

**Developing resources on family conflict:
The missing link in parenting education and support**

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1.0 Introduction

1.1 Overview

There is now compelling evidence that problems in the parental relationship (whether or not the parents live together) impact on the wellbeing of children, that parental conflict undermines the effectiveness of parenting education programmes and that most programmes and schemes offering support to parents do not address adult relationship issues (Reynolds, 2001).

One Plus One received funding from the Department for Education and Skills through their Family Support Grants to set up pilot training for Community Parent programme co-ordinators in 2004-5, so that they could support parents who are experiencing relationship conflict and improve the outcomes for their children. The original proposal was called 'The Missing Link' because the impact of the couple relationship, whether they are living together or apart, on the functioning of families and their ability to cope with parenting issues is often overlooked. In the second year (2005-6), a video was produced to support the training package and drew from the experiences of the individual programmes involved in the pilot training.

1.2 Aims of the project

The overall aims of this project were to produce materials, resources and a video/DVD that could be used by community parent programme co-ordinators, frontline workers and volunteers to develop their skills and knowledge regarding conflict between parents and the impact on children.

These aims were carried out by developing and testing a number of training modules and materials on parent conflict that could be used to train practitioners and volunteers who work in parental support. This was undertaken in order to:

- raise the awareness of frontline workers, volunteers and parents of the detrimental effects of parental conflict on children;
- show frontline workers and volunteers ways of helping parents manage and resolve their conflict better.

A further aim was to reach parents who need relationship support but who are not accessing current services. Dissemination of the training resources was therefore focused on frontline practitioners and volunteers working within schemes with a track record for reaching disadvantaged families (e.g. Community Mothers programmes and Home-Start UK).

While the first year of the project concentrated on producing and testing resources and training materials, the second year of the study focused on the production of a video/DVD that could be used to train a range of frontline workers and volunteers. This video/DVD was also developed so that it could be used with parent groups, either standalone or to add to parenting courses. This video was produced to support the training package and drew from the experiences of the individual participants involved in the pilot training.

This report will focus on the evaluation of this project. However, it also includes a brief introduction to the study and its methods. Details of the project team can be found in Appendix 1 and the research objectives at each stage of the project are included in the work programme in Appendix 2.

2.0 Background

2.1 Meeting the needs of children

There is a wide body of research showing that poorly handled conflict between parents can have a profoundly detrimental impact on parenting skills and on the overall development and wellbeing of children. A review of 200 research studies showed that high parental conflict is a primary trigger for the emergence and persistence of behavioural and emotional problems in children; such children experience difficulties forming relationships with peers and family members and fail to do well at school (Reynolds, 2001). In addition, children are concerned about conflict between parents. An analysis of calls to ChildLine found that many children rang with concerns about their parents' relationship (Childline, 2002). In another survey, 70% of teenagers considered that parents getting on well was one of the most important factors in raising happy children (NFPI, 2000).

2.2 Meeting the needs of parents

Conflict and communication is an issue that concerns many parents. Findings from a study of calls to Parentline Plus showed that communication difficulties lay behind 68% of calls, and 71% of callers identified a lack of couple communication as being a major factor in the problems they were facing with their children (Parentline Plus, 2001). In the case of separation and divorce, parents are particularly concerned about the impact of conflict on their children, and they value receiving information that gives them practical help in handling issues (NFPI, 2001). Research on the effectiveness of parenting courses has shown that conflict between parents can prevent them from benefiting from parent education programmes (Webster Stratton, 1994).

Much of the evidence suggests that many parents will need support at some point and that messages regarding the 'normalisation' of parenting support will reap benefits: *"The message that it is not unusual to need support from time to time needs to be conveyed in policy rhetoric, to help increase rates of access, especially at critical points for early intervention."* (Moran et al, 2004, p. 10) However, accessing support is particularly difficult for stressed families facing multiple disadvantages. A minority of families will never be able or want to benefit from support.

2.3 Meeting the needs of volunteers and professionals

The literature suggests that parents are more likely to turn to primary care and community workers and volunteers for support rather than specialist services such as counselling.

In a study of 1000 mothers in the postnatal period, 25% of mothers were found to have relationship problems. However, these mothers did not want to be referred to a counselling service; they preferred the support of a health visitor who had been trained to identify and work with adult relationship issues (Simons et al, 2001).

Although parents may 'turn to' primary care and community workers, these practitioners often feel uncomfortable when trying to talk about couple issues, fearing that they will not be able to cope (Corney, 1998). In addition, most parenting programmes and home visiting schemes do not address the relationship between parents. However, practitioners have been shown to learn from the Brief Encounters training in this area, growing both in confidence and skills (Corney, 1998; Ayles and Reynolds, 2001; Simons et al, 2003). The focus of this project was therefore to train these frontline workers and volunteers on how best to support couples in conflict.

3.0 Method

A list of the various objectives and the workplans for each stage of the project are listed in Appendix 2.

The first stage of the project was to develop a draft training programme for community workers and volunteers. This was done by firstly developing a number of key messages from the literature on family conflict and its impact on children. Three modules (1.5 hours each) were then developed by reviewing existing training materials and focusing on these key messages.

The three modules that were developed were as follows:

Section 1 - The background to conflict

- Normalising conflict
- Difficulties experienced when working with conflict

- Influence of past experiences and present stresses on relationships

Section 2 – Couple interactions

- Understanding conflict interactions
- What helps relationships to work

Section 3 – Impact on children

- Patterns of conflict
- Poor outcomes for children
- Resilience in children

In addition there was a focus in the training on coping sensitively with issues raised, exploring ways of working empathically with parents and managing personal conflict.

A number of other resources were also written by the project team, including briefing notes, leaflets, handouts, overheads and adapting relevant existing cartoon resources.

These modules and the range of resources were then piloted using a one day training course involving a group of 18 participants (as well as others, including the video producer). There were three main aims to this day. First, to train the participants to be able to deliver the training themselves to others either in their organisation or in the community in which they worked. Secondly, for participants to provide feedback on all the materials and the resources to the project team. Thirdly, to involve and inform the producer of the video so that she could gain a better understanding of what was the most important material for the video to convey.

Participants included both parenting volunteers and professionals. Generally, pairs of participants were invited so that they could work together in the delivery of the training. It was hoped that this would set up a trickle-down training course that could either stand alone or be added onto existing programmes for parent supporters.

During this day, feedback was requested from participants on the materials, the training and anything related to the subject area. After the training, there were a number of discussions by the project team and the producer of the video in order to incorporate the views of all participants and the training staff involved.

It was planned that the participants of the training would then go on and deliver the training to others. In order to facilitate this training, the project team set up coaching sessions with each of the nine pairs of trainers. These coaching sessions took place at a time and location that was suitable to the participants.

4.0 The video resource

The main focus of the project in year two was the production of the video resource *'My mum and dad argue a lot'* (see Appendix 3 for an overview of the content of the video).

The video producer was involved in the first year of the project in order to observe the initial training workshop and the process of developing training materials. This was an important dimension so that she could have feedback first hand to inform the video production.

Because the nature of the material was sensitive and the key messages from the research needed to be incorporated, the producer was able to create a storyline that complemented the framework of the modules. She was also instrumental in involving children and their views.

The video resource was subsequently used by a Parenting Fund project and has been promoted during a series of nationwide road shows. The video has received very positive evaluations. It has been considered to be a valuable resource that can be used either in parenting education or in the training of community workers involved with parents.

5.0 Evaluation

The evaluation included in this report consists of:

- 1) the views of participants on the initial training day;
- 2) the views of those conducting the coaching sessions with participants;
- 3) a follow up of some of the participants of the initial training day to find out their experiences of using the materials;
- 4) the views of a number of community mothers who subsequently received the training.

5.1 Evaluation of the training day

The day was evaluated in a number of ways. Firstly, by asking participants to fill in a questionnaire before the training started and again at the end of the training. Secondly, there was also a fifteen minute period at the end of the day, when the group were asked to verbally give their views on how the day had gone and on the training itself. This was taped and the recording transcribed.

Before the training

All participants filled in a pre-training questionnaire (see Appendix 4). This included a number of five point scales to assess their views regarding various related aspects of their work.

Nearly all participants felt reasonably confident in their ability to listen closely to others and they also felt confident in being able to give information. The majority considered that it was appropriate for them to discuss relationship problems with parents. Most indicated that it was reasonably likely that they would offer help to a parent if they talked about their relationship difficulties. However, the participants were more mixed about their confidence in talking to parents about the conflict in their relationships and how well informed they were about couples' relationships and what can go wrong with them.

Nevertheless, they were all very much aware about the importance of conflict between parents and the impact it has on the way that they parent their children.

The participants were asked what they hoped to achieve from the day's training and about any concerns that they might have about the training or training others. Most hoped to gain information, increased knowledge and understanding of the issues. They also wanted information and ideas on how to support and help families with these difficulties. Only two expressed anxieties and concerns over the training and felt lacking in confidence.

After the training

Participants were given a similarly worded questionnaire at the end of the day (see Appendix 5), but prior to the final discussion of how the day went. The pre-training questionnaire had been collected in the morning, so respondents could not compare their answers.

Confidence levels

Participants were asked about their confidence levels in listening closely to others and in giving information. These were reasonably high at the beginning of the day and therefore there was only a very small amount of improvement overall.

Appropriateness of discussing relationship problems and offering help

Participants were asked how appropriate it was for them to discuss relationship problems with parents. More participants gave a rating of 5 (indicating very appropriate) at the end of the day than they did prior to the training (see Table 1).

Table 1: In your opinion, how appropriate is it for you to discuss relationship problems with parents?

| Response | Numbers of participants | |
|----------------------------|--------------------------------|-----------------------------|
| | <i>Pre-training</i> | <i>Post-training</i> |
| 1 (Not at all appropriate) | 0 | 0 |
| 2 | 0 | 0 |
| 3 | 3 | 0 |
| 4 | 14 | 8 |
| 5 (Very appropriate) | 2 | 9 |
| Total | 19 | 17 |

Participants were also asked about the likelihood of their offering help to a parent when this parent talked about their relationship difficulties. After the training day, they were more likely to give a rating of 4 or 5 (5 being extremely likely) than before the training (see Table 2).

Table 2: How likely are you to offer help to a parent if they talk about their relationship difficulties with you?

| Response | Numbers of participants | |
|-----------------------|--------------------------------|-----------------------------|
| | <i>Pre-training</i> | <i>Post-training</i> |
| 1 (Not at all likely) | 0 | 0 |
| 2 | 2 | 1 |
| 3 | 1 | 1 |
| 4 | 11 | 5 |
| 5 (Extremely likely) | 5 | 10 |
| Total | 19 | 17 |

Confidence in talking about conflict

Participants were asked about whether they felt confident to talk to parents about conflict. After the training, most participants gave a rating of 4 or 5, showing higher confidence levels (see Table 3)

Table 3: How confident do you feel about talking to parents about the conflict in their relationship?

| Response | Numbers of participants | |
|--------------------------|--------------------------------|-----------------------------|
| | <i>Pre-training</i> | <i>Post-training</i> |
| 1 (Not at all confident) | 0 | 0 |
| 2 | 2 | 1 |
| 3 | 10 | 3 |
| 4 | 6 | 7 |
| 5 (Very confident) | 1 | 6 |
| Total | 19 | 17 |

Feeling informed about relationships and the impact of conflict on parenting

Most participants felt better informed after the training than before it (see Table 4). There was also a shift after the training according to how much they believed conflict had an impact on parenting, with all but 2 giving a maximum rating of 5 (see Table 5).

Table 4: How well informed do you feel about couples' relationships and what can go wrong with them?

| Response | Numbers of participants | |
|-----------------|--------------------------------|-----------------------------|
| | <i>Pre-training</i> | <i>Post-training</i> |
| 1 (Not at all) | 1 | 0 |
| 2 | 4 | 0 |
| 3 | 7 | 3 |
| 4 | 7 | 4 |
| 5 (Very well) | 0 | 10 |
| Total | 19 | 17 |

Table 5: How much do you think that conflict between couples / parents affects the way that they parent their children?

| Response | Numbers of participants | |
|-----------------|--------------------------------|-----------------------------|
| | <i>Pre-training</i> | <i>Post-training</i> |
| 1 (Not at all) | 0 | 0 |
| 2 | 0 | 0 |
| 3 | 1 | 0 |
| 4 | 8 | 2 |
| 5 (Very much) | 10 | 15 |
| Total | 19 | 17 |

Ratings of the course

At the end of the day, respondents were asked to rate various aspects of the course (see Table 6). Nearly all of the respondents were very positive about the course: 16 agreed that it met their expectations; 10 considered that it would change their way of working; 17 indicated that it had enhanced their understanding; 14 felt that it had helped developed their skills; and 15 considered that it had increased their confidence. No participants disagreed with any of these 5 items, although some felt unsure.

Table 6: General ratings of the course

In dealing with relationship problems, the course...

| | Disagree | Not sure | Agree |
|---|-----------------|-----------------|--------------|
| (a) <i>...met with my expectations</i> | | 1 | 16 |
| (b) <i>...will change my way of working</i> | | 7 | 10 |
| (c) <i>...enhanced my understanding</i> | | | 17 |
| (d) <i>...helped to develop my skills</i> | | 3 | 14 |
| (e) <i>...increased my confidence</i> | | 2 | 15 |

Written responses

Participants were asked about how confident they felt in terms of using the modules in a training session. Most participants felt fairly or reasonably confident, but many indicated that the coaching session would be valuable in developing this. They saw the training as the start of a process where they would develop confidence over time.

"I feel more confident but feel that I would need support in delivering it."

"Not totally, but getting there."

"Maybe another training day."

Participants were asked which aspects of the course were the most important to convey to parents. A number indicated that it was important to stress that conflict in relationships is normal. Others indicated the impact on children and others indicated the stages that all relationships pass through. Nobody considered that any part of the course should have been left out, although there was some acknowledgement that the course was rushed at times.

Some members of the group felt confused by the boundaries on how much help they are to offer people.

“I would need to be careful about input as I am not a relationship counsellor.”

“Community parents are not meant to be marriage guidance counsellors.”

Participants were asked if they considered that they might have difficulties in facilitating the modules. There were a number of different responses to this question. Three indicated no difficulties. Others mentioned that it might be difficult if community parents had any issues with their own relationships or if sensitive issues were raised in the training. Others believed that the sessions needed to be longer. Others felt they needed practice to get it right.

“Possibly if sensitive issues are raised which some volunteers may be experiencing/have experienced. Important to offer support here also.”

“Would certainly have longer sessions. Also think two trainers would be needed in case of upset.”

Verbal feedback

There was an opportunity for verbal feedback at the end of the day and this session was started by the participants working in pairs on some of the issues arising. The overall feeling was that the training day had been very useful and thought provoking and provided an insight and personal awareness into the area of conflict in relationships.

“Really enjoyed the day. Found it very useful and interesting. Looking forward to disseminating information to volunteers.”

However, a number of participants considered that although all the information was relevant, three sessions was too much to take in, in one day. They also felt that they would benefit from the further coaching session to increase their confidence on the subject and ways of approaching it, before being able to start using the modules in their own work.

There was much discussion on the impact of the training day on their own self awareness, how they handle conflict personally, and the impact of conflict in their own lives. Part of the day encouraged participants to consider their own childhoods and how their own parents handled conflict. This had been thought provoking but some found that it had interfered with their learning during the day. Those that had had difficult childhoods needed more time to process the feelings that had been provoked by this discussion.

Most participants felt that they needed more time to process their own issues and they needed to be aware of this when delivering training to others. It also created anxieties in the sorts of feelings that they might provoke in participants that attended their own training courses.

Many indicated that the 'normalising' of conflict was very important; they had learnt that conflict was inevitable in all relationships and a normal part of life. This had been a positive experience.

"They don't necessary want to tell you about it... It is usually very private between two adults but actually what you are saying is you normalise it... Saying the more you talk about it it's okay... It's normal."

They also felt that the model of the different stages in relationships was very helpful and this would be good to pass on to others. Others commented on the usefulness of the handouts which they could take away and look at in their own time and refer back to.

"I think the diagram of the steps is really useful and the way you did it and then the handout..."

The feedback from the group was mostly positive, but not from all participants. One felt negative and considered that she had been deskilled by the process and would not be able to pass the training on. She felt that one day was not enough time to be given to the training. Her response stimulated a few others to indicate they felt rather overloaded and lacked confidence. They had anxieties and concerns "about getting in too deep". They considered that the modules needed to be given at a slower pace with time to process and work through personal issues. Nevertheless, the majority of the participants felt positive. They understood that it was a difficult topic that may be difficult to deliver to others, but that this would be possible after being given the extra coaching and support.

5.2 Coaching

It was part of the agreement with the nine pairs of participants of the training that they would go on and deliver the training to others. In order to facilitate this training, the project team set up coaching sessions with each of the nine pairs of trainers. These coaching sessions took place at a time and location that was suitable to each pair of participants.

Coaching was focused on the specific needs of the trainers. It included the following: local context, outline of the course, training needs and the three modules in detail. The coach also gauged the confidence of the trainers, their anxieties, and their unmet needs.

The coach wrote down all the issues that were covered during the session. These issues were various and included the following anxieties and needs:

- how to introduce training to parents or to others and how to cope with what comes up as a result;
- more information on how to cope with personal baggage;
- more information on how to run modules.

These concerns were addressed by the coaches during the session.

One of the most striking findings from the feedback reports was the range in facilities and resources available to different participants. Some had few resources for training, such as overhead projectors, or a DVD player, and these were often unreliable. Others perceived that they had little outside supportive networks in place. Nevertheless, there were other participants who were positive about the resources available and their support.

The participants gave feedback on how they planned to use and adapt the course. A number had planned adaptations to suit their trainees. This included offering the modules weekly, or in four hour sessions, or by including more group exercises. Others had planned to train alone rather than with a partner.

During these sessions, many participants made positive comments on the materials, handouts, cartoons and layout. They commented on the value of having visual materials. Overall, the mood at the end of the coaching session was much more positive. Most participants indicated that they felt more confident and were eager to try the training out.

5.3 The delivery of the training to others

There are two aspects to this part of the evaluation; the roll-out of training courses from the original participants of the training and the feedback from one training course delivered to 13 community mums.

The evaluation team at One Plus One had planned to contact one of each pair of trainers to find out whether they had trained others or had incorporated the training into their own one-to-one work with others. For a number of reasons (for example, funding had been cut for some of the programmes and there were a lack of volunteers in some areas), it was only possible to contact three of the participants.

However all of these three participants had run training courses, including both volunteers and community workers. The numbers of participants ranged from 10 to 12. All three participants had run the training as three modules and it had gone well.

All three participants commented on the value of the video, not only for itself, but also because it was an excellent way of starting a discussion on a number of issues:

“People enjoyed watching the video. It was very good for discussion and people pick up on a range of different issues from viewing it.”

“The video is very good for discussions. People express/have different points of view about it. For instance, we have a dad’s worker and he was looking at it from a dad’s point of view”.

Feedback from the participants of these courses had been uniformly positive and thus the training had been a positive experience for the trainers. One participant had found the course difficult to deliver in places but not as difficult as she had originally thought. Another said:

“It was a very good course but once we have started training others, I have realised that it is even more useful than I initially thought.”

The three participants had used (or were planning to use) the training in their own one-to-one work with clients.

The three participants were all planning additional training courses in the future. There were a number of volunteers or community workers in their local area who could benefit from the training and these courses were in various stages of being set up.

“It is something [conflict] that a lot of volunteers and family workers come across, but they find it difficult. The training helps them to talk about it.”

5.4 Delivery of training to community mums

One of the pair of trainers delivered the training course to 13 community mums. The mums were given a relatively simple and short questionnaire after the training. However, the most useful feedback is the written comments that they made at the end of form.

The answers to the questions were all positive. All 13 found it easy to discuss things and they felt that they had enough opportunity to say what they wanted. Twelve found the session easy to follow, with only one indicating “not always”. Twelve also felt that the information included was just enough; only one wanted more information, especially on the stages of the relationship, and no-one wanted less.

The written comments were very positive. Some were on the training itself:

“I think the training was delivered so well. There were enough examples explained to get me really thinking. Thank you.”

“I thought all sessions were very interesting, full of information, and good handouts.”

“I enjoyed the course very much, and it will be very useful to the families I visit.”

"I particularly enjoyed the video; found it very interesting and it conveyed a lot of information".

"Informative. Group work promoted understanding and allowed opinions to be heard."

"Really enjoyed the delivery... Very friendly and put you at ease."

Some mentioned that they now felt more confident to talk to parents about conflict:

"A great atmosphere on this training session. I have gone from feeling uncertain about dealing with conflict, to feeling confident and comfortable approaching it. I have learnt a lot from this."

"I thought it was very good and helped me understand lots of things and gave me confidence to share this with other parents."

"I enjoyed all the sessions. I feel confident enough to be able to use the cartoons."

Some had comments about the format of the day, but there was no agreement on what was needed, with some wanting more and others less:

"I feel it may have been better to cover everything in one day/session."

"Would have liked more in depth information about the different stages."

"Could be a little more condensed. Otherwise, very good indeed."

6.0 Conclusion

The project was considered by all involved to be successful, not only in providing materials and resources but also by training participants who will be able to train others and use their knowledge gained in their work with parents.

The materials were considered appropriate by a range of volunteers, community workers, professionals and parents. The video, in particular, has been a resounding success and enables the material to be disseminated to large numbers of practitioners in the field.

7.0 References

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Appendix 1: One Plus One and the project team

About One Plus One

One Plus One is an independent organisation consisting of researchers, practitioners, trainers, and information specialists. The team monitors and reviews research findings and provides a sound knowledge base about relationships and effective support. One Plus One adds value to existing practice by developing innovative ways of getting specialist knowledge and skills to those working on the frontline with families.

The project team

Chris Ayles, Professor Ros Corney, Sue Dawson, Penny Mansfield, Dr Deirdre Morrod, Clare Negreira, and Jenny Reynolds.

Admin support: Vikki Place.

Between them they have experience in research, parent education and training, women's health, working with community volunteers and health visiting. They have been involved in reviewing research, writing the resources, training and coaching, video production, monitoring and evaluating training.

Appendix 2: Work programmes

Work programme for year beginning April 2004

| | |
|--|---|
| Key objective 1 | <p>Develop a modular training programme involving:</p> <ul style="list-style-type: none"> • 1 day workshop of three 1.5 hour modules; • 2.5 hour one-to-one coaching session. |
| What work will you do to meet this? | <ul style="list-style-type: none"> • Review existing training materials and relevant literature. • Consult with parenting professionals and volunteers. • Write content of workshop modules covering, among other things: parenting and partnerships; family dynamics; listening skills; impact of conflict; attachment theory; helping parents work together; how to train others; knowing your limits. |

| | |
|--|---|
| Key objective 2 | <p>Develop a resource pack to accompany the training.</p> |
| What work will you do to meet this? | <ul style="list-style-type: none"> • Write briefing notes to support course content, covering: information on couple conflict, the link to attachment theory, overview of family dynamics, the impact of parental conflict on children; impact of a baby on the couple; how to run training courses; using cartoon style pictures; working with members of black and minority ethnic groups. • Write a leaflet on conflict for parents. • Adapt existing cartoon resources. • Produce hand-outs reinforcing the information presented in course modules. • Design and print materials. |

| | |
|--|--|
| Key objective 3 | Pilot the workshop and resource pack. |
| What work will you do to meet this? | <ul style="list-style-type: none"> • Run a pilot course with 12-20 participants (parenting volunteers and professionals). • Conduct focus discussion groups with course participants. • Enable the participants to run courses with their colleagues. |

| | |
|--|--|
| Key objective 4 | Evaluate the training and materials. |
| What work will you do to meet this? | <ul style="list-style-type: none"> • Complete an analysis of the findings from the piloting of the workshop and resource pack. • Produce a working paper on the conduct and evaluation of the training and resources and discussing the implications of the findings for the production of the video resource. |

| | |
|--|--|
| Key objective 5 | Roll out the course and obtain accreditation. |
| What work will you do to meet this? | <ul style="list-style-type: none"> • Develop a package to assist trainees setting up their own courses. • Achieve accreditation of the course through the Open College. • Roll out the course via other parenting support programmes. |

Work programme for April 2005 to March 2006

Key objectives

1. Finalise selection of format and content for a video on parental conflict
2. Video production
3. Write accompanying notes for video
4. Launch and market video

Work completed to meet objective

- Select appropriate evidence based material on conflict to be included; establishing what further material should be included in the accompanying notes; establishing what parts of the video – if any – are best done with dramatised sequences; finding contributors and interviewees for the video; script development and preparation for advisory group.
- Set up the filming of the video. This will include:- locating any sets if doing dramatised section; establishing which interviewees will be filmed where; engaging a film crew.
- Film the video. This will include:- Interviews with parents and those who support them and possibly children; filming dramatised sequences.
- Edit the video. This will include:- hiring and edit suite for offline editing; hiring an editor; cutting together a rough-edit of the video; showing this rough-edit to the advisory group; making amendments to the video on the basis of their feedback; agreeing final version of the video; online editing and sound dubbing of broadcast quality video.
- Write accompanying notes for people who will use the video including guidance on use.
- Engage designer for notes and video cover.
- Print notes and video cover.
- Plan launch of video.
- Promote video through PR and distribution of review copies.
- Work with partners especially national umbrella organisations to identify best marketing lists for video.

Appendix 3: The Video/DVD – ‘my mum and dad argue a lot’

This 25-minute docudrama about parent conflict and its impact on children is based on a child's birthday party. It is in three parts linked to each of the three modules:

1. Families: The parents are preparing for the party with help from the grandmother and a supportive friend. Grandma is caring for the children, the parents are trying to decorate the room and finish the food preparations and the friend is packing the party bags. The stress of the day creates tension between the parents.
2. Party Time: The invited children arrive and the party gets underway as the friend takes charge of the games. The tension in the kitchen finally erupts into a noisy quarrel, overheard by the children. However, the day ends on a happy note as the cake is cut and the parents finally relax, pleased with the way things have turned out.
3. Kids Talk: In the final section we hear the children talking about how it feels for them when their parents argue and what it is like for them when the parents make up. Some describe what they see happening during an argument and say what they think should happen.

Appendix 4: Pre-training questionnaire

Parent conflict- reducing the fallout for children and adults Pre- training questionnaire

Please tick the appropriate box or write in the space provided.

About You

1. (a) What is your current role/ job?

General skills and confidence

2. How confident are you in the following:

(a) Listening closely to others:

Not at all confident 1 2 3 4 5 *Very confident*

(b) Giving information:

Not at all confident 1 2 3 4 5 *Very confident*

Parents' relationship problems with their partners

You must work with all sorts of relationship problems. We are particularly interested in relationship problems and difficulties between couples.

3. In your opinion, how appropriate is it for you to discuss relationship problems with parents?

Not at all appropriate 1 2 3 4 5 *Very appropriate*

4. How likely are you to offer help to a parent if they talk about their relationship difficulties with you?

Not at all likely 1 2 3 4 5 *Extremely likely*

5. How confident do you feel about talking to parents about the conflict in their relationship?

Not at all confident 1 2 3 4 5 *Very confident*

Issues for parents and families

6. How well informed do you feel about couples' relationships and what can go wrong for them?

Not at all 1 2 3 4 5 Very well

7. How much do you think that conflict between couples/parents affects the way that they parent their children?

Not at all 1 2 3 4 5 Very much

The training

8. What do you hope to achieve from attending today's training?

.....
.....
.....

9. Do you have any concerns or anxiety about a) the training or b) training others?

.....
.....
.....

Any other comments

10. If there is anything else you would like to add, please do so.

.....
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.....

We would be grateful if you could tell us the date of your birthday. This will allow us to match this questionnaire with one completed at the end.

Birthday: day month.....

Thank you very much. Research Team, One Plus One

Appendix 5: Post-training questionnaire

Parent conflict- reducing the fallout for children and adults Post- training questionnaire

Your own general skills and confidence

1. Now that you have finished the course, how confident are you in the following:

(a) Listening closely to others:

Not at all confident 1 2 3 4 5 *Very confident*

(b) Giving information:

Not at all confident 1 2 3 4 5 *Very confident*

Parents' relationship problems with their partners

2. How appropriate is it for you to discuss relationship problems with parents?

Not at all appropriate 1 2 3 4 5 *Very appropriate*

3. How likely are you to offer help to a parent if they talk about their relationship difficulties with you?

Not at all likely 1 2 3 4 5 *Extremely likely*

4. How confident do you feel about talking to parents about the conflict in their relationship?

Not at all confident 1 2 3 4 5 *Very confident*

Issues for parents and families

5. How well informed do you feel about couples' relationships and what can go wrong for them?

Not at all 1 2 3 4 5 *Very well*

6. How much do you think that conflict between couples/parents affects the way that they parent their children?

Not at all 1 2 3 4 5 Very much

7. How much do you agree with the following statements? In dealing with relationship problems, the **course**.....

| | Disagree | Not sure | Agree |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
| (a) ...met with my expectations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) ...will change my way of working | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) ...enhanced my understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (d)...helped to develop my skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (e)...increased my confidence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Training others

8. How confident do you feel in terms of using these modules in a training session?

.....
.....
.....

9. Which aspects or sessions of the course do you think it is most important to stress?

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.....
.....

10. Could anything be left out?

.....
.....
.....

11. Do you think you may have difficulties in teaching these modules?
If yes, what do you think they might be?

.....
.....
.....

12. Birthday: day month.....

Thank you for your time and co-operation.