

Theory of change

<p>What problem are you trying to solve?</p>	<ul style="list-style-type: none"> Families in need become families in crisis because parenting supports are low in the community negatively impacting the future outcomes of children and communities. Families may eventually receive reactive rather than preventative supports, all more costly and less effective than early, tailored parenting support. Professionals in the community are not adequately trained to provide effective parenting strategies to struggling parents and families. 	
<p>What is our proposed solution to the problem?</p>	<ul style="list-style-type: none"> Upskill of practitioners working with parents and children in proven, tailored parenting programmes, with supervision and implementation supports, to ensure improved outcomes. Developed in partnership with stakeholders. Accessible to parents in their local communities, through established services, at the point of need. Can be used as preventative, early intervention or crisis intervention. 	
<p>Who might experience changes as a result of what we do?</p>	<ol style="list-style-type: none"> Children Young People Parents Families Professional working with above 	
<p>What are some of the characteristics of these groups of people?</p>	<p>Parent</p> <ul style="list-style-type: none"> Highneed Struggling with multiple issues Marginalised Poor coping skills Low self esteem Isolation Inconsistent parenting Low knowledge of child development 	<p>Child/Young Person</p> <ul style="list-style-type: none"> Emotional problems Developmental problems Marginalised Behavioural problems Disability ADHD Stressed Unhappy Acting Out
	<p>Services</p> <ul style="list-style-type: none"> Waiting Lists Overwhelmed Under skilled Burn Out Feelings of inadequacy 	

<p>Activities</p>	<ul style="list-style-type: none"> • Training professionals to deliver our group-based and one to one parenting interventions. • Programme manuals, DVDs and resources for facilitators. • Programme books for parents. • Post training implementation support, and supervision to enhance facilitation skills and outcomes In-built Quality Implementation Protocol in each programme training to ensure fidelity and outcomes defined by families are achieved. • Accreditation route to elevate facilitation skills, path to becoming supervisor within own service and integrate into long-term service delivery. • Continuous research, co-production with stakeholders and evaluation, to ensure effective programmes and strategies for parents, practitioners and services. 		
<p>Outputs</p>	<ul style="list-style-type: none"> • 800 plus people trained every year 8 different evidence-based programmes, RCTs, Evaluations Continuous research to respond to evolving and complex needs. • In built evidence-based quality protocol for the trained professional to use to ensure families are achieving the goals they define. • Trained Facilitator Manuals, Parent books, DVDs, posters . • Supervisions and Accreditations to embed in local service delivery Outcome Tracking with services trained Continued research and evaluation of programmes to ensure efficacy, e.g TCD Psych Dept. 		
<p>What changes are these people likely to experience?</p>	<p>Professionals.</p> <ul style="list-style-type: none"> • Skilled in tailored, proven programmes. • Empowered as observe improved outcomes. • Reduced stress. • Positive re collaborative practice with parents. • Empathy increases. 		
<p>Well-defined Outcomes</p>	<table border="0"> <tr> <td data-bbox="443 1541 954 1845"> <p>For parents of young children</p> <ul style="list-style-type: none"> • Build their child's language and development. • Establish positive daily routines. • Positively manage tantrums and misbehaviour. • Decreased parental stress. • Increased parental confidence. </td> <td data-bbox="960 1541 1461 1845"> <p>For young children</p> <ul style="list-style-type: none"> • Develop good attachments and relationships. • Increased school readiness. • Increased self-esteem. • Increased positive social behaviour. • Reduced emotional problem. </td> </tr> </table>	<p>For parents of young children</p> <ul style="list-style-type: none"> • Build their child's language and development. • Establish positive daily routines. • Positively manage tantrums and misbehaviour. • Decreased parental stress. • Increased parental confidence. 	<p>For young children</p> <ul style="list-style-type: none"> • Develop good attachments and relationships. • Increased school readiness. • Increased self-esteem. • Increased positive social behaviour. • Reduced emotional problem.
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For parents of children aged 6 - 11 years

- Build their children's self-esteem and confidence Positively manage behaviour and emotional problems.
- Reduce own stress as parents.
- Establish positive daily routines.

For parents of adolescents

- Positively discipline their adolescent.
- Negotiate rules and boundaries.
- Solve problems together.
- Communicate positively and effectively.

For separated parents

- Reduction in inter-parental conflict.
- Solve co-parenting problems in positive way, focusing on needs of their children.
- Improved communication with their children and with their children's other parent.
- Help their children cope emotionally with the separation.
- Deal with the challenges of lone parenting or being a 'live away'.

For parents of adolescents with special needs

- Positively manage behaviour and emotional problems.
- Reduce their own stress as parents.
- Support all relationships in the family.
- Advocate for their child and prepare them adulthood and future transitions.
- Build network of support and connect with families in similar circumstances.

For children aged 6 - 11 years

- Increased positive social behaviour.
- Reduced behaviour and emotional problems.
- Improved learning and schoolwork.
- Develop close family relationships.

For adolescents

- Manage and resolve conflict.
- Increased self-esteem and confidence.
- Increased positive social behaviour.
- Reduced behaviour and emotional problems.

For children of separated parents

- Cope with the emotional impact of separation.
- Decrease in behaviour problems.
- Reduced stress.
- Reduced exposure to parental conflict.

For adolescents with special needs

- Reduced behavioural and emotional problems.
- Improved self-esteem and confidence.
- Improved relationships.
- Increased participation in their community.

	<p>For parents in unhealthy environments</p> <ul style="list-style-type: none"> • Understand how to improve their family's health and well-being. • Improved Healthy Routines and Mealtimes, Active play, Sleep and Family Connection. • Positive mental health and self-esteem. • Build positive family relationships. 	<p>For children in unhealthy environments</p> <ul style="list-style-type: none"> • Improved mental health and self-esteem. • Healthier eating, sleeping and screen times. • Increased play and physical activity. • Improved relationships. <p>For adolescents with mental health problems</p> <ul style="list-style-type: none"> • Learn practical cognitive behavioural therapy (CBT) strategies. • Deal better with anger and conflict. • Improved problem-solving skills. • Manage feeling down. • Improve relationships with friends and family.. <p>For parents of children with ADHD</p> <ul style="list-style-type: none"> • Reduce own stress as parent. • Connect with parents in similar circumstances. • Improved communication within family. • Positively manage behaviour problems and reduce conflict.
<p>Impact</p>	<p>Impact Statement</p> <p>All families in need have access to tailored and effective parenting strategies, at their point of need, in their local communities, improving their outcomes, and preventing crisis.</p>	