

Activity, Parenting Program – Service Option 4: Provide targeted support

Issue (Problem)	Participants	Evidence and Research (Evidence)	Activities (Intervention)	DEX Activities	Mechanisms of Change	Outputs (Outputs and Implementation outcomes)	Short Term Outcomes (Immediate outcomes – primarily attributed to the program)	Medium Term Outcomes (intermediate outcomes – partly attributed to program, beginning of shared attribution) /contribution	Long Term Outcomes (shared attribution actors agencies/NGOs)	Impact (Goals)
<p>What is the problem? What is the need you are trying to address?</p>	<p>Who are the target group? Are there secondary target groups and/or partners?</p>	<p>What does research say about this problem and people in the target group? What does the evidence of other programs or your data suggest 'What Works'? See also <a href="mailto:Library@facns.nsw.gov.au">Library@facns.nsw.gov.au</a> for research evidence <i>*Australian Institute of Family Studies – Communities for Children Facilitating Partners Evidence-based Programme Profiles</i></p>	<p>What is the service or program you are going to deliver? How many sessions to how many participants etc. What are the resources you will need, human and other?</p>	<p>For reporting to DEX (by option and flexible activity) <i>*these flexible activities will be identified you the Activity Mapping template/exercise</i></p>	<p>How does the evidence relate to the program? How will the program achieve the desired outcomes through the activities?</p>	<p>What do you need to count? # activities/sessions # participants # partners  (also, satisfaction with service received and program delivered)</p>	<p>What are the program outcomes? What outcomes can be contributed directly to the program, service, activity or event?  <i>*taken from Fams Principles in Practice</i></p>	<p>What do you believe will change or increase for the participants as a result of the program, service, activity or event?  <i>*from FASIAR Report – Human Service Outcomes Framework: Application to Early Intervention, 1 Feb 2018</i></p>	<p>What are the broader population outcomes for the target group and community if the program, service, activity or event is a success?  <i>*NSW Human Services Outcomes Framework</i></p>	<p>What is the end result? What do you want for your communities, families, children and young people? <i>*TEI Program Outcomes Framework, July 2018</i>  See also <b>The Nest</b> (ARACY) A National Plan for Child &amp; Youth Wellbeing <a href="https://www.aracy.org.au/projects/the-nest">https://www.aracy.org.au/projects/the-nest</a></p>
<p>Parents/carers sometimes lack the support and skills they need</p> <p>Too many parents/ carers struggle to support their children in learning and developing</p> <p>Too many parents/ carers are unsure how to care for their children's emotional and physical wellbeing</p> <p>Children with challenging behaviours provide families with increased stress and anxiety</p> <p>Children are not always safe in their homes</p> <p>Children are not always able to reach their full potential</p> <p><i>*TEI Program Guidelines 2017 (below)</i></p>	<p>Children 0-3 (possibly 0-5 in line with NSW Health <i>First 2000 days framework</i>)</p> <p>Young parents (one parent younger than 20)</p> <p>Aboriginal Children, Young People, Families and Communities</p> <p>Local District Priorities as identified/</p>	<p>See below AIFS link for evidence and information about specific programs including, but not limited to, 123 Magic, Bring up Great Kids, Circle of Security, Incredible Years, Tuning in to Kids, Triple P etc. <a href="https://apps.aifs.gov.au/cfca/guidebook/">https://apps.aifs.gov.au/cfca/guidebook/</a> Evaluation and effectiveness</p> <p>The quality of parent-child relationship impacts child behaviour - bullying (Burkhart, Knox, &amp; Brockmyer, 2013)</p>	<p>See below AIFS link for details on evidence based programs. <a href="https://apps.aifs.gov.au/cfca/guidebook/">https://apps.aifs.gov.au/cfca/guidebook/</a> Program Structure</p> <p><i>*be specific about the type/structure and content of program you will be guided by for each session</i></p>	<p>Parenting programs</p> <p><i>Providing parents with effective activities, information and coaching to assist them to build positive parenting skills.</i></p>	<p>Increasing knowledge and skills for parents /carers to help keep their children safe</p> <p>Increasing skills of parents/ carers to help them manage difficult behaviours and promote positive behaviour in children</p> <p>Improving communication of parents/ carers to enable more respectful</p>	<p><i>*this list is extensive, choose relevant quantitative measures.</i></p> <p><b># parents/carers/ children</b></p> <p><b>% participants in TEI target groups</b></p> <p><b>% participants in District priority groups</b></p> <p><b># activities/sessions</b></p> <p><b>#/% families who report they are satisfied with the program/activities</b></p> <p><b># participants in program length activities completing program</b></p>	<p><b>Economic</b></p> <p>Families are financially stable and have opportunities to contribute to and benefit from our economy.</p> <p><b>Education &amp; Skills</b></p> <p>Children are given the best opportunities to achieve in life.</p> <p><b>Safety</b></p> <p>#/% of parents observed/ reported using parenting techniques presented in the group/program</p> <p>Children are safe with their families, and are less likely to experience neglect, abuse or contact with the child protection system</p> <p><b>Home</b></p> <p>#/% of families who report they are more confident in</p> <p>Parents and carers have the skills and confidence to provide stable, positive,</p>	<p>All people in NSW are able to contribute to, and benefit from, our economy</p> <p>All people in NSW are able to learn, contribute and achieve</p> <p>All people in NSW are able to be safe</p> <p>All people in NSW are able to have a safe and affordable place to live</p>	<p><b>Economic</b> – sustained participation in employment</p> <p><b>Education &amp; Skills</b> – increased school attendance and achievement – Parents/Carers have increased knowledge and skills to support their children in their education. Parents/Carers have increased knowledge and skills to provide their children with emotional and social support. Parents/Carers feel more confident to manage their child's/ren's challenging behaviour</p> <p><b>Safety</b> – reduced risk of entry into the child protection system – Parents/Carers are more confident they have the knowledge and skills to keep their children safe and care for their emotional and physical wellbeing</p>	

<p><b>Wellbeing and Safety of Children Young People and Families –</b>  <i>Potentially Vulnerable:</i> eg with risk factors that are known to be predictive of poor long-term outcomes  <i>Clients not necessarily presenting with an obvious vulnerability, services designed to identify vulnerabilities and respond appropriately, may be described as universally accessible</i>  <i>Known Vulnerabilities:</i> eg experiencing difficult life circumstance, engaging in risky behaviour, or already in contact with intervention services.            Clients may be experiencing intergenerational disadvantage, such as intergenerational unemployment or chronic health issues.            Parents may not be well connected to the community and have low educational attainment. Families may be experiencing domestic or family violence.            Families are more likely to overcome adversity with access to formal and informal support.  <i>Experiencing Crisis:</i> eg. already receiving a crisis response            Clients may be experiencing multiple challenges linked to socio-economic disadvantage, including financial stress, housing instability, food security issues, mental health and emotional functioning problems. Parents are likely to have experienced significant trauma.            Families may be experiencing domestic or family violence. Substance or alcohol use may be impacting on decision-making, leading to risky or unlawful behaviour.            Children are likely to be disengaged from education and may be known to police.            Family functioning is improved by each family member receiving services that meet their needs.            Children, young people and families may be involved with the child protection system for instance, parents may access parenting programs as part of their case plans.</p>	<p>agreed/ negotiated (ie: refugee and migrant communities)</p>	<p>A child's behaviour impacts the quality of their relationship with peers- linking child maltreatment (Kim &amp; Cicchetti, 2010)</p> <p>The quality of parent-child relationship determines how secure the child feels (Wolff &amp; Ljzendoorn, 1997); (Meins, Fernyhough, Fradley, &amp; Tuckey, 2001)</p> <p>When a child is securely attached to their primary carer, the home is likely to be safe and loving (Valentino, 2017)</p> <p>Children living in households where domestic and family violence is occurring are likely to come into contact with child protection service (Osofsky, 2003)</p> <p>Abuse and neglect in childhood is linked to coping mechanisms such as smoking and alcohol abuse (Felitti, 1998)</p>		<p>and positive interactions with their children</p> <p>Increasing skills of parents to provide the emotional support needed to develop secure attachment, resilience and enhanced school readiness for their children</p>	<p>% Aboriginal case work staff</p> <p>#/% of programs/ activities/events that use a family/child centred approach</p> <p>#/% of programs/ activities/events that have clear identified participant outcomes that measure behaviour/attitude/ circumstance/knowledge and/or skill change or increase</p> <p>#/% of programs/ activities/events that report on client/ participant outcomes</p> <p>#/% of programs/ activities/events that use an evidence base to inform practice and program data for continuous improvement</p> <p><b>#/% of children/families who report being treated with respect</b></p> <p>#/% of families/carers who report they trust the program/workers they are engaged in</p>	<p>supporting their children, young people and/or family</p> <p>#/% of families who report they have increased knowledge about parenting/child development</p> <p>#/% of children/young people/families who report increased connection to community/kin and/or extended family (as a result of the program/activity)</p> <p>#/% of participants who learnt new things to help them with parenting</p> <p>#/% of participants who felt more confident in parenting</p>	<p>stimulating, safe and secure environments for children.</p>	<p><b>Home – sustained safe and stable housing – Safety in the home is increased for children/families</b></p> <p><b>Health – improved child health, improved health of children and young people – Parents/Carers have increased knowledge about development, milestones and wellbeing for their children</b></p> <p><b>Social and Community – increased participation in community events, increased self-reported sense of belonging to their community – Families are healthier, stronger and more resilient. Families are connected to the resources they need</b></p> <p><b>Empowerment – increased client reported self-determination – Aboriginal and CALD families are connected to their community and culture</b></p>		
									<b>Health (physical and mental)</b>	
									Parents and carers are supported to care for their children's health before birth, and in the early years of development.	All people in NSW are able to live a healthy life
									<b>Social &amp; Community</b>	
#/% of participants who said they learnt new things about services or other things in their community for children and families	People are more connected to those around them.	All people in NSW are able to participate and feel culturally and socially connected								
<b>Empowerment</b>										
	Families and communities are empowered.	All people and communities n NSW are able to contribute to decision making that affects them and live fulfilling lives								