

# "I changed the way I parented"

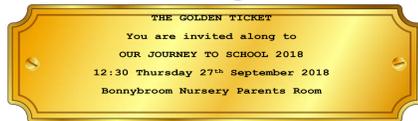
## Relationships & shared learning empowering parents to change life outcomes.



Growing up in poverty can severely affect development and have a negative impact on health, education, family relationships and aspirations.

In some areas of Glasgow, around 85% of children are classed as having impoverished language skills on access to school. In the majority of cases these difficulties are classed as *transient*, meaning that in the right conditions children can catch up with peers. This formed the rationale for the project. Our group members were specifically identified with this in mind, as they are families affected by social inequity and the effect on children in terms of opportunity however do not meet existing threshold for additional or specialist services pre-school. The focus of the aim was based on evidence that recognises the significant role of the family on a child's life outcomes. The area chosen has one of the highest levels of multiple deprivation in Scotland and all children live in SIMD1.

**Aim: By February 2019, 100% of families of the 4 targeted children of Bonnybroom Nursery class of 2019 will feel more empowered to support their child's learning journey.**

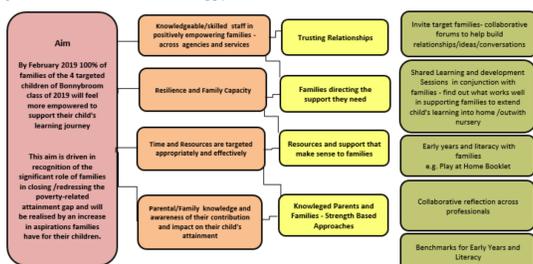


### Method

We developed a multi-agency team (HV, HON, OT, SLT) which took time to establish. We felt strongly that the group should be embedded within a nursery that already had strong community links. We did not "jump in" but spent time developing a shared philosophy and understanding of what we all aimed to achieve and how. Families were specifically selected by HON.

### Process Change

Our theory of change was centred on the families' needs and wants, not dictated by professional agendas and no assumptions were made. All teach, all learn ethos. Doing it together, not doing it to "them". Force-field analysis was a useful tool that helped our determination. At the outset, significant time was invested in developing relationships with families and this was key to ensure genuine **co-production** of the project content and generating change ideas. Families priorities were behaviour management, language and play, routines, transition to school, motor development for writing, mindfulness and the next chapter for the mums.



### Achievements

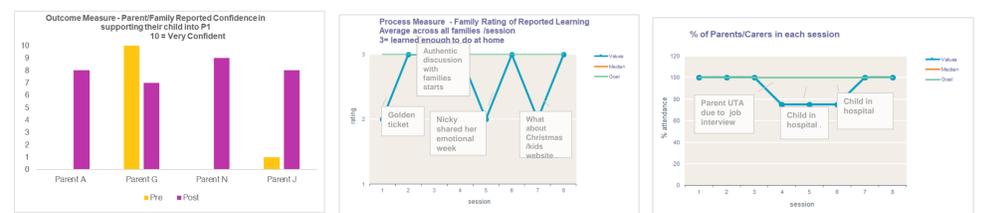
We have formed a strong professional collaborative and this has enhanced our practice particularly in establishing genuine relationships with families in order that interventions are useful and used by families. We experienced a change in our professional attitudes and have gained a tremendous insight into communications and behaviours which act as barriers.

### Key Learning Points

Having a "key person" that the families trusted was crucial. Careful selection of participants - not random. True collaboration achieved by listening, suspension of technical expertise, waiting and careful planning, maintaining communication in all forms, being responsive to needs raised in sessions, unwavering commitment and flexibility which has shown a positive impact for the families in this project. Forging trusting relationships across professional networks and with families takes time but working with people in this way helps them take control.

### Results

The aim was achieved. The first chart shows all families reporting feeling sufficiently skilled (7 and above) to prepare their child for school at the end of the 'project'. Two mums reported 0 confidence and one reported 10 at the outset.



The second chart shows average scores on family learning experienced per session. All families reported interacting and playing, reading and enjoying their child more since being part of the "Journey to School Project". Chart 3 illustrates the consistent and high levels of attendance from families.



### Conclusions

All the boys have settled well into P1. J is employed and applying for SFL posts within GCC; G is on the wait list for Access to Nursing; N is supporting other families in the community and wants to be a catering assistant; A is seeking more hairstyling clients. This is what the mums said recently about their "club":

**"You could just come and say anything. You weren't judged or spoke about. Nobody looked down their nose at you."**  
**"You feel more confident-you don't need to question yourself. You don't feel like your making the wrong choice."**

**"We're all confident enough to go and get jobs."**

The mums have requested that we all meet up again!



### Scale / Spread

- We have shared the ethos of our project in many forums including the CYPIC Conference 2018; BMJ conference 2019; ACE Centre/Academic CAMHS 3<sup>rd</sup> International Conference 2019.
- We have shared our learning at uni Professional level and see the impact on practise.
- The parents from the original cohort have gone on to access more parent-child activity groups.
- We have been approached by other professionals asking how they can use this learning in their own communities.
- We are sharing our learning with senior strategic leaders.
- This is an ethos - not a bundle or package to be replicated.