



Parents Inc. Toolbox Evaluation

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Prepared by
 • **point**research

SUMMARY OF FINDINGS

In Terms 3 and 4 of 2009 236 Parents Inc. facilitators ran 236 courses. Participants were invited to participate in an evaluation and complete an on-line pre course and post course questionnaire.

This is a very early report of those findings.

The response rate has been fairly low but is still building. To date, 164 parents have completed the pre course questionnaire and 45 have completed the post course questionnaire. However there is a steady stream of respondents completing the questionnaires. Incentives are now being offered to try and further boost the response rate.

Although most parents joined the group as they wanted reassurance that they were on the track, or wanted to gain some fresh ideas, half wanted to make changes to the way they parent and one-third felt as if they needed some help. This group of parents felt that they were really struggling or not coping particularly well.

Most parents come to the course with issues that they wanted address. There were a wide variety of issues, but the largest groups wanted to know how to build more positive relationships with their children.

Of those that have completed the post course evaluation, most (76%) said that the issues that they wanted to see covered by the course had been covered. Most parents (75%) felt as if the course had influenced the way they parented and over half were able to give examples that described, in some cases, significant changes that they had made in their parenting.

Some parents have asked for more information on the following topics:

- Age related strategies for dealing with unwanted behaviour in younger kids (2).
- Sibling rivalry
- Sexuality and hormones
- Truancy, bullying
- Alcohol and drugs
- The marriage team
- Single parent families.

Although the survey is in its early stages it is noted that the response has been extremely positive with most parents, particularly those stressed about parenting, rating each of the topics and techniques covered in the Toolbox courses as either 4 or 5 on a 5 point scale where 1 is not at all useful and 5 is very useful.

Not only do most of the parents feel that attending the course has helped them to be more confident, reassured them about the way they parent and helped them to become better parents, many report that they are making changes to the way they parents as a result of attending the course.

This evaluation will be updated at the end of 2010 when more parents have participated in the evaluation.

TOOLBOX

Toolbox groups are six-week parenting groups facilitated by trained local volunteers. They tend to be informal and are usually held in someone's home. There is a comprehensive manual, 'experts' on video and exercises designed to promote interaction.¹

They are designed to promote opportunities where parents can share experiences. Each session leaves participants with a range of activities and strategies to try at home.

These include:

- Toolbox parenting groups – early years (0-6)
- Toolbox parenting groups – middle years (6-12)
- Toolbox parenting groups – teenage years (12+)

Parents Inc. ran 236 Toolbox parenting groups in terms 3 and 4 of 2009. The average attendance is 10 people per group. Over the past seven to eight years, Parents Inc. estimate that over 15,000 parents have attended a Toolbox parenting group.

During this time, evaluation activities have been undertaken to evaluate these courses and provide Parents Inc. with feedback from the participants, the course hosts and the facilitators.

These evaluations, which have been overwhelmingly positive, have been useful in supporting the ongoing planning, development and implementation of these programmes.

However although the evaluations to date have been useful in providing a snapshot of attendees' perceptions of these groups and their usefulness, it is unknown whether these groups have had an impact over the longer term on attitudes, confidence and behaviour.

Parents Inc. has received a large number of letters and substantial feedback on its website from participants who have attended the programmes, thanking Parents Inc. for supporting them in changing the way they behave/parent/partner etc. However, this feedback is provided on an ad hoc basis and is not sufficiently systematic to determine whether these views are more generally held.

Aims and Objectives

The overall purpose of the evaluation is to determine whether the programmes that Parents Inc. run are being done in the best possible way, and in particular:

- How Parents Inc. can improve its courses,
- Whether Parents Inc. is achieving its objectives
- Whether Parents Inc. is having an impact on *confidence, attitudes and behaviour*, particularly over the *longer term*.

The results of this phase of the project are the first in a longitudinal study designed to look at this long term impact.

Methodology

In the first phase of this study participants were invited by email to complete an on-line questionnaire about their pre and post course experiences.² The questionnaire took 10-15 minutes to complete and was designed to look at:

- The reasons for enrolment
- How they felt about their parenting prior to enrolment
- The changes that they hoped to make in their parenting and relationships
- To what extent the group addressed any issues that they were facing
- Changes that they have made in their parenting.

The evaluation has been designed to provide Parents Inc. with feedback on the longer term impact that their courses have had on the attitudes and behaviour of those who have attended.

Overall Response

To date, 164 parents have responded to the pre-course evaluation, and 45 to the follow-up survey. Of those attending the courses, half of the respondents (50%) completed an Early Years groups (0-6). A further 27% attended Toolbox Middle Years (6-12) and the remainder (22%) attended the Toolbox group - The Teenage Years (12-18).

It is noted that the post course evaluation is in its early stages and will have a more complete sample by December 2010. The early results of the post course survey should be treated at this stage as indicative only. The post course results to date, however, are highly consistent with the findings of a survey of those who had participated in Toolbox groups conducted in 2008.

From April the survey will be incentivised in an attempt to increase the response rate. The incentives will include:

- A Maxwell and Williams Fine Bone China Cashmere - 16 piece set.
- Three Ian Grant signed Books – Growing Great Boys, Growing Great Girls, Growing Great Marriages
- A table Topics Family Gathering

Overall Results

PRIOR TO THE COURSE

Many of the parents are joining the Toolbox groups as they need help with their parenting or want to make changes in the way they parent.

Although half of the parents (53%) wanted reassurance that they were on the right track, almost one-third of the parents that joined the group (30%) did so because they felt that they needed some help or wanted support (17%). Half (50%) joined the group as they wanted to make changes in the way they parented or wanted to get some new ideas (70%).

Comments included:

Sometimes I don't know how to manage 3 children at once.

I want to identify my behaviours that may contribute to what I see as the negatives in my son's behaviour & see what I can change about the way I interact with him.

A friend was in real need so we did it together for support

I thought it would be a good thing to do as a couple. Ensure we are both parenting from the same book!

Most (59%) said that the parenting groups had been recommended to them. The recommendations came largely from parents who had been before (32%) a friend who had been before (30%) or a facilitator (21%). Other sources included social workers, CYF staff, counsellors, school staff and Citizens Advice Bureau.

FEELINGS WHEN FIRST ENROLLED

Many of the parents who joined the groups felt that they were coping pretty well (58%) or felt that everything was under control (21%). However, almost one-third (29%) of those

attending felt that they were only just coping, not coping that well or really struggling with parenting issues.

CHANGES

Most parents had hoped to make changes in the way that they parented (72%) and in their child(ren)'s behaviour (69%) with one-third stating that there were particular issues that they wanted addressed.

These included issues such as :

PARENTING CONFIDENCE (1)

To be confident in our parenting style.

HOW TO BUILD POSITIVE RELATIONSHIPS (10)

How to build a relationship with my child.

Having more fun with my family.

Creating a positive and fun family environment.

Being able to give each child individual time without the others interrupting.

Bring lightness into my communications, and to learn to listen more.

Demonstrating my love to child Building relationship with child.

How to cut down grumbling and complaining.

Equipping my husband and I with the right tools to handle difficult situations and to be a happy family.

How to make your teen to trust you.

For me to gain clear insight into the growing psychology and individualisation of my daughter. Sometimes I don't know what's going on with her and I. We have not been reacting to each other well lately. To understand her development and to know how best to be involved in her life. To assist her constructively. To love her well. To find out how to encourage and place discipline into her life.

CHILD DEVELOPMENT (6)

Understanding different phases of a child's development - and what they need in each phase.

To know that certain behaviour in children is normal and how I can respond positively to them with confidence.

Just those daily issues that face parents. Talking around toilet training, how to avoid outside influences. preparing your child for school.

Strategies for coping with a typical two year old.

Bed time toilet training strategies.

Sleeping issues i.e. not sleeping at night.

BEHAVIOUR AND MANAGEMENT (3)

How to deal with specific behaviours.

Teaching the values of socially acceptable behaviour to my child Teach my child not to argue with adults about everything.

Handling behavioural problems not listening or taking any notice.

DIFFERENT PERSONALITY TYPES (5)

How to parent strong willed children.

Understand my child's personality Understand how my child thinks.

Managing a child who is quick to anger. Helping children make friends. Shy children.

Raising a child that is wired differently from myself. The way she responds to stuff is totally different to me so I'm not sure how to respond.

Understand my child's personality Understand how my child thinks.

COPING WITH PARENTING (1)

How to maintain my own energy while parenting different tools for parenting.

POSITIVE PARENTING (1)

To make parenting educational and deliberate and not reactionary.

DISCIPLINE (7)

Discipline techniques.

How to stay calm. What consequences to use.

Parenting without smacking.

What do you do if time out and charts don't work when you have a child with add adhd

Discipline, and children taking responsibility for their actions.

SIBLINGS, SIBLING RIVALRY AND ARGUMENTS (7)

Sibling relationships - hints on parenting two (or more) kids.

Parenting each child the same and fairness to both and not favouring on.

Fighting between siblings.

Sibling rivalry - especially with step siblings and blended family issues.

HOW TO DEAL WITH CHILD'S ANGER (3)

Dealing with anger.

Remaining calm in the face of adversity!!!

Behaviour issues relating to anger in preteen boys.

COMMUNICATION ISSUES (4)

Bring lightness into my communications, and to learn to listen more.

I need lots & lots of 'hot tips' and 'conversation starters'. Being a single parent, I get too tired to think. Hot tips, or 'things to do together' suggestions will be supportive to me.

Sexual issues - how to talk to kids about it.

Communication strategies to engage co-operation.

ESTABLISHING BOUNDARIES (3)

Cell phone and computer use.

Taking children on outings: how to get them to stay within the rules you set.

Boyfriends- age appropriate boundaries.

BUILDING SELF ESTEEM (3)

To help us raise a confident child.

Self esteem in boys and girls.

Encouraging positive self esteem.

FOOD ISSUES (1)

Food issues for girls.

HELP FOR SINGLE PARENTS (2)

It would be good to see Toolbox courses for solo-parents and the specific parenting / gender issues they face.

JOINT PARENTING (2)

Co-parenting (when separated).

Parenting as a team.

BLENDED FAMILIES (3)

Blending families.

More on blended families, the strain of the non genetic parent are very high when the genetic parent does not understand what the kids do when the genetic parent is not around.

BULLYING (1)

FOLLOWING THE COURSE

A total of 45 respondents participated in the post course evaluation. Of these all but one (98%) had completed the course. The respondent who did not complete the course read the notes.

Most had completed the course 3 or more months before (85%).

When they thought back on the course most were fairly (65%) or very confident (35%) that they would be able to do the things being suggested in the Toolbox group and that the things suggested would work.

Most of the participants (58%) said that they had made some changes and that these were working well. A further 30% said that they had started to change things but it was difficult. Two respondents (5%) said that they were overwhelmed about how difficult it is to change things. Four (10%) felt that nothing had really changed for them.

When reflecting back, most (68%) said that they had wanted specific issues covered. Most (76%) felt the issues that they had wanted covered had been covered and had given them new ideas as well. A further 12% felt that they had found out what they needed to know. Only 3 of the respondents (12%) felt that only some issues were covered, or that it had not covered the issues that they had wanted to find out about.

At the time of the group, most of the respondents (95%) were fairly confident or very confident that they would be able to implement the things suggested in the group and that the things being suggested would work.

In total 75% said that the seminar had had an influence on the way they parented or acted in their marriage in relationship, with a further 12.5% noting that although the changes had not been put in place yet, they still intended to make changes.

Many of the parents (26) described the ways in which Toolbox groups had changed the ways that they parented.

Comments include:

CHILD DEVELOPMENT

Increasing responsibilities and freedom gradually and appropriately for their age.

Giving children more freedom as they show more maturity and discussing this with them.

I am able to understand why my children behave and do certain things. I sit back and apply what I have learnt and it is working well, instead of reacting negatively and instantly.

Allowing child more independence and chance to learn from mistakes.

FAMILY TIME

Doing family togetherness is understood by the baby already i.e. is a "team" eater. Meals are for EVERYONE at the same time (Though pre-schooler eating enough is still an issue for parents) Being able to balance "focused time" with both children.

Family meetings/ discussions and setting traditions.

Try to create family traditions and special memories.

RELATIONSHIPS

I liked the information about identity. I am conscious about how I label my child.

Some of the things like building my self esteem and expressing them how much I love them.

Trying to get daughter more involved in family matters.

DIFFERENT PERSONALITY TYPES

I have a better understanding of what sort of child I have and how to address matters because of how he is a beaver. I used to say to him hurry up get of the swing now. But because of the course it has taught me to say to him OK you have five more minutes and then you have to get of the swing. It works because he does get of the swing in five minutes. Also knowing what sort of parent I am and how I have been changing slowly to become a better parent.

CONSISTENCY AND POSITIVE PARENTING

Stopped saying "no" all the time, by changing it into "yes you can play outside after your sleep" (for example).

Trying to celebrate and acknowledge the children's achievements, trying to say how I am feeling when they act in a certain way, try think about what type of parent I am being to for children.

Thinking more before reacting to the situation. Trying to use more positive words/actions than negative when a problem/behaviour occurs. Reinforcing positive feedback and encouraging the good behaviour a lot more than I was.

ANGER

I (mum) am trying to not yell as much... Not yelling is working well. Time out for everyone works well too when things become too much.

Reminder to remain calm reinforced and always uppermost in my mind, and a biggie

DISCIPLINE

Changed the name of the "naughty mat" to the "thinking mat"... Also coming down to pre-schooler's level makes a difference.

Trying not to let anger enter the communication. Applying natural consequences. Not being afraid to be the parent and say no to some things.

I try to use some of the techniques covered such as time out/ trying to spend more time having fun and playing, being firm and following through when I say no.

Being more firm on the boundaries and not entering into a big debate or lecture. Not over-reacting and dealing with things when I have had time to calm down.

COMMUNICATION

Debriefing, and using language that encourages my children to open up.

Listening to concerns.

We are listening to what each other has to say.

Using more discussion and family time to talk through things and behaviours etc

CONFIDENCE

I feel more confident in my ability to parent and we have a lot more fun together!

Well overall these courses help me become/support me in being a confident parent! Cannot pinpoint anything that I changed or did, but the courses certainly give me lots of ideas, of how to be a better parent and mother!

Concentrating on being a backbone parent but still being flexible encouraging my daughter to talk to me I feel confident and therefore don't worry so much and beat myself up.

Sweating the big things and ignoring the small things.

Those that were unsure if they would make changes (the remaining 12.5%) tended to have no children or very young babies.

(Our baby) was only 9 months when we did the course, so it was really a preparatory course. We were thinking ahead. Many of the tools we haven't been able to use yet

because she is too little. We plan to do the course again when she is nearly two - it will be a good refresher. The course was great as it got my husband and I thinking and planning about the next stage.

We are planning a family, and host young international students. We have really found the course useful as a preparation for children and have recommended to our other childless but planning family friends that they do the course first. It has enabled us to talk as a couple about what we feel are important and to begin as we plan to go on. We have watched what has worked with other couples in the group who did the course and see positive changes and are confident that we are now equipped as best we can be to take on the role of parents.

Most of the respondents said that they found almost all the topics useful. Topics specifically mentioned included:

- Thinking about traditions
- Discipline
- How to deal with tantrums
- Personality types and style of communication
- Trust bucket
- Some participants also said that they felt that the support they received from others was valuable and useful
- The V of love.

When asked if there were any topics that they would like to have seen covered or covered in more detail, most said that there were not.

Those that did feel that they would like to see more on:

- Age related strategies for dealing with unwanted behaviour in younger kids (2).

Many of the strategies suggested relied on a level of understanding that my child simply doesn't have yet. I realise that some may already understand verbalised 'consequences' at this stage but my boy simply doesn't. (He is under 18 months)

- Sibling rivalry
- Sexuality and hormones
- Truancy, bullying
- Alcohol and drugs
- The marriage team
- Single parent families

It would be really useful to have a toolbox course specifically for single parents - We still have the same issues but a lot of the time it is harder because I feel more pressure to do things with my daughter but it is difficult to find the time.

- Parenting teenagers with depression.

Several couples had been referred because of a depressed teenager. The whole course served to reassure us that we weren't terrible parents - but it didn't give us much else to help our kids. Maybe that is the reality that we just have to live with, and get on with being the best parents we can be, and stop thinking it must be our fault.

Several parents asked for follow-up sessions.

I think it would be useful to have a 1 session refresher course about 3 months later to remind us of the techniques covered and too ask questions, discuss how to solve new issues and to remind us of the tools covered in the course. It would be good to have heard what happens and how to cope when you actually stuff up as a parent and make bad choices or that ever when using good techniques the children still don't listen or do as they are told.

Several parents also felt that the tutors relied too heavily on reading the manual.

I thought that the structure/range of topics was good but there was far too much time with the tutors or us just reading aloud from the manual or watching & listening to DVDs of what was in the handbook. I didn't see any attempt at finding solutions to actual issues that certain parents raised (unless this was followed up on a one-to-one basis later). I thought that the parents had just as valid suggestions as the course did (as per the manual) but that the manual overrode these discussions. Often we had to stop what was developing into a useful discussion on a 'real' issue to return to the manual because we were 'running out of time'. I'm not convinced that those parents who had real issues with their teenagers (running away at night, drinking a lot etc) felt they were assisted. I thought the 'going through the manual' part of the course could have been completed in half the time.

I would have preferred to covered more detail and less of the instructor reading from the book, in my view I can read and more than capable of doing so, sitting having material read word for word was frankly (in my view) a waste of time.

FACILITATOR

Most of the respondents agreed that the facilitator was knowledgeable and informative rather than preachy (77%). The majority also agreed that facilitators were respectful of differences in the group (87%), allowed people to speak or ask questions, even about difficult issues (92%) and that they helped to create an atmosphere where the respondents felt competent rather than hopeless or guilty (92%).

Some had suggestions on how facilitators could have improved the session. Comments included:

Ensure the way people are seated doesn't create any physical barriers that might exclude anyone.

Stood back and allowed the group discussion a bit more.

Time management could have been better. Some material had less time for and would have been good to spend more time on.

When asked questions about specific problems, one of our facilitators offered advice that was not age-appropriate and I she made me feel uncomfortable when I tried to suggest that this was the case.

Less reading from text book

We had some particularly vocal members in the group, sometimes it would have been helpful if they had been limited in their contributing. Our facilitator struggled to do so.

Most of those who commented, however, felt the facilitation went well and that the facilitators did a great job.

Superb job done! :)

The facillitation was perfect and very experienced. Bravol

Recommendation

Most respondents (84%) said that they would recommend the group to others.

It is sensible, fun, straight forward advice. It also doesn't teach a method, but rather, as the name suggests, gives different tools that have worked for others. There is an appreciation that children and parents are all different and what works for one parents and/or child might not work for another so it is time to think about another tool.

We all tend to live in our own little worlds and think we're suffering in it alone. Meeting other parents, with similar 'problems' or advice because they've 'been there and done that' is a great reassurance that we're actually doing ok! :)

I found the information helpful and gave me confidence in what I was doing right and the things I was not doing "so right" tools to change.

Most agreed (72%) that they would be quite or very likely to attend another Parents Inc. group or seminar.



EARLY YEARS

To date 21 respondents completed the post course evaluation. The topics that they found most likely to consider to have been valuable were Establishing family traditions (100%), making childhood memories (100%) the physical and emotional needs of 0-6 year olds (95%), the importance of rules with reason (93%), tools for engaging cooperation (90%), and building self esteem (90.1%). Looking after yourself as a parent was considered the least useful topic.

The following is a list of the topics that Toolbox covers. How useful have you found these topics?

n - 21	1 - Not Useful	2	3	4	5 - Very Useful
Valuing your role as a parent	0%	5%	10%	35%	50%
Learning what type of parent you are i.e. Sergeant Major, Jelly fish, Neglectful	0%	10%	10%	38 %	43%
Becoming a back-bone parent coach	0 %	10%	10%	24%	57%
Looking after yourself as a parent	0%	15%	15%	35%	35%
The physical and emotional needs of 0-6 year olds	0%	0%	5%	33%	62%
Building self esteem in your child/ren i.e. acceptance, affection, affirmation, attention, accountability	0%	0%	5%	33%	62%
The importance of rules with reasons	0%	0%	5%	38%	57%
Establishing family traditions	0%	0%	0%	43%	57%
Making childhood memories	0%	0%	0%	33%	67%
Tools for engaging cooperation with your children	0%	5%	5%	25%	65%

Most families said that they often ate meals together (94%), enjoyed family occasions together (95%), allowed them choices that encouraged independence (100%), gave their children more positive than negative attention (100%) and played together (100%).³

How often would you say that you do the following things in your family?

n - 21	Never	Occasionally	Sometimes	Often
Eat meals together	0%	5%	14%	81%
Play together	0%	0%	27%	71%
Celebrate successes e.g. by using the Red Plate	30%	35%	15%	20%
Allow your child/ren choices that encourage them to become more independent	0%	0%	43%	57%
Enjoy family occasions together	0%	5%	10%	85%
Give more positive attention to your children than negative	0%	0%	29%	71%

Positive parenting behaviour improved across all the activities. Almost half of parents (48%) said that they gave their children more positive attention than negative attention following participation in their Toolbox group. Two-thirds (67%) said that they gave their children choices that encouraged them to become more independent more often than they had done previously. Some respondents also reported that they were now playing together (29%), enjoying family occasions together (43%) and eating meals together more often (24%) than they had done prior to attending their Toolbox groups.

Has the frequency changed in any way since you took part in your group?

n = 21	Not sure	We do it less often than we used to	There has been no real change in frequency	We do it more often than we used to
Eat meals together	0%	0%	76%	24%
Play together	5%	0%	67%	29%
Celebrate successes e.g. by using the Red Plate	10%	5%	70%	15%

³ There is evidence to suggest that these activities help parents and children interact, and contribute to wellbeing. For example, families who have regular family dinners have better school performance, better behaviour and are less likely to engage in risk taking behaviour.

Allow your child/ren choices that encourage them to become more independent	0%	5%	29%	67%
Enjoy family occasions together	0%	5%	52%	43%
Give more positive attention to your children than negative	0%	5%	48%	48%

Most parents said that they found tools for considering hot spots (96%) and engaging cooperation (96%) useful. The DDS system which is designed to describe what you see, feel and sum up with a word was least likely to be considered useful (52%).

The groups also cover some ideas (tools) on how to handle different situations. How useful have you found these?

n = 21	Not sure /don't remember it	Not at all useful	Not particularly useful	Quite useful	Very useful	Missed that session
Tools for engaging co-operation e.g. In our family 'we'...	5%	0%	0%	48%	48%	0%
Tools for handling the Hot Spots e.g. Using consequences	0%	0%	5%	53%	43%	0%
Stand and think - the thinking chair	10%	0%	15%	45%	30%	0%
The DDS system - describe what you see, describe what you feel, sum up with a word	24%	5%	19%	33%	19%	0%

Although most of the tools suggested for handling hot spots were considered useful, most parents considered distraction (95%) boundary setting (76%) and consequences (76%) to be the particularly useful tools for this age group.

Here are some of the tools that are suggested for handling hot spots. How useful have you found these?

n = 21	1 - Not Very Useful	2	3	4	5 - Very Useful
Distraction	0%	0%	5%	33%	62%
Stern face	0%	5%	38%	38%	19%
Swoop and scoop	5%	5%	33%	24%	33%
Acknowledging feelings	5%	5%	19%	43%	29%
Selective deafness	10%	5%	33%	43%	10%
Setting boundaries	0%	0%	24%	43%	33%
Practise behaviour you want	0%	5%	38%	33%	24%
Use 'No' sparingly	0%	10%	43%	24%	24%
The broken record	10%	0%	52%	19%	19%
Cue - Prompt - Reinforce	0%	5%	50%	25%	20%
Use empathy for the victim	5%	0%	29%	33%	33%
Consequences	0%	0%	24%	29%	48%

Most parents found each of the tools designed to engage cooperation with their children, useful. The tools considered by the greatest percentage of respondents to be useful were those that reinforced good behaviour (95%) and about giving clear simple instructions (95%). Fewer than half the parents (42%) found the use of the impersonal a useful tool.

It also covered tools for engaging cooperation. How useful have these been?

n = 20	1 - Not very Useful	2	3	4	5 - Very Useful
Show them how	0%	0%	30%	30%	40%
Clear simple instructions	0%	0%	5%	37%	58%
Tone of voice	0%	0%	21%	37%	42%
Plan ahead	5%	0%	21%	32%	42%
Mistakes are opportunities	5%	0%	30%	35%	30%
Rehearse the ritual	6%	11%	28%	44%	11%
Use of the impersonal	5%	5%	47%	32%	11%
Play pretend	5%	5%	21%	47%	21%
Choices	5%	0%	21%	42%	32%
Thinking words and fighting words	5%	5%	37%	26%	26%
Say yes	5%	0%	21%	32%	42%
Reinforce good behaviour	5%	0%	0%	47%	47%
Use of a timer	11%	16%	21%	21%	32%
Celebration	5%	0%	21%	32%	42%
Family discussions	5%	5%	32%	32%	26%

Overall, the respondents who attended early years course felt that it had helped them become a better parent (85%), reassured them about the way they parent (85%), helped them to become more confident (75%) and changed the way they parented (75%)

Thinking about the group overall, to what extent do you agree with the following statements?

n = 20

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
It has helped me to become a more confident parent	0%	5%	20%	55%	20%
It has changed the way I parent: The course has given me some more tools to help me parent	0%	5%	20%	40%	35%
It has reassured me about the way I parent	0%	0%	15%	40%	45%
It has helped me become a better parent	0%	0%	15%	50%	35%

MIDDLE YEARS

Ten respondents from the middle years group completed the post course evaluation. Overall most respondents found the seminars useful or very useful. Whereas 80% said that they found creating a mission statement of use, many of the parents found becoming a parent coach (90%) and valuing your role as a parent (90%), useful tools.

Thinking about Toolbox - the Middle Years, how useful did you find the following topics?

n = 10	1 - Not Very Useful	2	3	4	5 - Very Useful
Valuing your role as a parent	0%	0%	10%	0%	90%
Creating a family mission statement	0%	10%	10%	40%	40%
Establishing a set of family values	0%	0%	20%	30%	50%
Becoming a parent coach - Firm, Fair, Friendly	0%	0%	10%	20%	70%
Practicing techniques to build self esteem	0%	0%	20%	20%	60%

The middle years parenting groups focuses on strategies that can be designed to build self esteem. Most parents found reflective parenting (70%) a useful strategy with their own children and 80% found using teachable moments useful.

The following strategies can be used to build self esteem. How useful have you found these strategies with your own children?

n = 10	1 - Not Very Useful	2	3	4	5 - Very Useful
Reflective listening i.e. using language like 'so you are feeling...'	0%	10%	20%	30%	40%

Teachable moments i.e. turning mistakes into learning opportunities 0% 10% 10% 40% **40%**

The Toolbox groups look at ways that children can be helped to develop emotional intelligence.

Once again most parents found the strategies useful with 90% finding the strategy designed to teach children to make polite requests of use.

Toolbox covered ways to help your child develop emotional intelligence. How useful have you found these strategies in your family?

n = 10	1 - Not Very Useful	2	3	4	5 - Very Useful
Giving your children opportunities to talk e.g. Using talk triggers	0%	0%	20%	20%	60%
Talking about the day with your children e.g. debriefing	0%	0%	10%	60%	30%
Teaching them how to make positive requests i.e. polite, not whining	0%	0%	10%	40%	50%
Developing family values and communicating them	0%	0%	10%	30%	60%

Most respondents also found the V of love, which looks at how to widen children's choices and increasing responsibilities as children get older, useful (90%).

It also concentrates on ways of establishing great communication with your children. How useful have these topics been?

n = 9	1 - Not Very Useful	2	3	4	5 - Very Useful
Holding family meetings	22%	0%	22%	33%	22%
Making childhood memories	11%	0%	11%	11%	67%

Establishing family traditions	0%	11%	11%	0%	78%
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Overall, the Toolbox group, the Middle Years, was seen by most parents to have helped them become more confident parents (100%). Parents felt that it had reassured them about their parenting (89%), given them some tools to help them parent (89%) and helped them to become a better parent (88%).

Thinking about Toolbox - The Middle Years overall, to what extent do you agree with the following statements?

n = 9

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
It has helped me to become a more confident parent	0%	0%	0%	89%	11%
It has changed the way I parent: The course has given me some more tools to help me parent	0%	0%	11%	89%	0%
It has reassured me about the way I parent	0%	0%	11%	33%	56%
It has helped me become a better parent	0%	0%	11%	44%	44%

TEENAGE YEARS

Nine respondents completed the post course evaluation and spoke of their experiences in the Toolbox – The Teenage Years groups. Most found the topics covered to have been useful. They found becoming a parent coach of particular use.

The following topics are covered in Toolbox - The Teenage Years. How useful did you find these?

n = 9	1 - Not Very Useful	2	3	4	5 - Very Useful
Understanding your role as a parent i.e. you are still a parent to your teenager	0%	22%	11%	22%	44%
Becoming a parent coach	0%	25%	25%	13%	38%
Teenagers are changing and going through physical and mental changes - we need to take these into account and adapt the way we parent	0%	0%	33%	33%	33%
Creating a warm, safe atmosphere	0%	11%	33%	22%	33%

Similarly, respondents found the topic around discipline to be useful, in particular the topic relating to establishing consequences and being firm but fair and friendly.

It also looks at discipline. How useful have you found the following topics in your parenting?

n = 9	1 - Not Very Useful	2	3	4	5 - Very Useful
Setting, communicating and negotiating reasonable limits for your teen	0%	0%	38%	25%	38%
Establishing consequences for actions as a means of discipline and using natural consequences where possible	0%	0.0%	25%	38%	38%
Being firm, fair and friendly	0%	13%	13%	38%	38%
CPR - set consequences, a plan to manage the consequences and reconciliation to restore the relationship.	0%	0%	38%	38%	25%

Most parents found the topics of communication, self esteem and peer pressure to be useful.

And it covers the importance of communication, self esteem and peer pressure. How useful were the following topics?

n = 57	1 - Not Very Useful	2	3	4	5 - Very Useful
The importance of family mealtimes	0%	0%	38%	13%	50%
Talk triggers to start discussions	0%	25%	13%	25%	38%
Building self esteem by spending time with your children and showing them you love them	0%	14%	29%	14%	43%
Building resilience e.g. teaching them to solve their own problems	0%	0%	25%	25%	50%
Practicing positive self talk	0%	13%	25%	25%	38%

When they reflected back, overall, the respondents felt that the toolbox groups covering the Teenage years had made them a more confident and better parent. Most felt that it had changed the way they parented and given them more tools to help them parent.

Parents said that they found the toolbox groups reassuring.

Thinking about Toolbox - the Teenage Years overall, to what extent do you agree with the following statements?

n = 8	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
It has helped me to become a more confident parent	0%	0%	25%	63%	13%
It has changed the way I parent: The course has given me some more tools to help me parent	0%	13%	50%	25%	13%
It has reassured me about the way I parent	0%	13%	25%	50%	23%
It has helped me become a better parent	0.0%	23%	38%	50%	0%

DEMOGRAPHICS

GENDER

	Pre course %
Male	15
Female	85
Total	N=150

AGE GROUP

Age in Years	Pre course %
20-24	4
25-29	9
30-34	21
35-39	29
40-45	25
46-49	9
50 years +	5
Total	N=151

ETHNICITY

Ethnicity	Pre course %
European/Pakeha	4
Maori	9
Pasifika	21
Asian	29
Other	25
Total	N=151

MARITAL STATUS

Marital Status	Pre course %
Single	9
Living with a partner	11
Married	73
Divorced/separated	6
Widowed	1
Total	N=151

HOUSEHOLD INCOME

Income Groups	Pre course %
under \$30,000	7
30,000 - \$39,999	6
\$40,000 - \$49,999	11
50,000 - \$59,999	9
\$60,000 - \$69,999	13
\$70,000 - \$79,999	5
\$80,000 - \$89,999	7
\$90,000 - \$99,999	7
\$100,000 - \$120,000	9
Over \$120,000	10
Prefer not to answer	16
Total	N=150

DEPENDENT CHILDREN

Type	Pre course %
N/A e.g. I don't have children	2
Biological/adopted children	91
Step children	11
Foster children	3
Grand-children	1
Other children	6
Total	N=153

NUMBER OF CHILDREN

Number	Pre course %
One	18
Two	42
Three	25
Four	12
Five	1
Six or more	2
Total	N=153