

NHS Education for Scotland
Equality Impact Assessment Report

Name of function, policy or programme:

The Psychology of Parenting Project (PoPP).

NES directorate or department:

Psychology Directorate

Name of person(s) completing EQIA:

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PoPP Team and Psychology Directorate.

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Define the function¹

The Psychology of Parenting Project, developed within NHS Education for Scotland (NES), is aimed at improving the availability of high-quality evidence-based parenting programmes for families with young children who have elevated levels of behaviour problems. The Early Years Taskforce has approved a national roll-out of the PoPP model and commitments relating to it are included in the newly-published Mental Health and National Parenting Strategies. The plan aligns with the public service reform agenda by promoting cross-sector, cost-effective early intervention and offers evidence-based outcomes to match the workstream 3 aims of the Early Years Collaborative. The model also chimes with the GIRFEC framework as it places children at the centre of services, and values the assets of the families and communities in which they live.

Funding to help sites “front-load” the adoption of the PoPP model is being made available. This funding is aimed at initiating long-term capacity-building in relation to selected parenting programmes, and at ensuring that local areas can embed these programmes in a high quality and sustainable manner, as part of routine service delivery.

The PoPP plan

The PoPP plan targets 3 and 4 year-olds with elevated levels of behaviour problems. Effective interventions are needed for these children because:

- Approximately 10% of preschool children display atypical and persisting high levels of behaviour problems (aggression, non-compliance and poor temper control) that are strongly predictive of a host of poor outcomes such as school exclusion, juvenile delinquency, substance abuse and mental health difficulties later in life.
- By their late-twenties, children with these difficulties are set to cost the public purse ten times more than their normative peers.

¹ In this document, 'function' is used broadly to cover all the areas of work for which impact assessment is required, as defined in the Regulations. This includes policy, programme, project, service and function, among others.

Positive parenting practices mediate these outcomes. Decades-worth of top-quality research has produced attachment and cognitive social learning theory-based parenting programmes that are:

- Effacacious: research trials repeatedly demonstrate that the best of these programmes are capable of helping up to 2/3rds of affected children leave their risk-laden developmental trajectories.
- Effective in real life settings: these programmes have been successfully implemented in real-life settings in the UK, including rural and urban communities when delivered by both statutory and voluntary sector agencies.
- Cost-effective: economic analyses have shown these programmes to be cost-effective in the here and now and to offer lucrative long term savings. The potential public sector savings over 25 years are estimated to be between 2.8 and 6.1 times the intervention cost.
- Valued and appreciated by parents: parents participating in the groups are helped to encourage good behaviours and to build their children's social and emotional competence. They are also coached to manage undesirable behaviours, in non-violent ways that are sensitive to their child's developmental needs. Qualitative research shows that parents appreciate this strength-based approach and that they will successfully engage with the intervention when delivered in ways that are sensitive to their needs and goals.

Programmes of this nature are most effective for this target group of children and parents when delivered in a group format in the pre-school years. The most robustly-evidenced parenting programmes suitable for these children and their parents have been identified. Two programmes, **The Incredible Years Preschool BASIC®** and **Level 4 Group Triple P®** have been selected for further dissemination.

Key aspects of the Incredible Years® Parenting Programme

- Part of a suite of strength-based parent, child and teacher programmes covering various age ranges over the 0-12 age span.
- Each session lasts for approximately 2 hours over 14-18 weeks for up to 12 parents.
- Topics covered include play, praise, rules and routines, limit-setting and consequences.
- 2 group leaders facilitate group discussion using video-clips to help parents identify key principles of strong relationships and effective parenting practices. The approach emphasises collaborative experiential learning, social support and incorporates role-play, behavioural rehearsal and the use of home-based activities between group meetings.
- Further information can be found at www.incredibleyears.com

Key aspects of Level 4 Group Triple P ® (Positive Parenting Programme)

Part of a public health model multi-level system of parenting interventions.

- 2 facilitators administer the programme to up to 12 parents, over 8 weeks (with 5 weekly meetings lasting 2 hours and 3 weekly structured phone calls that last up to 30 minutes).
- Topics covered include providing a safe, engaging and positive learning environment, assertive discipline, realistic expectations and parental self-care.
- Uses a self-regulation framework and active skills learning processes within which parents follow a workbook, observe and discuss clear video examples of positive parenting, practice techniques within the group and flexibly select their own goals and preferred strategies to use at home.

- Further information can be found at www.triplep.net

The PoPP plan sets out a quality-improvement focused implementation plan designed to address the barriers that are inevitably encountered when evidence-based programmes of this nature are to be scaled up and delivered, with fidelity, in real-world settings. The framework is structured around three principal drivers: skilful staff, organisational support and adaptive leadership.

Within this framework, the PoPP plan outlines detailed arrangements for:

- the training and educational infrastructure required to deliver these evidence-based parenting programmes with fidelity.
- the local organisational supports required to complement this training. The plan promotes a changing working practices approach that makes the most of the existing workforce skill base by strengthening its capacity to deliver programmes of proven benefit.
- the local and national leadership frameworks and support required to oversee the quality management of this initiative. Data driven decision-making and problem-solving are core aspects of this support.

Together these elements aim to address the necessity of combining effective programmes with effective implementation methods to achieve sustainable improved outcomes for children, families and services. Funding to support the adoption of this model in the first year of implementation is available to cover:

- all training costs for a sufficient number of practitioners to offer groups to all parents who have 3 and 4 year olds with significantly elevated levels of behavioural difficulties. This training will build capacity in local areas so that two thirds of parents of these high risk children can have access to an 8 week Triple P® group, while the remaining one third will be able to access the more intensive 14 - 18 week version of the Incredible Years programme®.
- all supervision and fidelity-maintaining costs.
- all manuals, DVDs, workbooks and reading materials associated with delivering the programmes with fidelity.
- assistance with transport, crèche and refreshments.

- a quality improvement-focused implementation-monitoring system.

Evidence used to inform assessment

Census 2011. Accessed from <http://www.gro-scotland.gov.uk/census/censushm/index.html>

ISD Workforce Data on NHS Scotland workforce

SWISS workforce data (2012)

The Scottish Parliament Equal Opps Committee enquiry on fathers and parenting.
<http://www.scottish.parliament.uk/parliamentarybusiness/CurrentCommittees/76595.aspx>

Incredible Years Website- details of programme and research base- www.incredibleyears.com

Triple P Website- details of programme and research base- www.triplep.net

Assessment of impact

The Equality Act (2010) requires that 'due regard' is given to the need to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a relevant protected characteristic and those who do not. The protected characteristics detailed in the Equality Act are: age; disability, gender, gender reassignment; pregnancy and maternity; race; religion and belief; sexual orientation. Furthermore, NHS Education for Scotland requires EQIA reports to consider the additional impact of Rural Issues on projects.

The PoP Project has reach both in terms of recruitment and training of staff to Programme Delivery. There is very limited data on the equality and diversity profile of relevant staff groups. For example, data of NHS Scotland staff is available from the NHS Scotland Information Services Division at www.isdscotland.org/isd/796.html.

However, the quality of the data is limited by the high proportion of data which is missing or declined across the key inclusion areas. Thus, figures must be treated as an underestimate of the impact of the key target areas and assumptions made that possible discrimination across all areas must be considered by the PoPP.

Age

Impact on Staff

Staff recruited to the project will be represented across all age groups, as is consistent with the age profiles of the target multi-agency professions. Both surveys of nursing and social services staffing indicate a broad spread of age throughout the workforce and a strong representation of staff in the age categories from 35-54. There may be an assumption that older staff may be less IT literate than younger colleagues and thus may be more reticent in accessing on-line learning materials. There is no evidence that there will be differences in the ease with which staff will access workshop style learning sessions with facilitators. As at February 2016, the staff (practitioners) who have been trained within PoPP have ranged in age from under 25 to over 60.

In terms of the learning, it is anticipated that age will only be a low risk with regards discrimination. Learning materials can be provided in multiple formats and learning sessions are conducted by trained and accredited staff who are experienced in being sensitive and responsive to the individual learning needs of participants. Training is strengths based and interactive with limited reliance on the use of written or on-line materials. Necessary written resources have been checked for accessibility requirements and can be further adapted to fit the needs of individual learners. Much of the sessions are role-play and rehearsal based and thus accessible to all, regardless of age. Progression through to accreditation in both the Incredible Years® and Triple P® parenting programmes, is supported by skilled facilitators and materials required can be

adapted to individual practitioner needs. All materials required are provided by the PoPP team, so there is no barrier to accessing these by any group. Core learning and group materials have examples that reflect and showcase the range of ages and thus will not hinder any particular age group in accessing the learning materials.

Evidence from the worldwide research trials show that there are no barriers to practitioners of any age accessing the learning materials and being able to progress through the fidelity and accreditation structures.

Impact on parents/carers

Both programmes report decades of high quality research that demonstrates the successful use of the materials with parents and carers from a wide range of age groups. Programmes have shown good outcomes for young parents as well as use with grandparents who may be acting as kinship carers. The recruitment, engagement and inclusion of parents and carers into groups is designed to be tailored to individual needs and thus individual barriers can be addressed as they are identified.

All staff are required to participate in a range of core training events, which includes a specific training course on recruiting and engaging parents with a range of difficulties. All staff will have access to peer supervision and consultation with the PoPP central team, where issues which impact on inclusion can be raised and solved. In addition, the project invests in additional support in terms of clinical consultations for staff, delivered by trainers licensed by the programme developers (Incredible Years® and Triple P®). Issues that require expert consultation can be thus discussed directly with the programme developers and solutions found.

Disability

Impact on staff

Estimates of disability in the social services workforce is around 6% (SSSC 2012) and less for the NHS Scotland data, however, the latter should be seen as a likely underestimate of the true prevalence. As a result, the methods of training need to be able to flexibly accommodate the needs of participants with a disability. This may manifest itself in terms of issues to do with physical access, design access, accessibility of written material, accessibility of e-learning resources, adjustments for learning and flexibility and time.

All training venues are sourced within the agreed contractors policy for NHS Education for Scotland. Venues are checked for ease of access in terms of travel and the on-site physical environment. Training resources have been developed within the appropriate stylistic guidelines for those with learning difficulties and the interactive elements of teaching sessions can be easily adapted to suit individual needs. All materials can be provided in adapted formats and can be made available to participants prior to the training events. Evidence from the worldwide research trials show that there are no barriers to practitioners with disability accessing the learning materials and being able to progress through the fidelity and accreditation structures.

In addition, the demands of becoming a PoPP practitioner are made explicit through the Manager and Line Manager briefing sessions routinely delivered by the PoPP National team, and managers are expected to discuss possible barriers to staff being selected for the project, and solve these with support from the PoPP team.

Impact on parents/carers

There is no evidence that disability should be an excluding factor for parents and carers. Programmes have the ability to be tailored to individual needs, such as audio books, large print and a more individual approach to goal setting. In addition, the project has supports available to overcome barriers, for example venues are sourced to be compliant with accessibility

requirements and the project has funds available to meet transport needs.

Since the project started, the PoPP National team has been responsive to parent needs related to disability. For example, parents who experience hearing impairment have enrolled in Triple P® groups as part of the PoPP rollout; in response to this, subtitled copies of the video materials used in the groups (“Every Parent’s Survival Guide”) have been purchased and made available to local PoPP sites.

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Gender

Impact on staff

The workforce demographics of NHS Scotland and Social Services suggested that the workforce most likely to be included in PoPP training is predominately female (around 80-90% for both groups). To date, this has been even higher with the implementation of PoPP (95% of practitioners are female; 5% of practitioners are male). Thus, the higher incidence of part time and voluntary working for female employees may have an impact on their ability to access the essential training elements of PoPP.

Given the nature of the workforce demographics, PoPP training has been tailored to increase access for those staff. As much as possible, training venues are sourced locally for each Community Planning Partnership (CPP) and thus should not disadvantage staff who work in that area already. CPPs are also encouraged to look at ways that, for example, travel, accommodation and childcare needs can be accommodated for their staff. In addition, the PoPP training model allows for flexibility in the system for training days to be run on different days of the week, allowing staff who do not work on particular days, to access other training, sometimes in other CPP locations.

Since the project has started, the PoPP team have identified occasions where practitioners in one area had missed out on core PoPP training days, due to part-time work days/training schedule conflicts. An extra condensed training day covering the requisite PoPP material was organised and delivered by the PoPP team in order that these practitioners received the full suite of training in a timely fashion, and were not disadvantaged by their part-time work commitments. In response to this, the PoPP team has started developing training materials that can be delivered by locally based PoPP champions, so that new staff are able to be trained in a timely manner, rather than needing to wait for the next round of central training. This also has the added advantage that the training can be delivered locally and so therefore would involve less need for travel.

The training resources themselves have materials which reflect contributions of both male and females and thus will not disadvantage the less represented male workforce in being able to access the materials. In planning phases, CPPs are encouraged to consider how to increase representation from men in their PoPP workforce, as this is a key component in encouraging fathers to engage in parenting programmes. Materials used by the PoPP team either have representation across gender, or have been designed to represent diversity. Evidence from the worldwide research trials show that there are no barriers to practitioners of either gender accessing the learning materials and being able to progress through the fidelity and accreditation structures.

Impact on parents/carers

Whilst there is evidence that fathers/male carers can benefit to the same degree from the evidence based parenting programmes in question, there is still an acknowledgement that males are under-represented in the attendees at these groups. From the outset of working with CPPs, the issues of recruiting and engaging males to groups is discussed and strategies implemented to address this issue. Promotional materials (leaflets, DVDs) are designed to show positive male images and language used to convey the equal importance of men and women in the role of parenting. The “Parents’ Voices” DVD which has been produced by PoPP shows both mothers and fathers talking about the positive changes that have been experienced by their families since completing the parenting group. PoPP has also hosted an “Engaging Father’s Event” and invited PoPP sites along to share good practice. PoPP also has excellent links with Fathers Network Scotland and are collaborating for future work in 2016 for “Year of the Dad”.

All staff are required to participate in a range of core training events, which includes a specific training course on recruiting and engaging parents with an emphasis on under-represented groups, such as fathers/male carers. All staff will have access to peer supervision and consultation with the PoPP central team, where issues which impact on inclusion can be raised and solved. In addition, the project invests in additional support in terms of clinical consultations for staff, delivered by trainers licensed by the programme developers (Incredible Years® and Triple P®). Issues that require expert consultation can be thus discussed directly with the programme developers and solutions found.

The project planning process with local areas also involves discussions on flexible delivery of groups, such as evening and

weekend groups, which will potentially impact on the ability to attend of fathers. One PoPP site has already delivered groups in the evenings to meet the needs of working parents (with a focus on engaging fathers). In addition, the involvement of male workers and those involved in specific posts to engage fathers, is strongly encouraged in terms of staff recruitment.

Gender reassignment

Impact for staff

There are no clear reasons why the resources and their distribution would be discriminatory to those individuals who have had or are undergoing gender reassignment.

Impact for parents/carers

There are no clear reasons why the resources and their distribution would be discriminatory to those individuals who have had or are undergoing gender reassignment.

All staff are required to participate in a range of core training events, which includes a specific training course on recruiting and engaging parents with a range of difficulties. All staff will have access to peer supervision and consultation with the PoPP central team, where issues which impact on inclusion can be raised and solved. In addition, the project invests in additional support in terms of clinical consultations for staff, delivered by trainers licensed by the programme developers (Incredible Years® and Triple P®). Issues that require expert consultation can be thus discussed directly with the programme developers and solutions found.

Pregnancy and maternity

Impact for staff

There are no clear reasons why the resource and its distribution would be discriminatory to those individuals who are pregnant or have small children. The provision of a series of training allows staff to have flexibility in terms of selection where and when they can access the training. In the majority of cases, staff will be able to access training in their local area. CPP planners are supported in addressing the needs of practitioners with dependents. It is not an expectation or requirement that staff deliver PoPP groups at times outside their standard working agreement, although this may occur when it is mutually beneficial to both the staff and local agency.

In addition, the ongoing nature of training support from the PoPP National team allows opportunities for staff who are on leave, to access training once they have returned to work and thus join the PoPP workforce at a later date.

Impact for parents/carers

The PoPP delivery plan is strongly orientated towards inclusion of parents with young families. As an early years intervention, it is highly likely that prospective parents will have other children in the home. The recruitment, engagement and inclusion of parents and carers into groups is designed to be tailored to individual needs and thus individual barriers can be addressed as they are identified. The project has dedicated funds to provide transport, crèche and other supports to enable parents to attend the groups. Our current data suggests that transport and crèche difficulties are very infrequently cited by parents as a reason for dropping out of groups, and indeed many families across Scotland are making use of both

the crèche and transport facilities that are provided as part of PoPP.

Race

Impact for staff

The demographic data suggests that the workforce in Scotland is predominantly white British. Thus, it is possible that the recruitment of staff to the training programmes might disadvantage those from minority backgrounds. CPP managers are guided through the process of selection of staff and are encouraged to consider the demographic needs of staff in relation to local needs in planning how to include the needs of minority groups. There are no barriers to inclusion in the project based on race, apart from the inherent demographic makeup of the existing workforce.

Materials from the programmes are provided in multiple formats and languages which will facilitate inclusion of all staff groups. Evidence from the worldwide research trials shows that there are no barriers to practitioners of any racial grouping accessing the learning materials and being able to progress through the fidelity and accreditation structures.

Impact for parents/carers

High quality research on the programmes has demonstrated over many decades that the programmes can achieve equivalent successful outcomes across ethnicities. Materials are translated into multiple formats for the benefit of most dialects (and where these do not exist, we have communicated this to the programme developers and asked them to resolve the gap). In addition, where necessary, the programmes can be delivered successfully with translators (both

programmes have long histories of delivering their programmes with fidelity whilst using interpreters). PoPP staff support practitioners with the use of interpreters and encourage them to make use of the expertise within both the Triple P® and Incredible Years® programmes (through their websites, blogs and podcasts, and clinical consultation days) in relation to the successful delivery of their programmes using interpreters.

All staff are required to participate in a range of core training events, which includes a specific training course on recruiting and engaging parents with a range of different circumstances, with a focus on under-represented groups, such as those families where English is not spoken/not a first language. All staff will have access to peer supervision and consultation with the PoPP central team, where issues that impact on inclusion can be raised and solved. In addition, the project invests in additional support in terms of clinical consultations for staff, delivered by trainers licensed by the programme developers (Incredible Years® and Triple P®). Issues that require expert consultation can be thus discussed directly with the programme developers and solutions found.

Religion and belief

Impact for staff

Data on the religious beliefs of the target workforce is limited. 65% of the Scottish population reported being Christian, with only 2.8% reporting to have beliefs such as Muslim, Buddhist, Sikh, Jew or Hindu. There is potential for training dates to be organised on key religious events and for materials to conflict with particular belief and this needs to be taken into account in terms of selection and delivery of training.

Careful planning and preparation goes into the project with CPPs at the recruitment stage. The project Administrator liaises

closely with local managers to identify likely issues for adjustment in training and make appropriate accommodations to the training process. The PoPP training model allows for flexibility in the system for training days to be run on different days for the week, allowing staff who do not wish to work on particular days or are observing religious holidays/festivals access to other training, sometimes in other CPP locations. Evidence from the worldwide research trials shows that there are no barriers to practitioners of any particular religious grouping accessing the learning materials and being able to progress through the fidelity and accreditation structures.

Impact for parents/carers

High quality research on the programmes has demonstrated over many decades that the programmes can achieve equivalent successful outcomes across religious groups. From the outset of working with CPPs, the issues of recruiting and engaging all religious groupings is discussed and strategies implemented to address this issue. Programme materials have been developed to be acceptable to a range of religious views and the core components of the programmes is to work on individualised goals, identified by the parents themselves. Thus, no goals or strategies are imposed on parents, but there is a collaborative approach between group leaders and each parent to identify their aims and the most acceptable way to achieve the goals.

All staff are required to participate in a range of core training events, which includes a specific training course on recruiting and engaging parents with a range of different circumstances. All staff will have access to peer supervision and consultation with the PoPP central team, where issues which impact on inclusion can be raised and solved. In addition, the project invests in additional support in terms of clinical consultations for staff, delivered by trainers licensed by the programme developers (Incredible Years® and Triple P®). Issues that require expert consultation can be thus discussed

directly with the programme developers and solutions found.

Sexual orientation

Impact for staff

There are no clear reasons why the resources and their distribution would be discriminatory to the needs of gay, lesbian or bisexual (LGBT) professionals. The current workforce estimates of 0.6% of the workforce indicating they belong to one of these groups is likely to be a significant underrepresentation, as the national figure is 6% and 68% of NHS Scotland responses were categorised as “Unknown” or “Declined”.

The PoPP model is designed not to promote any particular image of the family, e.g. the PoPP logo has been designed to have 3 adult figures- 2 female and 1 male, and the definition of parents/carer is deliberately broad. Evidence from the worldwide research trials show that there are no barriers to practitioners of any particular grouping accessing the learning materials and being able to progress through the fidelity and accreditation structures

Impact for parents/carers

There are no clear reasons why the resources and their distribution would be discriminatory to the needs of gay, lesbian or bisexual (LGBT) parents/carers. However, local data and planning will be key to identifying if this becomes an issue in terms of inclusion within recruitment. Staff have a structured training and consultation process to enable them to discuss

and reflect on these issues. All staff will have access to peer supervision and central team consultation, where issues that may impact upon inclusion can be raised and solved. In addition, the project invests in additional support in terms of clinical consultations for staff, delivered by trainers licensed by the programme developers. Issues that require expert consultation can be thus discussed directly with the programme developers and solutions found.

Other groups

Remote and Rural issues.

Impact for staff

The National roll out of PoPP will require the team to manage the particular issues faced by those working in the most remote and rural areas. CPPs work closely with the National PoPP team at the point of recruiting practitioners to look at how staff in these areas can both access the training and continue to deliver programmes with fidelity. The provision of a series of training allows staff to have flexibility in terms of selecting where and when they can access the training. Where possible, modern technology such as tele/videoconference will be utilised and the fidelity monitoring systems can enable staff to access supervision structures remotely. Where training is required in central venues, CPPs are encouraged to look at ways that, for example, travel, accommodation and childcare needs can be accommodated for their staff. Programmes are designed to be delivered in pairs of staff and significant time is spent in the planning phase examining the locations of potential practitioners for PoPP and enabling practitioners to work together. Where this is not possible, then the programmes allow for adaptations to be made to programme delivery, such as adopting individual programme delivery rather than group based sessions. Video conferencing is also used for site reviews in remote and rural areas.

In remote and rural areas the PoPP team ensure that training is planned in a way that minimises travel for practitioners; for example, having 2 days training together instead of being spread out over a week or 2 and booking overnight accommodation for practitioners when necessary.

The PoPP National team has been responsive to remote and rural issues in relation to accessing the peer supervision model that is a core element in the development of staff competence and adherence to programme fidelity. The PoPP model calls for Triple P staff to meet in peer groups (of 4-6 practitioners) on a weekly then fortnightly basis for supervision. However, this requirement added burden to practitioners in terms of travel, even to access VC facilities that were sometimes up to a 1-1 ½ hour drive away. In such cases, a new approach to peer supervision was established using the same overall model (Peer Assisted Supervision and Support-PASS), however, delivered only in pairs (ie with their group co-facilitator). This new approach has been implemented with reported success.

Impact for parents/carers

The recruitment, engagement and inclusion of parents and carers into groups are designed to be tailored to individual needs and thus individual barriers can be addressed as they are identified. The project has dedicated funds to provide transport, crèche and other supports to enable parents to attend the groups. Our current data suggests that transport and crèche difficulties are very infrequently cited by parents as a reason for dropping out of groups. In addition, where rural issues cannot be addressed with flexible transport and crèche support, the programmes have versions (with emerging evidence bases) which can be administered to individual parents/carers. With additional training, staff working in rural areas can access these resources to enable rural parents/carers to benefit from the parenting programmes.

Additionally the Group Triple P® programme, which is only an 8-week programme (compared with the 14-18 week

Incredible Years® programme) also has 3 of its sessions delivered by phone call with individual families, rather than face to face group contact. As such, this programme may be more appropriate for remote and rural areas, where accessibility is likely to be enhanced by reduced travel where possible. This consideration has informed the implementation discussions that have taken place between the PoPP team and local Community Planning Partnerships, with areas making key investment in this briefer and less face to face demanding intervention.

In one area within Scotland, PoPP has altered its original implementation model to allow for the very remote and rural location of small numbers of families. PoPP has commissioned a variant of the Triple P® programme, Discussion Group Triple P, whereby small numbers of parents in remote and rural areas will have the opportunity to attend a stand alone, two-hour evidence based parenting intervention. This will allow families living in these communities to access an evidence based service, in locations where there are insufficient numbers of the PoPP target children, (3 and 4 year olds with elevated levels of behaviour problems) to ever have a feasible standard group delivered. Thus the introduction of Discussion Group Triple P will improve the geographical reach of PoPP, by serving areas where PoPP groups are not viable, thus reducing the inequalities experienced by more remote and rural communities.

What does the evidence and any engagement activities tell us?

The ongoing work with CPPs and the data being collected via ISD on the PoPP workforce will provide feedback and information on any groups who are less likely to be involved in the PoPP.

To assist sites with improving recruitment of parents the PoPP team have developed “Connecting with Parents’ Motivations”. This is a bespoke training day for Early Years Workers which is delivered by practitioners in sites who have attended a 2 day train the trainer model, delivered and supported by PoPP staff. This is a parent-focused, strength-based communication skills training day

which is aimed at equipping early years practitioners with the skills to initiate conversations with parents about their children's needs in ways that should help parents to feel more ready to consider attending one of the evidence based programmes supported by PoPP.

Key features of the PoPP model which enhance inclusion

- Bespoke data system managed by ISD to monitor recruitment and engagement of staff to training. Individual issues and gaps in recruitment can be locally identified and solved.
- Extremely close working relationships between the PoPP team and local CPPs in supporting and guiding recruitment and selection of staff to be PoPP practitioners.
- No minimum criteria set on the suitability of staff that can be included as PoPP practitioners, apart from the agreement that protected time for participation has managerial support.
- Flexible models of training which enable local commitments to be taken into account when agreeing the local training programmes.
- Flexibility on allowing staff to access other training programmes if unable to access the series of events for their CPP.
- Training events provided in the local area to ease access for all staff taking part.
- Comprehensive learning materials and supportive documentation provided by the PoPP team for all participants and, where required, managers. The materials can be adapted for the needs of individual practitioners. Provision of a portfolio of resources for each practitioner to circumvent any access issues to do with, for example, rurality and IT issues.
- PoPP practitioners have an equivalent of 1 day per week protected in the SLA between NES and the CPPs to

deliver groups and engage in fidelity activities. This is aimed to be flexibly used to allow those not working full days (i.e. 7.5 hours) to spread the time over the working week.

- Series of Manager, Line Manager and practitioner briefings which make explicit the demands of becoming involved with the project. There is dedicated support from the PoPP National Team to identify and solves issues relating to inclusion.
- All staff will have access to peer supervision and central team consultation, where issues impact on inclusion can be raised and solved. In addition, the project invests in additional support in terms of clinical consultations for staff, delivered by trainers licensed by the programme developers. Issues that require expert consultation can be thus discussed directly with the programme developers and solutions found.
- Flexible approach to group delivery agreed during planning phase, drawing on best evidence from all PoPP sites and the available research literature. This enables parents/carers to access the most appropriate group with the least inconvenience.
- Individual approach to recruitment with parents/carers designed to address individual barriers to engagement.
- Parents/carers have multiple opportunities to join groups at a time that suits their needs most.
- Quarterly Co-Ordinator events where good practice is shared between sites. Teleconferencing is used at this event.

Key features of the chosen programmes which enhance inclusion

- Decades of high quality research and training, indicating that training and materials can be freely accessed by all

demographic groups, such as gender, race and age.

- Training, accreditation and fidelity monitoring materials which are available in both written and on-line formats to facilitate access.
- Versions of the programmes which can be tailored to allow delivery in, for example, individual rather than group formats, to allow workers in remote and rural locations to participate in the PoPP roll out.
- Structured fidelity and accreditation procedures to support and guide staff further in their skill development and professional progression.
- Decades of research on effectiveness with multiple populations, ethnicities etc.
- Materials translated into multiple formats, with the capacity to be delivered via translators.
- Crèche, transport and other supports seen as core to the delivery of successful groups.

Actions taken or planned in response to issues identified in the analysis

- Continued monitoring of the PoPP workforce via the PoPP database.
- Continued monitoring of feedback from training cohorts to identify any barriers to accessing the sessions.
- Ongoing work with CPP leads to identify and address equality issues for both staff and families.
- Develop a complimentary range of on-line resources to increase accessibility of training resources.
- Develop training materials to allow for more individualised goal setting and noting of training reflections.
- Adapt practitioner registration forms to allow individuals to communicate any needs and necessary adjustments of any sort earlier in their registration.
- Consider wording in SLA with CPPs re the expectations of a fair and inclusive process in selection of staff for PoPP training.

- Use SLA to highlight the CPP's responsibility for completing their own EQIA processes for the group work being undertaken in their area.
- Use of quarterly site review meetings to monitor progress against local data and overall inclusion aims.

Improvement Methodology aimed at Inclusion of Parents

Community Planning Partnerships have struggled to recruit parents into their groups to the level that population estimates and demographic studies would lead the PoPP team to expect. Whilst nationally around 40% of the expected parents have been recruited, and this is to be applauded, this figure still leaves sites with approximately 60% of the target population who have as yet not been able to access an intervention that has a strong likelihood of improving both the short and long term outcomes for their families.

The PoPP national team continues to engage regularly with the coordinators in each site responsible for implementing the PoPP groups. Throughout these discussions and in conjunction with Hamish Fraser, Improvement Advisor for the Early Years Collaborative, PoPP has begun to develop a number of improvement projects in line with the methodology of both EYC and NIRN, to attempt to address the shortfall in parent recruitment to PoPP groups.

In relation to addressing issues of equality, a number of projects that are underway are of particular relevance. These include the rollout of the Connecting with Parent's Motivations Cascade, which aims to increase the knowledge and skills of the early years workforce, in ways of engaging with families who would benefit from a PoPP group, in a strengths based way. This is particularly relevant for groups who are generally under-represented in such programmes, including fathers. The implementation of Discussion Group Triple P is also a key improvement project aimed at reducing the impact of remote and rural issues on families being able to engage in an evidence based parenting programme.

Sign off (by accountable director)

Date