EVIDENCE IN THE REAL WORLD: THE CHALLENGE

The challenge

- Significant investment required to reach highest levels of Evidence Based Practice (EBP) status on many EBP menus

- Limited research is available on home grown models in Child & Family Welfare

- International EBPs show promise, however:
  - Not available for all problems
  - Can face problems with acceptability and fit (clients, clinicians and the system)
  - Require significant implementation support
  - Not tested in all contexts and cohorts

STEP 1: DEFINING THE NEED

Why do we need **another** parenting program?

An Australian review identified 109 different published parenting programmes from Australia alone (Wade, Macvean, Falkiner, Devine and Mildon 2012).

Why do we need another parenting program?

Parenting Research Centre, Wade, P. D., Macvean, M. L., Falkiner, J., Devine, B., & Mildon, R. (2012). *Evidence Review: Analysis of the Evidence for Parenting Interventions in Australia*. Parenting Research Centre.

Effective services for vulnerable families

"*how* services are delivered is as important as *what* is delivered, and the quality of the relationships between practitioners and parents are central to achieving the objectives of services" (Moore et. al. 2016)

Moore, T., Beatson, R., Rushton, S., Powers, R., Deery, A., Arefadib, N., & West, S. (2016). *Supporting the Roadmap for Reform: Evidence-informed practice.* Centre for Community Child Health.

Unpacking the evidence

- The assumption until now has been that the specific components of parent education programmes, such as variants in programme content and delivery, are the 'active ingredients' that produce change (Kaminski et. al. 2008).

- This is largely untested – there is little empirical evidence to support it.

- Direct comparisons between parenting EBP have rarely been made – programs are normally compared to 'treatment as usual' or waitlists.'

- We actually know a lot about **which** specific programs work, and very little about **how they work**, **under what conditions** and **for whom** they work.

Some possible contributors beyond program content

- Tailoring each group to respond to the unique needs and learning styles of the parents attending

- Acknowledging and building on the groups existing strengths and experience

- Focusing on group process and shared learning

- Facilitator style / relationship

- Providing opportunities for reflection and skill building throughout the program

- Acknowledges the changing role of parents as the child develops from birth through to independence.

Parents Building Solutions – Our Approach

- Parents Building Solutions is based on participant co-design
- We design each program based on the parents who attend, and with their active input
  - Pre-group questionnaire
  - Activity to get input from each person about their goals for attending
  - Asking the group about what topics they want to cover
  - The program content is then matched to the participants goals and reasons for attending. This is given back to the participants to check that it is responding to their needs.
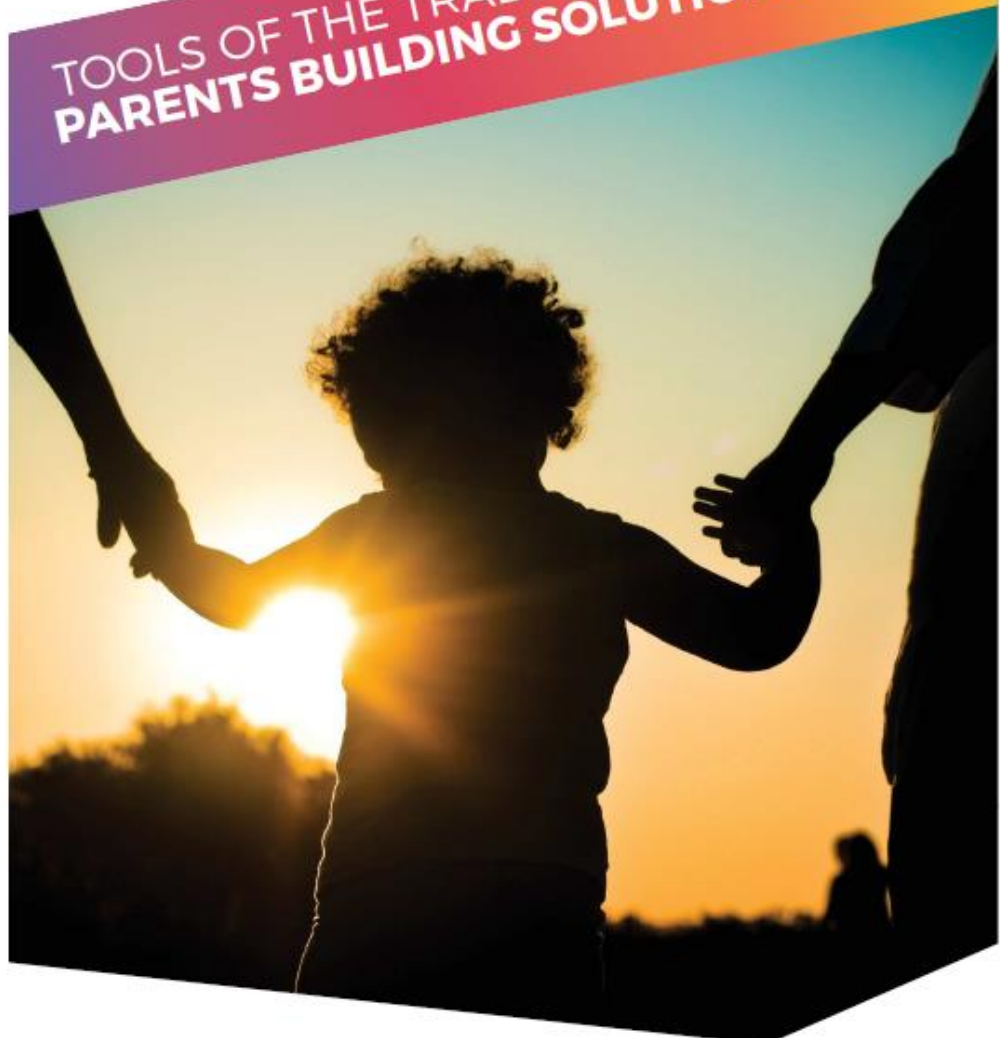
Parents Building Solutions – Our Approach

- We also pay attention to other processes and practices such as:
  - Group processes and dynamics
  - A variety of learning styles and activities
  - Goal setting
  - Reinforcing learning
  - Opportunities to practice skills
  - Relating learning to real life examples and experiences of participants
  - Transparency and shared power within the group

STEP 2: DOCUMENT MODEL AND INNOVATION

BUILDING THE EVIDENCE

- Anglicare Victoria have been building the evidence around PBS for the past 20 years
- Practice based evidence
  - This evidence has been captured and collated into the current working manual filled with activities
- Participation in Networking meetings
  - Many activities were vetted and evaluated by other parent experts
- Internal evaluation
- Identified as a 'promising' program on the AIFS list of Evidence based programs

Valentine, C., Cummins, J., & Giles, D. (2016). Evaluation of Parents Building Solutions. https://www.anglicarevic.org.au/wp-content/uploads/2017/12/PBS-Evaluation.pdf

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BETTER TOMORROWS

The Modules

|		
WARM UPS	WU	73
GROUP ESTABLISHMENT	GE	105
SETTING THE PARENTING SCENE	SPS	121
HUMAN DEVELOPMENT	HD	157
COMMUNICATION	C	197
DEALING WITH FEELINGS	DWF	229
DISCIPLINE	D	261
RESILIENCE	R	305
SOLUTION FINDING	SF	335
SELF CARE	SC	357
CLOSURE	CL	371

Community needs / requests for service / outcomes from previous groups - inform types of programs run as well as how they are advertised

Pre-Group Questionnaire

Parent demographics

Outcome measures

Desired changes in parent behaviour and parent-child interactions

Activity in group for parents to clarify personal goals

Group Discussion of goals and potential topics

Practitioner observation of parents, group dynamics etc.

Post group outcomes are analysed to inform future types of programs run, practitioner learning etc.

Practitioner draws from Evidence Based Materials to prepare a program relevant to participants:
– culture, values and belief system
- Learning style
- Needs and goals

Program Plan written up and provided to parents

Identifies what parents wanted from the program alongside the proposed topics

Evidence-Based Processes: Relationship Building, Goal setting, Strengths Focus, Skills Practice, Reflection, Paying attention to group processes etc.

STEP 3: PRELIMINARY EVALUATION

EVALUATION OF
PARENTS BUILDING SOLUTIONS.
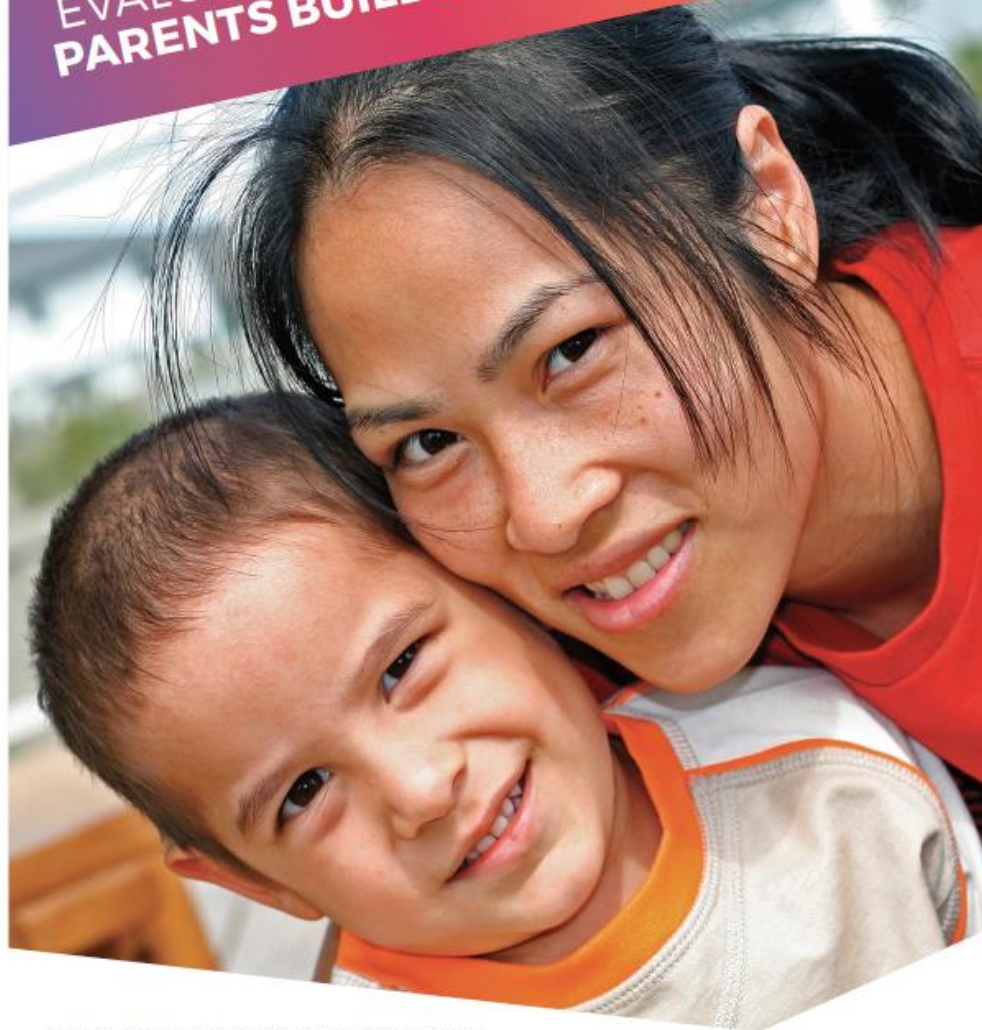
Cathie Valentine, Jonathon Cummins & David Giles

March 2016

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BETTER TOMORROWS

PBS Evaluation - Methodology

- 49 parents from 13 parenting programmes across City of Casey, Shire of Cardinia and Mornington Peninsula
- Short Survey – pre, post and 3 month follow-up
- 11 point scale (0 – 10) – paired sample t-tests between
  - Parenting confidence
  - Parent-child relationship
  - Parenting overall
- Brief open-ended questions – transcribed and coded into themes
- Satisfaction Questionnaire

Figure 4. Themes noted by parents in response to open ended questions.
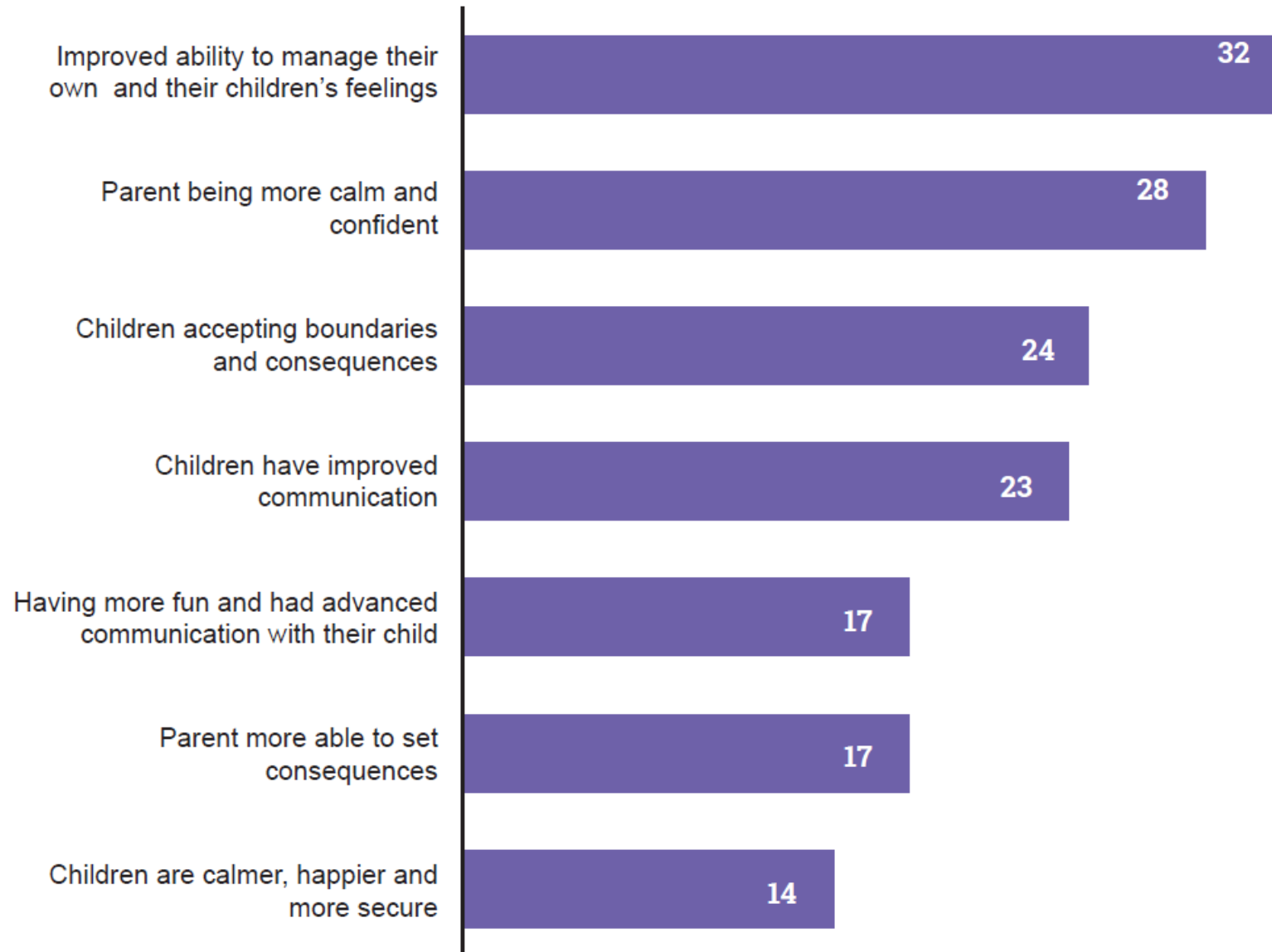
STEP 4: EXTERNAL EVALUATION

BUILDING THE EVIDENCE: MONASH PARTNERSHIP

- In line with the values of a learning system, Anglicare Victoria have partnered with Monash University

- The aim of the partnership was to independently evaluate PBS

- This evaluation began in February 2018

- The evaluation had several research questions to answer however the main question was to determine the key ingredients of PBS that make it work

- Ethics approval for this research was obtained from both Anglicare and Monash University Human Research Ethics Departments

- The Knowledge to Action framework was used to develop an evaluation model that incorporated phases that built on the knowledge from the previous phase
- The following phases were or are in the process of being conducted:
1. Formative research
2. Evidence synthesis
3. Efficacy research
4. Implementation research
5. Dissemination, translation and scale-up
6. Evaluation

MONASH UNIVERSITY EVALUATION OF PBS

Formative Research

- This has involved mapping the development of PBS over the past 20 years to uncover the barriers, enablers and underpinning factors that were relevant to its development.

- Meetings with key stakeholders, focus group discussions and interviews with team leaders have led to the organisational level examination of PBS, specifically capturing the successes and the organisational challenges faced when delivering PBS.

Evidence synthesis

- A narrative review was conducted that leveraged our understanding of co-design methodology used in healthcare improvement strategies and overlaid what we know about parenting programs onto this model

- Commonly delivered parenting programs were identified and examined for factors that facilitate co-design methodologies

Efficacy research

- A small efficacy study was developed
- Used only PBS content and agreed upon practice-based guidelines
- Standard Anglicare developed, pre-, post-, and follow-up measures were employed
- The Efficacy subscale of the Parental Empowerment and Efficacy Measure (PEEM) was also used. This is a validated measure commonly used in parenting research
- Conducted in 3 regions of Melbourne

Implementation and Maintenance

- A workshop with all team leaders, managers and senior staff is booked in for November to discuss the implementation plan for future work
- This session will brainstorm solutions to barriers identified in the evaluation that may impair the effectiveness of future programs

EVALUATION METHODOLOGY

- A mixed methods approach was taken to gather all the data

| Parent Data Collection Schedule						
Group	Facilitators	Regions	Pre group questionnaire May	Post group questionnaire May/June	3 month follow up questionnaire Sept/Oct	Parent interviews conducted July
N=6	N=5	N=3	N=58	N=52	N=	N=14

Stakeholder	Number of Participants	Qualitative Data Collection Method
Team Leaders	3	Interview
Facilitators	9	Focus Group
Parents	14	Interview

What would make this group successful for you?

- If I learned how to be a bit more patient and understanding- learning how to better communicate with my children

- Share experiences with other parents and learn some tips of parenting

- I would like to be a bit more patient and calm; would like to listen to my children more than I do

- Be more understanding, accept different points of view

- Less yelling, more patience, more 1 on 1 time with them
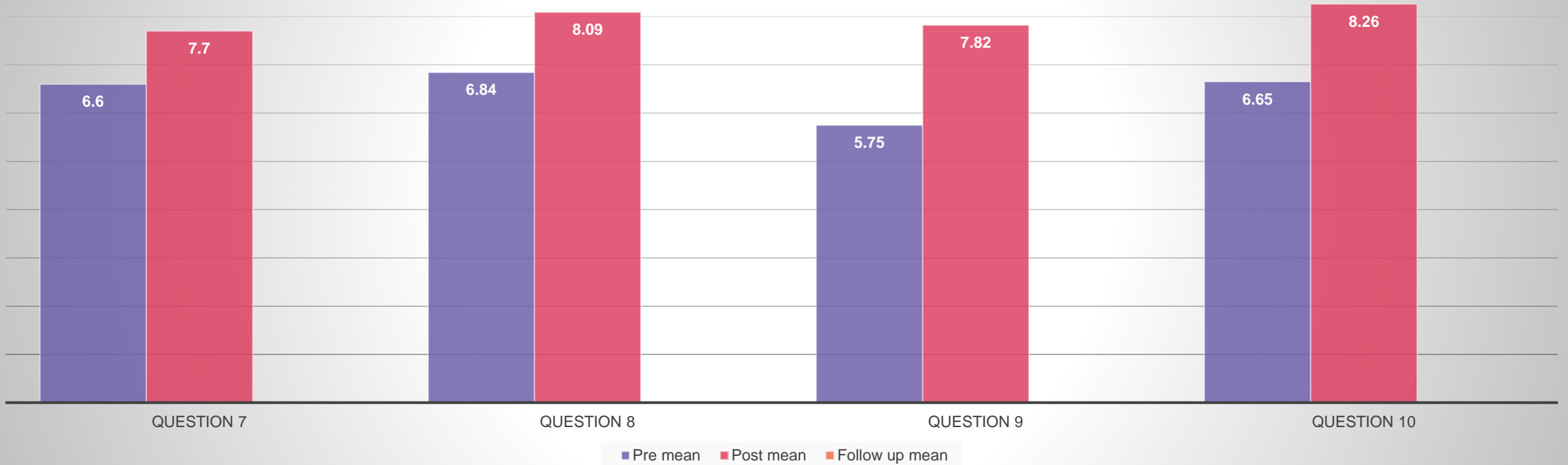
- Love to not get so frustrated

Text Search Query - Results Preview
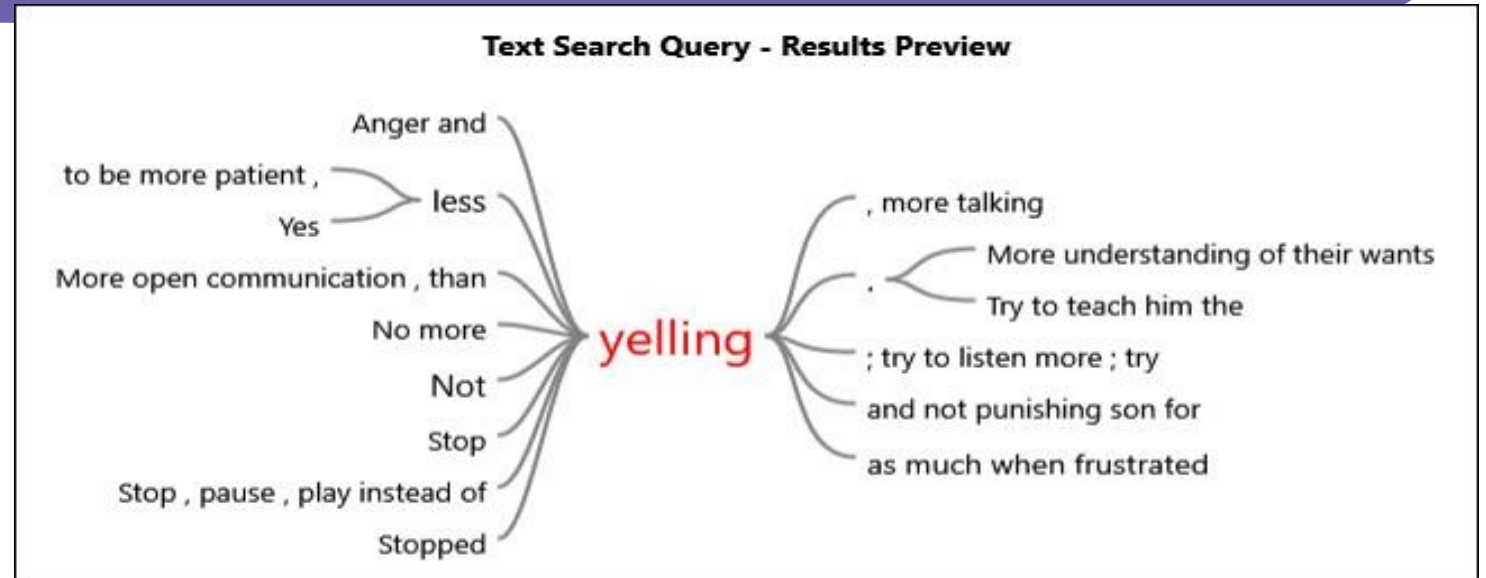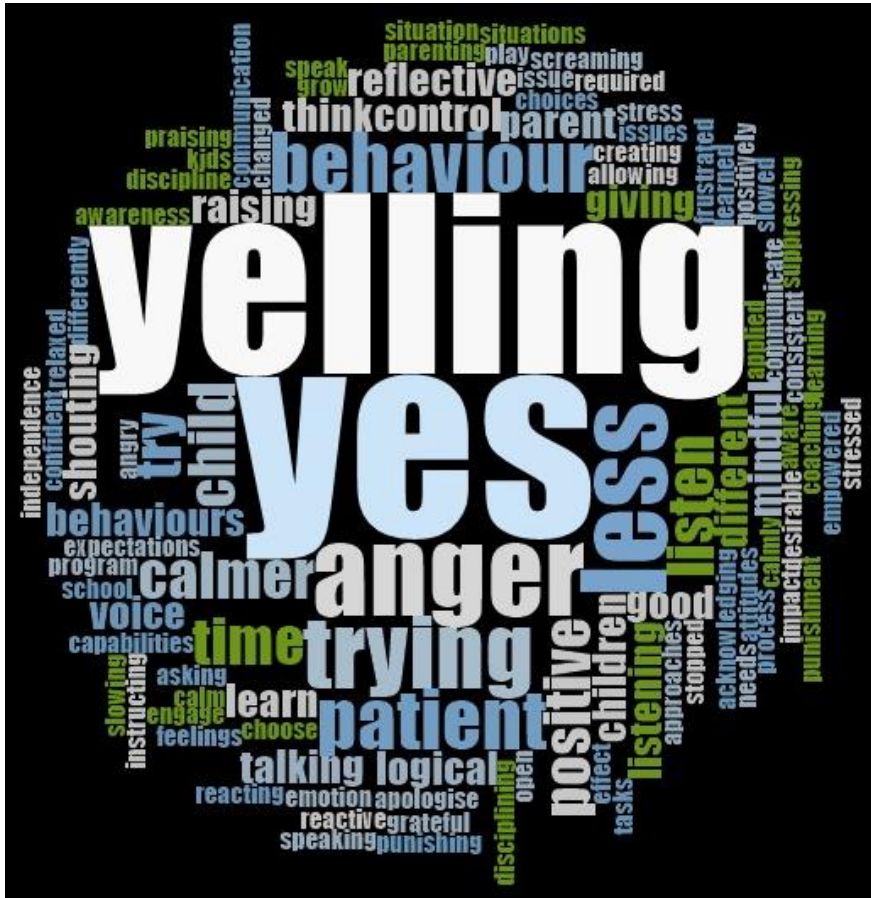
- Listening; not screaming /raising voice; trying different approaches

- Less yelling. More understanding of their wants and needs. Trying to address issues in a calmer manner

- Less stress/ anger. I'm now more empowered and positive about my parenting role

IMPLEMENTATION FACTORS REQUIRING SUPPORT

Parents Building Solutions Questionnaire

	QUESTION 7	QUESTION 8	QUESTION 9	QUESTION 10
Pre mean	6.6	6.84	5.75	6.65
Post mean	7.7	8.09	7.82	8.26

Legend: ■ Pre mean ■ Post mean ■ Follow up mean

Parent Empowerment and Efficacy measure (PEEM)

Parent Empowerment and Efficacy Measure: Efficacy Subscale Total Score

PRE MEAN	POST MEAN	FOLLOW UP MEAN
77.06	88.74	
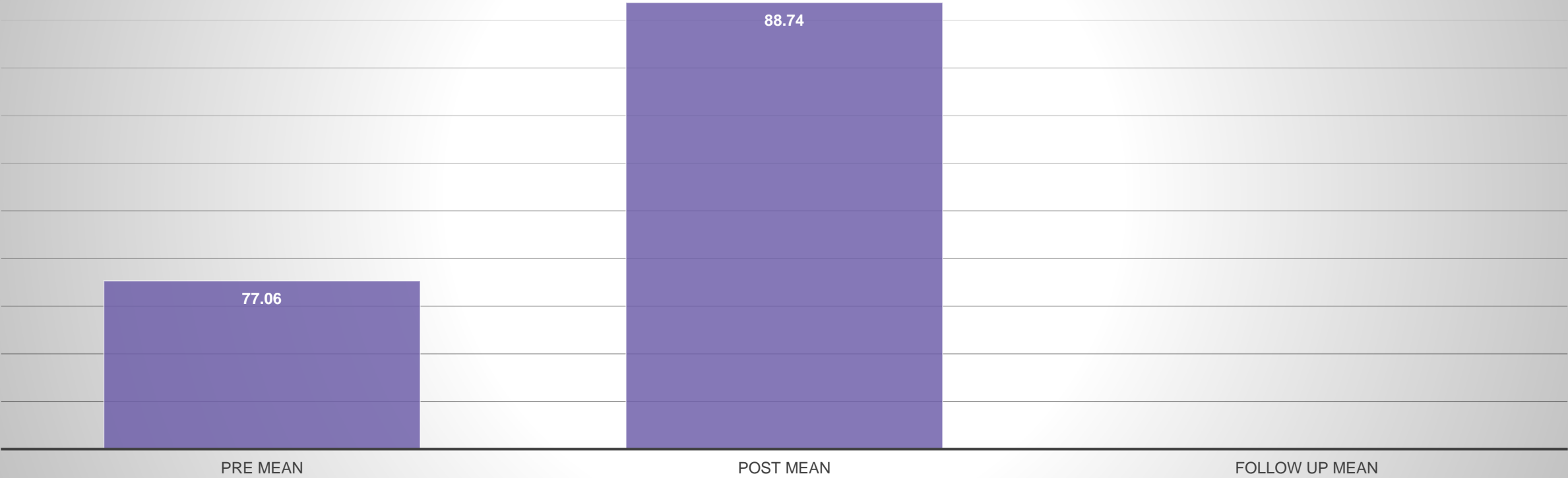
SATISFACTION AND RETENTION RATES

Satisfaction

- 86.5% of participants completely agreed, and 13.5% tended to agree with the statement - I like the presentation style of the program

- All participants indicated the program was either somewhat (4.3%), mostly (37.0%) or very beneficial (58.7%).

- 96% of respondents indicated they would like to attend another program.

Retention rates

- Total retention rate was 82.4%

- Of a total of 353 possible sessions that each participant could attend, parents attended 291 sessions.

- Sickness, travel and work were comment reasons for missing sessions

- Only 4 people signed up who did not attend

STEP 5: STRENGTHENING IMPLEMENTATION AND BUILDING ON THE EVIDENCE

IMPLEMENTATION FACTORS

1. Factors that may impact future implementation of the program were also identified including
   a. The strengthening of existing policies and processes that support the implementation of the program
   b. Capacity building and mentoring support for junior facilitators
   c. An easily accessible internet presence that supports the roll out of the program

FUTURE DIRECTIONS

- The inclusion of research principles into the daily practice of Anglicare Victoria enables the continual strengthening of the evidence base around PBS

- Strengthening training, fidelity and implementation processes

- Future aspirations include moving beyond the list of 'promising' programs determined by the Australian Institute of Family Studies towards Evidence Based Program as well as the Victorian menu of EBPs

- Effectiveness research that include scale up and roll out across the state

QUESTIONS?

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