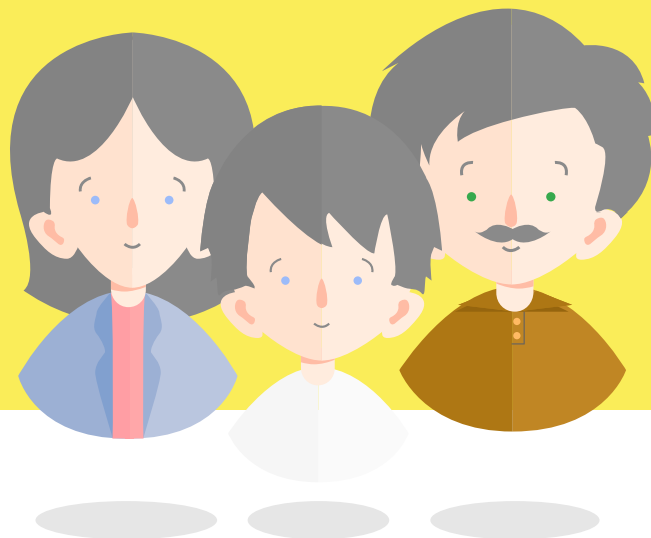


# CREATING A LOCAL FAMILY OFFER

LESSONS FROM LOCAL AUTHORITY PIONEERS

## APPENDIX



## APPENDIX

In this Appendix you will find examples of tools, questionnaires, job descriptions and presentations that illustrate some of the innovations and processes described in the 'Creating a Local Family Offer, Lessons from Local Authority pioneers' guide.

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HERTFORDSHIRE'S AMBASSADOR  
EVALUATION FRAMEWORK  
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# PARENTS AT WAR: LEARNING OUTCOMES AND OVERVIEW OF COURSE

As part of their Local Family Offer, Hertfordshire County Council commissioned a bespoke training on conflict mediation for frontline staff who are actively working with parents in conflict.

The course's learning outcomes are:

1. To develop understanding and awareness of the causes and development of couple conflict including the conflict spiral, inter-personal dynamics and varying conflict styles
2. To develop an understanding of mediation and its application in resolving inter-personal conflict within the family
3. To develop skills and confidence in employing listening and questioning skills when working with parents with relationship difficulties
4. To develop skills and confidence in the practical use of mediation skills to help parents in resolving low level conflict
5. To develop skills and confidence in encouraging parents to engage in 'professional' mediation where serious conflict is evident and negatively impacting on their children.

## OVERVIEW OF THE COURSE

An intense, interactive 1 day training course building on practitioners' experience working within a family setting.

Through group and small group discussion, paired exercises, tutor demonstration and role-plays attendees will be introduced to:

- Some of the key psychological aspects to the development of inter-personal relationship conflict – why it occurs
- The 5 Conflict Personality types and the necessity of adapting communication to ensure a positive working relationship with the differing types
- Mediation skills to work with parents engaging in negative conflict behaviours in order to bring about positive behavioural and attitudinal change
- Putting skills into practice through a simulated role-play of overcoming objections and encouraging parents to engage in professional mediation

# BETTER RELATIONSHIPS, BETTER PARENTING HERTFORDSHIRE'S INTERACTIVE TOOLKIT FOR PRACTITIONERS

Hertfordshire created an interactive toolkit for practitioners that sits in the Herts' Families First portal.

The toolkit, called [Better Relationships, Better Parenting](#), includes information on local organisations as well as sources of online support.

The toolkit also provides helpful guidance on working with the interparental relationship and working specifically with couples in conflict – which draws on the training Hertfordshire practitioners took part in. A pathway for supporting parents in conflict guides practitioners through the helping steps.

# PARENT RELATIONSHIP TOOL

## BLACKPOOL'S PRACTITIONER TOOLKIT

Building on a series of appreciative enquiry workshops they ran with a multidisciplinary group of practitioners, Blackpool developed a practitioner tool, aimed to increase staff skills and confidence with a view to making the focus on couple and co-parental relationships part of standard practice in assessments and interactions with parents.



# Parent Relationship Tool



Blackpool Council

CHILDREN'S CENTRE

**Are all parents and  
co-parents recorded on  
the assessment?**



**Blackpool Council**

CHILDREN'S CENTRE

**Where does each  
parent/co-parent live?**



**Blackpool Council**

CHILDREN'S CENTRE



# Who has Parental Responsibility (PR)?



Blackpool Council

CHILDREN'S CENTRE

**How often does each Parent have  
contact with their child(ren)?  
Who cares for the Child(ren)?**



**Blackpool Council**

CHILDREN'S CENTRE

**Are all parents aware of  
the assessment  
and give information  
sharing consent?**



**Blackpool Council**

CHILDREN'S CENTRE

**When considering the child's environment and adult's capacity as a parent have you considered the quality of the couple relationship?**



**Blackpool Council**

CHILDREN'S CENTRE

**How much time do  
you spend together?**



**Blackpool Council**

CHILDREN'S CENTRE

**What do you enjoy  
doing together?  
As a Couple? As Parents?**



**Blackpool Council**

CHILDREN'S CENTRE

**What do you do when  
times are hard?  
Ignore it? Talk about it?  
Work together?**



**Blackpool Council**

CHILDREN'S CENTRE

**How do you agree  
who is having  
time off?**



**Blackpool Council**

CHILDREN'S CENTRE



**What do you do  
when life is good?**



**Blackpool Council**

CHILDREN'S CENTRE

**How easy is it for you and  
your partner to apologise  
to each other?**



**Blackpool Council**

CHILDREN'S CENTRE

**Is there anything you  
would like to work on  
within your relationship?**



**Blackpool Council**

CHILDREN'S CENTRE

**Practitioners prompts –  
consider body language,  
non-verbal behaviour  
and eye contact.**



**Blackpool Council**

CHILDREN'S CENTRE

## Relate

<https://www.relate.org.uk/>

## oneplusone

<http://www.oneplusone.org.uk/>

## TheCoupleConnection.net

provides tools, activities, quizzes, exercises and courses to help couples improve and strengthen their relationship

## Relationships – mum

<http://relationships.netmums.com/menu>

or

## Relationships – dad

<http://relationships.dad.info/menu>

– provides a free online evidence-based service for new parents. It consists of articles, exercises and courses to help couples during their transition to parenthood.



Blackpool Council

CHILDREN'S CENTRE

# WORKING IT OUT FOR THE KIDS GATESHEAD'S SERVICE DIRECTORY

Gateshead's '[Working it Out for the Kids Guide](#)' provides information about local organisations and online resources for couples, co-parents and other family relationships. The guide is designed for use by practitioners or families and includes service listings and a wide range of online information and e-learning options.



# LIST OF ONLINE RELATIONSHIP SUPPORT TOOLS

An initial scoping of digital resources carried out during the LFO programme gave some pointers into what is already available for parents although this provides just part of the picture of existing digital provision.

## RELATIONSHIP SELF-HELP RESOURCES

[TheCoupleConnection.net](http://TheCoupleConnection.net)

- TheCoupleConnection provides a range of articles, self-assessment tools, activities, quizzes, exercises and courses to help couples improve and strengthen their relationship
- The site also has a forum moderated by a team of counsellors with experience in helping couples as they work things out in their relationship. • They facilitate the forums providing guidance and additional help wherever needed.
- Once registered, users can access their own completely anonymous private “space”. Here they can set personal goals and access exercises and resources all designed to help tackle common relationship issues.
- OnePlusOne also offers [PlusBaby](#) through TheCoupleConnection. PlusBaby is an online evidence-based service for new parents. It consists of articles, exercises and courses to help couples during their transition to parenthood.  
[plusbaby.thecoupleconnection.net/menu](http://plusbaby.thecoupleconnection.net/menu)

## FIX A FIGHT APP

- App guided by marital therapist Mark McGonigle
- Fix a Fight guides users through steps to help them and their partner make quality repairs to relationship issues
- Fix a Fight helps users notice progress by providing an individualised report about their repair work and will help them check in later to make reinforce progress
- Some positive [online reviews](#)
- £3.99 to download from the App store

## POWER OF TWO

[poweroftwomarriage.com](http://poweroftwomarriage.com)

- An online coaching programme focused on improving couple communication and reducing conflict
- Upon joining, a coach will prepare a personalized list of short activities aimed at learning, practicing and implementing new skills
- Includes videos, podcasts, worksheets, and interactive exercises
- Is for couples at all stages — dating, engaged or married for years; as well as same-sex couples
- Costs \$18 per month. No contract involved and can be cancelled anytime
- According to the website, in a rigorous randomized study, participants using the online program for just a few minutes each week saw significantly more improvement (15% in two months) in how satisfied they were with their marriages than people who did not use the programme
- Created by Dr. Susan Heitler
- There are also 5 short [YouTube videos](#) available, promoting the Power of Two programme

## CONFLICT RESOLUTION FOR COUPLES PODCAST

[www.therapyhelp.com](http://www.therapyhelp.com)

- Free online podcasts from Dr. Susan Heitler
- Recorded live at a medical lecture, including a Q&A



# LIST OF ONLINE RELATIONSHIP SUPPORT TOOLS

## OURRELATIONSHIP.COM

[ourrelationship.com](http://ourrelationship.com)

- A free relationship and marriage counselling alternative that guides couples through a tailored three-phase online programme to develop a deeper understanding of a problem in the relationship, to learn how to communicate more effectively when issues come up, and identify changes to strengthen the relationship
- Partners will work through most of the online content separate from one another and then come together at the end of each phase to have a guided conversation about what they have learned.
- This programme will take about 7-8 hours to complete. The programme is proven to improve satisfaction and confidence in relationships and reduce relationship negatives.
- To help couples through the programme, couples will have four 15-minute Skype, Facetime, or phone calls with a staff coach. That coach will help couples apply what they've learned in the programme to their own relationship.

## PREP ONLINE

[ourrelationship.com/home-page/programs/prep-online-program](http://ourrelationship.com/home-page/programs/prep-online-program)

- PREP Online is a free\* relationship education programme that teaches couples communication techniques and problem-solving skills to help them more effectively handle conflict
- Couples complete the programme with their partner but can choose to view the activities together or separately
- The program takes about 7-8 hours to complete
- To help couples through the programme, couples will have four 15-minute Skype, Facetime, or phone calls with a staff coach. That coach will help couples apply what they've learned in the programme to their own relationship.
- PREP has been successfully evaluated

---

\*This project is funded from a federal grant from the Administration for Children and Families. As part of the requirements of that grant, we are only able to serve couples in lower and middle-income ranges. For example, for a family of four, couples need to make less than \$48,500 to be eligible for our programmes"





# DORSET'S RELATIONSHIP NAVIGATOR

## JOB DESCRIPTION

Dorset created a Relationship Support Navigator role, whose main aim is to support a range of practitioners in directing parents to the appropriate level of support. The post is co-funded by the local authority and the Chesil

**JOB TITLE:** Relationship Navigator

### JOB PURPOSE

1. The purpose of the post is to support a wide range of practitioners with information and access to appropriate relationship support that is available for families through other organisations.
2. The post holder will act as the subject matter expert within the locality and be available to practitioners for advice and guidance.
3. The post holder will coordinate a range of training for practitioners in the area of relationship support.
4. Maintain effective liaison with families in the support system
5. Participate in action research to assess the impact of the service from the perspective of families and agencies.

### MAIN DUTIES AND RESPONSABILITIES

The Relationship Navigator is required to:

1. Develop contacts with a range of practitioners that interface with families where relationship difficulties may be disclosed.
2. Promote the services of the relationship navigator to establish and foster good relationships with practitioners and agencies who may from time to time require the professional input of the service with all parents/carers of children at the school.
3. Promote the self-esteem of parents/carers, and help them communicate openly and provide good parenting. Discuss, when necessary, in a confidential manner, difficulties at home.
4. Support inclusive practice, focus work on preventative and early intervention activities, and with vulnerable and 'yet to be reached' children and families who may have poor quality relationship or co-parenting issues.
5. Liaise with pupils' teacher and, if necessary, the school's SENCO, Headteacher, Child Protection Officer, Education Welfare Officer, or 6.
6. Behaviour Support Team (and other agencies) on how to help and support the family to move forward. Also to be involved with Common
7. Assessment Framework (CAF) processes.
8. Act as the point of triage providing advice to others about the most appropriate agency or group for onward signposting

## MAIN DUTIES AND RESPONSABILITIES (CONTINUED)

9. Keep up to date on the range of agencies working locally in order to maintain knowledge of, and share, services that parents with relationship issues might be signposted to.
10. Participate fully in regular supervision sessions, staff appraisal and in-service training.
11. Facilitate access to support services for vulnerable families;
12. Identify appropriate services to refer people to in their local area;
13. Improve links between services at the local level;
14. Work with local services/agencies to strengthen alignment of support services in the local area.
15. Provide culturally appropriate referral pathways.
16. Actively participate in the protection of children from neglect or harm.

Also such other duties as may from time to time be necessary, compatible with the nature of the post. It should be noted that this is a new area of work. It is intended to give an overall view of the position and should be taken as guidance only.

## SCOPE OF JOB (BUDGETARY/RESOURCE CONTROL, IMPACT)

1. Handle personal enquiries and concerns, possibly challenging, from agencies and practitioners.
2. Liaison with other practitioners and agencies in the locality.



# HERTFORDSHIRE'S RELATIONSHIPS AMBASSADORS JOB DESCRIPTION

Herts' stakeholder-led approach to strengthening parental relationships involved creating a group of Relationship Ambassadors to spread the message to other practitioners and lead change in their own areas or practice teams. The team agreed an Ambassador Job Description which sets out what each Ambassador is committing to and the support available to them.





# Ambassadors for Strengthening Parental Relationships

## Help families improve relationships for the sake of their children

Households with high levels of parental conflict, whether together or apart, are shown to have a higher risk of negative outcomes across infancy, childhood and adolescence, impacting on:

- Behaviour
- Mental health
- Educational attainment
- Physical health
- Social and interpersonal skills

### Our ambassadors are:

- Practitioners keen to promote the value of supporting parents in conflict
- Enthusiastic about supporting local colleagues and peers
- Experienced communicators and listeners
- Interested in raising the profile locally of the importance of healthy relationships

### Ambassadors are committed to:

- Developing their own knowledge and expertise in supporting healthy parental relationships, including by attending training
- Proactively encouraging and helping colleagues to identify and support parents in conflict
- Supporting the development of a tool for practitioners
- Attending ambassador networks
- Championing this agenda in their own organisations and networks
- Signposting families and referring into commissioned services
- Helping to evaluate the impact of the ambassador programme

### Ambassadors can:

- Access a peer support network to share best practice and ideas
- Access additional training
- Make a difference to parents in conflict.



# BLACKBURN'S CAF ASSESSMENT FORM

Blackburn reviewed their CAF Assessment form to embed questioning on inter parental relationships as part of their routine enquiry.





## Blackburn with Darwen Child and Family Assessment (CAF)

Date assessment started:	
Date assessment completed:	
Version no:	

Details of child (ren) and/or young people being assessed:

Surname	Forename	Alias	DOB/ EDD	Gender	CAF ID	* Ethnicity code	Religion	Present at assessment (Y/N)	School or Nursery

\*relates to guidance notes on the back page of the assessment

Please note asylum status below

Child/young person's address (es):

(Please state which child the address relates to if they live at different addresses)

Address		Name of child(ren)	
Postcode		Tel	

Address		Name of child(ren)	
Postcode		Tel	

Details of parents/carers:

Name		Relationship	
Gender		DOB	
Ethnicity*		Address	
PR (parental responsibility)		Postcode	

Name		Relationship	
Gender		DOB	
Ethnicity*		Address	
PR (parental responsibility)		Postcode	

Other household members –Include any other persons related or not related that currently reside in the home:

Surname	Forename	Alias	DOB	Gender	Previous CAF? (Y/N)	Relationships to child(ren) being assessed

Other significant family members – Please include information that relates to absent Fathers/Mothers:

Surname	Forename	Alias	DOB	Gender	Address	Relationships to child(ren) being assessed

Details of the person undertaking the assessment:

Name		Role		Tel	
Agency		Email			

Name and details of lead professional:

Name		Role		Tel	
Agency		Email			

Reason for CAF assessment:

Clearly outline here the main presenting concerns and unmet needs for the child/parents/family and any previous involvements or work that has been undertaken to address these.

Please tick if the family is experiencing any of the following:			
Coordination of services for a child who may require an ECHP in the future <input type="checkbox"/>	Development Needs of the child <input type="checkbox"/>	Domestic abuse <input type="checkbox"/>	Health Needs of the child/ren <input type="checkbox"/>
Mental health <input type="checkbox"/>	Parenting issues <input type="checkbox"/>	School attendance issues <input type="checkbox"/>	Substance misuse <input type="checkbox"/>

Key agencies working with this family/household:

Service	Name	Role	Email/Tel	Contributed to assessment <small>(Y/N/NI)</small>	Which family member?



CAF assessment summary:

Consider each of the elements and comment on each that is appropriate for this family. Wherever possible base comments on observations, evidence, not just opinion, and indicate what your evidence is. Wherever possible the voice of the child should be integral to the assessment. If there are any major differences of view, these should be recorded.

**Child/ young person's developmental needs:** (please ensure you consider each child individually)

You should consider each child individually within your summary.

Please summarise the strengths and outline any needs that are already being met.

	Unmet Need	Underlying Risk Factors	High Risk Indicators
<b>Health</b> General health, physical development, speech & Language, GP, dentist, engaged with health services			
<b>Education</b> Nursery, school & attendance, participation, progress & achievement in learning			
<b>Emotional and behavioural development</b> Routines/boundaries, positive behaviour			
<b>Identity</b> Identity, self-esteem, self-image and social presentation			
<b>Family and social relationships</b> Building stable relationships with family, peers and wider community; helping others; friendships.			
<b>Social presentation</b>			
<b>Self-care skills and independence</b> Personal hygiene			

**Parenting capacity** (please ensure you consider each parent individually)

You should consider each parent/carer individually within your summary. Wherever possible base your comments on evidence/observations not just opinion.

Please summarise the strengths and outline any needs that are already being met.

	Unmet Need	Underlying Risk Factors	High Risk Indicators
Issues affecting parent/carers capacity to respond appropriately to child/young person's needs: consider basic care, ensuring safety, emotional warmth, stimulation, provision of guidance and boundaries and stability			
Are there any attributes of the parents/carers capacity's which effect their ability to respond appropriately to the child/young person's needs			
Should a referral be made to adult services? If yes include as an action in the initial plan			

**Family and environmental factors:**

Consider the relationships within the family/between siblings/parents and their children and other significant adults.

Please summarise the strengths and outline any needs that are already being met.

ACE Reach Enquiry – If you have used the routine enquiry please detail the score for each parent. You can use the information from reach to detail the assessment below.

	Unmet Need	Underlying Risk Factors	High Risk Indicators
Family history and functioning Illness, bereavement, violence (MARAC), parental substance misuse, criminality, anti-social behaviour; culture, size and composition of			

<p>household; absent parents, relationship breakdown; physical disability and mental health; abusive behaviour</p> <p>How do parents describe their relationship with each other?</p> <p>How do parents describe their relationship with their children?</p> <p>How do children describe their relationship with their parents?</p> <p>How do children describe their relationship with their siblings?</p>			
<p><b>Wider family</b></p> <p>Formal and informal support networks from extended family and others; wider caring and employment roles and responsibilities</p>			
<p><b>Housing, Employment, Income</b></p> <p>Water/heating/sanitation facilities, sleeping arrangements; reason for homelessness; work and shifts; employment; income/benefits; effects of hardship; financial difficulties.</p>			
<p><b>Family social integration, Community resources</b></p> <p>Day care; places of worship; transport; shops; leisure facilities; crime, unemployment, anti-social behaviour in area; peer groups, social networks and relationships</p>			

Analysis of needs and risk

What is your analysis? Consider all strengths, unmet and complex needs; risk of harm to self or others. Please take into account High Risk Indicators and Underlying Risk Factors identified within the body of the assessment (above) and how these impact on the child (ren) individually and family.

Suggested outcomes:

- Progress to TAF meeting
- Continue with existing process
- CAF closure

Reason for suggested outcomes:

Action Plan - The offer of Early Help this child (ren) or young person requires:

Issue	Action	By whom	By when	Desired outcome	How will know when the outcome has been achieved?

Highlight how the voice of the child has been taken into account during the course of this assessment:

(This question must be answered)

If the child/young person is of appropriate age/ability to contribute to their CAF assessment then provision must be made to ensure their thoughts, wishes, like and dislikes are considered and evidenced, alternatively If the child is unable to contribute (due to age or circumstance) please give reason why and provide a clear picture of the child from your observations focusing on likes, dislikes, preferences, relationships.

Highlight how the voice of the parent(s)/carers (including absent parent and fathers) has been taken into account during the course of this assessment:

(This question must be answered)

--

Date of the first TAF meeting:		Venue:	
--------------------------------	--	--------	--

Parent(s)/carer(s) signature:

I have read/understood/aware of the content current assessment.

Signature		Name		Date	
Signature		Name		Date	

Assessor's Signature:

Signature		Name		Date	
-----------	--	------	--	------	--

Please provide your line managers details below for audit purposes:

Name		Role		Agency	
Tel		Email			

Date copy CAF assessment shared with child/young person/parent/carer:

Date copy CAF assessment emailed to CAF admin:

### Exceptional circumstances: significant harm to infant, child or young person

If at any time during the course of this assessment you feel that an infant, child or young person has been harmed or abused or is at risk of harm or abuse, you must follow your local safeguarding children board (LSCB) procedures as set out in the booklet *What To Do If You Are Worried A Child Is Being Abused* (Department of Health, 2003).

---

### Additional guidance notes:

#### Safe information exchange and data protection is important to us

We no longer accept hand written assessments, and request that assessments are sent to us electronically (PDF copies of hand written CAF assessments are not acceptable).

Please send your completed assessment to [cafadmin@blackburn.gov.uk](mailto:cafadmin@blackburn.gov.uk) if you wish to encrypt your email and are unsure about this process please contact 01254 666913/666914 for advice

If you wish to use GCSX secure email; you will need to register your service with GCSX and then contact (01254) 666913/666914 for next steps.

### Ethnicity Codes: \*chart as referred to on page 1 of the CAF assessment

1. White British	5. Any other White background	9. Indian	13. White & Black Caribbean	17. Chinese
2. White Irish	6. Caribbean	10. Pakistani	14. White & Black African	18. Any other ethnic group
3. Traveller of Irish Heritage	7. African	11. Bangladeshi	15. White & Asian	19. Not given
4. Gypsy/Roma	8. Any other black background	12. Any other Asian background	16. Any other mixed background	

### Blackburn with Darwen Children's services Risk Management Model

#### Underlying Risk Factors

Those elements that are often present in risk situations but which do not, of themselves, constitute a risk:

- Poverty
- Poor housing
- Lack of support network/isolation
- Experiences of poor parenting
- Low educational attainment
- Physical/learning disability (adult/child)
- Mental health difficulties (adult/child)
- Drug and alcohol use/misuse
- Victimisation from abuse/neglect
- Discorded/discordant relationships
- Previous history of offending
- Rejecting/antagonistic to professional support
- Behavioural/emotional difficulties in parent
- Behavioural/emotional difficulties in child
- Young, inexperienced parent

- Physical ill health (adult/child)
- Unresolved loss of grief

### High Risk Indicators

Those elements which, by their presence, do constitute a risk:

- Previous involvement in child physical and sexual abuse and or neglect
- History of being significantly harmed through neglect as a child
- Seriousness of abuse (and impact on the child)
- Age of the child (particularly if less than three years old)
- Incidence of abuse ( how much abuse over how long a period of time)
- Record of previous violent offending (against both children and adults)
- Older child removed or relinquished
- Unexplained bruising (particularly in pre mobile children)
- Uncontrolled mental health difficulties (including periods of hospitalisation)
- Personality disorders
- Chaotic drug/alcohol misuse
- Denial /failure to accept responsibility for abuse or neglect
- Unwillingness / inability to put the child's needs first and take protective action
- Cognitive distortions about the use of violence and appropriate sexual behaviour
- Inability to keep self safe
- Unrealistic, age inappropriate expectations of the child



# CROYDON'S PARENTING AND RELATIONSHIPS HUB

Croydon created a Parenting and Relationships Hub function, which initiates, coordinates and supports work to embed relationships in 'business as usual'. The following presentation sets out the functions of the Hub.



# Parenting and Relationship Hub

*Presented by Karen Ploghoeft*

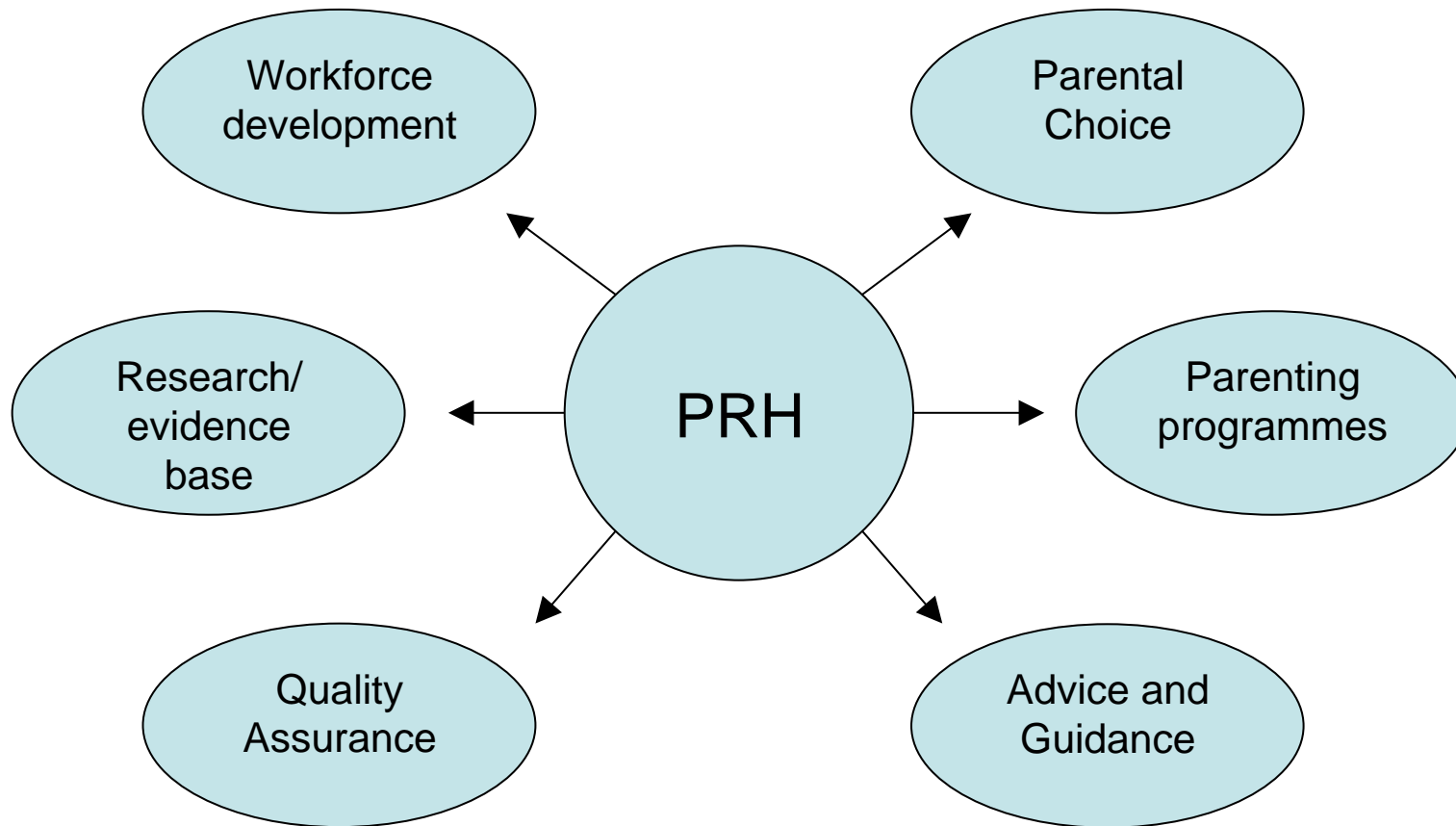
*(Parenting and Relationship Hub Coordinator)*

*December 2016*

# The rationale

- Service gap in relation to an (in-house) parenting offer that is sustainable and reflects the different levels of need of parents in the borough
- Emerging evidence linking poor child outcomes to family discord/ poor parent-parent relationships
- Need to develop a robust workforce strategy that enables integrated working and allows Croydon to respond to policy/ changes in the wider community

# Areas of output



# Workforce development

## Aim:

- Develop a multi-disciplinary workforce that has capacity and is skilled to deliver a range of interventions responding to families' individual needs
- Trained in evidence based programmes
- Input of emerging research

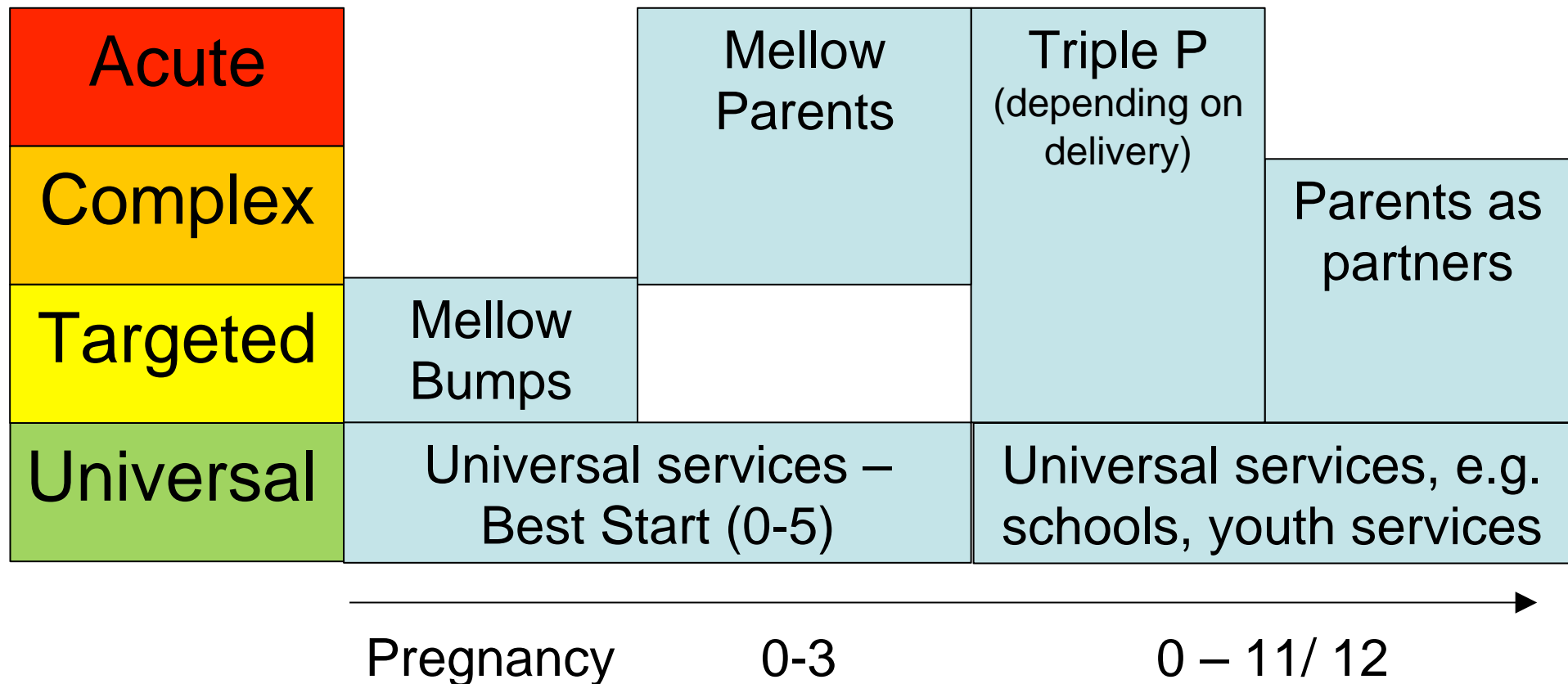
# Parental Choice

Aim:

- Graduated offer across the four stages of Early Help (Universal, Targeted, Complex, Acute)
- Based on principle of minimal sufficiency
- Flexible model to allow for new evidence and research findings to be incorporated in the parenting offer
- Link to the Local Family Offer (DWP)

# Parenting Programmes

- Delivery across all four levels of need – in house



# Advice and Guidance

- Develop an overview of parenting support available in Croydon (external and internal)
- Act as the first point of contact for queries relating to Croydon's parenting offer
- Develop robust referral pathways via the Early Help Hub – 'streamlined' referral form



# Quality Assurance/ Evidence base

- Conduct Equality impact assessment to map services across Croydon/ identify gaps, e.g. SEND, DA, parents of teenagers
- Supervision arrangements for facilitators
- Ensure programme fidelity
- Flexible model to allow for new research to inform programme delivery and outcomes

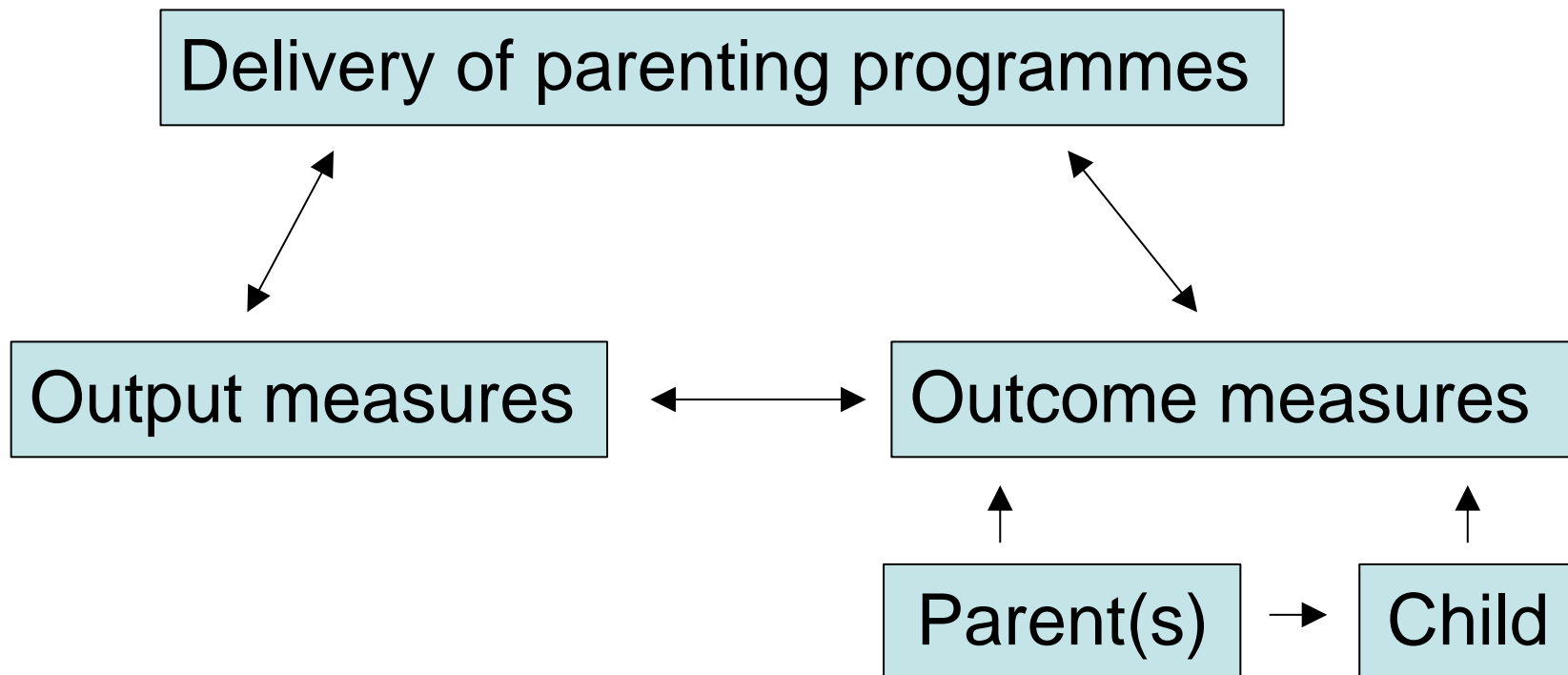
# Quality Assurance/ Evidence base

- Pre-/ post course questionnaires to monitor
- Outcomes for children (SDQ)
- Parental mental health
- Family discord (e.g. parent-parent/ parent-child)
- Parenting strengths and weakness

*(Course outcomes and records will also inform further research)*

# Quality Assurance/ Evidence base

- Develop a robust monitoring framework



# Timeline

EQIA to be completed – gaps and opportunities

Agree monitoring structure

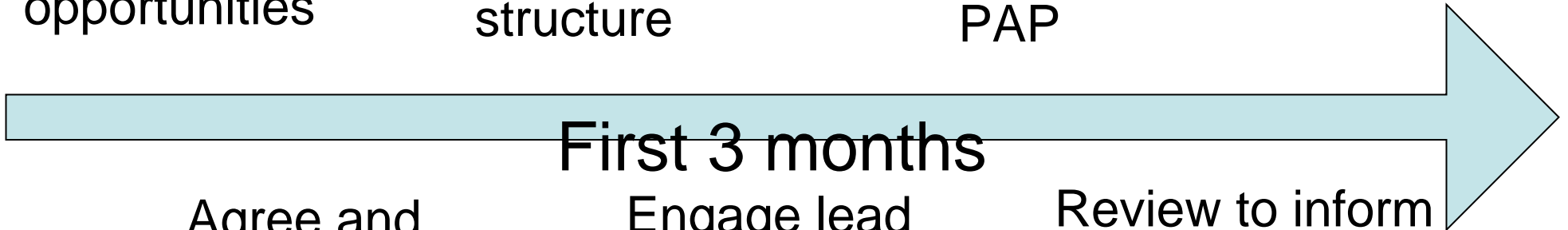
Roll out of Mellow/  
Triple P/  
PAP

**First 3 months**

Agree and streamline referral pathways/  
recording

Engage lead professionals/  
agencies and recruit parents

Review to inform next steps, e.g. further workforce development, effectiveness, frequency, etc



# So far

- Staff have been trained in Mellow Bumps, Mellow Parents, Triple P and Parents as Partners
- Referral pathways and engaging stakeholders
- First cycle of programmes February – April
- Quality assurance (e.g. outcomes, supervision arrangements)

# Opportunities for further development

- Expand Triple P – online resources, universal offer, seminars and more targeted provisions (e.g. for parents going through separation)
- Strengthen parenting offer for parents of teenagers/ children with SEN
- Engage parents and seek opportunities for evaluation and co-design (e.g. from ‘hard to reach’ communities)
- Build on integrated ways of working

# DORSET'S DASHBOARD

Dorset's Dashboard' brings together data from multiple sources including data from key indices such as school attendance, free school meals, low level special educational needs, troubled families, failing to progress and zone specific data. As well as identifying the most vulnerable and at risk children and families the Dashboard provides a vehicle for monitoring outcomes.



# Family Partnership Zones

Helping to predict where early intervention and support is needed



# The dashboard

Identifies children within schools who may benefit from early help and support.

Brings data together from a variety of sources (Synergy, RAISE, DFM, Census etc.)

Promotes discussion

Monitors outcomes

Over time will analyse trends, highlight good practice / performance and areas for improvement

Use in conjunction with Family Partnership Zone profiles and opportunities

Aims to help improve outcomes for children

# Family Partnership Zones Dashboard

Click a visual to filter report:

Children by zone (select a zone to filter)



55129

Total Children

5489

Children Monitored

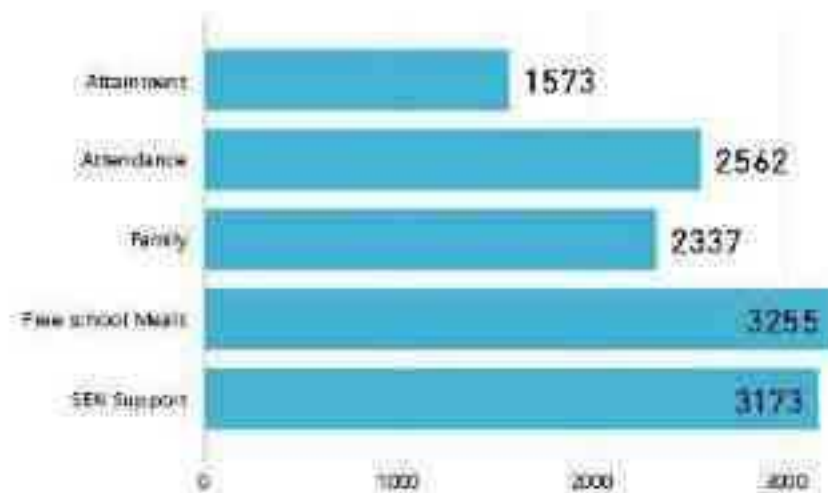
9.70

Monitored %

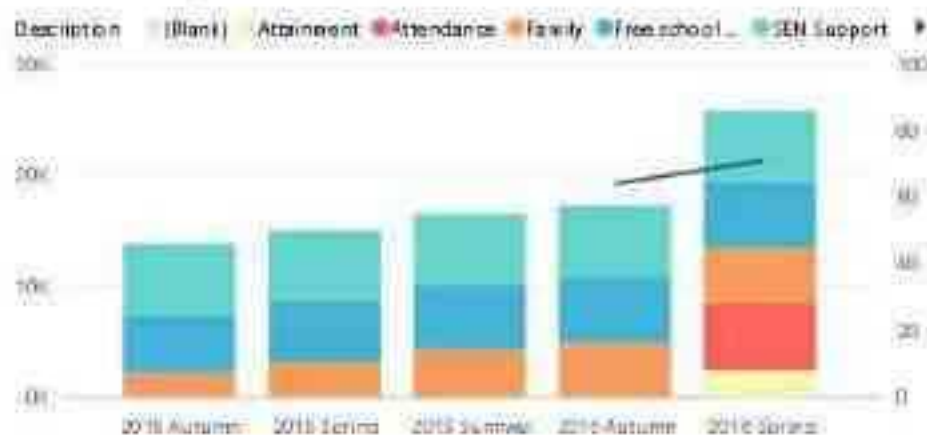
8

Total children with monitored outcomes

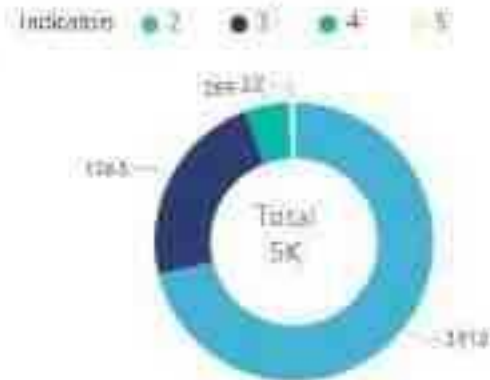
Children by indicator type



Indicators by school term - for children with assessments



No. of indicators per child



Response type by



## Family Partnership Zones Dashboard

Click a card to filter report

9496



9496

Total Children

1242

Children Monitored

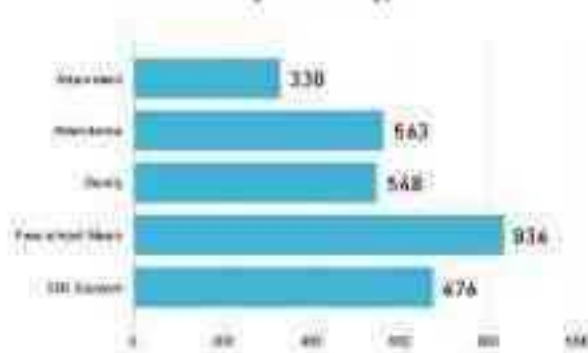
13.08

Monitored %

(Blank)

Total children with monitored outcomes

### Children by Indicator type



Indicators by school term - for children with assessments

No. of indicators per child

Response type by status

## Family Partnership Zones Dashboard

Click a card to filter report

12173



12173

Total Children

1022

Children Monitored

8.40

Monitored %

8

Total children with monitored outcomes

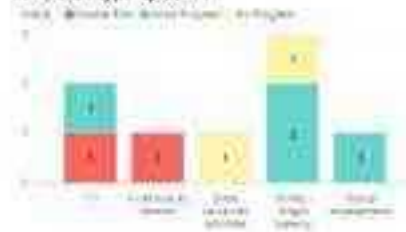
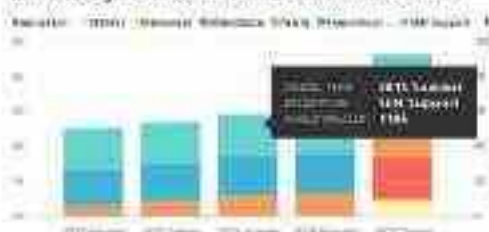
### Children by Indicator type



Indicators by school term - for children with assessments

No. of indicators per child

Response type by status



Select zone

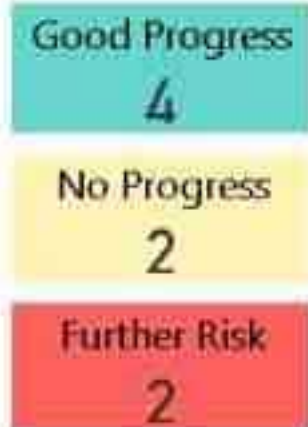
Select school

Progress

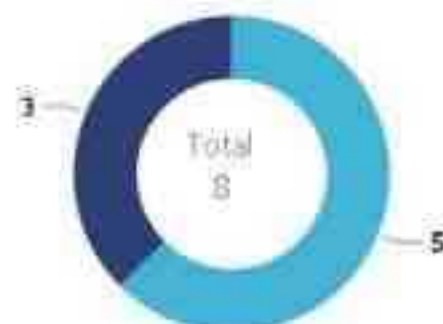
No. of indicators per child

- Chesil
- Christchurch
- Dorchester
- East
- North

- All Saints CE VC Primary School
- Archbishop Wake C of E Primary School
- Blandford St Mary CE VA Primary School
- Buckland Newton CE School
- Downlands Community Primary School
- Dunbury Church of England Academy
- Durweston CE Primary School
- Gillingham Primary School

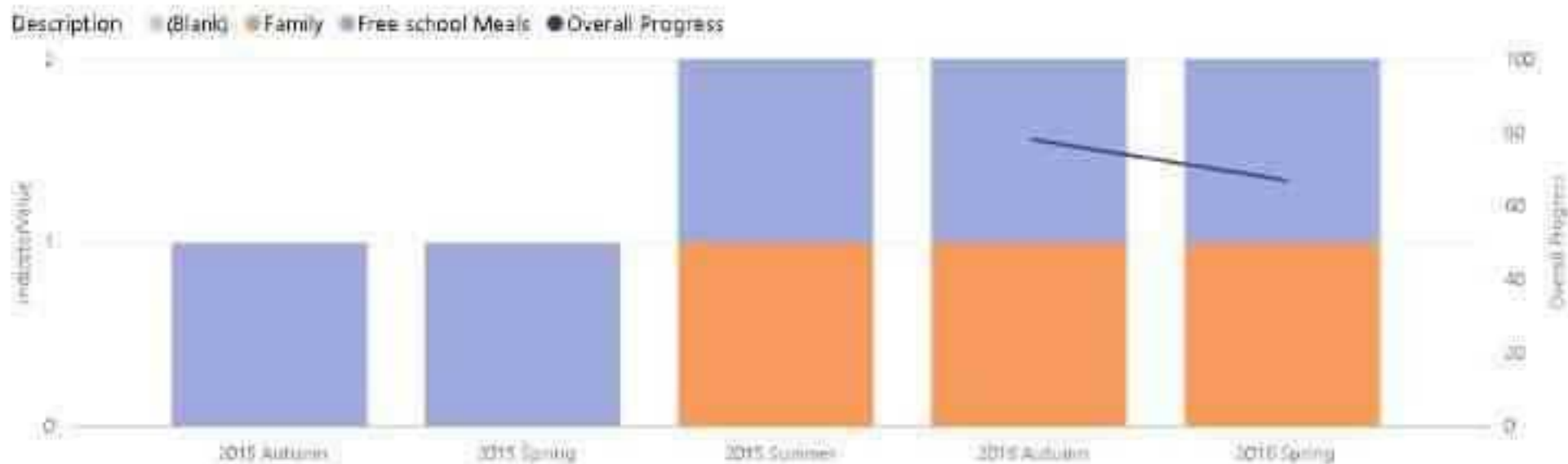


No. indicators: ● 2 ● 3



School	Full Name	Year Group	Gender	Last Assessment	Attain	Attend	Family	FSM	SEN	Response	Current Progress	Overall Progress
Dunbury Church of England ...	BXXXXXXXX CXXXXXXXX	8	M	23/02/2017				●	●	Family - Single agency	↗	●
Dunbury Church of England ...	GXXXXXXXX MXXXXXX	9	M	23/02/2017			●	●		Extra curricular activities	↔	●
Dunbury Church of England ...	IXXXXXXXX MXXXXXXXX	5	M	23/02/2017	●				●	1:1	↗	●
Dunbury Church of England ...	JXXXXXXXX PXXXXXXXX	6	M	23/02/2017			●	●		1:1	↘	●
Dunbury Church of England ...	MXXXXXXXX LXXXXXXXX	5	M	23/02/2017	●			●	●	Group engagement	↗	●
Dunbury Church of England ...	RXXXXXXXX MXXXXXXXX	7	M	23/02/2017		●	●	●		Continue to monitor	↘	●
Dunbury Church of England ...	SXXXXXXXX CXXXXXXXX	7	F	23/02/2017		●		●		Family - Single agency	↔	●
Dunbury Church of England ...	TXXXXXXXX CXXXXXXXX	4	M	23/02/2017	●	●		●		Family - Single agency	↗	●

### Indicators and progress by school term

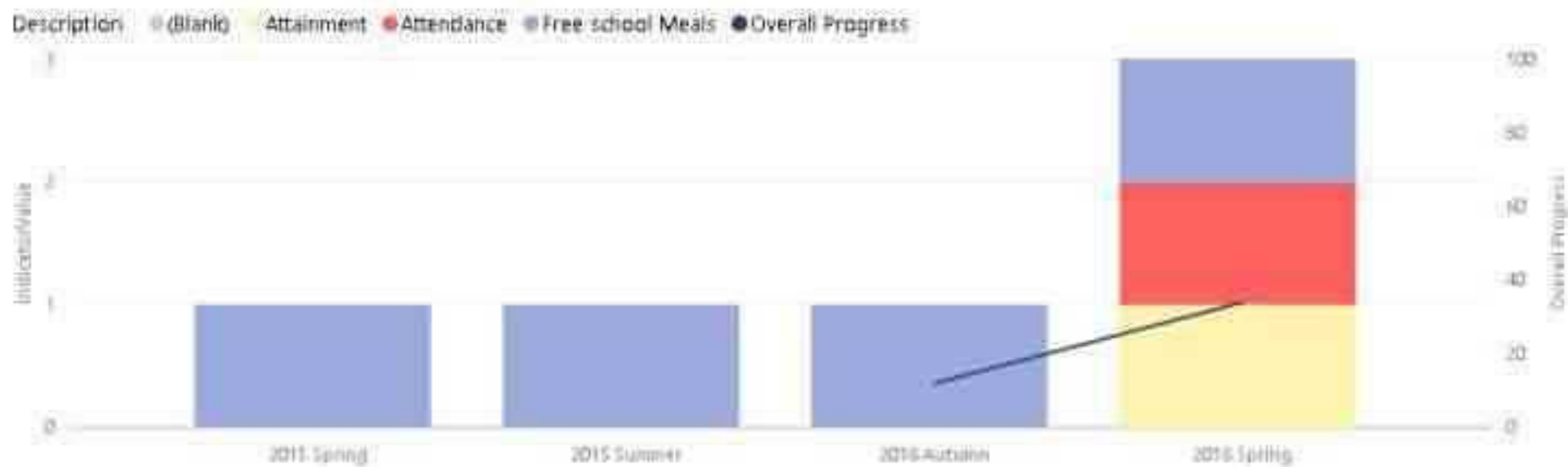


### Child outcomes progress over time

Description	31/12/2016	23/02/2017
Boundaries and behaviour	1	1
Effective relationships	0	0
Emotional well-being	0	0
Engagement with learning	0	1
Home life	0	0
Physical Health	0	0
School readiness	1	1
<b>Total</b>	<b>2</b>	<b>3</b>

| TX000000X CX000000X (117 yrs 1 mths) 01/01/1900 4

### Indicators and progress by school term



### Child outcomes progress over time

Description	31/12/2016	23/02/2017
Boundaries and behaviour	1	0
Effective relationships	1	1
Emotional well-being	1	1
Engagement with learning	1	1
Home life	1	0
Physical Health	1	1
School readiness	0	0
<b>Total</b>	<b>6</b>	<b>4</b>

## Monitor child's outcomes

Please select all areas where you feel this child would benefit from additional support:

- Physical Health
- Emotional well-being
- Behaviour and boundaries
- Engagement in learning
- Effective relationships
- School readiness
- Home life

## What response type is needed?

- Continue to monitor
- 1:1
- Group engagement
- Extra-curricular activities
- Community
- Family - Single agency
- Consult specialist service

Cancel

Save

# What's next?

Agree outcomes and response types with small working group.

Begin rollout initially Chesil Partnership and North Dorset

Data landscape of further data sources

- Schools attendance and progress data from MIS

- Ansbury - NEETS

- Early Years and school readiness indicators

- Police data

- NHS data - birth information etc.

- myConcern

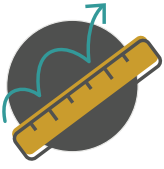
Continue to research and monitor trends / indicators / performance



## OVERVIEW OF IMPACT MEASURES

There are so many different scales and measures out there it can be difficult to know what ones to use in evaluating the impact of your intervention. OnePlusOne put together this brief overview of measures, focused on those most readily available and easy to use, as part of the support they provided localities in developing their evaluation plans for Phase 2 of the work. Most of them are freely available on the internet, so if you search for the scale you should be able to get hold of a copy and information about how to use it.





# General Family and Parenting Measures

## WHY MEASURE?

- Helps assess different aspects of family functioning that may be responsive to interventions that address the couple or co-parental relationship or interventions that include some focus on the co-parenting relationship.
- Help to demonstrate the impact of a programme by obtaining before and after measures, and ideally further follow-up.
- Could be useful for identifying target families - those most in need of a programme or intervention.

## WHAT MEASURES CAN I USE?

TOOL	WHAT IT COVERS?	WHAT IT INVOLVES?	TIME IT TAKES?	EASE OF USE	OTHER CONSIDERATIONS
<b>Child –Parent Relationship Scale (CPRS)</b>	Measures parent’s perception of their relationship with their child. Covers two areas: i) conflict, ii) closeness	15 item scale (7-8 items in each scale) completed by parent/ caregiver	<10 mins		<ul style="list-style-type: none"> <li>• Appropriate for parents of children age 3-12 yrs old.</li> <li>• Used with participants on USA Head-Start programme.</li> </ul>
<b>Protective Factors Survey (PFS)</b>	Measures factors associated with family well-being and decreased risk of child maltreatment. Includes five sub-scales covering: i) family functioning, ii) social support, iii) practical support, iv) nurturing and attachment, v) knowledge of parenting and child development	Self-completion by parents/ caregivers involving 20 items. Can be completed as an interview	<15 mins		<ul style="list-style-type: none"> <li>• Can use sub-sections of scale to assess areas most interested in e.g. social support.</li> <li>• Used in Head-Start Programme.</li> <li>• Suitable for families with children of any age.</li> <li>• Database available for reporting.</li> <li>• Focus on strengths as well as difficulties makes it more acceptable to users.</li> </ul>
<b>Parental Stress Scale</b>	Designed to assess levels of parental stress for parents/ caregivers, with or without clinical problems. Scale covers positive aspects of parenthood (emotional benefits, self-enrichment, personal development) and negative aspects (demands on resources, opportunity costs and restrictions).	18 item scale completed by parent/ caregiver about relationship with their child. Can be conducted as an interview	<10 mins		<ul style="list-style-type: none"> <li>• Useful alternative to the 101-item Parenting Stress Index (which requires a license).</li> <li>• Can be used to identify families at risk as well as measuring impact of an intervention.</li> </ul>

## WHAT ELSE COULD I DO?

- Structured observations in the home of parenting, child behaviour, interaction between parents
- Case audits
- Parenting Assessments
- Parent feedback (can be captured in various ways through open ended questions after administering the scales, or verbally captured through audio or video if parents are happy for their views to be shared in this way.)
- Parent or child reflections (e.g. offline or online journals, video diaries)
- Group discussions or focus groups (offers additional possibility of generating informal peer support networks formed between groups of parents).

### Traffic light key



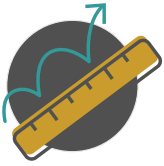
Easy to administer by practitioner and complete by parent



Moderately more difficult to complete or administer because of length or scoring requirements



Challenging to administer or complete



# Parent or Child Mental Health and Well-being

## WHY MEASURE?

- Insight into impact of interventions on factors associated with couple or co-parental relationships, ideally providing baseline, post intervention and follow-up data.
- Could be useful for identifying target families - those most in need of a programme or intervention – where mental health issues of parent or child are placing a strain on the couple or co-parent relationship.

## WHAT MEASURES CAN I USE?

TOOL	WHAT IT COVERS?	WHAT IT INVOLVES?	TIME IT TAKES?	EASE OF USE	OTHER CONSIDERATIONS
<b>Edinburgh Postnatal Depression Scale (EPDS)</b>	Common depressive symptoms relevant to postnatal period.	10 item scale completed by mother	<5mins		<ul style="list-style-type: none"> <li>• Easy to administer and score.</li> <li>• Widely used by perinatal practitioners in the community.</li> </ul>
<b>Patient Health Questionnaire (PHQ-9)</b>	Brief scale used to screen, diagnose and monitor depression and responsiveness to treatment. Combines DSM-IV depression diagnostic criteria and other depressive symptoms	9 item scale completed by participant and scored by practitioner	<5mins		<ul style="list-style-type: none"> <li>• Used widely in primary care as a tool for monitoring severity of depression and response to treatment.</li> </ul>
<b>Warwick-Edinburgh Mental Well-being Scale (WEMWBS)</b>	Measures well-being, and covers both feeling and function. Involves series of positive statements around e.g. confidence, energy, and interest in other people	14 item scale completed by parent/ caregiver involving 5 response categories	<10mins		<ul style="list-style-type: none"> <li>• Focus on well-being rather than mental illness or disorder makes it more attractive to population.</li> <li>• Suitable for use in general population.</li> <li>• Has been used to detect improvements as a result of parenting support.</li> <li>• Free to use but originators request you register.</li> </ul>
<b>Goodman Strengths &amp; Difficulties Questionnaire (SDQ)</b>	Mental health screening tool for use with children and adolescents. 5 subscales: i) emotional symptoms, ii) conduct problems, iii) hyperactivity/ inattention, iv) peer relationship problems, v) pro-social behaviour	25 item scale completed by parent or teacher (some inconsistencies between teacher and parent reports for the same child)	<15mins		<ul style="list-style-type: none"> <li>• Can use paper questionnaires freely. Online version available for small fee.</li> <li>• Version available for 2-4 year olds and 4-17 year olds.</li> <li>• Tested and used extensively around the world</li> <li>• Sub-scales can also be used individually.</li> <li>• Used in Incredible Years programme evaluation.</li> </ul>

## WHAT ELSE COULD I DO?

- Parent reflections e.g. written or video diaries;
- Open ended questions or exploratory interviews

### Traffic light key



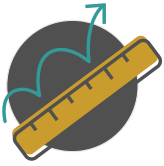
Easy to administer by practitioner and complete by parent



Moderately more difficult to complete or administer because of length or scoring requirements



Challenging to administer or complete



# Relationship Quality or Satisfaction

## WHY MEASURE?

- Useful assessment tools for measuring changes in relationship satisfaction before and after couple focused interventions.
- May also be used to assess impact of more general interventions, such as parenting programmes, on the couple relationship.

## WHAT MEASURES CAN I USE?

TOOL	WHAT IT COVERS?	WHAT IT INVOLVES?	TIME IT TAKES?	EASE OF USE	OTHER CONSIDERATIONS
<b>Couple Satisfaction Index (CSI)</b>	Measure of couple satisfaction with longer and shorter versions available	4 item version or 16 item version of scale available	<5 mins		<ul style="list-style-type: none"> <li>• Completed individually but can be completed separately by both partners.</li> <li>• 4 item form useful for briefer assessments, 16 item likely to be more sensitive to change and useful for demonstrating impact.</li> </ul>
<b>Dyadic Adjustment Scale-7 item form (DAS7)</b>	Brief version of longer DAS scale assessing individual partner's satisfaction with a relationship, behaviour and level of agreement about key issues to give an overall measure of how well a relationship is functioning.	7 item scale completed by individual partner(s) or by interview.	< 5 mins		<ul style="list-style-type: none"> <li>• Tested and used extensively.</li> </ul>
<b>Quality of Marriage Index (QMI)</b>	Short scale assessing overall relationship quality	6 item scale completed by individual partner(s). Can be completed by interview	<5 mins		<ul style="list-style-type: none"> <li>• Used as relationship measure in Partners as Parents and Triple P</li> <li>• Appropriate for use with cohabiting as well as married couples.</li> </ul>
<b>Relationship Assessment Scale</b>	Brief scale assessing relationship satisfaction	7 item measure with items rated on scale of 1 to 7	<5 mins		<ul style="list-style-type: none"> <li>• Widely used</li> </ul>

## WHAT ELSE COULD I DO?

- Open ended questions
- Interviews/ structured conversations with partners
- Case audits

### Traffic light key



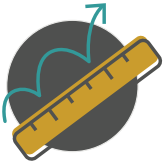
Easy to administer by practitioner and complete by parent



Moderately more difficult to complete or administer because of length or scoring requirements



Challenging to administer or complete



# Relationship Conflict

## WHY MEASURE?

- Useful tools to measure if an intervention that specifically targets couple conflict has made an impact.
- Pre, post and follow-up measures should be used.
- Tools may also be used to identify more damaging or risky conflict behaviours to identify families most likely to benefit from support.

## WHAT MEASURES CAN I USE?

TOOL	WHAT IT COVERS?	WHAT IT INVOLVES?	TIME IT TAKES?	EASE OF USE	OTHER CONSIDERATIONS
<b>Children's Perception of Inter-parental Conflict Scale</b>	Assesses conflict between parents from child's perspective. Includes three sub-scales: conflict properties, threat, self-blame.	Children complete scale that asks them to rate their agreement with 30 items regarding their observations of parental conflict.	<15 mins		<ul style="list-style-type: none"> <li>• Likely to require specific permissions to obtain data from children.</li> <li>• Need to consider the children's age and developmental abilities to complete this questionnaire.</li> <li>• Support or debriefing may be needed for children who take part.</li> </ul>
<b>Conflict Tactics Scale (Partners) short form (CTS2-SF)</b>	Extent to which partners engage in psychological and physical aggression and use of reasoning or negotiation to deal with conflicts. Subscales include: i)physical assault, ii)psychological aggression, iii)negotiation, iv)injury, v)sexual coercion	Parent self-completion scale or structured interview. 10 items on scale with participant asked to rate own behaviour and partner's behaviour.	<5mins		<ul style="list-style-type: none"> <li>• Scale use involves a modest licensing fee.</li> <li>• Data from one partner can be used, but preferable to obtain data from both partners.</li> <li>• Prevalence scores most commonly used, which provide indication of whether one or more behaviours occurred during a given time period.</li> </ul>
<b>O'Leary-Porter Scale</b>	Examines extent to which parents openly argue in the presence of their children. Types of items include questions on verbal and physical aggression, arguments around discipline and spouse's personal habits.	Parents rate agreement with 11	<5mins		<ul style="list-style-type: none"> <li>• Used in Incredible Years' evaluation</li> <li>• Higher score equals greater overt conflict.</li> </ul>
<b>The Ineffective Arguing Inventory (IAI)</b>	Includes statements indicative of ineffective conflict resolution behaviours and which highlight, together, of poor couple interaction patterns.	8 item measure self-completion scale. Partners rate items according to extent to which they characterize their relationship	<5 mins		<ul style="list-style-type: none"> <li>• Higher scores indicate perceived poorer conflict resolution patterns and are also associated with poorer relationship satisfaction.</li> </ul>

## WHAT ELSE COULD I DO?

- Open ended questions
- Diary accounts completed by partner(s)
- Observations conducted by practitioners of dynamic between partners
- Exploratory interviews

### Traffic light key



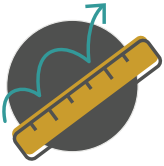
Easy to administer by practitioner and complete by parent



Moderately more difficult to complete or administer because of length or scoring requirements



Challenging to administer or complete



# Co-parenting

## WHY MEASURE?

- Assess impact of interventions to improve relationship between separated parents. Measures can be used to provide a baseline of the relationship and assessed after intervention to identify nature and extent of changes.

## WHAT MEASURES CAN I USE?

TOOL	WHAT IT COVERS?	WHAT IT INVOLVES?	TIME IT TAKES?	EASE OF USE	OTHER CONSIDERATIONS
<b>Co-parenting Relationship Scale (CRS)</b>	Assesses co-parenting quality in different family contexts. Contains 7 sub-scales covering: i) co-parenting agreement, ii) co-parenting closeness, iii) exposure to conflict, iv) support, v) undermining, vi) endorse partner parenting, vii) division of labour	35 items over 7 sub-scales	<15 mins		<ul style="list-style-type: none"> <li>• Can use statements from key sub-scales to form a brief measure of co-parenting support.</li> <li>• Used in evaluation of Family Foundations programme.</li> <li>• Can be used with intact or separated families.</li> </ul>
<b>Experiences with Co-parenting Scale</b>	Measures satisfaction with co-parenting relationship rather than behaviours within it. (Beckmeyer et al. 2016)	Parents presented with 11 sets of opposing adjectives and identify which adjective best describes their co-parenting relationship experiences	<5mins		<ul style="list-style-type: none"> <li>• For use with separated couples.</li> <li>• Newly developed scale so not extensively tested.</li> </ul>
<b>Quality of Co-parental Communication</b>	Two subscales looking at conflict and support (Ahron, 1981)	Simple, self-completion scale comprising 10 items. Can be completed separately by one or both partners.	<5 mins		<ul style="list-style-type: none"> <li>• Well-established scale designed to assess co-parental relationship in separated families but has also been used in intact families.</li> <li>• Has been used to assess the impact of interventions e.g. with separated parents.</li> </ul>
<b>Separated Parents Co-parenting Scale</b>	Brief scale looking at how easy co-parents find it to communicate with co-parent, reach agreement with co-parent and obtain support from them.	Parents rate 4 statements on a scale from 0 to 4.	<5mins		<ul style="list-style-type: none"> <li>• Measure developed by OnePlusOne to evaluate its online programme for separated parents.</li> <li>• Shorter scale so may be less sensitive to change, particularly in a short time frame.</li> </ul>

## WHAT ELSE COULD I DO?

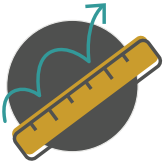
- Open ended questions
- Diary accounts of co-parenting experiences
- Open interviews with parents
- Look at parenting plans e.g. new ones drawn up, if parents happy with them or sticking to them
- Interviews with children about their experiences
- Group discussions or focus groups (with separated co-parents in separate groups)

### Traffic light key

Easy to administer by practitioner and complete by parent

Moderately more difficult to complete or administer because of length or scoring requirements

Challenging to administer or complete



# Workforce Development Training for Frontline practice

## WHY MEASURE?

- Helps demonstrate impact of a training programme on skills knowledge and behaviour of practitioners by obtaining before and after measures. Ideally there is further follow-up to determine application to practice and impact.
- Research suggests that improving practitioners skills and knowledge to work with the parental relationship contributes to improving child outcomes

## WHAT MEASURES CAN I USE?

TOOL	WHAT IT COVERS?	WHAT IT INVOLVES?	TIME IT TAKES?	EASE OF USE	OTHER CONSIDERATIONS
<b>Pre post questionnaire</b>	Confidence in responding to couples where there is relationship distress using appropriate techniques and strategies  Knowledge enhanced awareness of causes and impact of relationship distress  Practitioner's perception of increased skills in responding to relationship issues	Pre training questionnaire Invites self-assessment of practitioners confidence and knowledge  Post training self assessment	<10 mins		<ul style="list-style-type: none"> <li>• Can be administered as handout or survey monkey</li> <li>• Can use statements or multiple choice questions</li> </ul>
<b>3 month follow up questionnaire</b>	Application of skills in practice	Using recent case study practitioners are invited to reflect on use of skills and techniques to help parents in practice	<20-30 mins		<ul style="list-style-type: none"> <li>• Ideally at 3 months</li> </ul>
<b>Structured observations of practice</b>	Behaviours of practitioners	Video or audio interaction analysis of visit/consultation. Assessment of behaviour displayed	Dependent on length of visit / consultation		<ul style="list-style-type: none"> <li>• Requires skilled researchers/practitioners to grade behaviours based on structured assessment of interaction</li> </ul>

Note: the evaluation format is determined by the objectives of the training. We have used an exemplar here to demonstrate what might be achieved from evaluating training of frontline practice to recognise relationship distress, respond appropriately and refer where necessary. Research suggests that improving practitioners skills and knowledge to work with the parental relationship contributes to improving child outcomes

## WHAT ELSE COULD I DO?

- Supervision discussions, professional learning conversations and learning logs
- Collaborative practitioner enquiry
- Practitioner peer review and assessment
- Audit of case notes, assessment completion, e-caf
- Pre and post levels of referral , take up of offer
- Parent led observations and feedback following visit
- View current data collection processes to embed measures within

Source: Coleman L Houlston C & Casey P (2014) A randomised controlled trial of a relationship support training programme for frontline practitioners working with families. Families, Relationships and Societies, **Volume 4, Number 1, March 2015, pp. 35-51(17)**

### Traffic light key



Easy to administer by practitioner and complete by parent



Moderately more difficult to complete or administer because of length or scoring requirements



Challenging to administer or complete

## BRIEF ENCOUNTERS PRE AND POST TRAINING QUESTIONNAIRES

These are the questionnaires that One Plus One use to evaluate their workforce training. OneplusOne would love to hear from you - just email [info@oneplusone.org.uk](mailto:info@oneplusone.org.uk) - if you plan to use the questionnaires and whether you might be willing to share your data. They are keen to collect anonymised training data as part of building the evidence base. You could also obtain some advice from the research team on your evaluation.





## Brief Encounters Training

### Pre-Workshop Questionnaire

Welcome to the **Brief Encounters Training** workshop. Before you start, we'd be grateful if you could answer a couple of questions.

Please take care to fill out this form fully, as it provides us with important information to help evaluate and improve the training. **Everything you tell us here will be kept securely and confidentially**, and will be used to help us to keep track of the project and how it is working. Thank you for your time!

Your name: .....

*The information below allows us to keep track of the profile of who we train, and **has no impact on the training that is delivered.***

Gender:      Male      Female

Job title: \_\_\_\_\_

**Q1. How confident are you that you can recognise when a parent is experiencing relationship distress / difficulties with their partner?**

*(Please answer by selecting on the scale of 1 - 5, with 1 = not at all confident and 5 = very confident)*

1                      2                      3                      4                      5

**Q2. How well informed do you feel about the causes of couple relationship distress / difficulties?**

*(Please answer by selecting on the scale of 1 - 5, with 1 = not at all informed and 5 = very informed)*

1                      2                      3                      4                      5

**Q3. How likely are you to ask questions about a parent's relationship with their partner when you suspect there are difficulties?**

*(Please answer by selecting on the scale of 1 - 5, with 1 = not at all likely and 5 = very likely)*

1                      2                      3                      4                      5

**PLEASE TURN OVER**

**Q4. How confident do you feel when you are trying to help a parent to deal with a problem in their relationship?**

*(Please answer by selecting on the scale of 1 - 5, with 1 = not at all confident and 5 = very confident)*

1                      2                      3                      4                      5

**Q6. How confident do you feel in helping parents to access relationship support services if needed?**

*(Please answer by selecting on the scale of 1 - 5, with 1 = not at all confident and 5 = very confident)*

1                      2                      3                      4                      5

THANK YOU FOR YOUR FEEDBACK!

Please hand this back to the trainer(s)



## Brief Encounters Training

### Post-Workshop Questionnaire

You have nearly completed the **Brief Encounters Training** workshop. Just before you go, we'd really appreciate you filling in the following questions to help evaluate and improve the training. **Everything you tell us here will be kept securely and confidentially**, and will be used to help us to keep track of the project and how it is working. Thank you for your time!

Your name: .....

**Q1. Overall, how satisfied were you with your training today?**

Dissatisfied                      Indifferent or mildly      Satisfied                      Very satisfied  
Dissatisfied

**Q2. How confident are you that you can recognise when a parent is experiencing relationship distress / difficulties with their partner?**

*(Please answer by selecting on the scale of 1 - 5, with 1 = not at all confident and 5 = very confident)*

1                      2                      3                      4                      5

**Q3. How well informed do you feel about the causes of couple relationship distress / difficulties?**

*(Please answer by selecting on the scale of 1 - 5, with 1 = not at all informed and 5 = very informed)*

1                      2                      3                      4                      5

**Q4. How likely are you to ask questions about a parent's relationship with their partner when you suspect there are difficulties?**

*(Please answer by selecting on the scale of 1 - 5, with 1 = not at all likely and 5 = very likely)*

1                      2                      3                      4                      5

**Q5. How confident do you feel when you are trying to help a parent to deal with a problem in their relationship?**

*(Please answer by selecting on the scale of 1 - 5, with 1 = not at all confident and 5 = very confident)*

1                      2                      3                      4                      5

**Q6. How confident do you feel in helping parents to access relationship support services if needed?**

*(Please answer by selecting on the scale of 1 - 5, with 1 = not at all confident and 5 = very confident)*

1                      2                      3                      4                      5

**PLEASE TURN OVER**

**Q7. How much do you agree with the following statements? In my opinion the course**

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
a. .... content was appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. .... was relevant to my work with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. .... enhanced my understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. .... helped to develop my skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. .... increased my confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q8. In my opinion, the trainers were**

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
a. ....well prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ....delivered the workshop well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ....created a good learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.....encouraged participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q9. Please add any comments you have about the Brief Encounters training you have received:**

.....

.....

.....

.....

.....

**Q10. Would you recommend this training to others?**

Yes

No

If 'No' please say why:

.....

.....

THANK YOU FOR YOUR FEEDBACK!

Please hand this back to the trainer(s) before you leave today

# NEWCASTLE'S TRAINING EVALUATION FORM

These are the questionnaires that Newcastle use to evaluate their workforce training.



### Evaluation and Feedback Form

Please complete this form as fully as possible. It is an important aspect of the quality assurance process and will help us to ensure our courses meet the needs of our staff.

<b>Course:</b>	<b>Date:</b>
<b>Name:</b>	<b>Job Role:</b>

We would like to understand the impact of today's session. At the beginning of the session please rate your knowledge/skills/confidence in this subject and return to this section at the end of the course. (Please circle your ratings where 1 is a low level of understanding/confidence and 10 is high)

Before the course									
1	2	3	4	5	6	7	8	9	10
After the course									
1	2	3	4	5	6	7	8	9	10

Please answer the following questions using the scales below:

<b>How would you rate the pace and content of the session?</b>			
Poor ←			→ Excellent
1	2	3	4

<b>Did the session meet your expectations?</b>			
Not at all ←			→ Exceeded
1	2	3	4

<b>How would you rate the trainers?</b>			
Poor ←			→ Excellent
1	2	3	4

<b>Do you think the session will influence your practice?</b>			
Not at all ←			→ Definitely
1	2	3	4

<b>Overall how would you rate this course?</b>			
Poor ←			→ Excellent
1	2	3	4

If you rated anything 1 or 2 please could you give details:

**What was the most valuable thing about this session?**

**How will you use what you have learned in practice?**

**Do you have any suggestions for how we can improve the session?**

**Has this session identified any further learning needs or service development issues?**

**Do you have any further comments?**

**Thank you** for taking the time to complete this evaluation  
If you would like to discuss any aspect of this session please feel free to contact us

# NEWCASTLE RELATE PRE AND POST COUNSELLING QUESTIONNAIRE

These are example questionnaires used before and after counselling to assess the impact of the intervention.





Post-Counselling (Couple Relationship)  
Questionnaire

Client ID:
Date (dd/mm/yy):

Now that your counselling has ended, we would like to know how it may have helped you. We are always looking to improve our services and your feedback can help us do that. If you want to add any comments about your counselling experience there is a space at the end of this questionnaire. *This information is confidential to you, it will not be shared with your partner unless you choose to do so.*

1. To what extent have the following aspects of your relationship with your partner changed as a result of your contact with Relate? Please tick the most appropriate answer on each line to show whether things have got better, got worse, or not changed. If the Item is not relevant to you then tick the 'not relevant' box at the end of the line.

To what extent have the following aspects of your relationship with your partner changed as a result of your contact with Relate?	Much better	Bit better	Not changed	Bit worse	Much worse	Not relevant
Communication						
Managing conflict						
Difficulties in our sex life						
<b>Difficulties as a result of:</b>	<b>Much better</b>	<b>Bit better</b>	<b>Not changed</b>	<b>Bit worse</b>	<b>Much worse</b>	<b>Not relevant</b>
• rows and arguments						
• money worries						
• housing problems						
• my partner's behaviour						
• my behaviour						
• managing responsibilities in the home						
• managing leisure time						
• bereavement						
• relationships with family and friends						
• religion						
• having a baby						
• disagreements about parenting						
• problems with children						
• infidelity/having an affair						
• problems at work						
• unemployment						
• violence and/or abuse						
• physical health problems						
• mental health problems						
Other issues (please specify below)						

Please turn over

## Appendix – Example Evaluation Criteria

Pre-Counselling Questionnaire  
(Couple Relationship)

Client ID: _____
Date (dd/mm/yy): _____

In order to provide you with the best possible support we would be grateful if you could give us some information. People come to Relate with all sorts of worries and concerns and some of the most common are listed below. For each item in the list below please can you tick appropriate box to indicate whether or not it is an issue for you. You can also add other concerns at the end of the questionnaire. *This information is confidential to you, it will not be shared with your partner unless you choose to do so.*

The following is an issue in our relationship:	Yes	No	Possibly
Communication			
Managing conflict			
Difficulties in our sex life			
The following cause difficulties in our relationship:	Yes	No	Possibly
• rows and arguments			
• money worries			
• housing problems			
• my partner's behaviour			
• my behaviour			
• managing responsibilities in the home			
• managing leisure time			
• bereavement			
• relationships with family and friends			
• religion			
• having a baby			
• disagreements about parenting			
• problems with children			
• infidelity/having an affair			
• problems at work			
• unemployment			
• violence and/or abuse			
• physical health problems			
• mental health problems			
• alcohol or drugs			
• taking each other for granted			
• worries about whether our relationship will end			
Other issues (please specify below)			


*Thank you very much for completing the questionnaire*

**relate**  
the relationship people

# MANCHESTER'S LFO RELATIONSHIPS QUESTIONNAIRES

These are example relationship questionnaires developed by Manchester to be used before, mid way through and after an intervention to measure impact.





**LOCAL FAMILY OFFER  
RELATIONSHIP QUESTIONNAIRE**

Parents ID: .....

Date: .....

Key Worker: .....

## RELATIONSHIP QUESTIONNAIRE

- This questionnaire is for you to fill out by yourself. It is important that you try to complete the questionnaire without discussing or sharing your answers with your partner or co-parent. You may ask your key worker to help you if you are having trouble with any of the questions
- When you are filling out the questionnaire please only circle one answer. Please think about how you feel most of the time and go with that answer
- Please answer all questions even if you feel the question does not apply to you

### **The Agreement**

I am happy to participate in the Local Family Offer Pilot Project that has been explained to me by my key worker. I understand that the information I give will be used to help me plan things. I understand that my information will be stored safely as per Data Protection Act 1998. I give my permission for this information to be shared with other professionals to plan what is needed. I understand that where there is an immediate risk of harm, the practitioner will follow MSCB safeguarding reporting procedures

Signed: .....

Print Name: .....

Date: .....

Questionnaire 1 - Information about yourself



1. How would you best describe your relationship status?	Single	
	Co-habiting	
	Non-cohabiting partners	
	Married	
	Civil partnership	
	Separated	
	Divorced	
2. How would you best describe your employment status	Full time (30 hours or more per week includes full time self employed)	
	Part time (includes part time self employed)	
	Currently unemployed	
	Full time student	
	Retired	
	Full time home maker or carer	
	Volunteering / Training / Education	
	Seeking employment	
3. If employed, what is your occupation?		
4. Are you currently receiving any benefits? If yes state which please		
5. How often do you access health services?	Often	
	Sometimes	
	Rarely	
6. How often does your child (ren) use health services?	Often	
	Sometimes	
	Rarely	
7. How confident do you feel about the future happiness for your family on a scale of 1-10: (10 being very confident - 1 not confident)		
<i>Using the scale below please circle one of the numbers</i>		

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not  
Confident

Fairly  
Confident

Very  
Confident

**Questionnaire 2 - Co-parent relationship**

Please indicate the extent to which you agree or disagree with the following statements about your relationship with your co-parent. The comment "my child's other parent" can refer to your spouse, partner, child's step parent or the person who serves as the child's other parent figure

	Very strongly disagree	Strongly disagree	Disagree	Neither agree nor	Agree	Strongly agree	Very strongly agree
1. We have a good relationship	1	2	3	4	5	6	7
2. My relationship with my child's other parent is very stable	1	2	3	4	5	6	7
3. My relationship with my child's other parent is strong	1	2	3	4	5	6	7
4. My relationship with my child's other parent makes me happy	1	2	3	4	5	6	7
5. I really feel like part of a team with my child's other parent	1	2	3	4	5	6	7

6. On a scale of one to ten, one being unhappy, five being happy and ten being perfectly happy, what degree of happiness best describes your relationship with your child's other parent. Please circle the appropriate number below

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Unhappy

Happy

Perfectly  
happy

7. How long have you two known each other? ..... Years / months (Circle one)

8. (If you are romantically involved with your child's co-parent)  
How long have you been a couple? ..... Years / months (Circle one)

9. (If you are not romantically involved with your child's co-parent)  
How long have you been a co parenting the child? ..... Years / months (Circle one)

10. Please indicate how often this statement is true for you by circling the appropriate response:

a. I show my partner that I care for him / her:

Very frequently	Often	Sometimes	Rarely	Almost never
-----------------	-------	-----------	--------	--------------

b. My partner shows that he/she cares for me:

Very frequently	Often	Sometimes	Rarely	Almost never
-----------------	-------	-----------	--------	--------------

c. In general, how do you feel about how you and your partner show caring right now?

Very satisfied	Pretty Satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
----------------	------------------	------------------------------------	-----------------------	-------------------

11. Compared with your idea about how couples in a good relationship talk with each other, how do you feel about how you and your partner are doing now?

Very satisfied	Pretty Satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
----------------	------------------	------------------------------------	-----------------------	-------------------

### Questionnaire 3 - Children

Please tick the box that best describes how you feel about the following statements

	Very satisfied	Pretty satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied
Overall, how do you feel about your level of involvement with your child / children					
Overall, how do you feel about your other parent's level of involvement with your child / children					
Overall, how do you think your other parent feels about your level of involvement with your child / children					



In relation to the tasks listed below, please indicate who does what using the scale below:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I do it all

We both do this equally

He/she does it all

	How it is now	How you would like it to be
1. Feeding the baby / making meals for the child		
2. Reading to the child		
3. Dressing the child		
4. Doing child's laundry		
5. Getting up at night with the child		
6. Playing with the child		
7. Disciplining the child		
8. Dealing with the doctor regarding child's health		
9. Taking child to nursery / school		
10. Taking the child out, walking driving visiting etc		
11. Choosing clothes for the child		

Any other comments

Child /Children's comments

Workers comments



**LOCAL FAMILY OFFER  
INTERIM QUESTIONNAIRE**

**Parents ID:** .....

**Date:** .....

**Key Worker:** .....

Date of evaluation: .....

How has thinking about your couple's relationship changed things for you and your family?

Have you accessed education, training or employment in the past 6 weeks? If yes please specify

If yes how has it changed things for you and your family?

How has thinking about your couple's relationship changed things for your Child?

Child's / Children's Comments

Worker comments



**LOCAL FAMILY OFFER  
POST INVOLVEMENT  
QUESTIONNAIRE**

**Parents ID: .....**

**Date: .....**

**Key Worker: .....**

## RELATIONSHIP QUESTIONNAIRE

- This questionnaire is for you to fill out by yourself. It is important that you try to complete the questionnaire without discussing or sharing your answers with your partner or co-parent. You may ask your key worker to help you if you are having trouble with any of the questions
- When you are filling out the questionnaire please only circle one answer. Please think about how you feel most of the time and go with that answer
- Please answer all questions even if you feel the question does not apply to you

### **The Agreement**

I am happy to participate in the Local Family Offer Pilot Project that has been explained to me by my key worker. I understand that the information I give will be used to help me plan things. I understand that my information will be stored safely as per Data Protection Act 1998. I give my permission for this information to be shared with other professionals to plan what is needed. I understand that where there is an immediate risk of harm, the practitioner will follow MSCB safeguarding reporting procedures

Signed: .....

Print Name: .....

Date: .....

## Questionnaire 1 - Information about yourself



1. How would you best describe your relationship status?	Single								
	Co-habiting								
	Non-cohabiting partners								
	Married								
	Civil partnership								
	Separated								
	Divorced								
2. How would you best describe your employment status	Full time (30 hours or more per week includes full time self employed)								
	Part time (includes part time self employed)								
	Currently unemployed								
	Full time student								
	Retired								
	Full time home maker or carer								
	Volunteering / training								
	Seeking employment								
3. If employed, what is your occupation?									
4. Has your employment status changed following early help?, If yes please state what changes									
4. After early help, do you think your household income has changed: If yes please state how and why it has changed									
5. Are you currently receiving any benefits? If yes state which please									
6. Since being involved with early help has there been a change in your living arrangements?	Yes								
	No								
If yes please give a short description									
7. How often do you access health services?	Often								
	Sometimes								
	Rarely								
8. How often Does your child (ren) use health services?	Often								
	Sometimes								
	Rarely								
9.. How confident do you feel about the future happiness for your family now after you have received support on a scale of 1-10: (10 being very confident - 1 not confident) <i>Using the scale below please circle one of the numbers</i>									
1	2	3	4	5	6	7	8	9	10

Not  
Confident

Fairly  
Confident

Very  
Confident

## Questionnaire 2 - Co-parent relationship

Please indicate the extent to which you agree or disagree with the following statements about your relationship with your co-parent. The comment "my child's other parent" can refer to your spouse, partner, child's step parent or the person who serves as the child's other parent figure

	Very strongly disagree	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Very strongly agree
1. We have a good relationship	1	2	3	4	5	6	7
2. My relationship with my child's other parent is very stable	1	2	3	4	5	6	7
3. My relationship with my child's other parent is strong	1	2	3	4	5	6	7
4. My relationship with my child's other parent makes me happy	1	2	3	4	5	6	7
5. I really feel like part of a team with my child's other parent	1	2	3	4	5	6	7

6. On a scale of one to ten, one being unhappy, five being happy and ten being perfectly happy, what degree of happiness best describes your relationship with your child's other parent. since receiving support Please circle the appropriate number below

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Unhappy

Happy

Perfectly  
happy

7. Think about how you and your partner let each other know that you care. Please indicate how often this statement is true for you by circling the appropriate response:

a. I show my partner that I care for him / her:

Very frequently	Often	Sometimes	Rarely	Almost never
-----------------	-------	-----------	--------	--------------

b. My partner shows that he/she cares for me:

Very frequently	Often	Sometimes	Rarely	Almost never
-----------------	-------	-----------	--------	--------------

c. In general, how do you feel about how you and your partner show caring right now?

Very satisfied	Pretty Satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
----------------	------------------	------------------------------------	-----------------------	-------------------

8. Compared with your idea about how couples in a good relationship talk with each other, how do you feel about how you and your partner are doing now?

Very satisfied	Pretty Satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
----------------	------------------	------------------------------------	-----------------------	-------------------

### Questionnaire 3 - Children

	Very satisfied	Pretty satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied
Overall, how do you feel about your level of involvement with your child / children					
Overall, how do you feel about your other parent's level of involvement with your child / children					
Overall, how do you think your other parent feels about your level of involvement with your child / children					



In relation to the tasks listed below, please indicate who does what using the scale below:

1	2	3	4	5	6	7	8	9	10
I do it all			We both do this equally				He/she does it all		

	How it is now	How you would like it to be
1. Feeding the baby / making meals for the child		
2. Reading to the child		
3. Dressing the child		
4. Doing child's laundry		
5. Getting up at night with the child		
6. Playing with the child		
7. Disciplining the child		
8. Dealing with the doctor regarding child's health		
9. Taking child to nursery / school		
10. Taking the child out, walking driving visiting etc		
11. Choosing clothes for the child		

How has early help changed things for your family and child(ren)??

Child's / Children's Comments

Worker comments

# HERTFORDSHIRE'S RELATIONSHIP AMBASSADORS EVALUATION FRAMEWORK AND EVALUATION FORM

Each Relationship Ambassador makes a pledge setting out what they will do in their role. In order to assess the impact of their initiative, Herts have developed a flexible evaluation framework that enables them to assess the impact of the different approaches each ambassador takes. Each ambassador's progress against their pledge is measured at 1, 3 and 6 month intervals.

## Evaluation framework for the Inter-parental relationship Ambassadors

Changes	Input	Intermediate outcomes	Indicators and measures	Tools
<p>Improved practitioner skills: Those working with families are confident and skilled to recognise relationships issues, respond appropriate and refer if they need to</p> <p>Support for families: Additional support services are available for families who need more help to improve inter-parental relationships</p>	<p>Training Brief encounters:</p> <ul style="list-style-type: none"> <li>• How to start a conversation on relationship conflict</li> <li>• Providing practitioners with skills, tools and information to have effective conversations</li> </ul> <p>Parents at War:</p> <ul style="list-style-type: none"> <li>• Understanding conflict spirals , dynamics and conflict styles.</li> <li>• Practicing skills to resolve conflict</li> </ul> <p>Ambassador network meetings:</p> <ul style="list-style-type: none"> <li>• Providing support and advice on championing this agenda.</li> <li>• Advice on referring into mediation and counselling services</li> <li>• Support Ambassadors with ideas for role</li> </ul> <p>Ambassador updates: Providing resources and tools to use with families and to support understanding of conflict</p>	<p>Improved awareness and culture change:</p> <ul style="list-style-type: none"> <li>• High number of Ambassadors for inter-parental relationships in place with good coverage and in relevant organisations</li> <li>• High level of awareness among workforce of inter-parental relationships and 'the way we do things'</li> </ul> <p>Improved practitioner skills:</p> <ul style="list-style-type: none"> <li>• Ambassadors have good level of skills</li> <li>• High number of professionals attending training</li> <li>• Ambassadors have confidence in working with couple conflict following attending training and are using their new skills in practice</li> </ul> <p>Support for families:</p> <ul style="list-style-type: none"> <li>• High number of good referrals to counselling and mediation from Ambassadors</li> <li>• Positive change in outcomes for parents following interventions</li> </ul>	<p>Improved awareness and culture change:</p> <ul style="list-style-type: none"> <li>• Number of Ambassadors in place</li> <li>• Awareness levels of inter-parental relationships among ambassadors</li> <li>• Ambassador role in PMDs</li> <li>• Ambassadors SMART pledge</li> <li>• Encouraging and helping colleagues to identify and support parents in conflict</li> </ul> <p>Improved practitioner skills:</p> <ul style="list-style-type: none"> <li>• Self-reported knowledge/ skills of Ambassadors</li> <li>• % increase in confidence of ambassadors in working with couple conflict following attending training</li> <li>• Number of Ambassadors attending training courses</li> <li>• Number of interventions delivered by Ambassadors following training</li> </ul> <p>Support for families:</p> <ul style="list-style-type: none"> <li>• Number of referrals to counselling and mediation from Ambassadors</li> <li>• Ambassadors case study</li> </ul>	<p>Improved awareness and culture change:</p> <ul style="list-style-type: none"> <li>• Ambassador spreadsheet</li> <li>• Managers contact details – spot check</li> <li>• Check with managers if Ambassador role is in PMDs</li> <li>• SMART pledge – 3 and 6 month checks</li> </ul> <p>Improved practitioner skills:</p> <ul style="list-style-type: none"> <li>• Questionnaire on confidence levels during each network meeting – check for increase</li> <li>• Numbers of ambassadors completing training courses</li> </ul> <p>Support for families:</p> <ul style="list-style-type: none"> <li>• Referrals forms for counselling and mediation filled in by Ambassadors</li> <li>• Ambassadors to provide a case study</li> </ul>

## Ambassador evaluation form

Name \_\_\_\_\_

District/borough you work in \_\_\_\_\_

Training attended (cross out)

Brief encounters yes/no

Parents at War yes/no

Managers name and contact details (we will be using this for communications to managers and spot checks)

\_\_\_\_\_

Pledge (This is a SMART objective of something you would like to do to champion this agenda, this can be as small as explaining the referral pathway to colleagues in team meetings and as big as setting up a relationship support parent group. You can have as many pledges as you want. We will be evaluating these pledges after 1,3 and 6 months)

I pledge to...

*Example Pledges:*

- *I will create a leaflet, discuss this in our weekly parenting group.  
I will ask schools locally to refer to the service where an EHM assessment is in place*
- *I will raise awareness of the mediation and counselling available amongst my colleagues and children's centre partners. I will add this to the agenda of our next team meeting on 20/12/16 and discuss with partners in the new year.*

Case Study – We will require all ambassadors to send us a case study by June 2017. This could be an example of good practice, something that went wrong, a family that you've supported through conflict for better outcomes for the children.

This guide was created by Innovation Unit and One Plus One.



## About Innovation Unit



Innovation Unit is a not for profit social enterprise.

We create new solutions that enable more people to belong and contribute to thriving societies.

We develop alliances for change with places, organisations and systems, to ensure that innovation has lasting impact at scale.

[www.innovationunit.org](http://www.innovationunit.org)

## About OnePlusOne



OnePlusOne is a research and innovation charity that is all about helping people to build stronger relationships. We do this by equipping them with the skills and knowledge they need, so that couples, parents and children can be happier, healthier and more successful.

Everything we do starts with monitoring relationship science across a range of sources such as primary research, data gathering and practice based intelligence to generate knowledge and insight about relationships. We use this to provide evidence based digital resources for the public, continuing professional development for practitioners and support to local authorities in developing services.

[www.oneplusone.org.uk](http://www.oneplusone.org.uk)

Together we combine evidence with experience to create resources that help people improve their relationships, and empower them to make positive choices for themselves and their children.



# APPENDIX



THIS APPENDIX IS PART OF THE RESOURCE PACK  
FOR CREATING A LOCAL FAMILY OFFER