not applicable.

FUTURE DEVELOPMENTS
There are no immediate plans for the further development of this programme.

INDICATORS OF SUCCESS
- The group dimension – parents learn from one another and are supportive of one another.
- The involvement of teachers and of the school principal helps to improve communication between parents and school.
- Parents working with children at home.
Growth and Partnership (GAP)

DEVELOPER Anne M. Ryan and L. Mulligan

INFORMATION SUPPLIED BY City of Galway V.E.C.
Island House
Cathedral Square, Galway
Tel: 091 567194

YEAR DEVELOPED 1992 – 1996

ASSOCIATED ORGANISATION City of Galway Vocational Education Committee

FUNDING AGENCY City of Galway Vocational Education Committee grant-assisting body of the Youth Affairs Section of the Department of Education.

AIMS The programme is aimed at promoting and encouraging partnership between home, school and community in the education of children.

OBJECTIVES 1. To affirm parents in their role as parents.
2. To include and inform them on the curriculum followed by their children in primary school – content and teaching/learning methodologies.
3. To help parents form a partnership with other parents on common child rearing issues.
4. To encourage parents to participate in other parenting programmes and other school-based programmes/activities (e.g. shared reading etc.).

CONTENT Four Modules – each module having three sections i.e.

Module 1 – The Enquiring Mind (Children aged 0-6 years)
Section A – Partnership of Parents with Children.
Section B – Partnership of Parents with Curriculum.
Section C – Partnership of Parents with Parents.
Module 2 – The Use of Reason (Children aged 7-8 years)
Section A – Partnership of Parents with Children.
Section B – Partnership of Parents with Curriculum.
Section C – Partnership of Parents with Parents.

Module 3 – Growing Curiosity (Children aged 9-10 years)
Section A – Partnership of Parents with Children.
Section B – Partnership of Parents with Curriculum.
Section C – Partnership of Parents with Parents.

Module 4 – The Senior Citizen of Childhood (Children aged 9-10 years)
Section A – Partnership of Parents with Children.
Section B – Partnership of Parents with Curriculum.
Section C – Partnership of Parents with Parents.

PRESENTATION
Composition of materials
Presenter's Manual including originals of worksheets/handouts/evaluation sheets for photocopying where presenter decides to use them. Video for training of presenters.

Method of delivery
Whole group or small group discussion; Focused activities; Role play.
Delivery may involve using flip chart, questions and answers, sharing information, personal reflection and action plan.
GAP is a flexible resource programme which may be used in a variety of ways.
1. As a stand alone, four module programme.
2. In single modules, or module section(s).
3. On a thematic basis using any one of the following themes:
   “Partnership of Parents with Child aged 0-12”.
   “Partnership of Parents with the Curriculum – Infants to 6th Class Primary School”.
   “Partnership of Parents with Parents”.

ADDITIONAL SUPPORTS
(i) Following each session, participants are encouraged to adopt a personal ‘Action Plan’.
(ii) Participants are encouraged towards participation in other specific programmes locally available e.g. other parenting programmes, shared reading programmes etc.

FREQUENCY AND DURATION
Six hours in total i.e. one and a half hours per module – format of delivery used may influence frequency and duration.
LOCATION  Schools; community halls; homes, etc.

GROUP SIZE  Minimum 8; Maximum 20.

SAMPLE SESSION  Module 1 The Enquiring Mind'
This session traces the learning, growth and development of the child from birth to six years. The importance of parents as supporters of and partners in formal education in the early years of their child is highlighted.

Section A emphasises for parents the reality that they are the first educators of their children. It enables them review, for themselves, the informal learning/education which they have already effectively provided, in their child’s pre-school years. Some of the parenting skills acquired and used by them are identified.

Section B shows how the primary school Infant Programme (content and methods of teaching) is geared to respond to the stage of development of each child. Participants experience childhood learning as adults.

Section C provides an opportunity for sharing parenting experiences.

EVALUATION  Formal evaluation
Independent evaluator employed during research and development of programme. Evaluation not available.

Participant evaluation
Manual provides originals of Evaluation Sheets for use at the end of each session.

AVAILABILITY  City of Galway V.E.C.
Island House
Cathedral Square, Galway
Tel: 091 567194.

PROGRAMME COST  £45 including post and packing.

PARTICIPANTS  Description
Parents who form part of the parent body of primary schools and parents of age appropriate children in local communities.

Means of access
Invitation/advertising within schools;
Invitation/advertising within local communities.
**PART 5 - INDIVIDUAL PROGRAMME INFORMATION**

**Cost to participants**  
At discretion of providers of programme.

**FACILITATOR / TUTOR**  
**Training required**  
Facilitators/tutors need  
(i) appropriate facilitation skills,  
(ii) some knowledge/understanding of child rearing,  
(iii) knowledge of primary school curriculum.

**Length of training**  
Dependent on background of facilitators.

**Where accessed**  
At venue of programme organisers choice.

**Provider of training**  
City of Galway V.E.C.

**Cost**  
Dependent on location of training venue.

**FUTURE DEVELOPMENTS**  
Training of presenters programme.  
Promotion and dissemination of programme.

**INDICATORS OF SUCCESS**  
(i) Identifiable growth of confidence/self-esteem in participants following participation.  
(ii) Positive evaluations from participants.  
(iii) Change of attitude following participation.  
(iv) Request for 'more'.
Learning is Fun, Homework Help and Moving On

DEVELOPER  Project team.

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ASSOCIATED ORGANISATION  Co. Clare V.E.C. – Adult Education Board.
Co. Clare Reading and Writing Scheme.

FUNDING AGENCY  European Social Fund – Employment Integra
Co. Clare V.E.C.

AIMS  No information available.

OBJECTIVES  1. The provision of a centre as a venue for a family learning support service for the Ennis catchment area.
2. To improve the literacy and numeracy skills of identified children (3-6) from low income, low educational family backgrounds through their participation in a parent and child early learning programme.
3. To increase the confidence and competence among parents of children (3-6) through their participation in the parent and child early learning programme, particularly in terms of
   - their own basic education,
   - their personal development,
   - their parenting skills.
4. To provide a learning support programme for increasing the basic skills of upper primary school children (7-12) through increased parental involvement in their homework and general learning and by additional support measures.
5. To support increased parental involvement in their children's learning through the primary years by providing specific training and opportunities for further enhancement of their own learning.

6. To develop a "homework help" training programme for interested parents and other volunteers in the wider community.

7. To improve communication between school personnel and those parents participating in the project who may feel excluded or marginalised by the educational system.

8. To encourage further involvement by the project participants in adult education.

9. To encourage a tracking mechanism for both children and families to monitor the effectiveness of the planned interventions.

10. To extend family learning beyond the local provision through promotional actions and dissemination of publications.

CONTENT

Homework Help
- Why homework?
- A time for homework
- Getting the children organised
- Building your child's talents
- Encouraging writing
- Understanding maths
- Tackling spelling
- Encouraging reading
- Tips for Irish homework.

Moving On
- Fears and concerns
- Hopes and dreams
- Study skills - what can a parent do to help?
- Peer pressure and bullying
- Drug and Solvent abuse
- How secondary schools work
- Secondary school rules and expectations
- Parent/Teacher meetings
- Supporting parents
- How much does it all cost?

Learning is Fun
- Early reading skills
- Simulating writing
- Maths all around us
- Storytelling
- Environmental print
- Communication
Speech and language
Spelling
Irish
Family budgeting
First Aid for families
Healthy eating
Stress management
Coping with children's behaviour
Television – a curse or a godsend.

PRESENTATION

Composition of materials
A parent's manual is due to be published Autumn 1997. Tutor's guidelines will be published Spring 1998.

Method of delivery
Whole/divided group discussion; one-to-one discussion; focused work/activities; videotape; flip chart; information giving; self-reflection; parents and children working together in the session.

ADDITIONAL SUPPORTS
Support and follow up is offered through the Clare Reading and Writing Scheme and Adult Education.

FREQUENCY AND DURATION
Courses have been run in Autumn and Spring terms over 24 sessions totalling 100 hours.

LOCATION
At Clare Family Learning centre premises.

GROUP SIZE
Minimum 8; Maximum 12.

SAMPLE SESSION
No information available.

EVALUATION

Formal evaluation
Course first evaluated 1996. Evaluation is published. See Part 4, 4.5 Category 3 Issue Specific Group Based Programmes and Part 7, 7.3 Review of Evaluations for details.

Participant evaluation
Verbal feedback – evaluation is ongoing between participants and tutors.

AVAILABILITY
The programme will be published in Autumn 1997 and will be available for general dissemination at that time.

PROGRAMME COST
Approximately £10 per copy (to be confirmed).
PARTICIPANTS

Description
Parents of children aged 0-12 years from economically and socially disadvantaged areas. Parents marginalised from education and employment sectors by the disadvantage of low income and low educational achievements.

Means of access
Recruitment in a given geographical area.

Cost to participants
No cost.

FACILITATOR / TUTOR

Training required
See Future Developments below

Length of training
No information available

Where accessed
No information available

Provider of training
No information available

Cost
No information available

FUTURE DEVELOPMENTS

Tutor training for family learning facilitators.

INDICATORS OF SUCCESS

A successful course results in the desire of students to implement new learning strategies in their lives and to take up new opportunities for lifelong learning.
Parents in Education

DEVELOPER
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*National College of Industrial Relations*
Professor Joyce O'Connor
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INFORMATION SUPPLIED BY
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YEAR DEVELOPED
1992

ASSOCIATED ORGANISATION
Department of Education.

FUNDING AGENCY
Department of Education regarding Pilot and Programme Development currently funded by the Department of Education, Partnership Companies and Local Development Companies.

AIMS
To support parents in playing a more active role in supporting their children's education in creating an effective partnership between parents and schools.
OBJECTIVES
To enhance parents’ confidence to enable them to engage with confidence in their children’s education in partnership with schools to provide a supportive and encouraging environment for young people to learn.

CONTENT
1. Getting to know one another.
2. The value of listening.
3. Growing up.
4. Experiences as parents.
5. The good and the bad of being a parent.
6. Parents and the school.
7. Course review.
8. Valuing who you are.
9. Developing listening skills.
10. Assertiveness and self-worth.
11. Oppression and its effects.
12. Overcoming oppression.
13. What’s leadership about?
14. Are you a leader?
15. Forging school links.
16. Meeting parents’ needs.
17. Setting goals for yourself.
19. So you can’t do maths! Bet you can!
20. Conflict resolution.
21. Getting down to study.
22. A dynamic presentation.
23. A dynamic presentation (continued).
24. Meeting with parents and schools.

PRESENTATION
Composition of materials
Tutor’s manual; handouts.

Method of delivery
Whole/divided group discussion; role play; flip chart; posing questions; information giving; self-reflection.

ADDITIONAL SUPPORTS
National College of Industrial Relations offers support while the course is running.

FREQUENCY AND DURATION
Course held once a year over 20-24 x 2-hour sessions.

LOCATION
In schools; in resource/community centres.

GROUP SIZE
Minimum 16; Maximum 20.

SAMPLE SESSION
Introduction/feedback.
Input on session topic.
Exercises/role play as appropriate.
Group discussion.
EVALUATION  
**Formal evaluation**  
1993. Evaluation is not published by the Department of Education.

**Participant evaluation**  
Verbal feedback to NCIR evaluator and subsequently compiled in a report to funding agency.

AVAILABILITY  
The programme is published but is not available for general dissemination.

PROGRAMME COST  
£4,000.

PARTICIPANTS  
**Description**  
Parents of children aged 0-18 years from areas that are economically and socially disadvantaged.

**Means of access**  
Referred by professional; already part of a group.

**Cost to participants**  
Free – it is generally funded.

FACILITATOR / TUTOR  
**Training required**  
Training required as facilitators/adult educators.

**Length of training**  
2-6 sessions.

**Where accessed**  
National College of Industrial Relations.

**Provider of training**  
Centre for Educational Opportunity, NCIR.

**Cost**  
None as it is included in programme cost.

FUTURE DEVELOPMENTS  
To develop parents in education – Advanced, Parts II and III.

INDICATORS OF SUCCESS  
Parents becoming active in home/school/community life and having a better understanding of the educational system and their role in it.
The Learning Journey

**DEVELOPER**  
The Parents Programme, National Parents Council-Primary, in conjunction with the Department of Early Childhood Education, D.I.T.

**INFORMATION SUPPLIED BY**  
Eve Kimmerling  
National Parents Council – Primary  
16-20 Cumberland Street South, Dublin 2  
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**YEAR DEVELOPED**  
The process of developing the programme began in 1996 and is ongoing. The course was piloted in Spring 1997 with a group of parents in a Dublin school.

**ASSOCIATED ORGANISATION**  
National Parents Council – Primary.

**FUNDING AGENCY**  
“The Parents Programme” of the National Parents Council-Primary. The Parents Programme is funded by the In-Career Unit of the Department of Education to undertake training and development work with parents.

**AIMS**  
The course takes as its theme the analogy of learning as a life long journey for both parents and children. It aims to enable participants to identify and understand the factors which have influenced their own experience of learning. It further aims to enable parents to examine their role in making the “learning journey” pleasant, exciting and interesting for their children. Learning is defined in the broadest sense to include physical, social, emotional, intellectual and spiritual learning.

**OBJECTIVES**  

**Week 1**  
To identify the principal factors involved in learning and to relate these factors to participant’s own learning experience.

**Week 2**  
To examine the parent’s role on the learning journey and to create an awareness of how modelling attitudes and behaviour impacts on the child’s learning.
PART 5 – INDIVIDUAL PROGRAMME INFORMATION

Week 3
To identify ways in which parents can create a rich learning environment at home for their children and to explore the potential of some home and community-based activities.

Week 4
To identify barriers to learning and ways to overcome them for children and parents; to develop practical strategies to alleviate fear of learning.

Week 5
To develop an awareness of self-esteem – identify own levels of self-esteem.

Week 6
To discover ways to enhance the self-esteem of the child.

Week 7
To identify thinking skills and to discover strategies to help children to solve problems creatively.

Week 8
To reflect on the course, to evaluate the course as a learning experience, to assess benefits of course for participants and their children.

CONTENT
1. Learning – an introduction: signposts along the way.
3. The Learning Journey starts at home: home and the community as rich learning environments.
7. “Meeting obstacles along the way”: helping children to think.
8. Remembering the journey through the course.

PRESENTATION
Composition of materials
The programme is unpublished as yet. Materials include leader’s guide; parents worksheets; handouts; overheads or prepared flip charts; pictures; role play scenarios.

Method of delivery
Whole/divided group discussion; one-to-one discussion; focused work/activities; role play; audiotape; videotape; flip chart; blackboard; posing questions; information giving; homework; self reflection.

ADDITIONAL SUPPORTS
None at present.
PART 5 – INDIVIDUAL PROGRAMME INFORMATION

FREQUENCY AND DURATION
The course can be held over eight 2-hour sessions.
It can be held either day or evening depending on the needs of group and availability of facilitator.

LOCATION
In schools; in voluntary organisations; in parents’ groups.

GROUP SIZE
Minimum 6; Maximum 14.

SAMPLE SESSION
Session 3
Ice Breaker: A round “I’m fearsome Frank from faraway” etc.
Exercise Brainstorm: Skills child learns before school age.
Discussion: How are these skills learned?
How did parents help?
Input: “Balanced activity diets”
Exercise: Participants plan “balance activity diet” of varied activities for their children.
Exercise: Questionnaire – routines in the home – feedback and discussion.
Coffee break
Activity: Participants try out ordinary household material (glue, scissors, water, wood etc.). Discuss what children might learn from using these.
Small group discussion: Each group discusses one home based activity to discover learning possibilities.
Video clip & discussion.
To identify learning opportunities in community.
Closure: Participants given task of noting natural learning opportunities which arise for children during coming week.

EVALUATION
Formal evaluation
No information available.

Participant evaluation
Written evaluation and verbal feedback during course and at final session.

AVAILABILITY
The programme is not yet published and is, therefore, not available for general dissemination (may be on selective basis in the future).

PROGRAMME COST
The cost of running the pilot course was borne by the Parents Programme (part of National Parents Council-Primary).

PARTICIPANTS
Description
Parents of children 6-12 years (primary school age and pre-primary) from mixed area. Parents interested in their own and their children’s learning. The programme could be adapted specifically for first time, lone or young parents. Parents whose children have behaviour problems within the normal range.
**Means of access**
Self-referred; already part of a group. The NCP-P sought a group who would be willing and interested to participate in the pilot programme.

**Cost to participants**
The pilot was free to participants.

**FACILITATOR / TUTOR**

**Training required**
Experience of group facilitation, understanding of the task and process needs of groups and an ability to adapt material to needs of particular groups of parents would be an advantage.

**Length of training**
Not applicable at present.

**Where accessed**
Not applicable at present.

**Provider of training**
See section on “Future Development”.

**Cost**
Not applicable as yet.

**FUTURE DEVELOPMENTS**
The NCP-P, through “The Parents Programme” may train some of our existing parent trainers/facilitators to run the programme with groups of parents. We would also be open to working in conjunction with non NCP-P groups who are interested in using the programme.

**INDICATORS OF SUCCESS**
- Increase in parents’ confidence.
- Follow up shows use of skills/awareness by parents.
- Outcomes for children of participants – confidence, interaction with parents.
- Parents receive support from each other.
- Interest in continuing parents own “learning journey”.
- Programme is adaptable to meet needs of different participants – not rigid or inflexible.
- Programme builds on feedback from participants.
- Programme is ongoing rather than static.
Stepfamilies Programme

DEVELOPER  National Stepfamilies Association, 3rd Floor, Chapel House, 18 Hatton Place, London EC1N 8RU.

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Family Caring Trust
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YEAR DEVELOPED  1995

ASSOCIATED ORGANISATION  Various organisations through Family Caring Trust.

FUNDING AGENCY  Marks and Spencer.

AIMS  To give participants (anybody living in a stepfamily) the tools to approach the daily stresses of living in step families in new ways.

OBJECTIVES  To explore stepparenting issues and improve communication within the family, particularly through awareness-raising and some skill-building.

CONTENT  1. What is a Stepfamily?
2. The New Stepfamily.
3. Parents and Stepparents.
5. Building relationships with our children and stepchildren.
6. Listening skills.
7. Setting rules.
8. Strengthening the stepcouple relationship.
PART 5 - INDIVIDUAL PROGRAMME INFORMATION

PRESENTATION  Composition of materials  

Method of delivery  
Whole and divided group discussion; one-to-one discussion; focused work/activities; role play; flipchart; posing questions; self reflection.

ADDITIONAL SUPPORTS  
A variety of parenting and relationship programmes.

FREQUENCY AND DURATION  
Programme held on demand over eight sessions of two hours either day or night.

LOCATION  
In homes; in schools; in voluntary organisations and in Family Centres.

GROUP SIZE  
Minimum 4; Maximum 16.

SAMPLE SESSION  
Group consists of 8-12 people. Lasts about 2 hours. Each session consists of about 3-4 exercises. During the course of the sessions, participants work alone, in pairs, in fives and in the large groups. Each exercise involves feedback.

EVALUATION  Formal evaluation  
No information available.

Participant evaluation  
By verbal feedback to facilitator.

AVAILABILITY  
Programme is published and is available for general dissemination.

PROGRAMME COST  
IR £18

PARTICIPANTS  Description  
Parents of children aged between 0-18 years; parents whose children have behaviour problems within the normal range.

Means of access  
Referred by professional; self-referred; already part of a group; in response to advertisement from school, church or voluntary organisation.

Cost to participants  
Usually £4.50 for course book; sometimes £8 overall.
FACILITATOR / TUTOR  

**Training required**  
Familiarity with materials and experience in facilitating other parents programmes. Usually ‘apprenticeship’ training, going through a course themselves as participants and then as assistant facilitator. Plus experience in facilitating other parents courses.

**Length of training**  
Requirements of agencies vary – usually 50+ hours.

**Where accessed**  
Local venues.

**Provider of training**  
Agencies providing the courses.

**Cost**  
Usually no cost.

FUTURE DEVELOPMENTS

None.

INDICATORS OF SUCCESS

One which is well attended, well subscribed and one which can be recommended by those it caters for.
**Parenting and Sex Programme**

**DEVELOPER**  Family Caring Trust

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**YEAR DEVELOPED**  1989 – 1991

**ASSOCIATED ORGANISATION**  Schools, churches and health visitors.

**FUNDING AGENCY**  Family Caring Trust

**AIMS**  To improve family communication and positive attitudes to sex. To initiate sex education (or move it along a little) with the family. To enable people to talk more freely to other adults about sexuality.

**OBJECTIVES**  To teach skills of active listening, withdrawing attention from inappropriate behaviour, encouraging, applying consequences, conflict management and facilitating decision-making.

**CONTENT**  1. You don’t need much information.  
2. Freeing children to love.  
3. Talking about sex.  
5. Positive sex education.

**PRESENTATION**  *Composition of materials*  
Method of delivery
Whole and divided group and one-to-one discussion; focused work/activities; role play; posing questions; information giving; homework; self-reflection. Sharing of experience of “homework” as opposed to discussion.

ADDITIONAL SUPPORTS
We emphasise to agencies the need for support to be ongoing. “Parenting and Sex” is one of the ‘follow-up’ programmes to a parenting programme.

FREQUENCY AND DURATION
Programme held on demand over five two hour sessions both day or night.

LOCATION
In homes; in schools; in colleges; in Family Centres.

GROUP SIZE
Minimum 8; Maximum 12.

SAMPLE SESSION
Icebreaker – sharing of how “homework” went involving exercise to get in touch with topic. Input from Table summary, case studies, skill practice, planning for week ahead, summing up, optional reflection.

EVALUATION
Formal evaluation

Participant evaluation
Written evaluation; verbal feedback.

AVAILABILITY
This programme is published and is available for general dissemination.

PROGRAMME COST
IR£12.45

PARTICIPANTS
Description
Economically and socially advantaged and disadvantaged parents of children aged 6-12 years. Parents of children with special needs; lone parents; parents of children with behaviour problems within the normal range.

Means of access
Self-referred; already part of a group; participants often respond to advertisements from school, church or organisation.

Cost to participants
Usually £5 for course book; sometimes £8; sometimes free (depending on agency).
Training required
Familiarity with materials and experience in facilitating other parenting programmes. Usually 'apprenticeship' training going through a course themselves as participants and then as assistant to facilitator. Plus experience in facilitating other parenting courses.

Length of training
Requirements of agencies vary – usually 50+ hours.

Where accessed
Local venues.

Provider of training
Agencies providing the courses.

Cost
Usually no cost.

FUTURE DEVELOPMENTS
Ongoing adaptations in light of feedback from groups.

INDICATORS OF SUCCESS
- Involvement of participants in the group process.
- Bonding of group.
- Good level of satisfaction that goals of the course are being achieved.
- Greater flexibility in parenting.
- Self-reports of use of skills and of good effects on family interactions.
PART 6

aims and objectives of individual programmes
AIMS AND OBJECTIVES OF INDIVIDUAL PROGRAMMES

The aims and objectives of each parenting programme vary. However, for the purposes of this report, the 31 programmes under consideration are categorised in the manner outlined in Part 2 Methodology 2.5. This allows for the consideration of the aims and objectives within each category. The stated aims and objectives of each programme are contained in Part 5 Individual Programme Information.

Category 1 Home Based Individual Family Programmes.
Category 2 General Group Based Programmes.
Category 3 Issue Specific Group Based Programmes.

6.1 CATEGORY 1 HOME BASED INDIVIDUAL FAMILY PROGRAMMES

(i) Aims
The aims of these programmes vary most significantly in their degree of focus. They range from the close focus on constructive interaction between parent and child, within the Marte Meo Communication Programme, to the broad focus of inter-community dialogue in the Lifestart Programme. Between these extremes there are commonly held aims of supporting and guiding parents and the developing of parenting skills.

(ii) Objectives
All the programmes share the objective of promoting the development of the child by transferring specific information to the parents/carers. In addition, the Community Mothers Programme has, as a stated objective, the empowerment of mothers. The Marte Meo Communication Programme seeks to develop family strength in relation to supportive parental behaviour. Lifestart aspires to create supportive relationships within and between communities.

6.2 CATEGORY 2 GENERAL GROUP BASED PROGRAMMES

(i) Aims
The aims of group based programmes generally share a similar focus and many aims are repeated.

Several programmes aim to:
★ provide a forum to exchange experiences;
★ provide support generally;
★ support positive parenting;
★ improve parent/child communication;
★ provide an understanding of human development;
★ empower parents;
★ offer skills in managing difficult behaviour;
★ provide skills for helping children become more responsible.
PART 6 – AIMS AND OBJECTIVES OF INDIVIDUAL PROGRAMMES

In addition, Fás le Chéile, The Certificate and Diploma in Child and Family Studies and Know Your Child/Know Yourself programmes aim to provide training for parents/resource people as facilitators/tutors.

The Eastern Health Boards Parenting Skills Programme acknowledges the significance of parents in effecting change in their families and aims to prevent problems with children.

The S.T.E.P. Programme aims to increase parents awareness of their current style of parenting and encourages an exploration of other styles.

The Parenting Through Play From Birth to Five Years programme recognises the importance of play for both parents and children.

The Certificate in Family Studies encourages personal, spiritual and faith development and relates to the life experience of the participants.

The Parent Assertiveness Programme aims to help parents respect themselves and their children.

The Creative Course for Parents encourages parents to explore creative ways of expression and to achieve an educational product that can be of benefit to other parents.

(ii) Objectives
The diversity of parenting programmes included in this research is truly reflected in the stated objectives.

Examples of these are synopsised as follows:
★ to encourage a child-centred approach;
★ to improve the emotional understanding and nurturance of children;
★ to demonstrate the value of play;
★ to learn how to apply consequences to children’s behaviour;
★ to allow parents determine the key issues of the programme;
★ to value parents as an education resource;
★ to provide parents with strategies on how to prevent and manage misbehaviour which are an alternative to physical discipline;
★ to work collaboratively with parents helping to find the best solution for them;
★ to enable parents to exchange ideas and information;
★ to enhance the confidence level of parents;
★ to improve family communication;
★ to remove the old ways that are harmful to the child and parent;
★ to increase awareness of children and parents behaviour;
★ to provide information relevant to the needs of parents and their children.

6.3 CATEGORY 3 ISSUE SPECIFIC GROUP BASED PROGRAMMES
In this section the aims and objectives are examined according to their sub-category as follows.
PART 6 – AIMS AND OBJECTIVES OF INDIVIDUAL PROGRAMMES

3.A Programmes Specific To Drug Misuse Prevention.
3.C Programme Specific To Reconstituted Families.
3.D Programme Specific To Sex Education.

3.A PROGRAMMES SPECIFIC TO DRUG MISUSE PREVENTION.

(i) Aims
The C.A.D. Parenting for Prevention Programme aims to equip parents with skills to recognise the signs and symptoms of early drug misuse thereby reducing the demand for drugs.

The Coolmine Parent to Parent Drug Prevention Programme focuses on strengthening the capacity of ordinary people to prevent, diagnose and intervene in illegal intoxicant use which threatens the health and safety of their children.

The Family Communication and Self-Esteem programme, as its title suggests, has the broader aim to improve self-awareness in parents and increase ability to communicate with children on emotional issues and in relation to the use of drugs and alcohol. It also aims to improve parents self-esteem and capacity as parents and support them in building their children’s self-esteem.

(ii) Objectives
All three programmes share the objective of preventing drug misuse by educating parents. In addition the C.A.D. Parenting for Prevention Programme encourages the development of a family drug prevention strategy and to explore beliefs and decisions about drug misuse.

The Coolmine Parent to Parent Drug Prevention Programme seeks to empower and activate parents and concerned individuals.

The Family Communication and Self-Esteem programme endeavours to develop listening and communicating skills and to impart knowledge of the needs of children as they develop.

3.B PROGRAMMES SPECIFIC TO PARENT SCHOOL PARTNERSHIP

(i) Aims
These programmes share the common aim of involving parents in their children’s education. Specifically:

• to encourage and promote partnership between home, school and the community;
• to help parents realise the importance of their role as educators and to give them confidence to carry out that role;
• to enable participants to identify and understand the factors which have influenced their own experience of learning;
• to enable parents to examine their role in making the "learning journey" pleasant, exiting and interesting for their children.

(ii) Objectives
A generally held objective is to enhance parents’ confidence so enabling them to engage with confidence in their children’s education. Other stated objectives are:
to create an awareness of how modelling attitudes and behaviour impacts on the child's learning;
• to identify ways in which parents can create a rich learning environment at home;
• to identify barriers to learning and ways of overcoming them;
• to build esteem in children;
• to encourage parents and teachers to work together;
• to promote the cognitive and linguistic development and support and nurture the social and emotional development of the child;
• to affirm parents in their role as parents;
• to inform parents about the school curriculum;
• to encourage parents to participate in other school activities and parenting programmes.

The Clare Family Learning Project has a specific focus on improving the literacy and numeracy skills of parents and children from low income and educational family backgrounds.

The project is designed to:
• improve literacy and numeracy skills;
• increase the confidence and competence among parents of children through their participation in the parent and child early learning programme, particularly in terms of:
  – their own basic education,
  – their personal development,
  – their parenting needs and to develop a “homework help” training programme.

3.C A PROGRAMME SPECIFIC TO RECONSTITUTED FAMILIES

(i) Aims
To give participants (any individual living in a stepfamily) the tools to approach the daily stresses of living in stepfamilies in new ways.

(ii) Objectives
To explore stepparenting issues and improve communication within the family, particularly through awareness-raising and some skill building.

3.D A PROGRAMME SPECIFIC TO SEX EDUCATION.

(i) Aims
To improve family communication and positive attitudes to sex. To initiate sex education (or “move it along a little”) with the family. To enable people to talk more freely to other adults about sex.

(ii) Objectives
To teach skills of active listening, withdrawing attention from inappropriate behaviour, encouraging, applying consequences, conflict management and facilitating decision-making.
common elements of parenting programmes
COMMON ELEMENTS OF PARENTING PROGRAMMES

7.1 CHARACTERISTICS OF PARENTING PROGRAMMES

The common elements of the parenting programmes included in this research are explored under the following intrinsic characteristics of programmes.

(i) Aims and Objectives
(ii) Content
(iii) Presentation
(iv) Frequency and Duration
(v) Location
(vi) Group Size
(vii) Availability
(viii) Participants
(ix) Cost to Participants
(x) Training of Facilitator
(xi) Additional Support

(i) Aims and Objectives
Part 6 of this report examines the aims and objectives of each programme category in detail. Those that are frequently mentioned are synopsised below. The parenting programmes included in this research aim to:

- support and guide parents and develop skills;
- transfer specific information;
- improve parent/child communication;
- enhance parents and children’s self-esteem;
- empower parents.

(ii) Content
The common elements of the subject matter of the parenting programmes are examined according to this report’s categorisation.

Home Based Individual Programmes
The Community Mothers Programme and the National Parent Support Programme—Midlands are associated with the Child Development Programme, Bristol University. Handouts, in the form of cartoon sequences are given to parents. Lifestart, similarly follows a programme.
Common to all three are topics such as:
- nutrition;
- child development;
- problem solving.
PART 7 – COMMON ELEMENTS OF PARENTING PROGRAMMES

General Group Based Parenting Programmes
The 27 programmes in this category share the following content. The number in brackets denotes the frequency of occurrence of that particular topic. The topics are listed below in descending order of frequency:

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<thead>
<tr>
<th>CONTENT</th>
<th>(frequency)</th>
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<td>Communication</td>
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<td>Behaviour management</td>
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<tr>
<td>Child development</td>
<td>(9)</td>
</tr>
<tr>
<td>Building self-esteem</td>
<td>(8)</td>
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<tr>
<td>Stress management</td>
<td>(8)</td>
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<tr>
<td>Problem solving</td>
<td>(8)</td>
</tr>
<tr>
<td>Needs of parents/children</td>
<td>(7)</td>
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<tr>
<td>Relationships</td>
<td>(7)</td>
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<td>Introductory session</td>
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</tr>
<tr>
<td>Encouragement and praise</td>
<td>(6)</td>
</tr>
<tr>
<td>Limit setting</td>
<td>(6)</td>
</tr>
<tr>
<td>Rounding up</td>
<td>(5)</td>
</tr>
<tr>
<td>Family life cycle</td>
<td>(4)</td>
</tr>
<tr>
<td>Challenging behaviour</td>
<td>(4)</td>
</tr>
</tbody>
</table>

A further 25 topics appear at frequencies lower than 4.

Issue Specific Group Based Programmes
Programmes which are focused on the prevention of drug misuse share common themes such as vigilance, prevention, information, awareness, effect of drugs, why children use drugs, recognising the disease and peer pressure.

Programmes which endeavour to create a home school partnership address the following issues:
- the development of literacy at home;
- all about learning;
- understanding the school curriculum;
- homework specifically maths and Irish;
- encouraging reading and writing;
- study skills and parent/teacher meetings.

The Stepfamilies Programme examines what a stepfamily is and the relationships within.

The Parenting and Sex Programme focuses on talking about sexuality to children.

(iii) Presentation
The materials used in the programmes are listed according to their categorisation.
Home Based Individual Programmes

Composition of material
The three visiting schemes use a manual for the visitor, sections of which can be reproduced for parents.

Method of delivery
The Marte Meo Communications Programme is unique in this research as the process involves filming the interaction between carer and child and reviewing edited sequences with the carer.

Group Based Parenting Programmes
The number in brackets denotes the frequency of occurrence of that particular item. The items are listed below in descending order of frequency:

<table>
<thead>
<tr>
<th>COMPOSITION OF MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manual for facilitators</td>
</tr>
<tr>
<td>Handouts</td>
</tr>
<tr>
<td>Parents’ manual</td>
</tr>
<tr>
<td>Video</td>
</tr>
<tr>
<td>Posters</td>
</tr>
<tr>
<td>Audio tapes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>METHOD OF DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole group discussion</td>
</tr>
<tr>
<td>Information giving</td>
</tr>
<tr>
<td>Focused work</td>
</tr>
<tr>
<td>Role play</td>
</tr>
<tr>
<td>Posing questions</td>
</tr>
<tr>
<td>Self-reflection</td>
</tr>
<tr>
<td>Flipchart</td>
</tr>
<tr>
<td>Homework</td>
</tr>
<tr>
<td>Video tape</td>
</tr>
<tr>
<td>Audio tape</td>
</tr>
<tr>
<td>Different creative mediums</td>
</tr>
</tbody>
</table>

(iv) Frequency and Duration
Most of the programmes in this research are held on demand. This section explores the number of sessions and the length of each session.

Home Based Individual Programmes
The home visiting schemes generally involve one visit per month. Each visit lasts from about one hour to one and a half hours. The National Parent Support Programme undertakes 10 to 12 visits per family. Lifestart remains with a family for five years.
The Marte Meo Communications Programme involves a minimum of six sessions, further sessions are undertaken if necessary. Each session is approximately 40 minutes long.

**Group Based Parenting Programmes**
The programmes vary from a minimum of four sessions of two and a half hours duration [The Nurture Programme], to 25 sessions of two hours [The Certificate and Diploma in Family Studies]. Five of the Programme Developers vary the number of sessions. The most common time schedules are listed below. The number on the left corresponds to the number of sessions, the number on the right in brackets denotes the frequency. They are listed in descending order of frequency.

**FREQUENCY AND DURATION**

<table>
<thead>
<tr>
<th>Sessions of 2 hours duration</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>(5)</td>
</tr>
<tr>
<td>7</td>
<td>(3)</td>
</tr>
<tr>
<td>10</td>
<td>(2)</td>
</tr>
<tr>
<td>12</td>
<td>(2)</td>
</tr>
<tr>
<td>6</td>
<td>(2)</td>
</tr>
<tr>
<td>5</td>
<td>(2)</td>
</tr>
<tr>
<td>25</td>
<td>(2)</td>
</tr>
<tr>
<td>2</td>
<td>(2)</td>
</tr>
</tbody>
</table>

(v) **Location**

**Home Based Individual Programmes**

These programmes are always delivered in homes.

**Group Based Parenting Programmes**
The following include the list of locations where parenting programmes are delivered in descending order of frequency. The number of brackets denotes the number of occurrences.

**LOCATION**

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>(19)</td>
</tr>
<tr>
<td>Voluntary organisations</td>
<td>(14)</td>
</tr>
<tr>
<td>Colleges</td>
<td>(10)</td>
</tr>
<tr>
<td>Family centres</td>
<td>(9)</td>
</tr>
<tr>
<td>In homes</td>
<td>(8)</td>
</tr>
<tr>
<td>Community centres</td>
<td>(7)</td>
</tr>
<tr>
<td>Clinics</td>
<td>(6)</td>
</tr>
<tr>
<td>Parish centres</td>
<td>(2)</td>
</tr>
<tr>
<td>Hospitals</td>
<td>(1)</td>
</tr>
</tbody>
</table>
(vi) Group size
This section refers only to group based parenting programmes.

The minimum number in a group is four (Creative Course for Parents) and the maximum number in a group is 30 (The Coolmine Parent to Parent Drug Prevention Programme). The majority of the programmes (82%) opted for 8 to 16 participants in their groups.

(vii) Availability
The availability of the programmes generally in this research is illustrated in the table below.
The following is an explanation of the abbreviations:

Available to purchase \( A \)
Not yet available \( NY \)
Only available through organisation \( O \)
Published \( P \)
Unpublished \( U \)

<table>
<thead>
<tr>
<th>P/NY</th>
<th>P/A</th>
<th>P/O</th>
<th>U/O</th>
<th>U/NY</th>
<th>Abbreviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>8</td>
<td>11</td>
<td>3</td>
<td>Number of Programmes</td>
</tr>
<tr>
<td>3%</td>
<td>26%</td>
<td>26%</td>
<td>35%</td>
<td>10%</td>
<td>Percentage</td>
</tr>
</tbody>
</table>

The details of individual programme availability are outlined in Appendix VII Summary of Programme Availability.

(viii) Participants

Gender
All of the programmes are offered to mothers and fathers. This research did not examine the take up of either sex, however, both the Parenting With Intimacy and the Eastern Health Board Parenting Skills Programme offer extra sessions for partners at night time who are unable to attend the main programme.

Age of children
Category 2, General Group Based Parenting Programmes are categorised according to the age of the children being parented. See Part 5, Individual Programme Information, 5.3 for details.

Description
All of the programmes purport to be of benefit to parents in a wide variety of circumstances. The majority of programmes would wish to include all parents as potential participants. However, only three programmes, the Community Mothers Programme, Positive Parenting Programme (with adaptations) and the Noughts to Sixes (with adaptations) specifically extend to the Travelling Community.
Furthermore, only four programmes are specifically oriented towards economically and socially disadvantaged communities, the Parents in Education programme, the Clare Family Learning Project, the Programme for Parent Involvement in Education and the Community Mothers Programme.

(ix) Cost to Participants
The cost to the participant varied from free (14 programmes) to £250 per group (1 programme). The cost can be at the discretion of the provider. See Part 5, Individual Programme Information, for details.

(x) Training of Facilitator
Training is seen as an essential prerequisite for the delivery of any of the programmes. Training requirements vary, from professional qualifications in psychology, social work or teaching plus specialised training in the delivery of the programme such as the Marte Meo Communications Programme or the Parenting with Intimacy programme, to apprenticeship training recommended by the Family Caring Trust. The Family Communications and Self Esteem programme requires 360 hours of training with an option of a further 150 hours to be completed over three and a half years.

(xi) Additional Support
Support is primarily available during the course of the programmes. Many programmes aim to direct participants to local parent and toddler groups or other relevant groups. Lifestart and the Community Mothers Programme would encourage recipients of their service to develop themselves as a support in the community. Programmes delivered within some organisations such as Parents Plus in the Lucena Clinic and the Mater Hospital and the Eastern Health Board Parenting Skills Unit have access to other supports within those organisations.

The C.A.D Parenting for Prevention Programme provides an annual update day for those who have completed their programme.

7.2 INDICATORS OF SUCCESS
This section outlines the opinions of the programme developers as to the key elements of a successful parenting programme. These opinions can be classified under the following headings:

(i) The Programme;
(ii) The Participants;
(iii) The Children;
(iv) The Facilitator/Tutor.

(i) The Programme:
- the stated objectives of the programme should be attained;
- the programme should be concrete, practical and simple;
- the programme should teach ideas which research has proven to be successful;
- the programme should aim to work collaboratively with parents;
- the programme should answer parents questions;
- evaluation should be an intrinsic and essential part of the programme;
- the evaluations/feedback should be positive;
the programme should be sufficiently adaptable to allow for the developments required as suggested by the evaluations;

follow up programmes are recommended;

comprehensive support services on completion of the programme should be provided;

the programmes should be community based;

the programmes should be free.

(ii) The Participants:
In the opinion of the programme developers the following positive indicators are desirable:

- good attendance at the programme;
- evidence of long term positive change in attitude towards children;
- a better understanding of children;
- self-reported effective use of parenting skills learned;
- increased confidence;
- improved quality of interaction within the family;
- a better understanding of the educational system and parents' role within that system;
- participants becoming active in the community;
- a desire to move on to other supports in the community or further education.

(iii) Children:
The outcomes for children should be:

- increased confidence;
- an improvement in the quality of interaction within the family.

(iv) The Facilitator/Tutor:
In the opinion of the programme developers a facilitator/tutor should have the following attributes:

- experience and training as a facilitator/tutor;
- equal respect for both parent and child;
- the ability to promote active involvement in the programme;
- the ability to engender mutual support within the group;
- the ability to generate a sense of fun in learning.

7.3 REVIEW OF EVALUATIONS

This section outlines the key elements, where possible, of the programmes as identified in the evaluations of those programmes along with a brief description of the methodology employed.

Evaluations have been undertaken on 11 of the 31 programmes under consideration in this report. These 11 programmes were the subject of 16 evaluations, nine of which have been published.
PART 7 – COMMON ELEMENTS OF PARENTING PROGRAMMES

The findings of the evaluations are considered under the three programme categories.

Category 1 Home Based Individual Family Programmes
Category 2 General Group Based Parenting Programmes
Category 3 Issue Specific Group Based Programmes

CATEGORY 1 HOME BASED INDIVIDUAL FAMILY PROGRAMMES

The programmes examined in this category are the Community Mothers’ Programme and the Lifestart programme. Both evaluations began by establishing the difficulties with the evaluation process, principally the lack of previous analyses or methodologies to draw on. The Community Mothers Programme evaluators developed their own evaluation procedure and the Lifestart Programme evaluators laid the foundations for a future evaluation of the Lifestart Programme.

THE COMMUNITY MOTHERS PROGRAMME (EXTERNAL, PUBLISHED)

The Community Mothers Programme evaluation set out to determine if non-professionals can deliver a health promotion programme on child development effectively. They conducted a randomised controlled trial of 262 first time mothers who lived in disadvantaged areas. Thirty community mothers were recruited. An intervention group of 127 mothers were visited by the community mother for one year. A control group of 105 was also established, this group was not visited.

At the end of the study the children in the intervention group were more likely to:

- have received all of their primary immunisations;
- be read to on a daily basis;
- have played more cognitive games;
- have an appropriate diet.

They were less likely to begin cows milk before 26 weeks of age.

Mothers in the intervention group were less likely to be tired, feel miserable, and want to stay indoors.

Key elements of the Community Mothers Programme were identified as being:

- that the parent is regarded on equal terms;
- that the community mother does not advise instead she shares her own experience with the new mother and raises her self-esteem and confidence in herself as parent;
- that training and support is provided for the community mother.

The results of this proved conclusively that non-professionals can deliver a health promotion programme on child development effectively. Whether they can do so as effectively as professionals requires more study. The Community Mothers programme has also been extended to the Travelling Community in Ireland with encouraging results.
PART 7 – COMMON ELEMENTS OF PARENTING PROGRAMMES

THE LIFESTART PROGRAMME (EXTERNAL, PUBLISHED)
The evaluation of the Lifestart programme in the Connemara Gaeltacht and the outskirts of Derry City described the difficulties in assessing the programme due to a number of variables, primarily the absence of baseline data regarding programme participants which limited the study options, as it would have been impossible to gauge the improvements that involvement in the programme could bring about. It was thus decided to study two separate Irish intervention programmes in terms of the impact they had on participating children, families and visitors, the Community Mothers’ Programme and a pre-school programme Ar Leic an Teallaigh. The evaluation could now serve as a baseline to facilitate longer term follow up and assessment of gain in social, educational or health terms.

The evaluation noted as beneficial the high level of in-service training received by Family Visitors in Derry. Training topics included child development issues, communication skills, health and nutritional issues, use of materials (The Growing Child), educational issues and visiting skills. The report concludes that it should be possible to evolve appropriate training programmes to suit needs in particular areas. The report made a number of recommendations. The following can be generalised to all programmes:

- that programmes be continually evaluated;
- the materials used should be examined in terms of their cultural relevance;
- new appropriate materials should be developed;
- training support and supervision is essential for the deliverer of programmes.

CATEGORY 2 GENERAL GROUP BASED PARENTING PROGRAMMES

The programme evaluations examined in this category include the Preparing for Parenthood programme, the Noughts to Sixes Parenting programme, the Fás le Chéile programme and the Eastern Health Board Parenting Skills programme.

It is worth explaining at this point the procedures that are used to measure outcomes for participants. In the main these measures consist of pre and post programme questionnaires which assess psychological well-being, difficulties with children and a self assessment of parenting abilities. The questionnaires are administered prior to the programme, at the end of the programme and in the case of the Eastern Health Board Parenting Skills evaluations, one year after completion of the programme. The results are compared with a control group which did not receive the programme. The following is a list of the questionnaires/inventories used by various programmes to measure the outcomes for participants.

1. The General Health Questionnaire which assesses emotional well-being.
2. The Eyberg Child Behaviour Inventory assesses behaviour on two dimensions;
   - the identification of behaviours as a difficulty;
   - the frequency of occurrence of the behaviour.
3. The Texas Social Behaviour inventory which measures social competence.
4. The Rosenberg Self-Esteem Inventory which measures an individual’s level of self-esteem.
5. The Home Observation Test.
6. The ISPCC Attitude to Pregnancy Questionnaire.
7. The Parent Stress Index.
PART 7 – COMMON ELEMENTS OF PARENTING PROGRAMMES

Preparation for Parenthood (Internal, Unpublished)
The evaluation of the ISPCC Preparing for Parenthood programme expressed difficulties with evaluating the effectiveness of the programme although the notes did not state what those difficulties were. There were a total of 39 participants in the six programmes delivered. The participants were administered the General Health Questionnaire and The ISPCC Attitude to Pregnancy Questionnaire before and after the group. There was no significant difference between the control group and the intervention group, however, the internal evaluation indicated positive findings with the majority of the participants benefiting from the programme.

The Noughts to Sixes Programme (External, Published)
The Noughts to Sixes Programme was evaluated as part of the Parenting Project at St Albans City and District using a range of evaluation questionnaires. Parents from the evaluation sample reported improved parenting skills, better understanding of their children and generally would recommend the course. This evaluation looked at the expectations of the participants, the outcomes, session activities, venues, course times and crèche.

Outcomes
- Parents most frequently reported that the sharing of difficulties/experiences was the most favoured aspect of the programme.
- The most valued aspect of the programme was improved parenting skills, which was also mentioned at the follow up.
- Specific mention was made of the need to involve more fathers.

Session Activities
- Use of the programme book and group work were considered to be the most helpful activities.
- Use of the video and role play were considered to be the least helpful.

Venues
- The venue should be locally based, quiet and free from distraction and should be easily accessible to all.

Times
- The programme sessions should occur at times convenient for the participants for instance, avoiding school collection times. Fathers may be more likely to attend in the evening.

Crèche
- The provision of a high quality crèche is an asset to the programme.

This evaluation suggests that, as a matter of good practice, a detailed description of the programme should be available.

The Fás Le Chéile Programme (External, Unpublished)
The report of the Fás Le Chéile programme represents the key findings of an independent evaluation of the North Western Health Board’s Parent Support Training Programme.
The evaluation methods used combined questionnaires with interviews. The programme was attended by 27 participants in two centres, Letterkenny and Sligo and those participants then facilitated a Fás Le Chéile programme in 14 schools.

The Training programme was structured within a two year period involving 22 nights and 3 residential weekends.

Participants were assigned a support person outside the training programme who met them regularly in a peer support group and individually to help them in their learning and skill development.

This evaluation report identified three key factors as central to the success of the programme. These were:
- the facilitator;
- the group itself;
- the level of organisation, planning and preparation that went into the programme.

Recommendations which can be generalised include:
- programme aims and objectives need to be clear and well defined;
- there should be clarity when advertising the programme and adequacy of follow up information;
- selection procedures need to be agreed and standardised;
- evaluation structures need to be established from the outset;
- programme content should allow for more practice and more time for individual topics.

The report then evaluated the work of the newly trained facilitators. There was a high level of satisfaction among the participants. The approach used was successful.

"This approach is based on a personal process of learning. This links participants personal experiences to the material on offer and develops understanding at an intellectual, practical and attitudinal level”.

**The Eastern Health Board Parenting Skills Programme (External, Published)**

There have been three independent evaluations published by the Eastern Health Board.

The initial evaluation of this programme was designed to assess the impact of the programme on two factors, child behaviour and mothers’ general well-being.

The aim of this study was to establish whether or not there were any observed effects of the programme for the participants. In a subsequent study, the aim was to consolidate the findings of the previous research through the use of a control group. Attendance and drop-out rates were also evaluated.

The experimental group consisted of 39 mothers, the control group consisted of 49 mothers on a waiting list for the programme. Both groups were assessed using four different measures, before the programme began and again when the participants completed the programme. The experimental group was assessed one year later. The
measures used were the Eyberg Child Behaviour Inventory, the General Health Questionnaire, the Texas Social Behaviour Inventory and the Rosenberg Self-Esteem Inventory. Mothers in the experimental group reported “significant attitudinal improvement with regard to their problem children”. The number of problems reported decreased significantly at the end of the course and the problems were less intense. The participants also reported increased self-confidence, self-awareness and self-esteem. These benefits remained over time. The attendance rates were high, 100% in two groups, while two others had attendance levels of 96.7% and 92.2%.

**CATEGORY 3 ISSUE SPECIFIC GROUP BASED PROGRAMMES**

**DRUG MISUSE PREVENTION**

**COOLMINE PARENT TO PARENT DRUG PREVENTION PROGRAMME (EXTERNAL, PUBLISHED)**

The evaluations were carried out during 1995 in two locations in the U.S.A., Montgomery County and Onondaga County, using pre and post questionnaires to collect information to address the evaluation questions.

How effective is the facilitator training in preparing trainers to provide the programme to the community?

How effective has the programme been in reaching the community?

How effective has the programme been in changing families of those who participate?

Results in all three were positive for parents who completed the programme. Parent to Parent appears to produce significant changes in knowledge, attitudes and intended behaviours.

Having completed the programme participants are more likely to:

- express strong disapproval to their children on the use of drugs or alcohol;
- participate in community drug prevention initiatives;
- set clear guidelines about drug and alcohol use in the family;
- discuss concerns with other people.

Many of the participants would like the course to be longer.

The evaluation recognises the importance of the facilitator and Master Facilitator training process and recommends continued support.

**THE C.A.D. “PARENTING FOR PREVENTION” PROGRAMME (INTERNAL, UNPUBLISHED)**

The evaluation procedures consisted of a questionnaire administered to participants on completion of a day seminar in 1994. An adapted questionnaire was also administered in 1996 on completion of a six week programme. In the first evaluation 39 participants took part in the evaluation seminar. The results show significant attitudinal change to alcohol/ drugs. Participants reported they felt more confident about speaking on drug issues to their immediate family. A very high percentage of the participants (92%) felt they would more quickly identify the early signs and symptoms of drug misuse. The results for the second evaluation of the programme held over six weeks are just as positive.
PART 7 – COMMON ELEMENTS OF PARENTING PROGRAMMES

PARENT, SCHOOL PARTNERSHIP

A Programme for Parent Involvement in Education (Internal, Unpublished)
This programme was implemented over two years in two areas of disadvantage in Dublin. The evaluation refers to the second year.

Prior to the commencement of the programme, all children whose parents were invited to attend the sessions were administered a Test of Early Reading Skills. Parents and teachers completed questionnaires.

The children were divided into two groups:
- an experimental group whose parent(s) attended at least 50% of the sessions;
- a control group whose parent(s) attended not more than one session.
Both groups were retested when the programme was completed. The experimental group performed slightly better than the control group. The difference was not large enough to be statistically significant. The class teachers involved were asked to complete a questionnaire concerning each child whose parent had completed the programme and describing their own involvement.

The teachers were positive about the programme. Parents were meeting the teachers more frequently to discuss their child’s progress. Parents were also positive. General satisfaction was high. The materials the parents took home were highly rated. The most frequently reported changes involved reading more to their children, listening to and talking to their children.

The introduction and weekly review sessions were an intrinsic part of the course.

The report placed emphasis on:
- the importance of the group dimension in the programme;
- the involvement of teachers.

Learning is Fun, Homework Help and Moving On (External, Published)
These three programmes form part of The Clare Family Learning project.

The interim evaluation is based on quantitative and qualitative data compiled by the staff and the qualitative data is based on interviews conducted by the external evaluator with the project staff and the parents. Taped interviews were conducted with the staff but not with parents as they felt uncomfortable about being taped.

Outcomes for parents as perceived by staff were positive as were outcomes for staff.

Key elements in the programme were identified as follows:
- relationship with the staff – appreciation of the planning of the programme and the informality of the learning was expressed by parents;
- course materials – the quality and content of the materials were emphasised;
- experiential learning – this provided the parents with greater insights into the learning difficulties their children may have. A number of exercises were described, one where the parent tried to write with her non-writing hand “Adults simply forget what it is like for children to learn”; 
- the crèche – parents saw the presence of the creche in the building as crucial;
PART 7 - COMMON ELEMENTS OF PARENTING PROGRAMMES

- relationship with children – the parents reported enhanced relationships with their children as a direct result of the project;
- absence of male participants was noted with mixed feelings;
- relationship with school – “approaching school is much easier”;
- literacy – there was agreement that the project positively impacted on literacy levels;
- timing of the course – this was experimented with and changed to suit the needs of the families participating.

In conclusion, the parents said they gained enhanced skills in parenting, they were better planners and organisers. The project gave them confidence to enjoy their children more.
conclusions and recommendations
CONCLUSIONS AND RECOMMENDATIONS

8.1 CONCLUSIONS

This research required the gathering of a large quantity of information in relation to parenting programmes in Ireland. The gathered information highlighted a number of issues.

- There is a high level of public demand for parenting programmes.
- There are a large number of parenting programmes being delivered.
- Despite the large number, there are very few catering for marginalised groups.
- There is a high level of change amongst facilitators of parenting programmes both in terms of the individuals delivering the programmes and the materials/programmes that are being delivered. These are both evidenced by the changes in the update of the database of parenting programmes and the number of programmes currently being piloted.
- In Ireland there is a very limited availability of programmes to facilitators who are not part of an organisation.
- There are widely differing levels of training required of programme facilitators which makes the establishment of a quality standard difficult.
- The lack of any national co-ordination of programme provision is evidenced by the limited choice of parenting programmes in certain areas in the country.
- The provision of parenting programmes in Ireland is in its infancy in comparison to the situation in the U.S.A. and the U.K. The establishment of a national policy would allow for the co-ordination of resources, the development of appropriate materials, the training of facilitators and the promotion of parenting programmes.

8.2 RECOMMENDATIONS

The following recommendations are made arising from consideration of:

- the updated database;
- the information supplied by programme developers;
- examination of available evaluations and relevant literature.

The recommendations are made under the following headings:

(i) Aims and objectives
(ii) Content
(iii) Presentation
(iv) Frequency and Duration
(v) Location
(vi) Group size
(vii) Availability
(viii) Participants
(ix) Cost to Participants
(x) Training of Facilitator
(xi) Additional Support
(xii) Evaluation
(xiii) General
(i) Aims and Objectives
It is recommended that programme aims and objectives need to be clear, stated and well defined.

(ii) Content
It is recommended that a pre-programme/introductory stage be incorporated into the course content in order to explain the programme and evaluation procedures, clarify expectations, establish ground rules. Celia Smith, 1996, in “Developing Parenting Programmes”, recommends that the programme content should be relevant to the needs of the participants and should allow for consideration of the following topics:

- the needs and strengths of both parents and children;
- information on the developmental stages of children;
- positive strategies in managing difficult behaviour;
- esteem building in children and parents;
- communication.

The format of each session should be reasonably consistent beginning with a recap of the previous session, checking in with the group, delivery of session and ending with a brief evaluation. Furthermore, the importance of planning has been highlighted in “Towards a Policy for Parenting Programmes”, the “Interim Evaluation of the Clare Family Learning Project” and the Fás le Chéile Programme.

Culturally appropriate materials are recommended.

(iii) Presentation
The method of delivery should encourage active involvement by participants, drawing on their own valuable ideas and experiences. An audit of evaluation on parent-training programmes in Oxfordshire 1997 outlined aspects of parenting programmes which work well. These included

- small group discussions;
- opportunity to practice skills acquired;
- sharing experiences and strategies in a non-judgemental environment;
- use of video which adds variety and conveys messages well;
- informality and flexibility.

In “Troubled Families-Problem Children”, Webster-Stratton and Herbert stress that the relationship between facilitator and participant should be a collaborative one emphasising the sharing of information and skills.

(iv) Frequency and Duration
The timing of the sessions should be sensitive to the participants’ life circumstances. Daytime programmes may have associated childcare requirements. In communities, where peoples experience of formal education is limited, consideration should be given to the length of time that participants can usefully engage in the sessions.

(v) Location
Locally based, accessible venues are recommended.
(xii) General

It is recommended that:-

- The database of parenting programmes be regularly updated. A high priority should be placed on the dissemination of information on the range of programmes and initiatives being developed.
- More information on programme effectiveness is ascertained. All programmes require external evaluation and reports need to be made widely available. Programmes should also be evaluated at follow up periods to determine if beneficial effects are maintained over time.
- Materials should be developed which are specifically oriented towards disadvantaged communities. There is a dearth of parenting programme materials available for purchase by programme facilitators which are appropriate for use in groups of parents with low literacy skills.
- A national system of accreditation for programme facilitators should be established.
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1995. Learning to be a Parent, a Survey of 38 Group Based Parenting Programmes. National Children’s Bureau supported by the Joseph Rowntree Foundation.

Smith, Celia

Substance Abuse Prevention and Co-ordination Services, Montgomery County Department of Family Resources

Working Party
June 1996. Towards a Policy for Parenting Programmes. Available at the National Children’s Resource Centre, Barnardo’s.

Ziobrowski, Eileen.; Scally, Sabrina

Webster-Stratton, Caroline.; Herbert, Martin
appendices
APPENDIX I

THE STEERING COMMITTEE AND
THE ADVISORY PANEL

THE STEERING COMMITTEE

Eamon Corcoran
Assistant Principal Officer
Child Care Policy Unit
Department of Health and Children
Hawkins House
Hawkins Street
Dublin 2

Norah Gibbons
Senior Social Worker
National Children’s Resource Centre
Barnardo’s
Christchurch Square
Dublin 8

Owen Metcalfe
Chief Education Officer
Department of Health and Children
Hawkins House
Hawkins Street
Dublin 2

THE ADVISORY PANEL

Ms Karen Anderton
National Research Officer
I.S.P.C.C.
Central Office
20 Molesworth Street
Dublin 2

Sr. Maire Canon
Assistant Coordinator
(representing I.P.P.A.)
The Family Centre
Chapel Street
Castlebar
Co Mayo

Ms Nuala Doherty
Senior Clinical Psychologist
County Clinic
North Eastern Health Board
Navan
Co Meath

Ms Veronica Black
Information Officer
Cherish
2 Lower Pembroke Street
Dublin 2

Ms Marie Danaswamy
Vice President
National Parent Council
(Post Primary)
Parent Centre
Marino Institute of Education
Griffith Avenue
Dublin 9

Ms Kay Greene
Home Teacher
Michael’s House
Goatstown
Dublin 14
Ms Carmel Grimley  
I.A.H.I.P.  
Lecturer  
Family Studies  
Marino Institute  
Griffith Avenue  
Dublin 9

Ms Bernie McDonnell  
Chairperson/Coordinator  
Community Awareness of Drugs  
31 Central Hotel Chambers  
Dame Court  
Dublin 2

Ms Toni O’Dwyer  
Community Worker  
Clarecare  
Harmony Row  
Ennis  
Co Clare

Br. Michael Heffernan  
I.A.H.I.P.  
Lecturer  
Family Studies  
Marino Institute  
Griffith Avenue  
Dublin 9

Ms Yvonne Milner  
Head Parenting Skills Unit  
Psychology Department  
Eastern Health Board  
Rathdown Road  
Dublin 7

Ms Mary Roche  
Coordinator of Fás Le Chéile  
Health Promotion Service  
North Western Health Board  
Main Street  
Ballyshannon  
Co Donegal

Ms Siobhán Keogh  
Manager of Child Care Services  
General Hospital  
Midland Health Board  
Tullamore  
Co Offaly

Ms Brenda Molloy  
Director  
Community Mothers’ Scheme  
Eastern Health Board  
Park House  
Dublin 7

Ms Marie Stuart  
Community Worker  
Clare Parenting Network  c/o Coláiste Muire  
Ennis  
Co Clare

Ms Eve Kimerling  
Training and Development Officer  
National Parents’ Council (Primary)  
16/20 Cumberland Street  
South  
Dublin 2

Ms Ann O’Brien  
Programme Manager at the Centre for Educational Opportunity  
National College of Industrial Relations  
Sandford Road  
Dublin 6
APPENDIX II

ORGANISATIONS AND PUBLICATIONS CONTACTED

ORGANISATIONS CONTACTED

Adlerian Society of Ireland
Adult Educations Officers, V.E.C.s
An Bórd Altranais
Blackrock Education Centre
Bryson House, Belfast
Centre of Child Care Research, Queen's University Belfast
Cherish
Child Care Development Officers, Health Boards
Citizen Information Centres nationally
Clare Parenting Network
Combat Poverty Agency
Community Awareness of Drugs
Community Mothers Scheme, Eastern Health Board, Dublin
Conference of Religious in Ireland
Coolmine House
Crosscare Drug Awareness Group
Cuidiú, The Irish Childbirth Trust
Directors of Community Care and Programme Managers, Health Boards
Drugs/AIDS Service, St. James’s Hospital, Dublin
Family Caring Trust
Froebel College of Education
Gingerbread Ireland
Health Promotion Schools Project
Health Promotion Unit, Mid Western Health Board, Limerick
Health Promotion Unit, Southern Health Board, Cork
Home School Liaison Scheme, Department of Education
Integrated Service Initiative
Irish Preschool Playgroups Association
Irish Society for the Prevention of Cruelty to Children
La Leche League
Libraries nationally
Lifestart Foundation
Marino Institute of Education
Marte Meo Programme, Eastern Health Board, Dublin
Maternity Hospitals nationally
Michael’s House
National Association of Adult Education
APPENDICES

National Association for Parent Support
National Children’s Nurseries Association
National College of Industrial Relations
National Council of Vocational Awards
National Parents Council (Post Primary)
National Parents Council (Primary)
National Women’s Council of Ireland
New Pin, Derry
Parenting Matters Project, Belfast
Parenting Skills Unit, Eastern Health Board, Dublin
Parentline
Partnerships nationally
Psychological Service, Department of Education
Society of St. Vincent de Paul
St. Patrick’s College, Dublin
Tir an Fhia
Training Co-ordinators/Training Officers, Health Boards
TREOIR
Voluntary and Community Welfare Services, Dublin

PUBLICATIONS CONTACTED

“Astir” Teachers’ Union magazine
“Crossroads” Irish Association of Social Workers’ newsletter
“Focus” Mothers Union newsletter
“In Accord” Catholic Marriage Counselling Service newsletter
“In Focus” National Women’s Council newsletter
“Intercom” Catholic Religious in Ireland newsletter
“Irish Psychologist” Psychological Society of Ireland newsletter
“Irish Times” Features and Education and Living Supplement
“Leargas” National Council of Guidance in Education
“Newsbrief” National Parents Council (Primary) newsletter
“Tuarascail” Teachers’ Union magazine
“World of Irish Nursing” Nurses’ Union magazine
APPENDIX III

INFORMATION SHEET AND DATABASE QUESTIONNAIRE

INFORMATION SHEET

DATABASE OF PARENTING PROGRAMMES 1997

To the leader/facilitator of the programme

Thank you for your enquiry with regard to the database of parenting programmes. The Department of Health is funding Barnardo’s to research parenting programmes. As part of this work, our existing database is being updated. This database provides information nationally to members of the public seeking parenting programmes.

“Parenting Programme” refers to any course/programme whose aim is to directly offer parents skills and knowledge which will enable them to promote their children’s physical, emotional and intellectual development.

Please complete the enclosed questionnaire for each course/programme and return in the s.a.e. provided by 26 September 1997 to

Geraldine French  
Parenting Programme Research  
Barnardo’s  
Christchurch Square  
Dublin 8

For further information or enquiries, phone (01) 4530355.
1. Title of Course/Programme

2. Address for Correspondence

County

Telephone          Fax:

3. Health Board Area

4. Contact Name(s)

Contact Address(es) (if different from above)

County

Telephone          Fax:

5. How do participants join? *(Please tick as appropriate)*

☐ Referred by professional

☐ Self referred

☐ Already part of a group

*(Please name)*

Other

*(Please specify)*

6. Please list resources used in planning/compiling the programme including author and title, where possible


APPENDICES

7. Please outline the aims and programme content

_________________________________________________________________________

_________________________________________________________________________

8. What is the target group? *(Please tick appropriate box)*

□ Parents of children 0-5 years
□ Parents of children 6-12 years
□ Parents of children 13-18 years
□ Parents in general
□ First-time parents only
□ Other

*(Please specify)*

_________________________________________________________________________

9. What is the total cost of the programme to participants?

_________________________________________________________________________

10. What is the total number of hours for this programme

_________________________________________________________________________

11. Number of participants

_________________________________________________________________________

Thank you for completing this questionnaire. Please return to

Geraldine French,
Parenting Programme Research,
National Children’s Resource Centre,
Barnardo’s,
Christchurch Square,
Dublin 8

_by 25 September 1997._
DATABASE OF PARENTING PROGRAMMES

The Health Promotion Unit and the Child Care Policy Unit of the Department of Health are funding Barnardo’s to research Parenting Programmes. As part of this research, the National Children’s Resource Centre is currently updating its database on the provision of parenting programmes. This database provides information nationally to individuals seeking parenting programmes. If you deliver such programmes and wish to be included in our database, contact Geraldine French or Parenting Programme Research for our questionnaire at:

Barnardo’s
Christchurch Square,
Dublin 8
Phone: 01 4530355

All questionnaires returned by Friday, 25 July 1997 will be entered into a free draw for a one year membership of the National Children’s Resource Centre at Barnardo’s.
APPENDIX V

LETTER TO PROGRAMME DEVELOPERS AND DEVELOPERS’ QUESTIONNAIRE

LETTER TO PROGRAMME DEVELOPERS

Re: Parenting Programme Developers' Questionnaire

Dear

Further to our discussion in relation to the above, I have enclosed a questionnaire for your completion. The information which you provide through the questionnaire will form an essential element of the research. The following outlines the background, the current research, the rationale for using a questionnaire and how the information will be used.

1. Background
In 1994 a study of parenting programmes was jointly initiated by the Health Promotion Unit and the Child Care Policy Unit of the Department of Health and the National Children's Resource Centre, Barnardo’s. The primary aim of the study was to ascertain the need for education, training, support for parents at community level and the need for training materials to be developed or disseminated.

This study, written and compiled by Jennifer Rylands, entitled “A Study of Parenting Programmes in Ireland, Exploration of Needs and Current Provision” was published in 1995. It identified a lack of accessible information on already developed training materials or resource packs relevant to parenting programmes as a key issue for facilitators seeking to establish programmes and for participants seeking to access an appropriate programme.

2. Current Research
The Department of Health Child Care Policy Unit and Health Promotion Unit are funding the National Children’s Resource Centre, Barnardo’s to undertake follow up research. This research is guided by a steering committee comprised of representatives of the funding agencies and Barnardo’s. In addition an advisory panel, consisting of organisations involved in the provision of parenting programmes nationally, is in place.

The current research has the following aims:

To update the database on the current provision of parenting programmes established by the 1995 study;

To identify the aims and objectives of each programme so that facilitators can more readily choose programmes suitable for participants;
APPENDICES

to identify the common elements in programmes that are felt to be working well by those groups who are using them.

Arising from these three aims, recommendations will be made concerning the key elements of parenting programmes which help ensure that participants obtain maximum benefit from their participation in a parenting programme.

3. Rationale for questionnaire
Many of the programmes in use in Ireland are complex and require a high level of familiarity and/or expertise in order to fully understand the aims and objectives. For this reason, and understandable concerns over copyright, it was felt that the programme developers would be most suited to provide this information. To this end, a questionnaire was designed.

4. How the information will be used
Currently it is envisaged that one page of the final report will be given over to each programme. The information given on the returned questionnaires will be reproduced although possibly in a different format. You will be attributed with having provided this information. There will be no value judgement or editorial comment made with regard to the information given.

The information collected in the questionnaires will be included in a report to the Child Care Policy Unit and the Health Promotion Unit of the Department of Health.

I hope this gives you enough information with regard to the research and an understanding of what will happen to the information you provide.

I will be available to discuss the questionnaire on Monday 8 and Tuesday 9 September 1997 at the above number. Any messages left before these dates will be forwarded to me. The report to the Department of Health will be written up in September; ideally, the latest date for receipt of completed questionnaires is September 8, 1997

Many thanks for your co-operation and consideration.

Yours sincerely,

Geraldine French
DEVELOPERS' QUESTIONNAIRE

PLEASE USE BLOCK CAPITALS

The Respondent
1. Name

2. Address

3. Contact Numbers Telephone: Fax:
   E-Mail:

4. Health Board Area

5. Are you the programme developer? (please tick appropriate box) □
   Are you an experienced facilitator of the programme? □

The Course/Programme
6. What is the title of the course/programme?

7. Who developed the material?

8. When was it developed?

9. Is it a group based course/programme? (please tick appropriate box) □
   Is it a home visiting scheme? □

10. What (if any) service/organisation is this course/programme linked to?
    (Please specify)

11. Who funded the course/programme?
APPENDICES

Frequency and Duration
12. How often is the course/programme held per year? *(Please tick appropriate box)*
   - [□] On demand
   - [□] Once a year
   - [□] More than once a year
   *(Please specify)*

13. How many sessions are there?

14. What is the total number of hours required to complete this course/programme?

15. Is it available
   - [□] Day time
   - [□] Night time
   - [□] Both

Location
16. Where is the course/programme delivered? *(Please tick appropriate box)*
   - [□] In homes
   - [□] In schools
   - [□] In colleges
   - [□] In clinics
   - [□] In hospitals
   - [□] In voluntary organisations
   - [□] Other
   *(Please specify)*

Aims and objectives
17. Please specify the overall aims of the course/programme

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
18. What are the specific objectives/targets of the course/programme?

Content

19. Please outline the course/programme content or give session headings

20. Please describe a sample session

21. Was the programme piloted? *(Please tick appropriate box)*

   □ Yes
   □ No

22. If yes, what (if any) adaptations were made?
APPENDICES

Presentation

23. For published programmes in what way are the materials compiled e.g. leaders guide/tutors manual, parents manual/worksheets for parents, handouts, audiotapes/videos, photographs? *(Please specify)*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

24. What method of delivery is used? *(Please tick appropriate box(es))*

☐ whole group discussion
☐ divided group discussion
☐ one-to-one discussion
☐ focussed work/activities
☐ role play
☐ audiotape
☐ videotape
☐ flipchart
☐ blackboard
☐ posing questions
☐ information giving
☐ homework
☐ self-reflection
☐ parents and children working together in the session
☐ other

*(Please specify)*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Evaluation

25. What (if any) evaluation procedures are carried out? (Please tick appropriate box(es))

By participants
☐ written evaluation
☐ verbal feedback

(Please specify) ______________________________________________________

______________________________________________________________

By facilitator/tutor
☐ written evaluation
☐ verbal feedback

(Please specify) ______________________________________________________ /

______________________________________________________________

External evaluation

(Please specify) ______________________________________________________

______________________________________________________________

26. When was the course programme first evaluated?

______________________________________________________________

27. Is this evaluation published? Please tick appropriate box

☐ Yes
☐ No

If so, when, where and by whom was the evaluation published?

______________________________________________________________

______________________________________________________________

______________________________________________________________
28. What (if any) questionnaires/measure are used to evaluate the outcome for the participants? E.g. The Eyberg Child Behaviour Inventory, The Parent Stress Index? (Please specify)

Course/Programme costs and availability

29. Is this programme published? (Please tick appropriate box)
   □ Yes
   □ No

30. Is this programme available for general dissemination? (Please tick appropriate box)
   □ Yes
   □ No

31. How is the programme accessed?

32. What is the purchase cost of the programme?

33. What (if any) are the future plans or developments for this programme?

Participants

34. What is the target group? (Please tick appropriate box(es))
   Gender
   □ women
   □ men
   □ both women and men
   
   Age of Children
   □ prenatal parents
   □ parents of children aged 0-5 years
   □ parents of children aged 6-12 years
   □ parents of children aged 13-18 years
35. What minimum educational attainment do parents need to benefit from the course/programme? (Please tick appropriate box(es))
- No certification
- Primary Certificate
- Intermediate/Junior Certificate
- Group Certificate
- Leaving Certificate
- Third Level certification

36. Are the participants from an area that is (Please tick appropriate box(es))
- economically and socially disadvantaged?
- economically and socially advantaged?
- mixed

37. How do parents join?
- referred by professional
- self-referred
- already part of a group
- other

(Please specify)
APPENDICES

38. Does your course/programme cater for cultural difference? *Please specify*


39. What is the ideal number of participants in order for them to benefit fully from the course/programme?

Minimum __________________ Maximum __________________

40. Is there any support or follow-up service in place for participants during or on completion of the course/programme?

☐ Yes

☐ No

41. If yes, please specify the support available

_____________________________________________________________

_____________________________________________________________

42. What is the cost of the course/programme to participants?

_____________________________________________________________

Training of facilitator / tutor

43. What qualifications/experience are necessary for facilitators?

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

44. What training do facilitators need to deliver the course/programme?

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

45. How long does it take to complete the training?

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________
46. Where is the training provided?


47. Who provides the training?


48. What is the cost of this training for the facilitator/tutor?


Indicators of success

49. What, in your opinion, are the hallmarks of a successful course/programme?


Other information

50. Do you know of any other programme developers? Please give contact name, address and telephone number (if possible).


51. Is there any more information you would like to add?


Thank you for taking the time to complete this questionnaire.
# APPENDIX VI

PROGRAMMES INCLUDED IN THIS REPORT AND ASSOCIATED ORGANISATIONS/INDIVIDUALS

## PROGRAMMES INCLUDED IN THIS RESEARCH

### CATEGORY 1  HOME BASED INDIVIDUAL FAMILY PROGRAMMES

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Title</th>
<th>Associated Organisation / Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Community Mothers Programme</td>
<td>Public Health Nursing&lt;br&gt;Eastern Health Board</td>
</tr>
<tr>
<td>1.2</td>
<td>Lifestart Programme</td>
<td>Lifestart, Mr. Dennis Dunne&lt;br&gt;Eastern Health Board / Daughters of Charity</td>
</tr>
<tr>
<td>1.3</td>
<td>Marte Meo Communication Programme</td>
<td>Midlands Health Board&lt;br&gt;Van Leer Foundation</td>
</tr>
<tr>
<td>1.4</td>
<td>National Parents Support Programme – Midlands</td>
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</tr>
</tbody>
</table>

### CATEGORY 2  GENERAL GROUP BASED PROGRAMMES

**Category 2.A**

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Title</th>
<th>Associated Organisation / Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A.1</td>
<td>Creative Course for Parents</td>
<td>Birth to Six years&lt;br&gt;Family Centre, Rialto, Dublin 8&lt;br&gt;I.S.P.C.C.</td>
</tr>
<tr>
<td>2A.2</td>
<td>Preparing for Parenthood</td>
<td>Family Caring Trust&lt;br&gt;I.P.P.A.</td>
</tr>
<tr>
<td>2A.3</td>
<td>Noughts to Sixes Parenting Programme</td>
<td></td>
</tr>
<tr>
<td>2A.4</td>
<td>Parenting Through Play From Birth to Five Years</td>
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</table>

**Category 2.B**

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Title</th>
<th>Associated Organisation / Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2B.1</td>
<td>Fás Le Chéile</td>
<td>Birth to Twelve years&lt;br&gt;Health Promotion Service&lt;br&gt;North Western Health Board&lt;br&gt;Mr. John Sharry and Dr. Carol Fitzpatrick, c/o The Mater Hospital</td>
</tr>
<tr>
<td>2B.2</td>
<td>Parents Plus Programme</td>
<td></td>
</tr>
</tbody>
</table>

**Category 2.C**

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Title</th>
<th>Associated Organisation / Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2C.1</td>
<td>Certificate in Family Studies</td>
<td>Birth to Eighteen Years&lt;br&gt;Marino Institute of Education&lt;br&gt;Marino Institute of Education Parenting Skills Unit&lt;br&gt;Eastern Health Board&lt;br&gt;Family Caring Trust</td>
</tr>
<tr>
<td>2C.2</td>
<td>Diploma in Family Studies</td>
<td></td>
</tr>
<tr>
<td>2C.3</td>
<td>Eastern Health Board Parenting Birth to Five Years</td>
<td></td>
</tr>
<tr>
<td>2C.4</td>
<td>Five to Fifteen's Basic Parenting Programme</td>
<td></td>
</tr>
</tbody>
</table>
APPENDICES

2C.5  Know Your Child, Know Yourself
2C.6  Parent Assertiveness Programme
2C.7  Parenting With Intimacy

2C.8  Positive Parenting Programme
2C.9  S.T.E.P. [Systematic Training for Effective Parenting]
2C.10 The Nurture Programme

Category 2.D
2D.1  Teen Parenting Programme

Twelve to Eighteen Years
Family Caring Trust

CATEGORY 3  ISSUE SPECIFIC GROUP BASED PROGRAMMES

Category 3.A
3A.1  Coolmine Parent to Parent
Drug Prevention Programme
3A.2  Family Communication and Self-Esteem

3A.3  The C.A.D. “Parenting for Prevention” Programme

Category 3.B
3B.1  A Programme for Parent
Involvement in Education
3B.2  Growth and Partnership (GAP)

3B.3  Learning is Fun, Homework Help and Moving On
3B.4  Parents in Education
3B.5  The Learning Journey

Category 3.C
3C.1  Stepfamilies programme

Category 3.D
3D.1  Parenting and Sex Programme

Health Promotion Unit
Mid Western Health Board
Family Caring Trust
Dr. D. T. Ferguson
Dr. and V. Warren and T. Ferguson of Intimate Life Ministries
I.S.P.C.C.
Dinkmeyer and McKay

Cormac and Olivia Russell

Drug Misuse Prevention
Coolmine Therapeutic Community in Ireland
Cork Social and Health Education Project
Southern Health Board
Community Awareness of Drugs

Parent, School Partnership
St. Patrick’s Educational Research Centre, Drumcondra, Dublin
Galway City Vocational Education Committee
Clare Family Learning Centre

National College of Industrial Relations
National Parents Council, Primary

Reconstituted families
National Stepfamilies Association, distributed through Family Caring Trust

Sex Education
Family Caring Trust
## APPENDIX VII
### SUMMARY OF PROGRAMME AVAILABILITY

### CATEGORY 1 HOME BASED INDIVIDUAL FAMILY programmes

<table>
<thead>
<tr>
<th>Ref</th>
<th>Title</th>
<th>Associated Organisation/Individual</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Community Mothers Programme</td>
<td>Public Health Nursing Eastern Health Board</td>
<td>Published / Only available through organisation</td>
</tr>
<tr>
<td>1.2</td>
<td>Lifestart Programme</td>
<td>Lifestart, Mr. Dennis Dunne</td>
<td>Published / Only available through organisation</td>
</tr>
<tr>
<td>1.3</td>
<td>Marte Meo Communication Programme</td>
<td>Eastern Health Board / Daughters of Charity</td>
<td>Unpublished / Only available through organisation</td>
</tr>
<tr>
<td>1.4</td>
<td>National Parents Support Programme - Midlands</td>
<td>Midlands Health Board Van Leer Foundation</td>
<td>Published / Only available through organisation</td>
</tr>
</tbody>
</table>

### CATEGORY 2 GENERAL GROUP BASED PROGRAMMES

**Category 2.A Birth to Six years**

| 2A.1 | Creative Course for Parents               | Family Centre, Rialto, Dublin 8                         | Unpublished / Not yet available                  |
| 2A.2 | Preparing for Parenthood                  | I.S.P.C.C.                                              | Unpublished / Only available through organisation|
| 2A.3 | Noughts to Sixes Parenting Programme      | Family Caring Trust                                     | Published / Available for purchase               |
| 2A.4 | Parenting Through Play Birth to Five Years | I.P.P.A.                                               | Published / Only available through organisation |

ENGLISH:
## Category 2.B Birth to Twelve years

<table>
<thead>
<tr>
<th>2B.1</th>
<th>Fás Le Chéile</th>
<th>Health Promotion Service North Western Health Board</th>
<th>Unpublished / Only available through organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2B.2</td>
<td>Parents Plus Programme</td>
<td>Mr. John Sharry and Dr. Carol Fitzpatrick, c/o The Mater Hospital</td>
<td>Published / Only available through organisation</td>
</tr>
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</table>

## Category 2.C Birth to Eighteen years

<table>
<thead>
<tr>
<th>2C.1</th>
<th>Certificate in Family Studies</th>
<th>Marino Institute of Education</th>
<th>Unpublished / Only available through organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2C.2</td>
<td>Diploma in Family Studies</td>
<td>Marino Institute of Education</td>
<td>Unpublished / Only available through organisation</td>
</tr>
<tr>
<td>2C.3</td>
<td>Eastern Health Board Parenting Skills Programme</td>
<td>Parenting Skills Unit Eastern Health Board</td>
<td>Unpublished / Only available through organisation</td>
</tr>
<tr>
<td>2C.4</td>
<td>Five to Fifteen’s Basic Parenting Programme</td>
<td>Family Caring Trust</td>
<td>Published / Available for purchase</td>
</tr>
<tr>
<td>2C.5</td>
<td>Know Your Child, Know Yourself</td>
<td>Health Promotion Unit Mid Western Health Board</td>
<td>Unpublished / Only available through organisation</td>
</tr>
<tr>
<td>2C.6</td>
<td>Parent Assertiveness Programme</td>
<td>Family Caring Trust</td>
<td>Published / Available for purchase</td>
</tr>
<tr>
<td>2C.7</td>
<td>Parenting With Intimacy</td>
<td>Dr. D.T. Ferguson, Dr. P. and V. Warren and T. Ferguson of Intimate Life Ministries</td>
<td>Published / Only available through organisation</td>
</tr>
<tr>
<td>2C.8</td>
<td>Positive Parenting Programme</td>
<td>I.S.P.C.C.</td>
<td>Unpublished / Only available through organisation</td>
</tr>
<tr>
<td>2C.9</td>
<td>S.T.E.P. (Systematic Training for Effective Parenting)</td>
<td>Dinkmeyer and McKay Kay</td>
<td>Published / Available for purchase</td>
</tr>
<tr>
<td>2C.10</td>
<td>The Nurture Programme</td>
<td>Cormac and Olivia Russell</td>
<td>Unpublished / Only available through individuals</td>
</tr>
</tbody>
</table>

## Category 2.D Twelves to Eighteen Years

<table>
<thead>
<tr>
<th>2D.1</th>
<th>Teen Parenting Programme</th>
<th>Family Caring Trust</th>
<th>Published / Available for purchase</th>
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</thead>
</table>
### CATEGORY 3 ISSUE SPECIFIC GROUP BASED PROGRAMMES

#### Category 3.A Drug Misuse Prevention

<table>
<thead>
<tr>
<th>3A.1</th>
<th>Coolmine Parent to Parent Drug Prevention Programme</th>
<th>Coolmine Therapeutic Community in Ireland</th>
<th>Published / Only available through organisation</th>
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<tbody>
<tr>
<td>3A.2</td>
<td>Family Communication and Self Esteem</td>
<td>Cork Social and Health Education Project. Southern Health Board.</td>
<td>Published / Only available through organisation</td>
</tr>
<tr>
<td>3A.3</td>
<td>The C.A.D. &quot;Parenting for Prevention&quot; Programme</td>
<td>Community Awareness of Drugs</td>
<td>Unpublished / Only available through organisation</td>
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#### Category 3.B Parent, School Partnership

<table>
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<tr>
<th>3B.1</th>
<th>A Programme for Parent Involvement in Education, Dublin</th>
<th>St. Patrick’s Educational Research Centre, Drumcondra</th>
<th>Published / Not yet available</th>
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<tbody>
<tr>
<td>3B.2</td>
<td>Growth and Partnership (GAP)</td>
<td>Galway City Vocational Education Committee</td>
<td>Published / Available for purchase</td>
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<tr>
<td>3B.3</td>
<td>Learning is Fun, Homework Help and Moving On</td>
<td>Clare Family Learning Centre</td>
<td>Unpublished / Not yet available</td>
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<tr>
<td>3B.4</td>
<td>Parents in Education</td>
<td>National College of Industrial Relations</td>
<td>Published / Only available through organisation</td>
</tr>
<tr>
<td>3B.5</td>
<td>The Learning Journey</td>
<td>National Parents Council, Primary</td>
<td>Unpublished / Not yet available</td>
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</table>

#### Category 3.C Reconstituted families

| 3C.1 | Stepfamilies Programme                                   | National Stepfamilies Association, distributed through Family Caring Trust | Published / Available for purchase |

#### Category 3.D Sex Education

| 3D.1 | Parenting and Sex Programme                              | Family Caring Trust                                      | Published / Available for purchase |

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*APPENDICES*