



# The Fingal Parenting Initiative

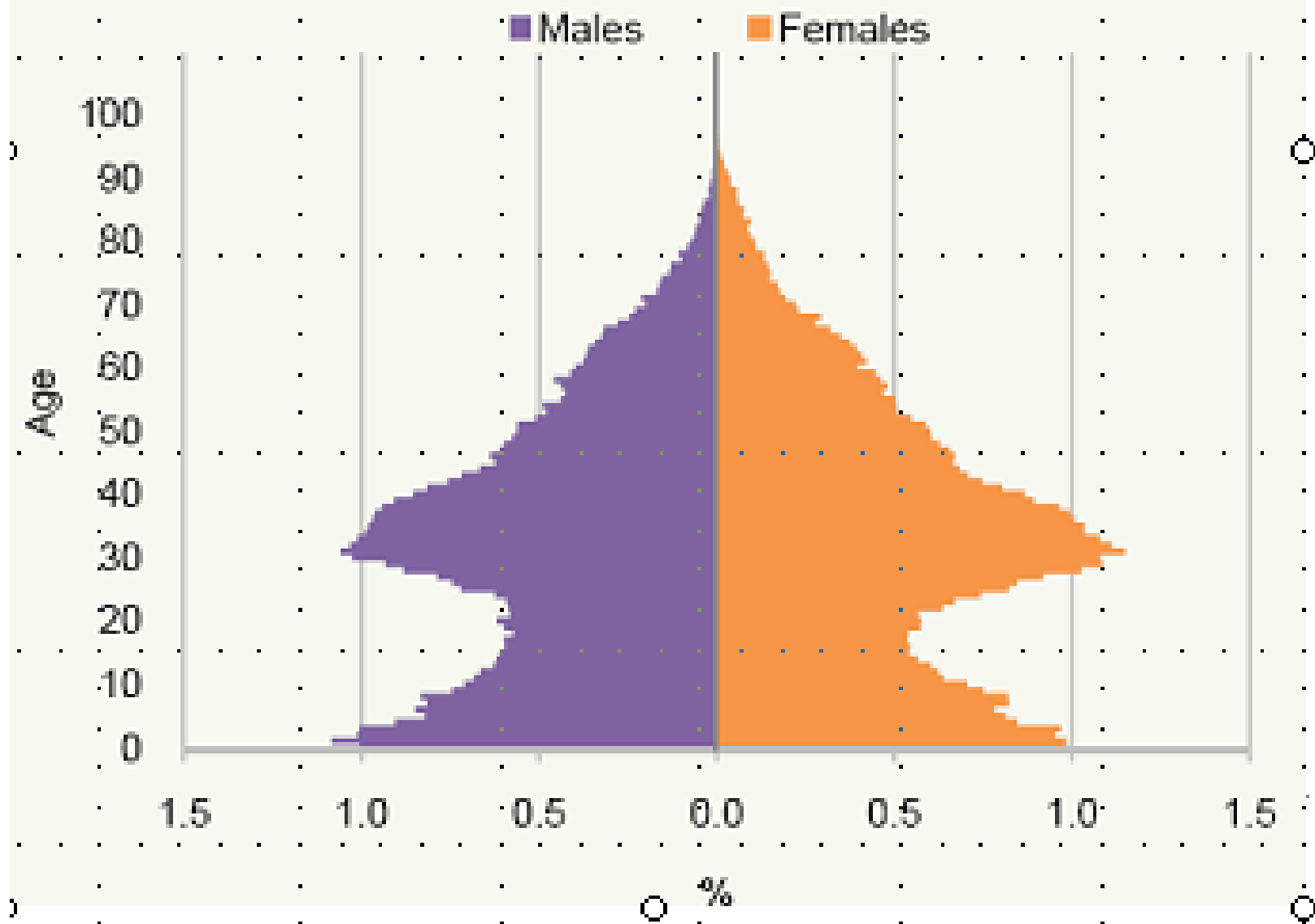
# County Landscape



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- Fingal County covers an area of 450 square kilometres (173 square miles)
- The population of Fingal as per the 2011 Census is 273,991 (over 6% of the national population)
- 33 of the 42 Electoral Districts are inclined toward affluence with strong indicators of deprivation and disadvantage in Dublin 15 and Balbriggan-Urban.
- Fingal is the 'youngest' county in Ireland

Figure 12 Fingal, population 273,991





working together  
FOR CHILDREN

Fingal Children's Services Committee

# ‘Hearing the Voice’

- It is not unusual for parents to need support at some stage in their parenting ‘career’
- A need to coordinate delivery of parenting supports at a regional level
- A requirement for an evidence-based model of parenting support that meets local need
- Early intervention essential



# Planning for Progress

- Regional commitment to positive parenting approaches
- Universal access to information, advice and on-going support
- Parent workshops, lectures and events
- Parenting programmes
- Targeted/Individual Supports



Fingal **Parenting** Initiative

CAPTAIN  
OPTIMISM

vs.

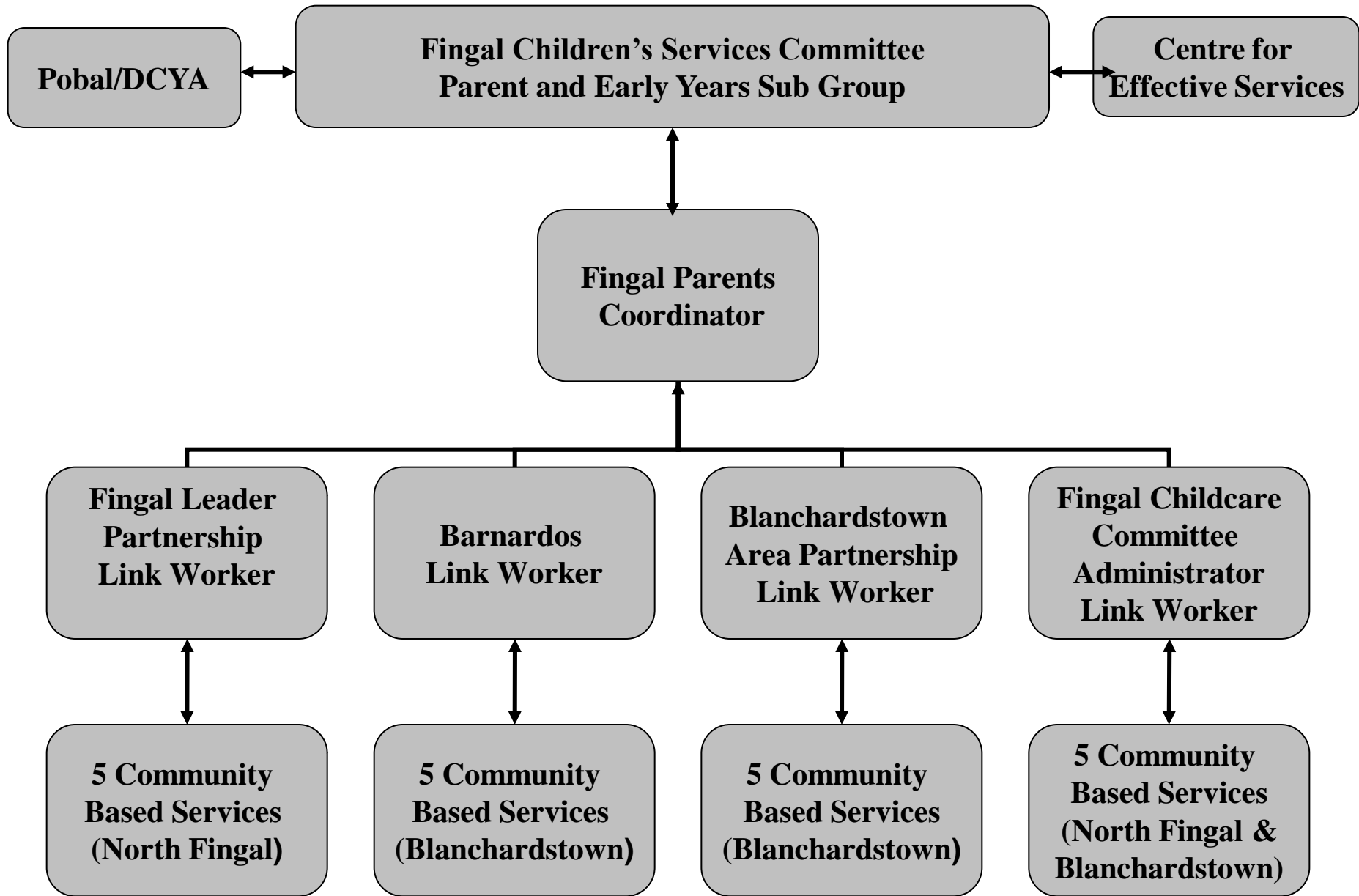
PESSIMISTIC  
MAN





To **strengthen and build** the capacity of childcare providers, parents and family support services to effectively collaborate to improve outcomes for children in Fingal.





# Progress to Date

- 4 established link sites/hubs
- A total of 80 trained facilitators
- 35 sites for delivery of parenting programme
- 67 parenting programmes (8 week) delivered to over 700 families
- 10 parent workshops/lectures delivered to over 400 parents
- 3000+ website hits since 2011.

# Outcomes for Parents and Children

- 36.2% presented within abnormal/borderline range (SDQ)
- Significant reduction in parental stress and perceived reduction in emotional symptoms for children
- Significant increase in reports of parent satisfaction
- Qualitative data indicates increased confidence and well-being across sample
- A need for further analyses of abnormal/clinical range

## Positive Parenting: A Controlled Evaluation Of The Parents Plus Early Years Programme In Community Preschool Settings



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### Introduction

Parent training programmes are commonly used in child and adolescent mental health settings to address behavioural problems in children. These are typically short term group interventions that aim to help parents manage difficult behaviour and emotional symptoms. The Parents Plus Early Year (PPEY) programme (Sharry, Hampton & Fanning, 2003) is one such group intervention developed for parents of children age one to seven years old. The PPEY programme has been shown to be effective in reducing child behavioural problems and parental stress in both a clinical (Griffin, 2006) and recently in a community setting (Kilroy, Sharry, Flood & Gaois, 2010). This recent study indicates that community based preventative parent training programmes while being able to reach a wider group of families and be more of an acceptable, non-stigmatised source of support, can also produce positive outcomes for families. The aim of the present study is to further examine the effectiveness of a community version of the PPEY programme in reducing child behavioural problems and parental stress, delivered within multiple disadvantaged preschools by frontline preschool staff.

### Method

As part of the first phase of the Fingal Parenting Initiative, childcare staff from 27 disadvantaged preschools in North Dublin were trained to deliver the six or seven week PPEY programme to parents of children aged 0 - 6 years within their community. Parents (n = 153) attending the programme were invited to complete pre and post measures of child strengths and difficulties (SDQ), parental stress (Parent Stress Scale) and parenting satisfaction (Kansas Parenting Satisfaction Scale) as well as goal setting forms. Age matched control group measures (n=37) were obtained from parents waiting to register for the second phase of the PPEY groups attending a two hour parenting workshop.

### Results

A series of 2 x 2 mixed analysis ANOVAs were used to determine the effects of time (pre and post) and group (treatment or control) on scores for the various dependent variables. The analysis revealed a significant interaction effect for the parental stress (Figure 1), child emotional symptoms, a scale of the SDQ (Figure 2) and parent satisfaction (Figure 3). Table 1 depicts the means, standard deviations, F scores and effect size for the significant interactions. Higher scores are indicative of increased stress levels, child emotional symptoms and parent satisfaction.

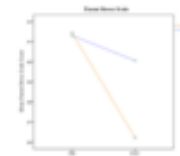


Figure 1. Parent Stress Scale scores for Treatment and Control groups pre and post intervention.



Figure 2. Emotional Symptoms Scale scores for Treatment and Control groups pre and post intervention.

### Discussion

Pre-treatment analysis reveals that 36.2% of the sample scored within the abnormal or borderline range for total difficulties as measured by the SDQ suggesting that the centres were successful in engaging parents who were experiencing considerable difficulties. Moreover, this initial analysis suggests that the PPEY programme is significantly effective in reducing parents stress, parent perceived emotional symptoms for children and increasing parent satisfaction when compared to a control group. These early findings demonstrate that the delivery of the PPEY community course in childcare settings has the potential to be a cost effective and sustainable means to reduce early childhood conduct problems. Such results will ultimately help to reduce the increased demands of specialist child and adolescent mental health services.

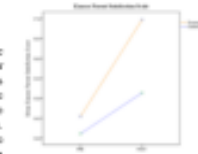


Figure 3. Kansas Parent Satisfaction Scale scores for Treatment and Control groups pre and post intervention.

Table 1. Mean scores, standard deviations and F scores for Parent Stress Scale, Emotional Symptoms Scale and Kansas Parent Satisfaction Scale

Measure	Treatment Group (n=112)		Control Group (n=37)		Interaction Effect	Effect Size
	Pre	Post	Pre	Post		
Parent Stress	66.42(14.42)	56.23(10.91)	66.36(12.24)	66.02(16.73)	6.64(0.001)	0.16
Emotional Symptoms	1.69(2.96)	1.51(2.07)	1.97(2.82)	2.27(3.96)	6.19(0.001)	0.16
Parent Satisfaction	54.59(13.46)	60.72(12.81)	54.11(12.76)	53.41(12.18)	6.67(0.001)	0.16

### Post Intervention Parent Reflections:

*"My child stopped having tantrums, she told me today that I am a much better mummy, I never shout anymore, I use my indoor voice and she also said I was fun!"*

*"I have learnt to stop and pause in every situation and be more tuned into my son. I feel more confident as a parent. I now enjoy my time spent with my son"*

# Key Learning

- There is a requirement for meaningful investment in the core actions as identified by Children's Services Committees
- A clear need for implementation models that support interagency working and collaboration
- When planning a response to local need Children's Services must listen and respond to the 'voice' of children and families within the county
- Investment in universal supports in the early years has the potential to reduce costs and improve outcomes in the future
- CSCs benefit from opportunities to share practice- both success and challenges



# Fingal Parenting Initiative