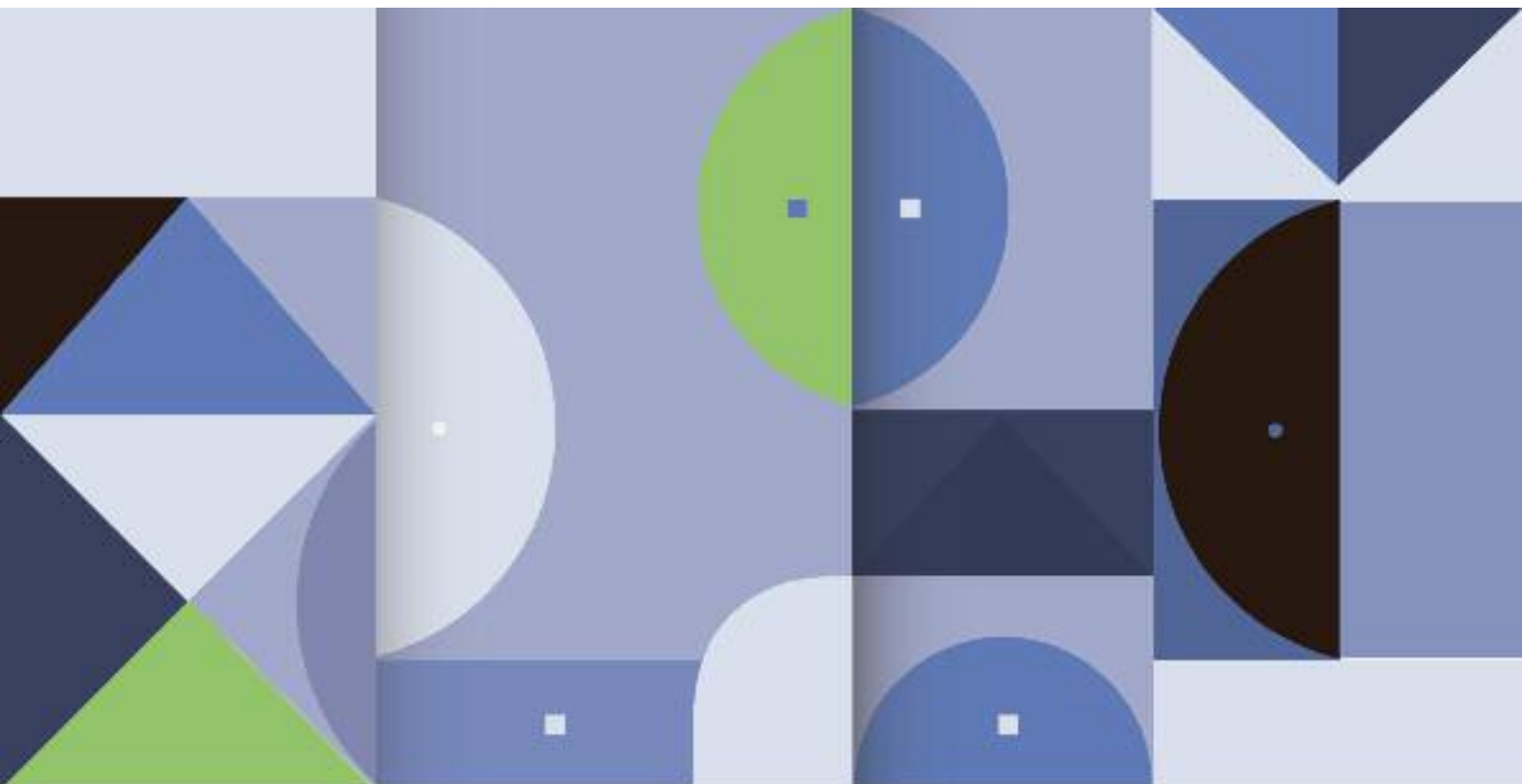


Evaluation of the
Strengthening Families, Strengthening Communities programme

2014-17



Full report

Yvonne Kelly
March 2019

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Acknowledgements

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About the Race Equality Foundation

The Race Equality Foundation promotes race equality in social support (what families and friends do for each other) and social care (what 'workers' do for people who need support).

- We do this by exploring what is known about discrimination and disadvantage.
- We develop interventions that will overcome barriers and promote equality.
- We disseminate good practice through training, conferences and written material.

We are a registered charity and more information is available at www.raceequalityfoundation.org.uk.

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Summary

This report presents an evaluation of the Strengthening Families Strengthening Communities (SFSC) programmes run in England in 2014-2017. The SFSC is an inclusive evidence-based parenting programme, designed to promote protective factors which are associated with good parenting and better outcomes for children.

This evaluation built on earlier work in two important ways: by seeking to assess health and wellbeing outcomes for children/young people and their parent/carers; and by collecting longitudinal information to assess whether observed effects were maintained after programme completion.

Overall, there appeared to be many beneficial effects of the SFSC programme for children's and parent's wellbeing and for parenting practices and attitudes.

Data on 50 programmes have been collected. The total number of participants was 476 with 324 completing both the PRE and POST questionnaires, a response rate of 68%. The 3 month follow-up questionnaire was completed by a smaller sample of 123 participants representing a response rate of 26%. Analysis comparing those who completed the PRE and POST questionnaires with those who completed the PRE questionnaire only and were subsequently lost to follow-up shows that there are very few differences between the groups. This indicates that the findings are unlikely to have been skewed by biases due to attrition from the programme, although a large degree of uncertainty remains. The smaller 3 month follow-up sample is highly selected and findings from this group should be interpreted with care and may not be generalisable to all participants who complete the course.

A flavour of findings

Parenting practices

For those who completed the programme there were significant improvements in almost all areas of parenting practices. In particular, participants were much more likely to report positive responses (always or usually) in a range of areas, including: praising good behaviour; listening to children's opinions and ideas; spend time with individual children; ignore children when they misbehave; have fun together as a family, and much less likely to report less positive practices, including: shout at children; threaten or criticise; get angry when children make mistakes; tell others about child's bad behaviour.

The smaller sample who completed the 3 month follow-up continued to report improved parenting in the areas of: spend time with individual children; ignore children when they misbehave; shout at children; threaten or criticise; get angry when children make mistakes; tell others about child's bad behaviour. They also were more likely to report family discussions to establish rules.

The Parenting Scale

Parents of children of all ages reported significant changes in their approach to dealing with hypothetical behavioural problems in their children with less harsh parenting and more consistent parenting. Parents of younger children (age 3-10) report a reduction in inadvertent reinforcement of inappropriate behaviour through lengthy reprimands.

The smaller sample who completed the 3 month follow-up questionnaire continued to report improvements in approaches to parenting. Parents of 11-18 year olds reporting further improvements after 3 months than they reported at the end of the course.

Summary

Attitudes towards parenting skills and familial relationships

Participants reported significant improvements in their abilities in all areas (i.e. to manage their anger; express emotions; teach child right from wrong; handle child fighting or destructive behaviour; handle child refusal to do housework; make suggestions to child's teacher; make plans to achieve personal goals; access community resources). Respondents were also significantly more likely to report that they feel good or very good about their familial relationships with both their children and other family members.

The sample with follow-up data reported that 3 months after the completion of the course they were more confident about their abilities in all areas and to be more likely to feel good or very good about their relationship with other family members although relationships with their children were no longer significantly different than at the start of the programme.

Changes in perceived children's abilities

There were significant improvements in participants feeling good or very good about their child's ability: to feel good about him/herself (self-esteem); to manage/express feelings and emotions; to control behaviour (self-discipline); to consider others when making decisions; to ask for help/guidance if needed; to avoid using or dealing drugs; to avoid violence and stay out of gangs; to feel comfortable with his/her ethnicity. Those who completed the 3 month follow-up questionnaire continued to report improvements in all areas with more than half of the areas remaining significantly different from the views reported at the start of the course.

Participants sleep

There was a significant improvement in overall sleep scores and a significant reduction in the number of participants reporting clinically significant sleep problems. For the smaller sample that completed the 3 month follow up these improvements were sustained with 42% reporting clinical problems at the start of the course and only 23% reporting them 3 months after the course.

Children's sleep

There were few reported impacts on children's sleep, but participants did report fewer problems with the child going to bed at the end of the course than they did at the start and that their child had fewer problems falling asleep, even 3 months after the end of the course.

Child socioemotional difficulties

Compared to the start of the course, by the end there were significant improvements in all areas of socioemotional difficulties except hyperactivity/inattention, thus children were reported to demonstrate fewer emotional symptoms, conduct problems or peer problems and to have improved prosocial skills. These led to a substantial reduction in the average total difficulties score of 1.92 with a reduction of >1 point in this scale considered to be clinically significant. There was also a 10% reduction (from 63% to 53%) in the proportion of children who would be classified as having borderline/abnormal scores. For the smaller follow-up sample, three months after completion of the course, there remained improvements in many aspects of socioemotional wellbeing.

Carer's psychological distress

There was a significant reduction in psychological distress score and a halving of the number of participants who would be considered to be 'highly likely to be depressed', from 32% at the start of the course to under 15% by the end and the 3 month follow-up sample indicates that these improvements in psychological wellbeing were maintained beyond the end of the course.

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1.1 Introduction

This report presents an evaluation of the Strengthening Families Strengthening Communities (SFSC) programmes run in England in 2014-2017.

The SFSC is an inclusive evidence-based parenting programme, designed to promote protective factors which are associated with good parenting and better outcomes for children. SFSC is delivered as a group-based programme with programmes run by two 'facilitators' and involving 8-12 parents. The programme is delivered through weekly 3 hour sessions and lasts for 13 weeks.

SFSC aims to help parents to answer these important parenting questions:

- How can I motivate my child to try their best at school?
- How do I build a better relationship with my child?
- How do I stop my teenager getting involved in drinking, drugs, antisocial behaviour or truanting?
- How do I encourage my partner to participate in my child's life?
- How do I put boundaries in place with my child?
- What youth and parent services are available in my community?

This evaluation built on work that had been carried out previously in two important ways: firstly, by seeking to assess health and wellbeing outcomes for children/young people and their parent/carers; and secondly by collecting longitudinal information to assess whether observed effects are maintained after programme completion. Children's and parent/carer health were a particular focus for this evaluation. The potential health consequences of the SFSC were assessed by examining impacts on sleeping patterns and on children's socioemotional wellbeing and their parent's psychological health.

1.2 Evaluation methodology

A registration form, completed by programme facilitator(s), includes demographic information on the parents/carers as well as information on previous involvement with parent education programmes and reasons for and methods of engaging with the SFSC programme.

Parents/carers complete three forms:

- *Pre-programme*
- *Post-programme*
- *3 months post-programme follow-up*

The questionnaires completed by the parent/carer are designed to investigate the impact of the programme in terms of changes in parents' responses to questions on their involvement in community activities and their attitudes towards their interactions with their child and their own and their child's competence and ability. To evaluate the potential public health importance of the programme there are questions that assess the parent/carer and child's quality and quantity of sleep, and to identify: parenting strategies; experiences of discrimination; socioemotional difficulties in the child; and parent/carer psychological distress.

1.3 Information provided for the evaluation and limitations of the data available

A strength of this evaluation model is that the information required was built into the process of running the programme. However, in practice there are a number of limitations which affect the reliability of these analyses, relating to the nature of the evaluation itself and the success with which it was carried out. In some cases, facilitators fail to return the full set of forms for each participant, or the forms returned are incomplete. As a consequence it is difficult to establish whether parents had dropped out of the programme, and if so, whether they differed in particular ways (such as ethnicity, gender or socioeconomic position) from those who did not. Further, the design of the evaluation demands a focus on those who successfully complete the programme (and the post-programme questionnaire) and provides little information on those who do not. There is also no control group of parents, so it is not possible to understand the impact of the programme in terms of changes among participants, compared with parents who did not take part. Questionnaire responses could also be prone to social desirability bias which could lead to an over estimation of the impact of the programme.

A smaller group of participants also completed a 3 month follow-up questionnaire which allows the longer term impacts of the programme on parents and their children to be assessed, although the data presented is restricted to a smaller group and may not be generalizable to all SFSC participants.

1.4 Instruments included in the questionnaires

All questionnaire instruments are validated and have been widely used in prior studies investigating parenting, family sleep patterns, children's socioemotional wellbeing and parent's psychological distress.

1.4.1 Parenting style - The Parenting Scale

The Parenting Scale was used to assess discipline approaches used by parents and carers for their children with two versions employed – the age 3-10, and 11 plus versions. The 3-10 years version is a 7-point Likert-scale 30-item questionnaire that measures the similarities and differences in how parents parent. The questions ask parents simple hypothetical questions about how they would react to different behaviour problems (where 7 indicates a high probability of making the discipline 'mistake' and 1 indicates a high probability of using an effective, alternative discipline strategy).

The age 3-10 Parenting Scale measures respondents on three subscales:

<i>Overreactivity</i>	referring to a parent's harsh or punitive parenting;
<i>Laxness</i>	referring to a parent's inconsistent or permissive parenting;
<i>Verbosity</i>	referring to a parent who tends to give lengthy verbal reprimands, rather than taking direct action, inadvertently reinforcing behaviours by providing a child with verbal attention when he/she behaves poorly.

Verbosity has been shown to be less reliable with some researchers advocating the use of the laxness and overreactivity factors only

The age 11-18 Parenting Scale 'adolescent version' is a 13-item scale, with subscale scores for Overreactivity and Laxness.

1.4.2 Attitudes towards parenting skills and familial relationships

Participants were asked to rate their ability in the following areas, to: manage my anger; express my emotions; teach my child right from wrong; handle child fighting or destructive behaviour; handle child refusal to do housework; make suggestions to child's teacher; make plans to achieve personal goals; access community resources. They were also asked to rate the quality of the relationship they had with their children and with other family members.

1.4.3 Children's abilities

Participants were asked to rate their child's ability: to feel good about him/herself (self-esteem); to manage/express feelings and emotions; to control behaviour (self-discipline); to consider others when making decisions; to ask for help/guidance if needed; to avoid using or dealing drugs; to avoid violence and stay out of gangs; to feel comfortable with his/her ethnicity.

1.4.4 Participant's Sleep

The amount and quality of sleep people get are linked to their health and wellbeing, and sleep patterns themselves are heavily influenced by a range of factors occurring in everyday life such as living in noisy overcrowded conditions and having worries. Participants completed the Jenkins Sleep Questionnaire. They were asked how often during the previous 4 weeks they had the following symptoms: difficulty falling asleep; waking up several times per night; difficulty staying asleep (including waking up too early); waking up feeling tired and worn out after usual amount of sleep. Response categories were: (1) not at all; (2) 1-3 nights; (3) 4-7 nights; (4) 8-14 nights; (5) 15-21 nights; (6) 22-28 nights. A total score was then calculated (0-20) with higher scores indicating greater disruption. Additionally, if any of the responses

were reported as occurring for 15 or more nights this was used as an indication of a clinically significant sleep problem.

1.4.5 Child's Sleep

The quality and quantity of sleep children get is linked to a wide range of health and wellbeing outcomes including the ability to concentrate in school, and social and emotional capabilities. Children's sleep was assessed through parent report in two ways: number of hours of sleep during school days and weekend days; and the completion of the BEARS questionnaire.

Hours of sleep

Participants reported the time that their child went to bed and the time they woke up, both on a school day and on a weekend day. Responses were used to calculate hours of sleep.

BEARS questionnaire

BEARS (Bedtime Issues, Excessive Daytime Sleepiness, Night Awakenings, Regularity and Duration of Sleep, Snoring) is a pediatric screening instrument used to obtain a range of sleep-related information. Parents respond Yes/No to questions:

Bedtime problems

- Does your child have any problems going to bed?
- Does your child have any problems falling asleep

Excessive daytime sleepiness

- Does your child have difficulty waking in the morning?
- Does your child seem sleepy during the day?
- If aged 5 or under, does your child still take naps?

Awakenings during the night

- Does your child wake up a lot at night?
- Does your child have trouble getting back to sleep?

Regularity and duration of sleep

- Does your child have a regular bedtime on week nights?
- Do you think that your child gets enough sleep?

Snoring

- Does your child snore a lot or have difficulty breathing at night?

1.4.6 Experiences of discrimination

The links between experiences of race based discrimination and poor health are widely understood. Participants were asked if (because of their race, ethnicity, colour or religious background) they had:

- ever been refused a job? (yes/no);
- ever been treated unfairly at work? (yes/no);
- been physically attacked in the last 12 months? (yes/no);
- been insulted in the last 12 months? (yes/no).
- how much did you worry about experiencing unfair treatment? (Most of the time; Some of the time; Rarely or never)

1.4.7 Child socioemotional difficulties

Mental health is a major public health priority. Children's social and emotional difficulties have immediate effects on their abilities to engage in all settings – from home life to playgroups, social situations and school settings. Difficulties in social and emotional development during the childhood years also has long lasting

impacts throughout life with powerful influences on lifetime mental health. Participants were asked a battery of 25 questions relating to the behaviour of their child, the Strengths and Difficulties Questionnaire (SDQ). The SDQ is a validated tool for identifying socioemotional difficulties. Questions are asked about 5 domains of social and emotional behaviour: emotional symptoms; conduct problems; hyperactivity/inattention; peer problems; and prosocial behaviour. Scores from the first 4 domains are summed to construct a total difficulties score. Higher scores on the first four scales and the total score indicate more difficulties. Higher prosocial scores indicate fewer difficulties in this domain.

Total difficulties scores are also used to indicate borderline or abnormal scores which would be considered to be clinically significant.

1.4.8 Parent psychological distress

Parental psychological distress is measured using the Kessler 6 (K6) instrument. The K6 is widely recommended as a simple measure of psychological distress that is responsive to current levels of psychological distress and can assist in the identification of current mental health problems.

The instrument consists of six questions about depressive and anxiety symptoms. During the past 30 days, about how often did you feel ... :

- nervous?
- hopeless?
- restless or fidgety?
- so depressed that nothing could cheer you up?
- that everything was an effort?
- worthless?

Response categories to the six questions are: none of the time; a little of the time; some of the time; most of the time; all of the time. Each item is scored 0 to 4, leading to a total score with range 0 to 24. A total score of 9 to 12 indicates possible depression whilst a score of 13 or more indicates the respondent is highly likely to be depressed.

Chapter 2 SFSC programme participants

2.1 Description of participants completing/enrolled on the course

There were 476 participants enrolled on 50 courses that started between 2014 and 2017 (figure 2.1), of these 324 participants completed both the PRE (start of the programme) and POST (end of the programme) questionnaires, representing an overall response rate of 68%. Responses varied by course/location (Tables 2.1&2.2), ranging from 53% (South East) to 75% (North West). Chapter 3 reports the findings from those participants who completed both the PRE and POST questionnaires and sample sizes are quoted in tables throughout to give an indication of item non-response.

A smaller sample of 123 participants completed a 3 month follow-up questionnaire allowing longer term impacts of the programme on parents and their children to be assessed (See Chapter 4).

Results from sensitivity analyses comparing those completing the course with those who started but did not complete the course is shown in the Appendix.

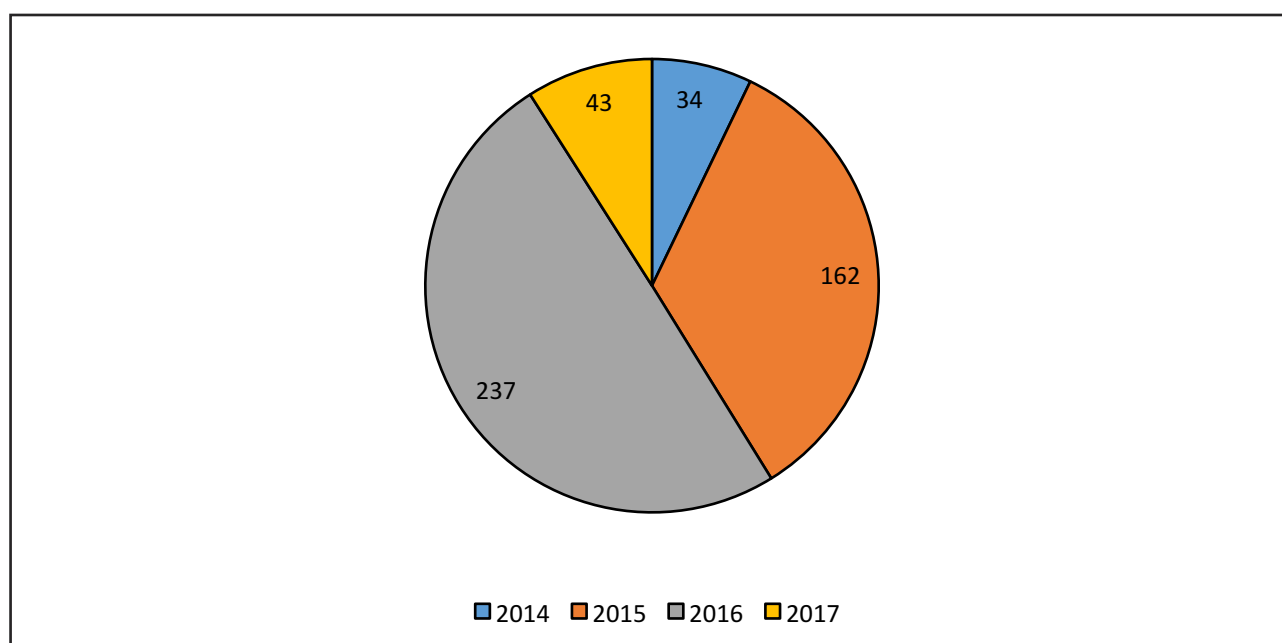


Figure 2.1: Year participants started course

	No. enrolled on course	No. completing PRE & POST	Response rate	% of all respondents
London	106	78	73.58	24.07
South East	43	23	53.49	7.10
Yorkshire & the Humber	166	103	62.05	31.79
North West	161	120	74.53	37.04
Total	476	324	68.07	

Table 2.1: Regional location of course and questionnaire response rates

	No. enrolled on course	No. completing PRE & POST	Response rate	% of all respondents
L101	11	0	0	0
L102	5	3	60.00	0.93
L105	8	7	87.50	2.16
L106	9	8	88.89	2.47
L115	13	9	69.23	2.78
L116	6	4	66.67	1.23
L117	4	4	100	1.23
L126	8	6	75.00	1.85
L154	12	10	83.33	3.09
L155	11	10	90.91	3.09
L165	8	8	100	2.47
L167	11	9	81.82	2.78
NW108	14	12	85.71	3.70
NW109	9	8	88.89	2.47
NW110	11	9	81.82	2.78
NW112	17	6	35.29	1.85
NW130	9	9	100	2.78
NW131	11	9	81.82	2.78
NW136	11	9	81.82	2.78
NW143	11	10	90.91	3.09
NW144	8	8	100	2.47
NW145	12	7	58.33	2.16
NW146	8	7	87.50	2.16
NW147	11	10	90.91	3.09
NW149	8	7	87.50	2.16
NW152	12	0	0	0
NW157	9	9	100	2.78
SE103	8	6	75.00	1.85
SE113	6	5	83.33	1.54
SE114	8	5	62.50	1.54
SE128	6	0	0	0
SE129	7	3	42.86	0.93
SE135	8	4	50.00	1.23
Y104	8	3	37.50	0.93
Y107	12	8	66.67	2.47
Y111	9	6	66.67	1.85
Y132	5	5	100	1.54
Y133	8	5	62.50	1.54
Y134	11	8	72.73	2.47
Y137	6	5	83.33	1.54
Y138	8	3	37.50	0.93
Y139	13	11	84.62	3.40
Y140	12	8	66.67	2.47
Y141	15	6	40.00	1.85
Y142	7	3	42.86	0.93
Y148	8	5	62.50	1.54
Y150	12	9	75.00	2.78
Y151	11	5	45.45	1.54
Y153	8	6	75.00	1.85
Y156	13	7	53.85	2.16
Total	476	324	68.07	

Table 2.2: Course number and questionnaire response rates

2.2 Characteristics of respondents

Characteristics of respondents are shown in table 2.3. Of those who completed the PRE and POST questionnaires, the majority were female, with two fifths (41%) aged 36-45, around half of respondents self-reported belonging to an ethnic minority group (52%), more than half (56%) had remained in education beyond the minimum school leaving age (age 16). A large proportion of respondents were economically disadvantaged, with more than half (52%) reporting household incomes below £10,000. Many of the parents (44%) had attended a parent education class before.

Participants may have completed only the PRE questionnaire for a number of reasons: they may have completed the course but not completed the questionnaire; or they may have dropped out of the course. Those who only completed the PRE questionnaire were more likely to be male, to have left school at age 16 and to be in the most economically disadvantaged group than those who completed the course and both questionnaires (Appendix Table 1).

	PRE & POST		PRE & POST
Gender		Black/African/Caribbean/Black British	
Male	16.93	African	13.49
Female	83.07	Caribbean	2.33
Sample size	313	Any other Black/ African/ Caribbean background	3.26
Age		Other ethnic group	
Up to 25	9.32	Arab	2.33
26-35	33.76	Any other ethnic group	6.98
36-45	40.84	Sample size	215
46 and over	16.08	Education level	
Sample size	311	Primary	10.47
Ethnicity		Secondary (16)	34.03
White		Secondary (18)	17.80
British	52.09	Higher	37.70
Irish	2.79	Sample size	191
Irish Traveller / Traveller	0.47	Household income	
Any other white background	1.86	Under £5000	21.14
Mixed/multiple ethnic groups		£5000 - £10,000	30.89
White and Black Caribbean	1.40	£10,000 - £20,000	29.14
White and Black African	0.93	£20,000 - £45,000	15.43
White and Asian	1.86	Over £45,000	3.43
Any other Mixed/Multiple ethnic background	3.72	Sample size	175
Asian/Asian British		Relationship to child	
Indian	0.47	Two parent family	44.54
Pakistani	0.00	Single parent	43.23
Bangladeshi	2.79	Grandparent	3.06
Chinese	1.86	Non-custodial parent	4.80
Any other Asian background	1.40	Step parent	2.62
		Other	1.75
		Sample size	229

Table 2.3: Characteristics of participants who completed both the PRE and POST questionnaires

2.3 Reasons for enrolling on the course

Most of those enrolled on a course reported that they 'wanted to become a better parent' and they were 'having problems with their children'. The reasons for taking the course did not vary by whether both PRE & POST or PRE ONLY questionnaires were completed (Figure 2.2).

2.4 Routes to enrolment on the course

Figure 2.3 shows the how participants heard about the course. The majority of participants were agency referred or court ordered.

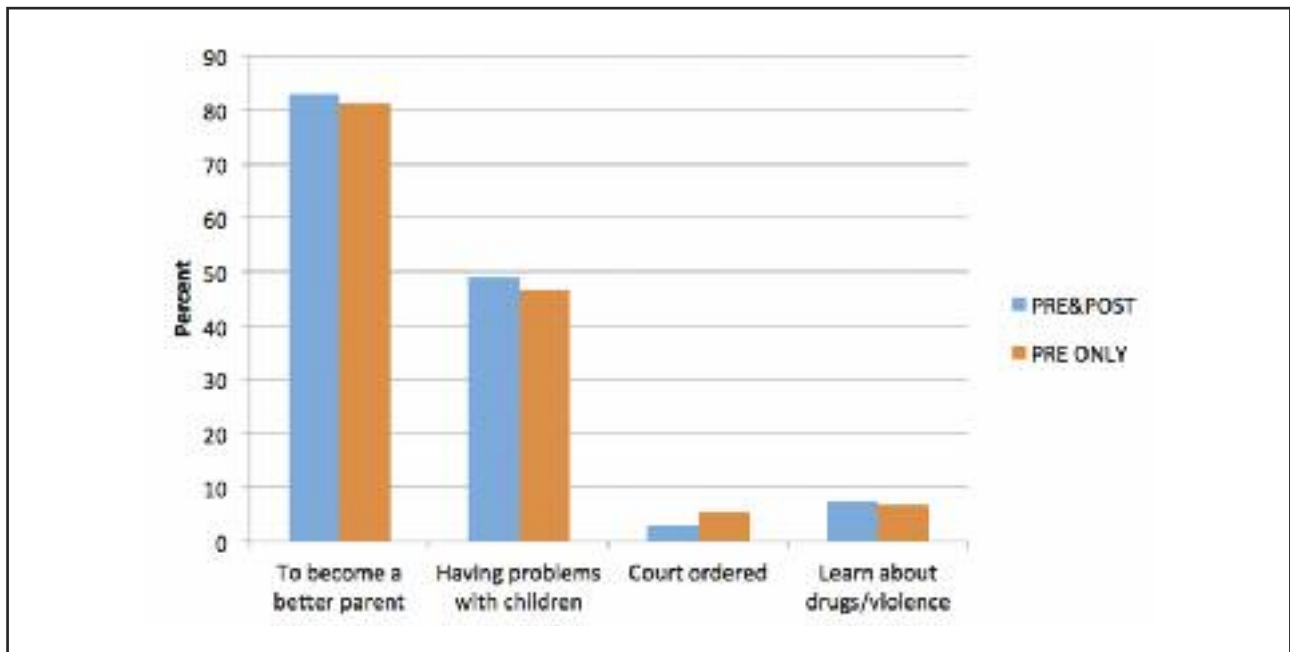


Figure 2.2: Participant's reasons for joining the course

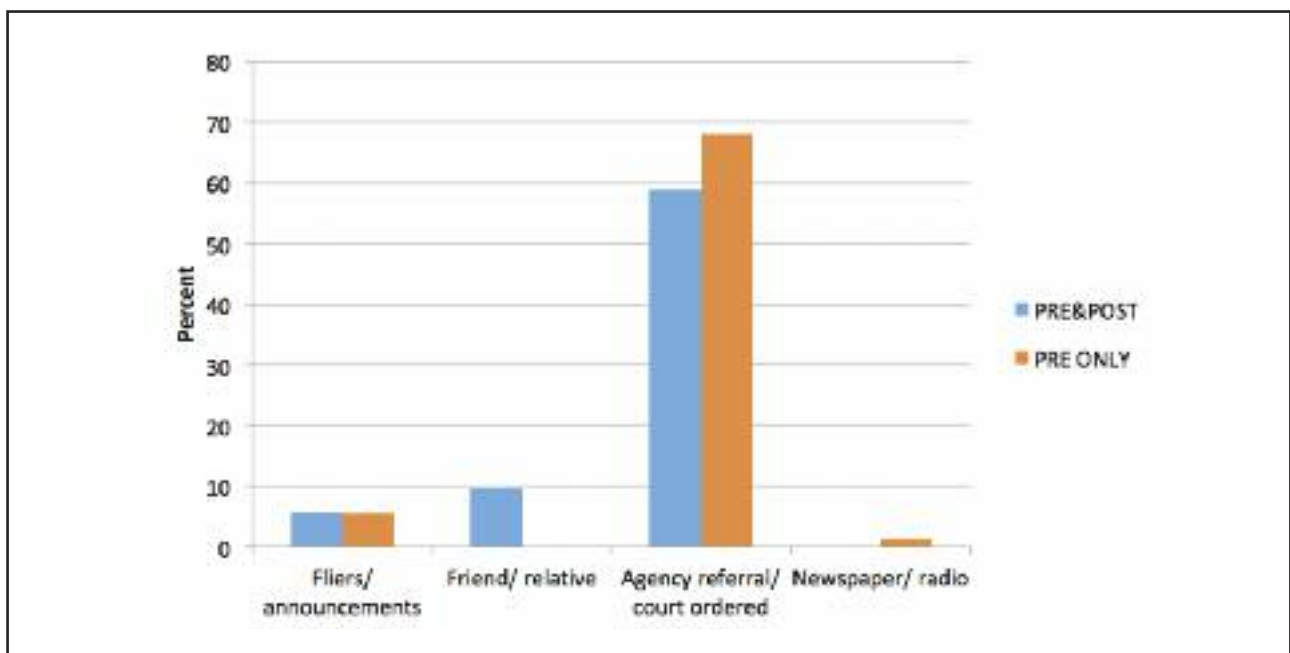


Figure 2.3: How participants heard about the course

This section presents overall findings – there were substantial improvements in outcomes across a range of measures including parenting, sleep and health. Results presented in this section of the report focuses on the participants who completed both PRE and POST questionnaires. Reference will also be made to the differences between the baseline reporting of those who only completed the PRE questionnaire compared to those completing both the PRE and POST questionnaires (tables of results for the sample only completing the PRE questionnaire are presented as appendices).

3.1 Parenting practices

Table 3.1 presents responses to questions about parenting practises. At the start of the course the majority of parents reported that they always or usually: kiss or hug your children; give children rewards; acknowledge (praise) for good behaviour. Conversely very few parents reported that they always or usually: threaten or criticise children; hit or smack children; get angry when children make mistakes.

By the end of the course there were significant improvements in the number of participants who reported always or usually: kiss or hug your children; give children rewards; acknowledge (praise) for good behaviour; listen to/ask for children's opinions and ideas; spend time with individual children; ignore children when they misbehave; shout at children; threaten or criticise children; get angry when children make mistakes; have family discussions to establish rules; tell others about your child's bad behaviour; talk about the dangers of drugs/gangs; have fun together as a family; go to cultural events together.

The only significant difference in reported parenting practices between participants who enrolled on the course but only completed the PRE questionnaire and those who completed the PRE and POST questionnaires was that 'go to cultural events together' was reported less often in those who only completed the PRE questionnaire (Appendix Table 2).

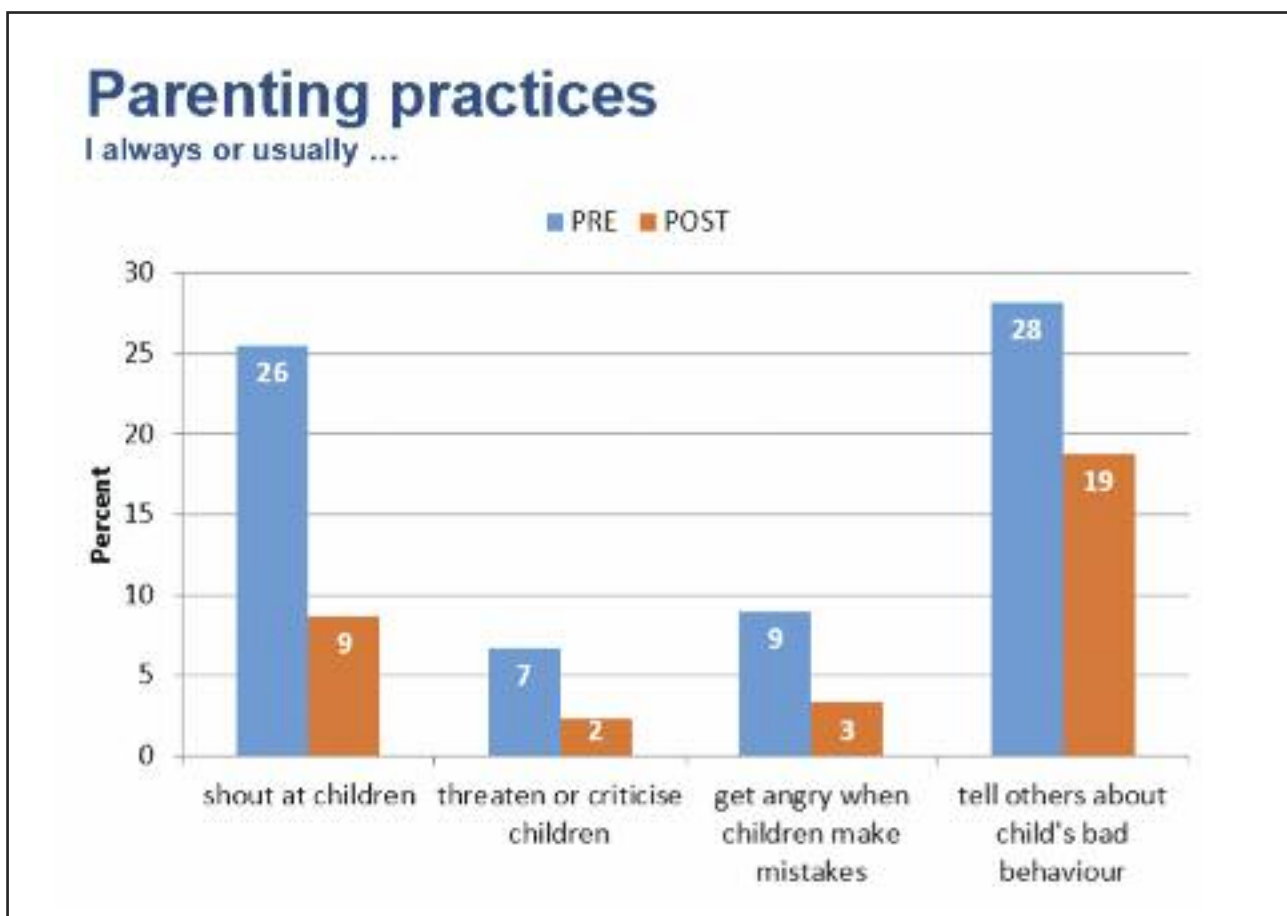


Figure 3.1: Changes in reported parenting practices for those with both PRE- and POST- data

3.2 The Parenting Scale

Table 3.2 shows the results for the Parenting Scale scores. There were highly significant improvements in all areas and age groups. Thus parents reported less harsh parenting, that their parenting was more consistent or less permissive, with reduced inadvertent reinforcement of inappropriate behaviour through lengthy reprimands.

There were no significant differences in Parenting Scale scores between participants who enrolled on the course but only completed the PRE questionnaire and those who completed the PRE and POST questionnaires (Appendix Table 3).

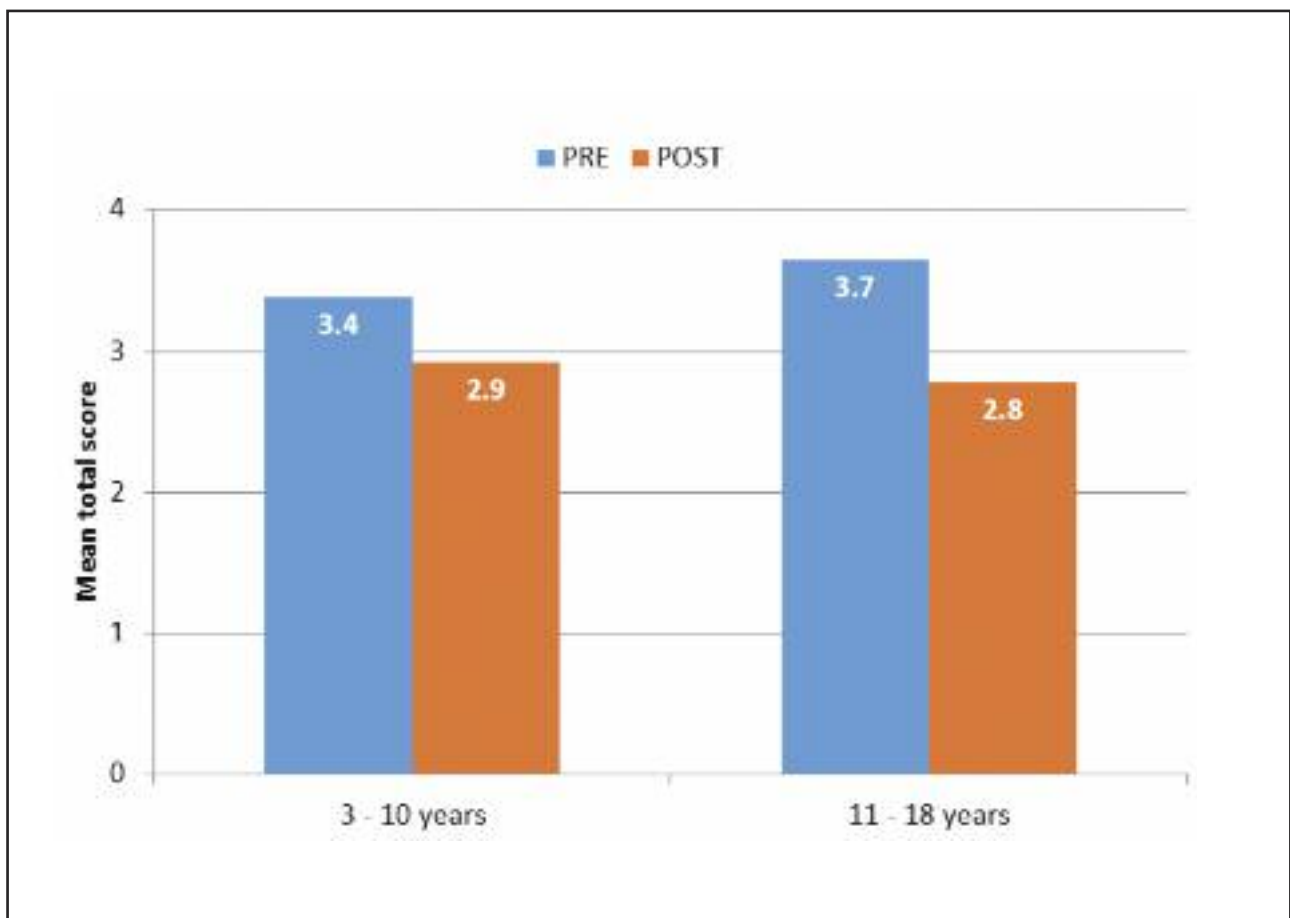


Figure 3.2: Changes in Parenting Scale Scores for those with both PRE- and POST- data

	Bases	Pre- programme %	Post - programme %	p-value for change*	Negative ranks	Positive ranks	Ties	Z-score
I always or usually ...								
kiss or hug your children	309	86.08	89.97	<0.05	22	10	277	-2.121
give children rewards	306	70.59	77.12	<0.05	48	28	230	-2.294
acknowledge (praise) for good behaviour	305	85.57	93.77	<0.001	37	12	256	-3.571
listen to/ask for children's opinions and ideas	304	63.16	81.25	<0.001	83	28	193	-5.220
spend time with individual children	301	50.17	74.42	<0.001	95	22	184	-6.749
ignore children when they misbehave	301	18.60	39.87	<0.001	88	24	189	-6.047
shout at children	298	25.50	8.72	<0.001	8	58	232	6.155
threaten or criticise children	298	6.71	2.35	<0.01	5	18	275	2.711
hit or smack children	302	0.33	0.99	0.32	3	1	298	-1.000
get angry when children make mistakes	301	8.97	3.32	<0.01	8	25	268	2.959
have family discussions to establish rules	296	48.31	57.09	<0.05	66	40	190	-2.525
tell others about your child's bad behaviour	298	28.19	18.79	<0.01	30	58	210	2.985
talk about sexual responsibility	280	17.50	21.79	0.11	34	22	224	-1.604
talk about the dangers of drugs/gangs	293	30.03	38.23	<0.01	49	25	219	-2.790
have fun together as a family	305	63.93	77.05	<0.001	68	28	209	-4.082
go to cultural events together	305	28.20	35.74	<0.05	53	30	222	-2.525
*These analyses use Wilcoxon change over time statistics (for indicators with ranked answer options)								

Table 3.1: Changes in parenting practises during the programme; those with both pre- and post- data

	Pre- programme score (mean)	Post programme score (mean)	Difference	p-value for change*
Age 3-10 version (n=138)				
Total Score (30 items)	3.38	2.92	0.45	<0.001
Overreactivity (10 items)	2.88	2.45	0.43	<0.001
Laxness (11 items)	3.27	2.75	0.53	<0.001
Verbosity (7 items)	4.15	2.76	0.39	<0.001
Age 11-18 version (n=72)				
Total Score (13 items)	3.65	2.78	0.87	<0.001
Overreactivity (6 items)	3.71	2.71	1.00	<0.001
Laxness (6 items)	3.69	2.91	0.78	<0.001

Table 3.2: Changes in Parenting Scale scores (higher scores less effective disciplinary practices); those with both pre- and post- data

3.3 Attitudes towards parenting skills and familial relationships

Table 3.3 shows that there have been significant improvements in the number of participants who stated they felt good or very good about their abilities in all areas: manage my anger; express my emotions; teach my child right from wrong; handle child fighting or destructive behaviour; handle child refusal to do housework; make suggestions to child's teacher; make plans to achieve personal goals; access community resources. Respondents were also significantly more likely to report that they feel good or very good about their familial relationships with both their children and other family members.

The differences in attitudes towards parenting skills and familial relationships between participants who enrolled on the course but only completed the PRE questionnaire and those who completed the PRE and POST questionnaires did not differ in any systematic way, with the only significant difference between the groups being 'make plans to achieve personal goals' ($p<0.05$) (Appendix Table 4).

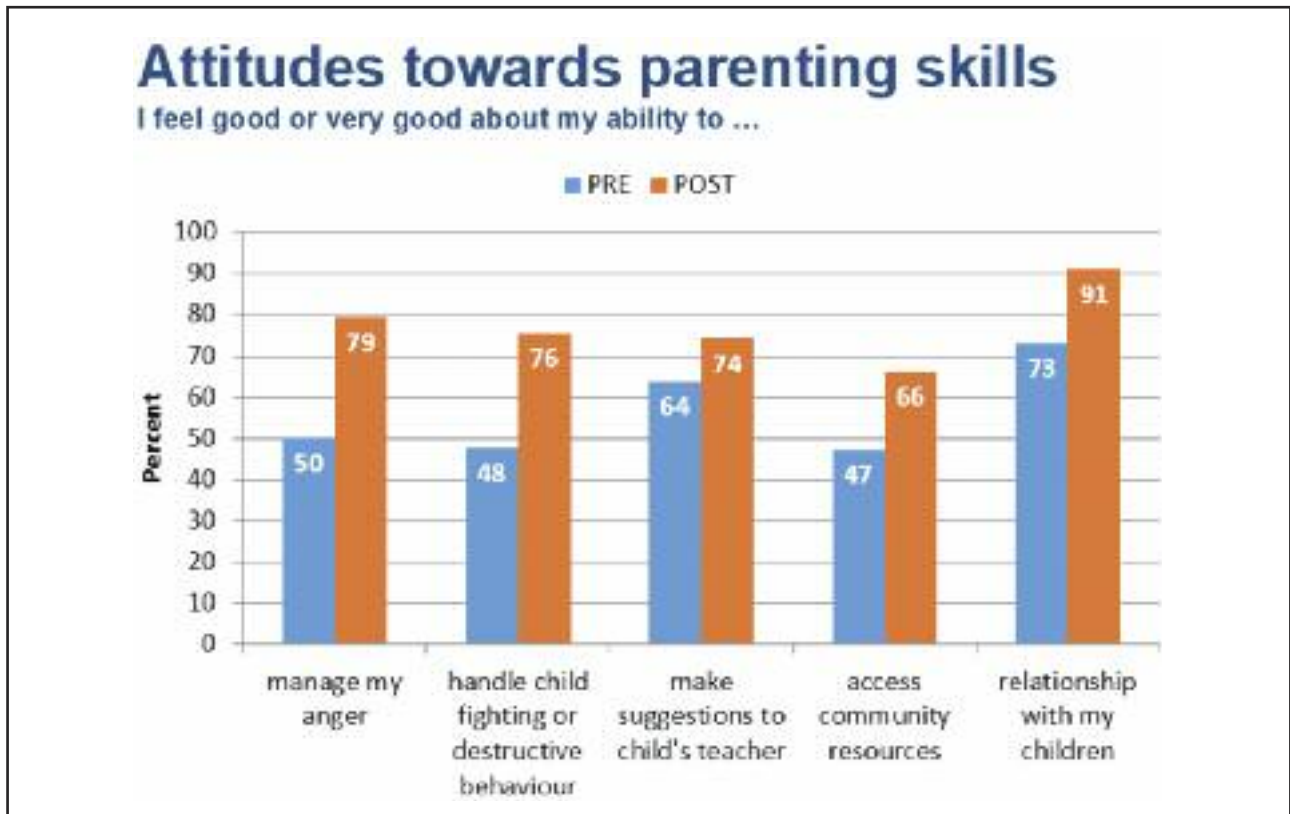


Figure 3.3: Changes in Attitudes towards parenting skills and familial relationships for those with both PRE- and POST- data

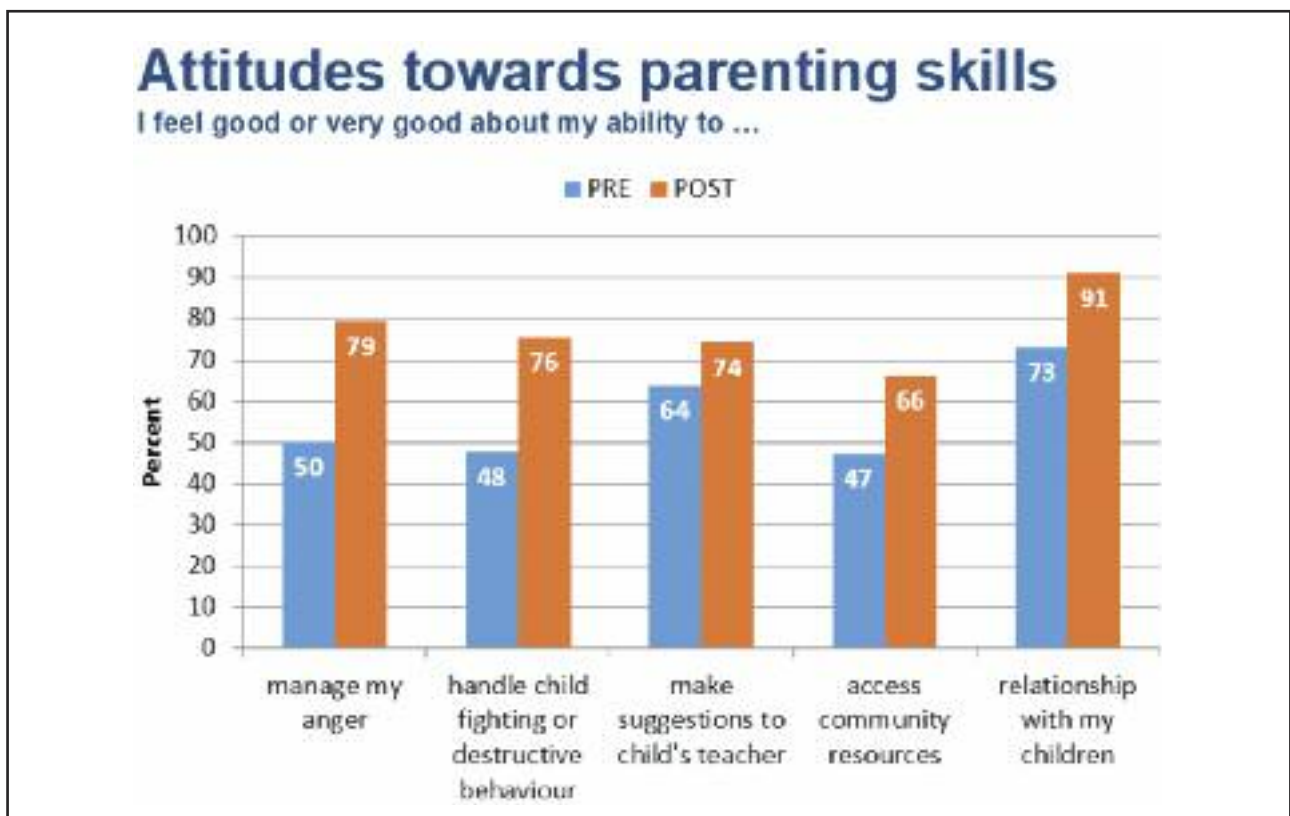


Figure 3.4: Changes in perceived child's abilities for those with both PRE- and POST- data

	Bases	Pre- programme %	Post - programme %	p-value for change*	Negative ranks	Positive ranks	Ties	Z-score
I feel good or very good about my ability to ...								
manage my anger	279	50.18	79.21	<0.001	142	24	113	-9.134
express my emotions	278	53.96	73.02	<0.001	132	47	99	-6.424
teach my child right from wrong	274	81.39	95.26	<0.001	104	25	145	-6.931
handle child fighting or destructive behaviour	271	47.60	75.65	<0.001	135	40	96	-7.492
handle child refusal to do housework	259	42.86	66.41	<0.001	120	34	105	-7.063
make suggestions to child's teacher	261	63.98	74.33	<0.001	103	46	112	-4.725
make plans to achieve personal goals	278	46.76	72.66	<0.001	135	44	99	-6.806
access community resources	278	47.48	66.19	<0.001	128	44	106	-6.487
I feel good or very good about my relationship with ...								
my children	275	73.09	90.91	<0.001	103	28	144	-6.708
other family members	277	66.06	74.73	<0.001	92	51	134	-3.560
*These analyses use Wilcoxon change over time statistics (for indicators with ranked answer options)								

Table 3.3: Changes in attitudes towards parenting skills and familial relationships during the programme; those with both pre- and post- data

	Bases	Pre- programme %	Post - programme %	p-value for change*	Negative ranks	Positive ranks	Ties	Z-score
I feel good or very good about my child's ability:								
to feel good about him/herself (self-esteem)	254	53.15	68.11	<0.001	99	39	116	-5.023
to manage/express feelings and emotions	253	39.92	46.64	<0.001	119	37	97	-6.494
to control behaviour (self- discipline)	250	20.80	39.60	<0.001	118	34	98	-6.968
to consider others when making decisions	253	29.64	49.01	<0.001	116	38	99	-6.392
to ask for help/guidance if needed	250	49.20	68.80	<0.001	103	40	107	-5.529
to avoid using or dealing drugs	178	84.27	85.96	<0.05	41	21	116	-2.342
to avoid violence and stay out of gangs	196	66.33	84.18	<0.001	74	28	94	-4.482
to feel comfortable with his/her ethnicity	238	84.03	88.66	<0.01	63	36	139	-2.669
*These analyses use Wilcoxon change over time statistics (for indicators with ranked answer options)								

Table 3.4: Changes in perceived children's abilities during the programme; those with both pre- and post- data

3.4 Changes in perceived children's abilities

There were significant improvements in participants feeling good or very good about their child's ability: to feel good about him/herself (self-esteem); to manage/express feelings and emotions; to control behaviour (self-discipline); to consider others when making decisions; to ask for help/guidance if needed; to avoid using or dealing drugs; to avoid violence and stay out of gangs; to feel comfortable with his/her ethnicity (table 3.4).

There were no significant differences in perceived children's abilities between participants who enrolled on the course but only completed the PRE questionnaire and those who completed the PRE and POST questionnaires (Appendix Table 5).

3.5 Sleep

3.5.1 Participants' sleep

The significance of sleep for health is understood, therefore when benefits for sleep are demonstrated there are highly likely knock on effects for overall wellbeing. Between PRE and POST questionnaires there was a significant improvement in total sleep scores and a significant reduction in the number of participants reporting clinically significant sleep problems (Table 3.5). At baseline there were no differences for those who only completed the PRE questionnaire (Appendix Table 6).

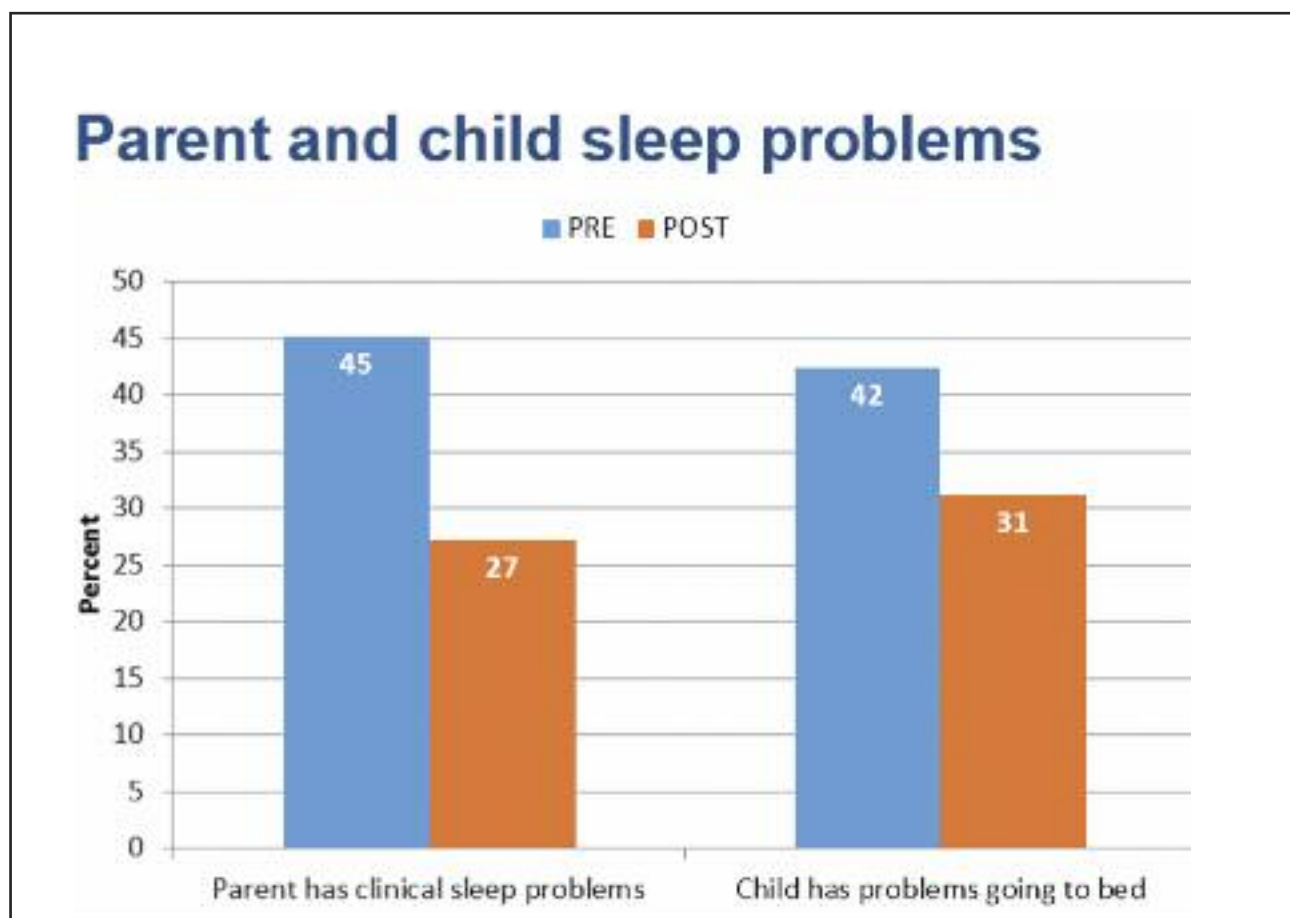


Figure 3.5: Changes in reported parent and child sleep problems for those with both PRE- and POST- data

3.5.2 Children's sleep

Between PRE and POST questionnaires the only significant change in children's sleep patterns was fewer reported problems going to bed. Parents also reported fewer problems with their child falling asleep and night time waking and were more likely to report that they feel that their child gets enough sleep but these associations did not achieve statistical significance (Table 3.5).

The only difference at baseline for those who completed the PRE questionnaire but not the POST questionnaire was longer sleep duration at the weekend (Appendix Table 6).

	Bases	Pre-programme	Post programme	Difference	p-value for change*
Parent Jenkins Sleep Questionnaire					
Score (mean)	227	7.85	6.04	1.81	<0.001
Clinical problems (15+ nights per month), %	228	45.18	27.19	17.98	<0.001
Child time in bed					
School day (mean hours)	218	10.55	10.61	0.07	0.30
Weekend (mean hours)	174	11.04	10.93	0.10	0.29
Child BEARS questionnaire					
Child has problems going to bed, %	231	42.42	31.17	11.26	<0.05
Child has problems falling asleep, %	228	35.09	26.75	8.33	0.05
Child has difficulty waking in the morning, %	225	32.44	28.89	3.56	0.41
Child seems sleepy during the day, %	222	20.72	16.22	4.50	0.22
Under 5 year old still takes naps, %	40	32.50	30.00	2.50	0.81
Child wakes up a lot at night, %	218	24.31	16.97	7.34	0.06
Child has trouble getting back to sleep, %	212	21.70	15.09	6.60	0.08
Child has regular bedtimes on week nights, %	201	84.58	87.06	2.49	0.47
Parent thinks child gets enough sleep, %	209	71.29	79.43	8.13	0.05
Child snores/has difficulty breathing, %	219	30.14	23.29	6.84	0.11
*These analyses use paired t-tests or two-sample tests of proportions to assess change over time					

Table 3.5: Changes in sleep; those with both pre- and post- data

3.6 Experiences of discrimination

There was little reporting of discrimination or victimisation due to race, ethnicity, colour or religious background, with no differences between PRE and POST course questionnaires (Table 3.6 and Figure 3.1). Similarly, there were no differences between those who did and did not complete the POST questionnaire (Appendix Table 7 and Appendix Figure 1).

	Bases	Pre- programme	Post programme	Difference	p-value for change*
Have you yourself ever been					
...					
... refused a job, %	238	7.98	7.56	0.42	0.86
... treated unfairly at work, %	234	5.13	4.70	0.43	0.83
In the last 12 months ...					
... physically attacked, %	237	2.53	3.38	0.84	0.59
... insulted, %	236	9.32	11.02	1.69	0.54

*These analyses use two-sample tests of proportions to assess change over time

Table 3.6: Experiences of discrimination because of race, ethnicity, colour or religious background; those with both pre- and post- data

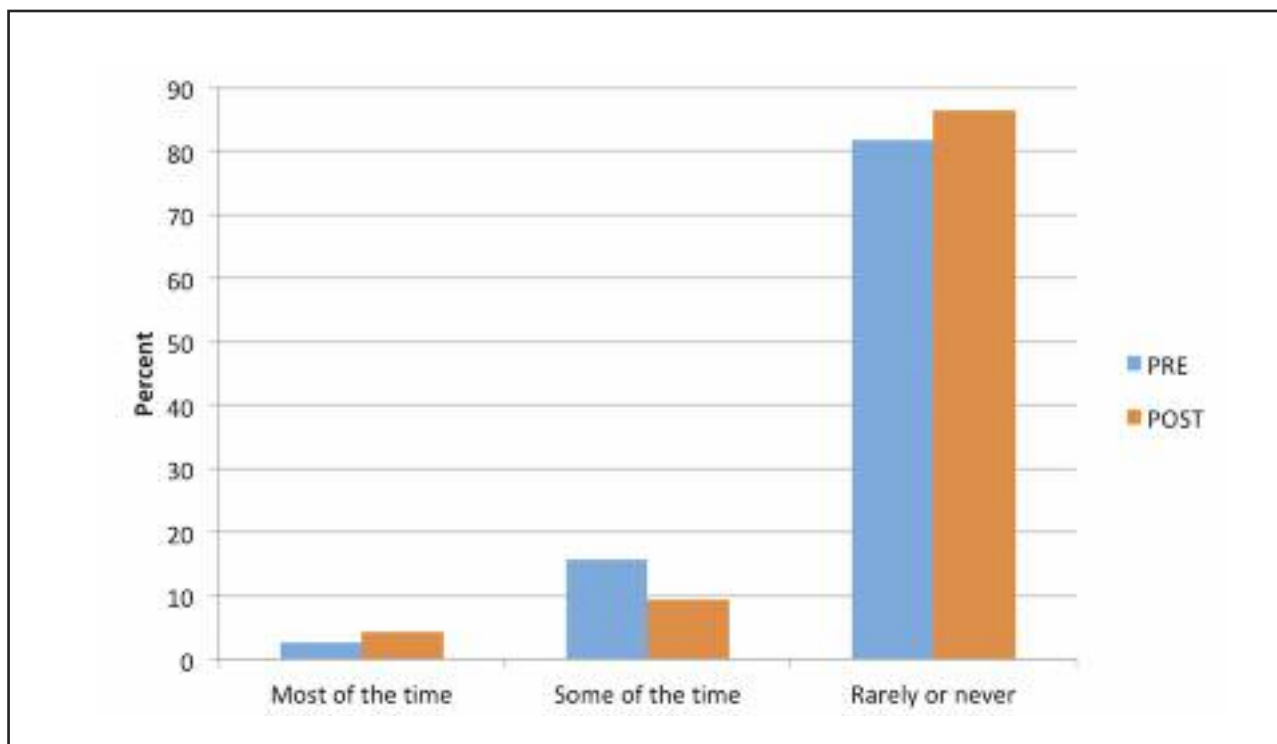


Figure 3.6: Worry about experiencing unfair treatment because of your race, ethnicity, colour or religious background for those with both PRE- and POST- data

3.7 Child socioemotional difficulties

There were significant improvements in all areas of socioemotional difficulties except hyperactivity/inattention. The difference in total difficulties is considered to be clinically significant (Table 3.7). There was also a significant change in the borderline/abnormal scores. Figure 3.2 shows that there was a significant shift in the proportion of children categorised as having abnormal/borderline scores to scores in the normal range (Wilcoxon change over time statistics, $p < 0.001$, $z = 3.507$).

There were no statistically significant differences between those who did and those who did not complete the POST questionnaire (Appendix Table 8 and Appendix Figure 2).

	Bases	Pre-programme	Post programme	Difference	p-value for change*
Emotional symptoms score, mean	219	3.79	3.20	0.60	<0.001
Conduct problems score, mean	219	3.90	3.20	0.70	<0.001
Hyperactivity/inattention score, mean	218	5.91	5.60	0.31	0.06
Peer problems score, mean	219	3.02	2.73	0.29	<0.05
Prosocial score, mean	218	6.86	7.43	0.57	<0.001
Total difficulties score, mean	218	16.65	14.73	1.92	<0.001
Borderline/abnormal scores, %	218	62.84	52.75	10.1	<0.05

*These analyses use paired t-tests or two-sample tests of proportions to assess change over time

Table 3.7: Socioemotional difficulties; those with both pre- and post- data

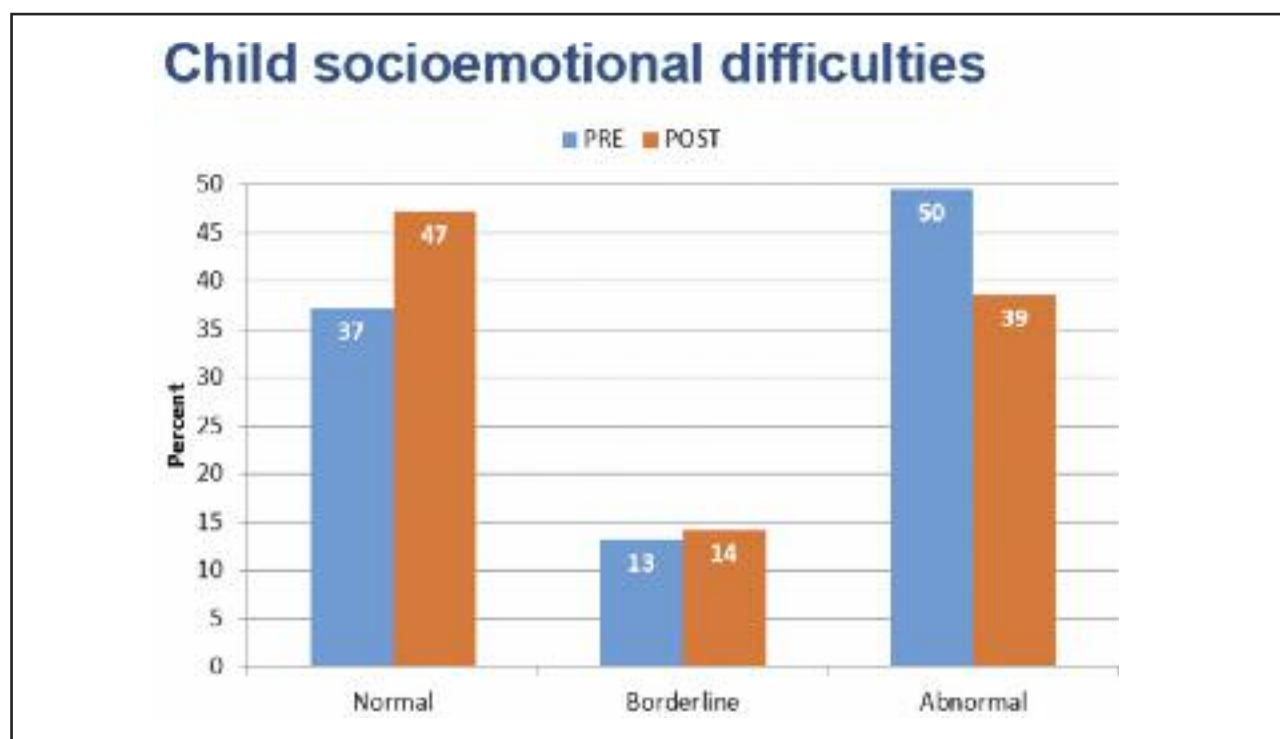


Figure 3.7: Socioemotional difficulties category for those with both PRE- and POST- data

3.8 Parent psychological distress

There was a significant reduction in average K6 scores between the PRE and POST questionnaires, there was an associated reduction in participants who were identified as being highly likely to be depressed (Table 3.8).

Figure 3.3 shows the three categories of result used with the K6 instrument and shows a reduction in the proportion of parents who were categorised as possibly or highly likely to be depressed with these changes being statistically significant (Wilcoxon change over time statistics, $p < 0.001$, $z = 5.555$)

There were no differences in initial psychological distress scores for those who only completed the PRE questionnaire compared to those who completed both the PRE and POST questionnaires (Appendix Table 9 and Appendix Figure 3).

	Bases	Pre-programme	Post programme	Difference	p-value for change*
K6 score, mean	236	9.33	6.81	2.52	<0.001
Highly depressed, %	236	31.78	16.95	14.83	<0.001

*These analyses use paired t-tests or two-sample tests of proportions to assess change over time

Table 3.8: Kessler 6; those with both pre- and post- data

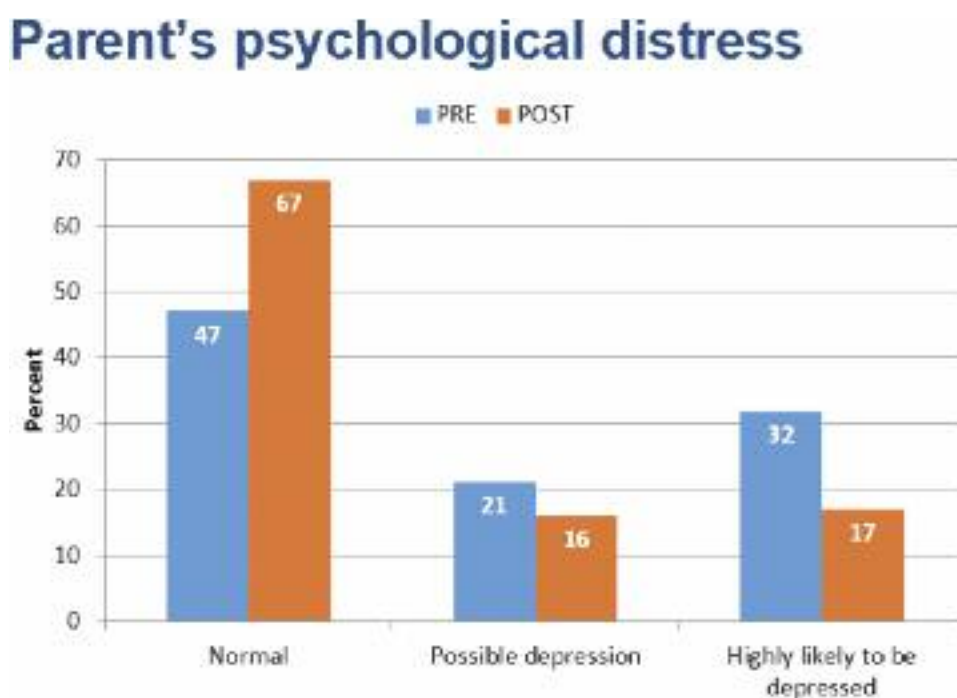


Figure 3.8: Psychological distress category for those with both PRE- and POST- data

Chapter 4 Findings from PRE, POST and 3 Month follow-up reports

A smaller group of participants (n=123) completed a 3 month post programme follow-up questionnaire. The information provided by these participants allows some tentative interpretation of the longer term effectiveness of the SFSC programme. The tables and figures in this chapter are based only on the participants who completed the 3 Month follow-up questionnaire. Tables and figures show data at the 3 questionnaire time points: PRE; POST and 3 Month follow-up. Statistical tests were performed to compare responses in the POST and 3 Month follow-up questionnaires to responses from the PRE questionnaire. Significant differences from the PRE questionnaire responses are identified as follows: *p<0.05, **p<0.01, ***p<0.001. Tests for changes between the end of the programme (POST) and the 3 Month follow-up were also conducted but there were no statistically significant differences.

When comparing the participants who completed the 3 Month follow-up with those who completed the course but not the 3 Month follow-up, although there were no systematic differences those who completed the Follow-up tended to be more likely to be female and less likely to be in the youngest age category (Table 4.1).

Forms returned	PRE & POST only	3 Month Follow-up	Forms returned	PRE & POST only	3 Month Follow-up
Location of course			Black/African/Caribbean/Black British		
London	24.07	38.21	African	13.49	22.58
South East	7.10	13.82	Caribbean	2.33	0.00
Yorkshire & the Humber	31.79	10.57	Any other Black/ African/ Caribbean background	3.26	4.84
North West	37.04	37.40	Other ethnic group		
Sample size	324	123	Arab	2.33	3.23
Gender			Any other ethnic group	6.98	6.45
Male	16.93	11.50	Sample size	215	62
Female	83.07	88.50	Education level		
Sample size	313	113	Primary	10.47	13.56
Age			Secondary (16)	34.03	27.12
Up to 25	9.32	5.31	Secondary (18)	17.80	23.73
26-35	39.76	34.51	Higher	37.70	35.59
36-45	40.84	42.48	Sample size	191	59
46 and over	16.08	17.70	Household income		
Sample size	311	113	Under £5000	21.14	21.31
Ethnicity			£5000 - £10,000	30.89	42.62
White			£10,000 - £20,000	29.14	16.39
British	52.09	35.48	£20,000 - £45,000	15.43	18.03
Irish	2.79	1.61	Over £45,000	3.43	1.64
Irish Traveller / Traveller	0.47	0.00	Sample size	175	61
Any other white background	1.86	4.84	Relationship to child		
Mixed/multiple ethnic groups			Two parent family	44.54	46.27
White and Black Caribbean	1.40	0.00	Single parent	48.23	46.27
White and Black African	0.93	1.61	Grandparent	3.06	2.99
White and Asian	1.86	4.84	Non-custodial parent	4.80	1.49
Any other Mixed/Multiple ethnic background	3.72	4.84	Step parent	2.62	1.49
Asian/Asian British			Other	1.75	1.49
Indian	0.47	1.61	Sample size	229	67
Pakistani	0.00	0.00			
Bangladeshi	2.79	0.00			
Chinese	1.86	4.84			
Any other Asian background	1.40	3.23			

Table 4.1 Characteristics of participants who completed the PRE & POST questionnaire only and those who completed the 3 Month Follow-up questionnaire

Chapter 4 Findings from PRE, POST and 3 Month follow-up reports

Of parents who completed PRE&POST 44% had ever attended a parent education class before and the proportion was the same for those who completed the 3 Month Follow-up.

Those who completed the 3 Month follow-up were more likely to have joined the course to learn to be better a parent or to learn about drugs/violence and less likely to report joining the course because they were having problems with their children than those who completed the course but did not complete the Follow-up questionnaire (Figure 4.1). Figure 4.2 shows there were no differences in routes to enrolling on the course.

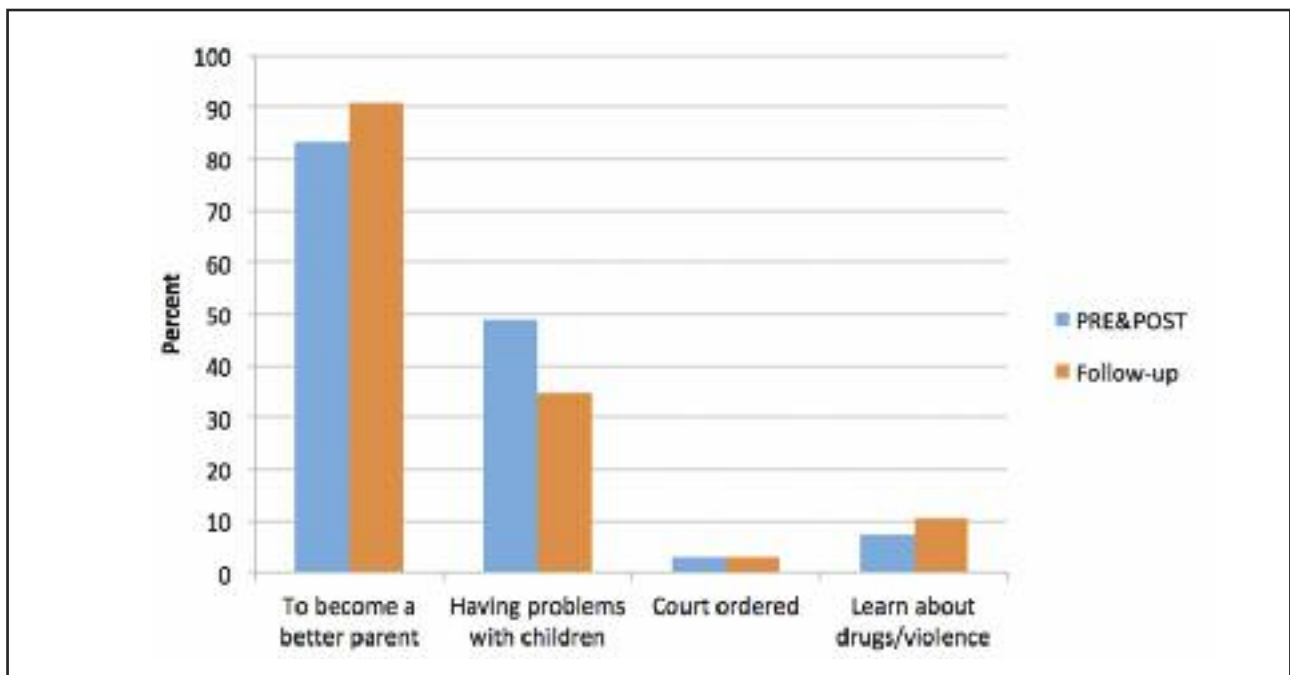


Figure 4.1: Participant's reasons for joining the course

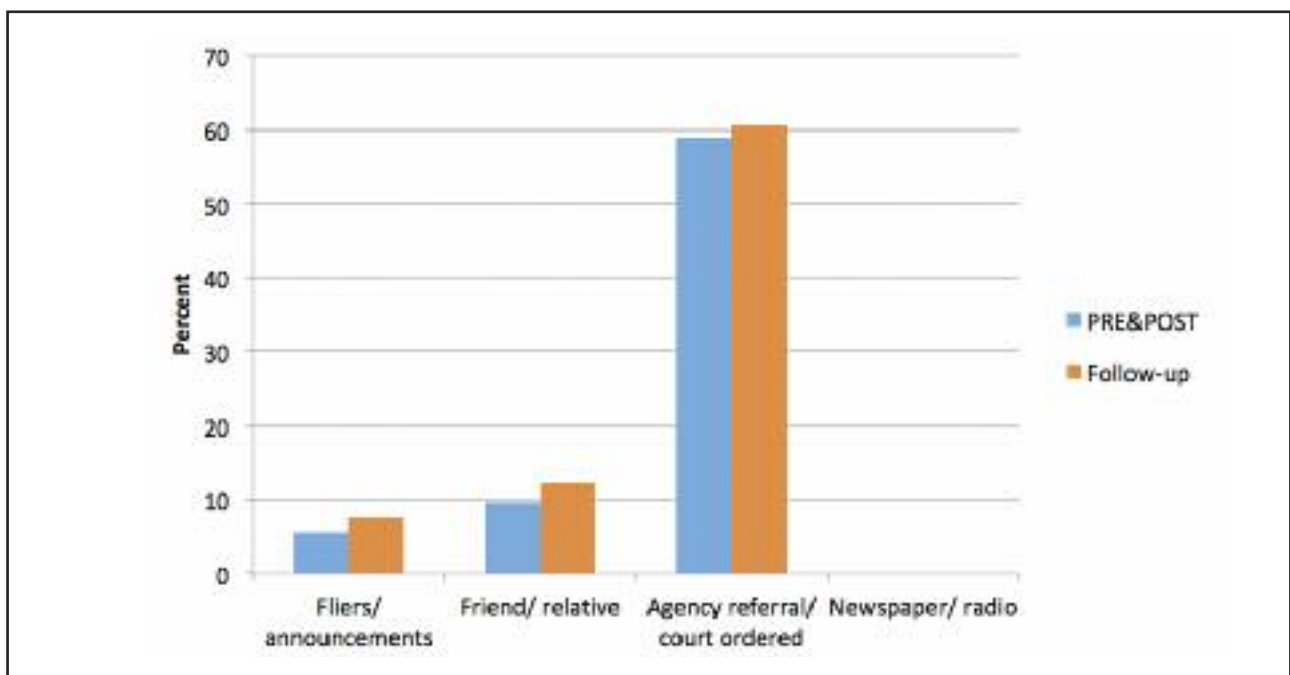


Figure 4.2: How participants heard about the course4.1

4.1 Parenting practices

Table 4.2 presents responses to questions about parenting practises. Positive changes reported in the responses to the POST questionnaire have mostly been maintained (spend time with individual children; ignore children when they misbehave; shout at children; threaten or criticise children; get angry when children make mistakes), with some areas showing continued reported improvement (have family discussions to establish rules; tell others about your child's bad behaviour). The items 'talk about sexual responsibility' and 'have fun together as a family' continue to show improvements from baseline reports although differences were no longer statistically different.

	PRE Bases	PRE %	POST Bases	POST %	Follow- up Bases	Follow- up %
I always, usually or sometimes ...						
kiss or hug your children	120	81.67	114	90.35	123	86.18
give children rewards	119	68.91	113	77.88	120	75.00
acknowledge (praise) for good behaviour	119	85.71	112	92.86	122	92.62
listen to/ask for children's opinions and ideas	119	72.27	112	85.71*	123	77.24
spend time with individual children	118	47.46	113	75.22***	122	66.39**
ignore children when they misbehave	118	15.25	109	46.79***	122	45.90***
shout at children	115	30.43	111	6.31***	119	11.76***
threaten or criticise children	116	11.21	111	2.70*	121	4.13*
hit or smack children	119	0.84	114	0	122	0
get angry when children make mistakes	118	10.17	113	1.77**	123	2.44*
have family discussions to establish rules	118	47.46	109	57.80	121	66.12**
tell others about your child's bad behaviour	116	26.72	108	17.59	122	13.11**
talk about sexual responsibility	109	14.68	106	30.19**	116	24.14
talk about the dangers of drugs/gangs	116	31.90	106	37.74	118	33.90
have fun together as a family	119	64.71	113	76.99*	122	72.13
go to cultural events together	120	29.17	111	41.44	123	40.65
*p<0.05, **p<0.01, ***p<0.001 for tests of differences between PRE and POST and PRE and 3 Month Follow-up						

Table 4.2: Comparing parenting practises for the sample who completed the 3 Month Follow-up questionnaire at each reporting time: PRE, POST and 3 Month Follow-up

4.2 The Parenting Scale

Table 4.3 shows that for this sample there were significant improvements between the PRE and POST reports and reports from the Follow-up indicate that there have been continued improvements in all areas and for parents of children of all ages.

	PRE, mean	POST, mean	Follow-up, mean
Age 3-10 version	(n=65)	(n=60)	(n=61)
Total Score (30 items)	3.34	2.88***	2.76***
Overreactivity (10 items)	2.96	2.31***	2.25***
Laxness (11 items)	3.12	2.74***	2.60***
Verbosity (7 items)	4.12	3.71**	3.54***
Age 11-18 version	(n=38)	(n=39)	(n=42)
Total Score (13 items)	3.67	3.13**	2.95***
Overreactivity (6 items)	3.74	3.06*	2.77***
Laxness (6 items)	3.77	3.26**	3.17**
*p<0.05, **p<0.01, ***p<0.001 for tests of differences between PRE and POST and PRE and 3 Month Follow-up			

Table 4.3: Comparing Parenting Scale scores for the sample who completed the 3 Month Follow-up questionnaire at each reporting time: PRE, POST and 3 Month Follow-up

4.3 Attitudes towards parenting skills and familial relationships

Table 4.4 shows that for this sample, participants reported improvements in most areas by the end of the course and these improvements were maintained in almost all areas as reported in the Follow-up. Participants also reported continued improvement with their ability to 'handle child refusal to do housework' and 'make suggestions to child's teacher' which showed statistically significant differences from reports at baseline (PRE questionnaire). Participants also reported further improved relationship with other family members. Relationships with children showed a positive change between baseline and follow-up but differences were not statistically different.

4.4 Changes in perceived children's abilities

At the follow-up participants were more likely to report feeling good/very good about all aspects of their child's ability than at baseline, although proportions of positive responses tended to be slightly lower than those reported at the end of the course. Reports about the child's ability 'to manage/express feelings and emotions' was no longer different from baseline. Importantly, ability 'to feel comfortable with his/her ethnicity' had continued to improve and reports were significantly different to those at baseline (Table 4.5).

	PRE Bases	PRE %	POST Bases	POST %	Follow- up Bases	Follow- up %
I feel good or very good about my ability to ...						
manage my anger	113	46.90	109	78.90***	117	78.63***
express my emotions	113	56.64	108	75.00**	118	76.27**
teach my child right from wrong	112	86.61	110	97.27**	118	97.46**
handle child fighting or destructive behaviour	113	54.87	110	75.45**	118	75.42**
handle child refusal to do housework	111	46.85	106	59.43	116	62.07*
make suggestions to child's teacher	109	66.06	105	75.24	115	80.87*
make plans to achieve personal goals	111	51.35	108	74.07***	118	74.58***
access community resources	110	47.27	110	72.73***	118	72.88***
I feel good or very good about my relationship with ...						
my children	112	77.68	110	90.91**	116	87.07
other family members	112	66.96	110	77.27	118	83.90**
*p<0.05, **p<0.01, ***p<0.001 for tests of differences between PRE and POST and PRE and 3 Month Follow-up						

Table 4.4: Comparing attitudes towards parenting skills and familial relationships practises for the sample who completed the 3 Month Follow-up questionnaire at each reporting time: PRE, POST and 3 Month Follow-up

	PRE Bases	PRE %	POST Bases	POST %	Follow- up Bases	Follow- up %
I feel good or very good about my child's ability:						
to feel good about him/herself (self-esteem)	114	64.04	101	69.31	105	66.67
to manage/express feelings and emotions	112	44.64	101	59.41*	104	55.77
to control behaviour (self-discipline)	112	26.79	99	48.48**	105	45.71**
to consider others when making decisions	114	33.33	101	53.47**	105	48.57*
to ask for help/guidance if needed	112	52.68	101	69.31*	103	71.84**
to avoid using or dealing drugs	87	81.61	80	87.50	94	86.17
to avoid violence and stay out of gangs	95	62.11	81	83.95**	100	80.00**
to feel comfortable with his/her ethnicity	112	79.46	97	88.66	102	90.20*
*p<0.05, **p<0.01, ***p<0.001 for tests of differences between PRE and POST and PRE and 3 Month Follow-up						

Table 4.5: Comparing perceived children's abilities for the sample who completed the 3 Month Follow-up questionnaire at each reporting time: PRE, POST and 3 Month Follow-up

4.5 Sleep

4.5.1 Participants sleep

Participants reported improvements in their sleep between the start and completion of the course and these improvements continued beyond the end of the course to the 3 month follow-up (Table 4.6).

4.5.2 Children's sleep

In general reports about the quality of children's sleep and sleep problems at follow-up were less good than at the end of the course but still showed an improvement when compared to those reported at the start of the course. Statistically significant improvements with 'problems falling asleep' and 'gets enough sleep' were maintained between the end of the programme (POST) and 3 month follow-up (Table 4.6).

	PRE Bases	PRE %	POST Bases	POST %	Follow- up Bases	Follow- up %
Parent Jenkins Sleep Questionnaire						
Score (mean)	112	7.39	104	5.61***	115	5.12***
Clinical problems (15+ nights per month), %	113	42.48	104	27.88*	115	22.61**
Child time in bed						
School day (mean hours)	111	10.41	103	10.58	114	10.51
Weekend (mean hours)	96	10.92	87	10.90	105	11.00
Child BEARS questionnaire						
Child has problems going to bed, %	113	42.48	105	27.62*	117	35.04
Child has problems falling asleep, %	111	39.64	104	25.96*	116	25.00*
Child has difficulty waking in the morning, %	113	29.20	102	23.53	117	27.35
Child seems sleepy during the day, %	111	21.62	103	16.50	117	17.09
Under 5 year old still takes naps, %	23	20.43	22	22.73	21	23.81
Child wakes up a lot at night, %	111	25.23	100	18.00	117	19.66
Child has trouble getting back to sleep, %	107	23.36	100	15.00	117	16.24
Child has regular bedtimes on week nights, %	105	81.90	94	87.23	105	88.57
Parent thinks child gets enough sleep, %	109	65.14	100	83.00**	112	77.68*
Child snores/has difficulty breathing, %	111	22.52	101	15.84	117	18.80
*p<0.05, **p<0.01, ***p<0.001 for tests of differences between PRE and POST and PRE and 3 Month Follow-up						

Table 4.6: Comparing sleep for the sample who completed the 3 Month Follow-up questionnaire at each reporting time: PRE, POST and 3 Month Follow-up

4.6 Experiences of discrimination

As with the fuller sample reported in Chapter 3, there were no differences in reports of experiences of discrimination between the three time points (Table 4.7)

	PRE Bases	PRE %	POST Bases	POST %	Follow- up Bases	Follow- up %
Have you yourself ever been ...						
... refused a job, %	112	9.28	109	9.17	118	4.24
... treated unfairly at work, %	111	9.01	109	6.42	118	7.63
In the last 12 months ...						
... physically attacked, %	112	2.68	109	4.59	117	4.27
... insulted, %	112	11.61	109	17.43	117	12.82
*p<0.05, **p<0.01, ***p<0.001 for tests of differences between PRE and POST and PRE and 3 Month Follow-up						

Table 4.7: Comparing experiences of discrimination because of race, ethnicity, colour or religious background for the sample who completed the 3 Month Follow-up questionnaire at each reporting time: PRE, POST and 3 Month Follow-up

4.7 Child socioemotional difficulties

Between the baseline and end of the programme there were significant improvements in reported conduct problems and total difficulties scores and these were maintained at follow-up.

Hyperactivity/inattention scores continued to improve such that by follow-up they were significantly lower than at baseline. At the end of the course and at follow-up parents reported that their children had better prosocial skills than at baseline (Table 4.8). Figure 4.3 illustrates the changes in proportions of children in each category of socioemotional difficulty: at the start of the programme (PRE), at the end of the programme (POST) and 3 months after the end of the programme (Follow-up).

	PRE Bases	PRE %	POST Bases	POST %	Follow- up Bases	Follow- up %
Emotional symptoms score, mean	108	3.68	101	3.29	117	3.32
Conduct problems score, mean	108	3.54	101	3.09*	117	3.03*
Hyperactivity/inattention score, mean	108	5.78	101	5.53	116	5.20*
Peer problems score, mean	108	2.81	101	2.69	117	2.56
Prosocial score, mean	108	6.86	101	7.55**	116	7.47***
Total difficulties score, mean	108	15.8	101	14.6*	116	14.2**
Borderline/abnormal scores, %	108	55.56	101	52.48	116	48.28
*p<0.05, **p<0.01, ***p<0.001 for tests of differences between PRE and POST and PRE and 3 Month Follow-up						

Table 4.8: Changes in socioemotional difficulties for the sample who completed the 3 Month Follow-up questionnaire at each reporting time: PRE, POST and 3 Month Follow-up

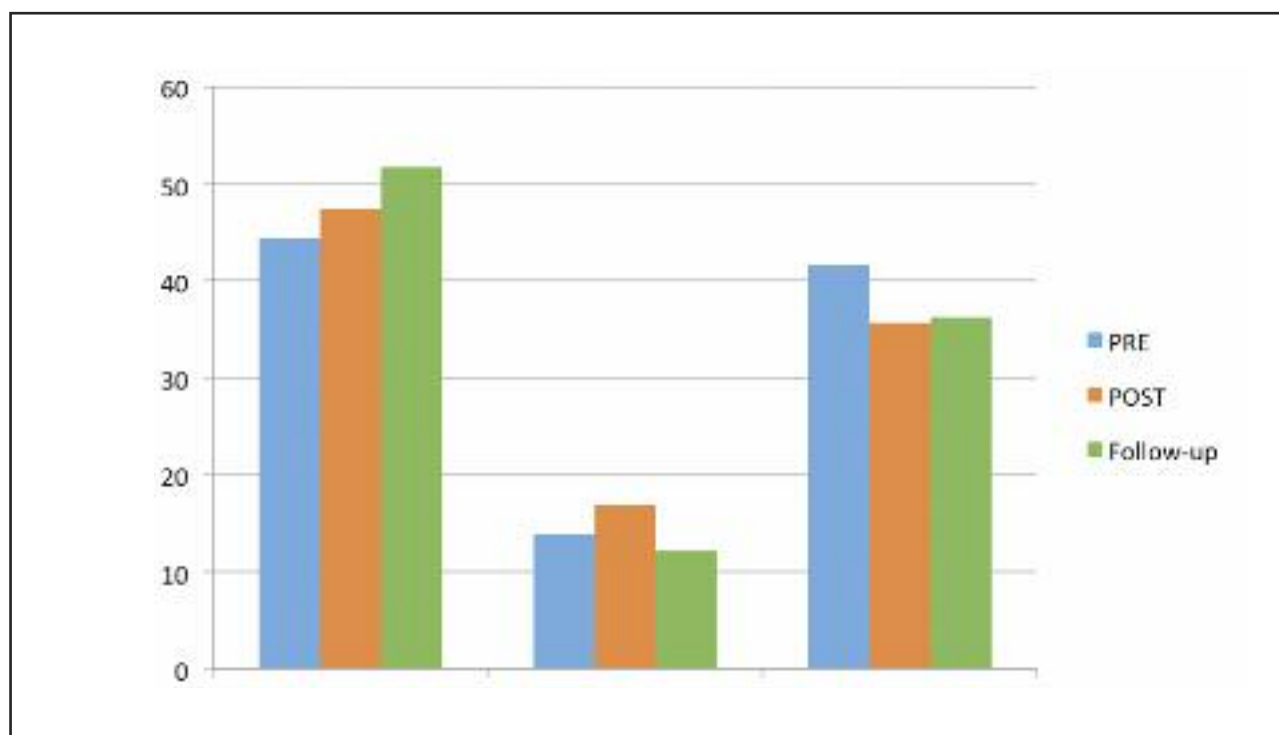


Figure 4.3: Socioemotional difficulties category for PRE- POST- and 3 Month Follow-up data

4.8 Parent psychological distress

The substantial and significant reductions in average K6 scores between the PRE and POST questionnaires were maintained at Follow-up (Table 4.9) and Figure 4.4 illustrates the improvement in psychological distress classification of participants between the start of the course and the 3 month follow-up.

	PRE Bases	PRE %	POST Bases	POST %	Follow- up Bases	Follow- up %
K6 score, mean	112	9.55	109	6.07***	114	6.00***
Highly depressed, %	112	33.04	109	11.93***	114	13.16***
*p<0.05, **p<0.01, ***p<0.001 for tests of differences between PRE and POST and PRE and 3 Month Follow-up						

Table 4.9: Changes in Kessler 6 for the sample who completed the 3 Month Follow-up questionnaire at each reporting time: PRE, POST and 3 Month Follow-up

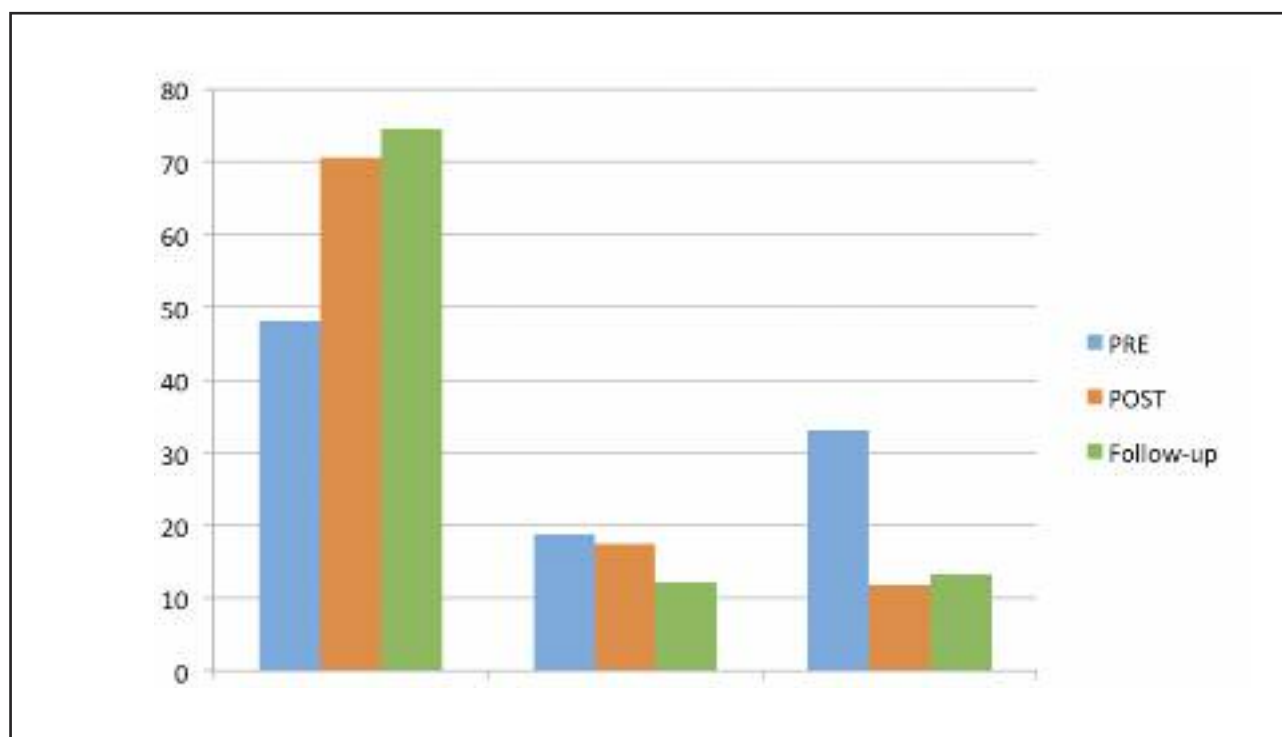


Figure 4.4: *Psychological distress category for PRE- POST- and 3 Month Follow-up data*

Appendices

Appendix 1 Comparing course completers with those who dropped out

The following tables and figures compare the baseline results, measured using the PRE-questionnaire, for those participants who completed the POST questionnaire and those who completed the PRE questionnaire but were lost to follow-up.

	Number completing PRE questionnaire	% not completing POST questionnaire		Number completing PRE questionnaire	% not completing POST questionnaire
Gender			Ethnicity		
Male	83	35.14	Nigerian	6	16.67
Female	366	28.96	Senegal	1	0
Sample size	449		Somali	16	18.75
Age			Sudanese	1	0
Up to 25	43	32.56	Iranian	1	0
26-35	176	40.34	Iraqi	2	50.00
36-45	164	22.56	Kurdish	1	0
46 and over	63	20.63	Middle East	2	0
Sample size	446		Chinese	4	0
Ethnicity			Japanese	1	0
British or English	154	29.22	Malaysian	1	0
Irish	6	50.00	Pilipino	3	33.33
Irish Traveller / Traveller	1	0	South Korean	1	0
Lithuania	3	33.33	Mexican	1	0
Maltese	2	0	British Muslim	2	0
Polish	4	25.00	Other	9	0
Portuguese	1	0	Sample size	302	
Scottish	1	0	Education level		
Spanish	1	0	Primary	23	13.04
Welsh	2	0	Secondary (16)	94	30.85
English (& or Irish) / West Indian	5	60.00	Secondary (18)	43	20.93
Black / Mixed Heritage	1	100	Higher	90	20.00
Mixed Race	5	40.00	Sample size	250	
British/ Asian	1	0	Household Income		
British / Spanish	2	0	Under £5000	53	30.19
British / African	2	0	£5000 - £10,000	75	28.00
British / Caribbean / African	1	0	£10,000 - £20,000	66	22.73
British / Pakistani	1	0	£20,000 - £45,000	30	10.00
Asian	2	0	Over £45,000	7	14.29
Bangladeshi	6	0	Sample size	231	
British Asian	1	100	Relationship to child		
Indian	1	0	Two parent family	133	23.31
Pakistani	22	35.36	Single parent	137	27.74
Afro-Caribbean	4	0	Grandparent	8	12.50
Black African	8	0	Non-custodial parent	13	15.38
Black British	9	22.22	Step parent	1	100
Ghana	1	0	Other	6	33.33
Jamaican	1	0	Sample size	305	
Mauritius	1	0			

Appendix Table 1.1: Characteristics of participants who completed the PRE questionnaire but did not complete the POST questionnaire

Appendix 1 Comparing course completers with those who dropped out

	PRE&POST Bases	PRE&POST %	PRE ONLY Bases	PRE ONLY %	p for differences
I always, usually or sometimes ...					
kiss or hug your children	309	86.08	118	84.75	0.72
give children rewards	306	70.59	121	66.94	0.46
acknowledge (praise) for good behaviour	305	85.57	121	85.95	0.92
listen to/ask for children's opinions and ideas	304	63.16	121	70.25	0.17
spend time with individual children	301	50.17	121	48.76	0.79
ignore children when they misbehave	301	18.60	123	17.89	0.86
shout at children	298	25.50	122	29.51	0.40
threaten or criticise children	298	6.71	119	10.92	0.15
hit or smack children	302	0.33	117	0.85	0.49
get angry when children make mistakes	301	8.97	121	10.74	0.57
have family discussions to establish rules	296	48.31	126	48.41	0.98
tell others about your child's bad behaviour	298	28.19	124	25.00	0.50
talk about sexual responsibility	280	17.50	128	17.19	0.94
talk about the dangers of drugs/gangs	293	30.03	125	24.80	0.28
have fun together as a family	305	63.93	117	64.10	0.97
go to cultural events together	305	28.20	119	18.49	<0.05

Appendix Table 1.2: Comparing parenting, measured using the PRE-questionnaire, for the analysed sample (with PRE&POST) with those lost to follow-up (PRE ONLY)

	PRE&POST, mean (n=138)	PRE ONLY, mean (n=70)	p for differences
Age 3-10 version			
Total Score (30 items)	3.38	3.31	0.45
Overreactivity (10 items)	2.88	2.97	0.53
Laxness (11 items)	3.27	3.15	0.43
Verbosity (7 items)	4.15	4.03	0.30
Age 11-18 version			
Total Score (13 items)	3.65	3.55	0.61
Overreactivity (6 items)	3.71	3.48	0.39
Laxness (6 items)	3.69	3.76	0.80

Appendix Table 1.3: Comparing Parenting Scale, measured using the PRE-questionnaire, for the analysed sample (with PRE&POST) with those lost to follow-up (PRE ONLY)

Appendix 1 Comparing course completers with those who dropped out

	PRE&POST Bases	PRE&POST %	PRE ONLY Bases	PRE ONLY %	p for differences
I feel good or very good about my ability to ...					
manage my anger	279	50.18	115	56.52	0.25
express my emotions	278	53.96	118	44.92	0.10
teach my child right from wrong	274	81.39	114	84.21	0.51
handle child fighting or destructive behaviour	271	47.60	116	54.31	0.23
handle child refusal to do housework	259	42.86	117	48.72	0.29
make suggestions to child's teacher	261	63.98	119	63.03	0.86
make plans to achieve personal goals	278	46.76	111	58.56	<0.05
access community resources	278	47.48	111	51.35	0.49
I feel good or very good about my relationship with ...					
my children	275	73.09	118	81.36	0.08
other family members	277	66.06	114	62.28	0.48

Appendix Table 1.4: Comparing attitudes towards parenting skills and familial relationships, measured using the PRE-questionnaire, for the analysed sample (with PRE&POST) with those lost to follow-up (PRE ONLY)

	PRE&POST Bases	PRE&POST %	PRE ONLY Bases	PRE ONLY %	p for differences
I feel good or very good about my child's ability:					
to feel good about him/herself (self-esteem)	254	53.15	130	56.92	0.48
to manage/express feelings and emotions	253	39.92	131	41.22	0.81
to control behaviour (self-discipline)	250	20.80	131	25.95	0.25
to consider others when making decisions	253	29.64	130	32.31	0.59
to ask for help/guidance if needed	250	49.20	131	48.85	0.95
to avoid using or dealing drugs	178	84.27	130	79.23	0.25
to avoid violence and stay out of gangs	196	66.33	135	60.00	0.24
to feel comfortable with his/her ethnicity	238	84.03	128	82.03	0.62

Appendix Table 1.5: Comparing perceived children's abilities, measured using the PRE-questionnaire, for the analysed sample (with PRE&POST) with those lost to follow-up (PRE ONLY)

Appendix 1 Comparing course completers with those who dropped out

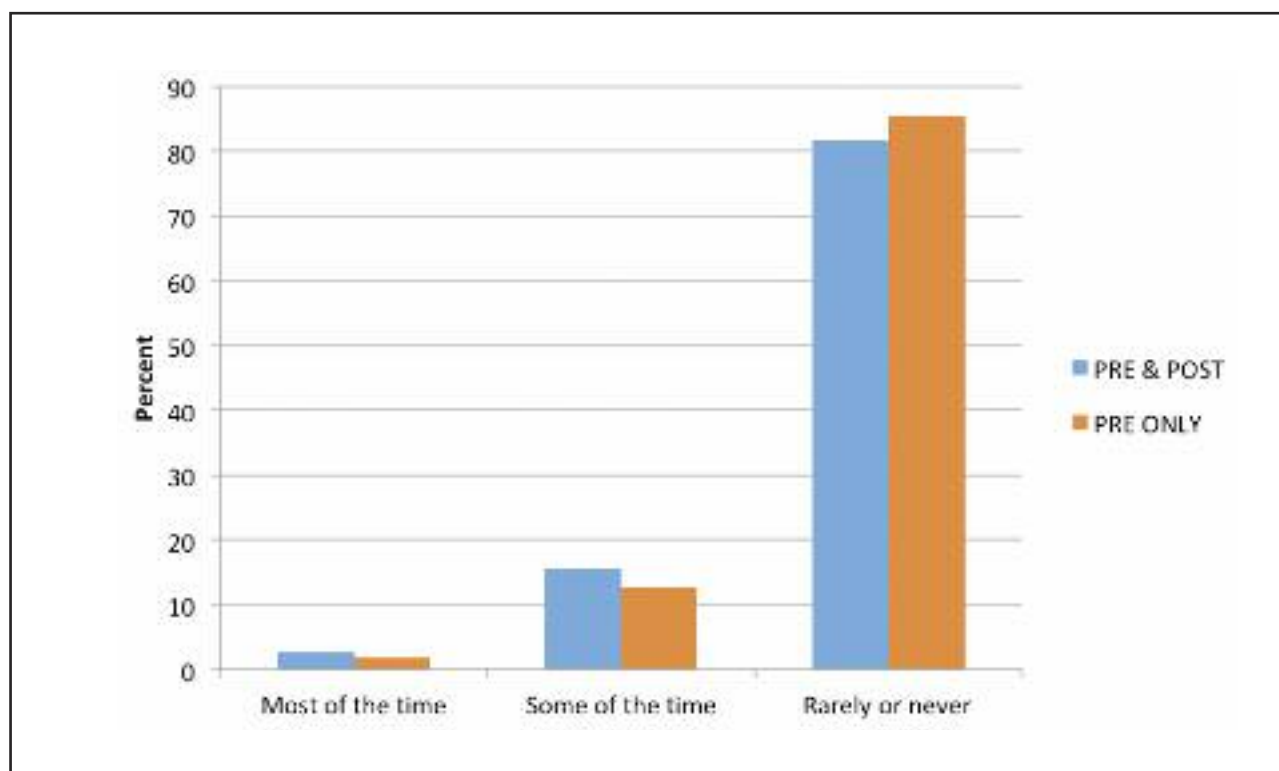
	PRE&POST Bases	PRE&POST mean/%	PRE ONLY Bases	PRE ONLY mean/%	p for differences
Parent Jenkins Sleep Questionnaire					
Score (mean)	227	7.85	117	8.19	0.64
Clinical problems (15+ nights per month), %	228	45.18	120	49.17	0.48
Child time in bed					
School day (mean hours)	218	10.55	117	10.65	0.44
Weekend (mean hours)	174	11.04	114	11.34	<0.05
Child BEARS questionnaire					
Child has problems going to bed, %	231	42.42	114	36.84	0.32
Child has problems falling asleep, %	228	35.09	115	32.17	0.59
Child has difficulty waking in the morning, %	225	32.44	121	31.40	0.84
Child seems sleepy during the day, %	222	20.72	119	26.89	0.20
Under 5 year old still takes naps, %	40	32.50	37	35.14	0.81
Child wakes up a lot at night, %	218	24.31	119	25.21	0.85
Child has trouble getting back to sleep, %	212	21.70	116	16.38	0.25
Child has regular bedtimes on week nights, %	201	84.58	122	80.33	0.32
Parent thinks child gets enough sleep, %	209	71.29	123	71.54	0.96
Child snores/has difficulty breathing, %	219	30.14	122	25.41	0.35

Appendix Table 1.6: Comparing sleep, measured using the PRE-questionnaire, for the analysed sample (with PRE&POST) with those lost to follow-up (PRE ONLY)

	PRE&POST Bases	PRE&POST %	PRE ONLY Bases	PRE ONLY %	p for differences
Have you yourself ever been ...					
... refused a job, %	238	7.98	111	3.60	0.12
... treated unfairly at work, %	234	5.13	113	9.73	0.11
In the last 12 months ...					
... physically attacked, %	237	2.53	111	1.80	0.67
... insulted, %	236	9.32	112	8.93	0.91

Appendix Table 1.7: Comparing experiences of discrimination because of race, ethnicity, colour or religious background, measured using the PRE-questionnaire, for the analysed sample (with PRE&POST) with those lost to follow-up (PRE ONLY)

Appendix 1 Comparing course completers with those who dropped out



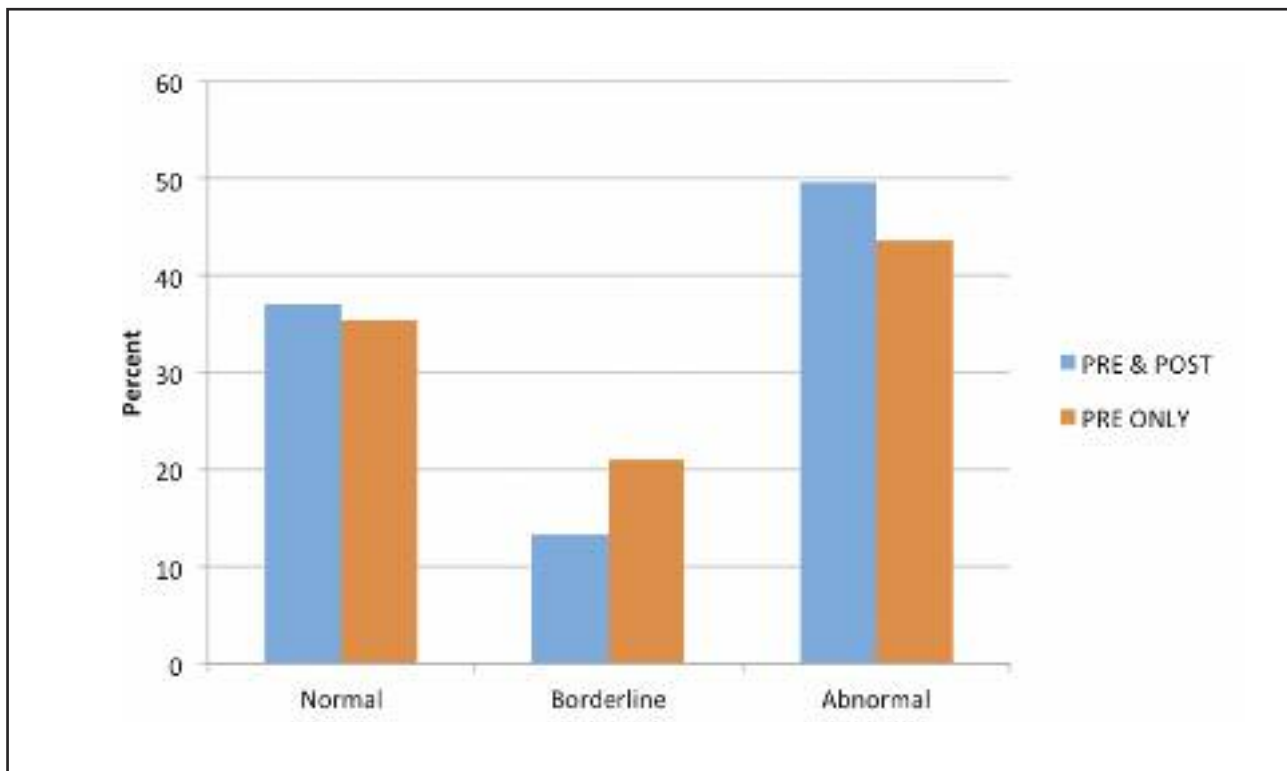
Appendix Figure 1.1: Worry about experiencing unfair treatment because of your race, ethnicity, colour or religious background, measured using the PRE-questionnaire, for those with both PRE- and POST - data compared to those with PRE data only

	PRE&POST Bases	PRE&POST mean/%	PRE ONLY Bases	PRE ONLY mean/%	p-value for difference*
Emotional symptoms score, mean	219	3.79	110	3.70	0.75
Conduct problems score, mean	219	3.90	110	3.88	0.95
Hyperactivity/inattention score, mean	218	5.91	110	5.75	0.61
Peer problems score, mean	219	3.02	110	3.06	0.86
Prosocial score, mean	218	6.86	110	7.02	0.54
Total difficulties score, mean	218	16.65	110	16.39	0.77
Borderline/abnormal scores, %	218	62.84	110	64.55	0.76

*These analyses use paired t-tests or two-sample tests of proportions to assess change over time

Appendix Table 1.8: Socioemotional difficulties, measured using the PRE-questionnaire, comparing the analysed sample (with PRE&POST) with those lost to follow-up (PRE ONLY)

Appendix 1 Comparing course completers with those who dropped out

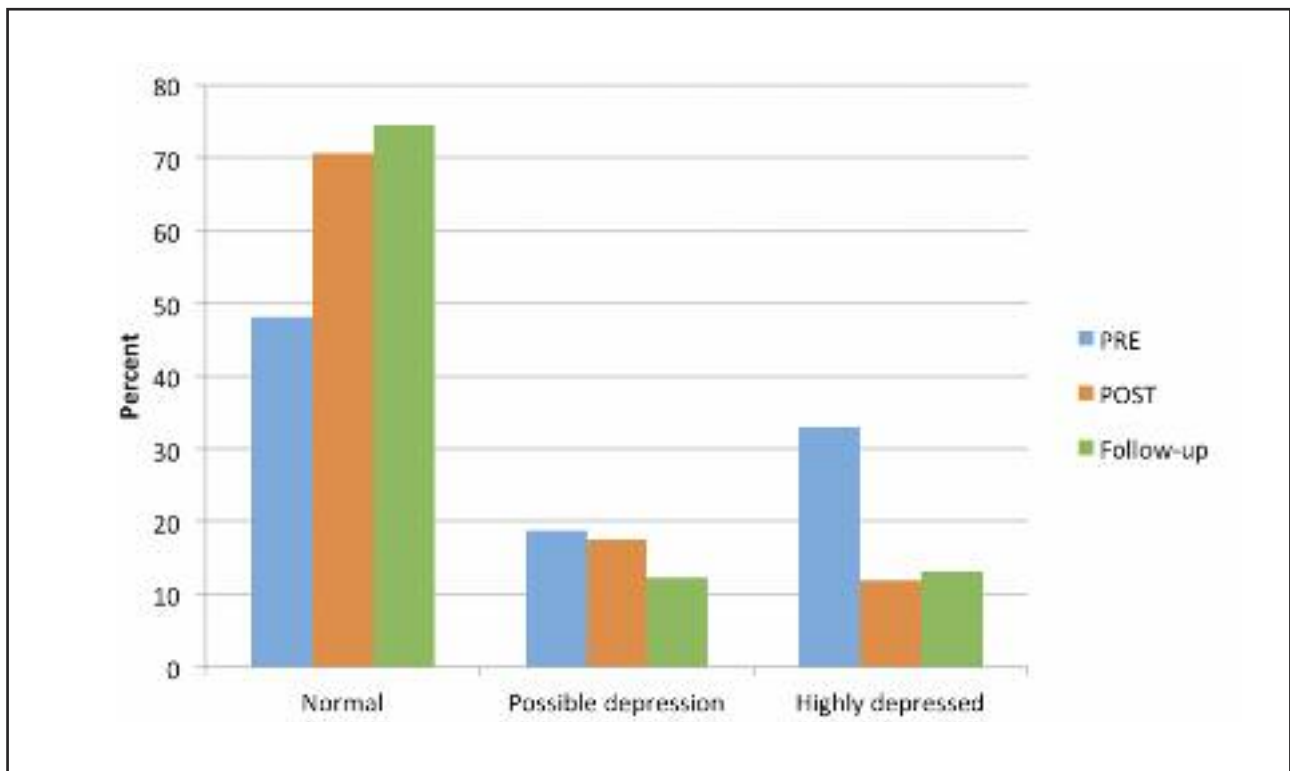


Appendix Figure 1.2: Socioemotional difficulties category, measured using the PRE-questionnaire, for those with both PRE- and POST- data compared to those with PRE data only

	PRE&POST Bases	PRE&POST mean/%	PRE ONLY Bases	PRE ONLY mean/%	p-value for difference [*]
K6 score, mean	236	9.33	114	8.75	0.43
Highly depressed, %	236	31.78	114	29.82	0.71

^{*}These analyses use paired t-tests or two-sample tests of proportions to assess change over time

Appendix Table 1.9: Psychological distress, measured using the PRE-questionnaire, comparing the analysed sample (with PRE&POST) with those lost to follow-up (PRE ONLY)



Appendix Figure 1.3: *Psychological distress category, measured using the PRE questionnaire, for those with both PRE- and POST- data compared to those with PRE data only*

	Bases	Pre- programme %	Post - programme %	p-value for change*	Negative ranks	Positive ranks	Ties	Z-score
I always or usually ...								
kiss or hug your children	76	92.11	93.42	0.95	8	8	60	0.058
give children rewards	76	64.47	63.16	0.72	20	18	38	-0.353
acknowledge (praise) for good behaviour	74	85.14	94.59	0.15	13	20	41	1.444
listen to/ask for children's opinions and ideas	74	75.68	85.14	<0.05	12	28	34	2.299
spend time with individual children	74	50.00	77.03	<0.001	12	33	29	3.318
ignore children when they misbehave	73	9.59	36.99	<0.001	6	38	29	4.873
shout at children	73	20.55	8.48	<0.001	41	2	30	-5.917
threaten or criticise children	72	5.56	1.39	<0.001	33	6	33	-4.306
hit or smack children	72	1.3	0.00	<0.001	27	2	43	-4.660
get angry when children make mistakes	74	10.81	1.35	<0.001	37	9	28	-3.844
have family discussions to establish rules	70	47.14	51.43	0.62	20	25	25	0.491
tell others about your child's bad behaviour	71	18.31	12.68	0.11	19	10	42	-1.607
talk about sexual responsibility	68	17.65	23.53	0.06	12	22	34	1.875
talk about the dangers of drugs/gangs	72	30.56	33.33	0.44	16	20	36	0.779
have fun together as a family	73	71.23	72.60	0.46	13	17	43	0.738
go to cultural events together	76	30.26	35.53	0.14	19	30	27	1.485
*These analyses use Wilcoxon change over time statistics (for indicators with ranked answer options)								

Appendix Table 2.1: Changes in parenting practises during the programme; those with both pre- and post- data for London region

Appendix 2 London Region

	Pre- programme score (mean)	Post programme score (mean)	Difference	p-value for change*
Age 3-10 version (n=42)				
Total Score (30 items)	3.60	3.00	0.60	<0.001
Overreactivity (10 items)	3.16	2.37	0.79	<0.001
Laxness (11 items)	3.51	2.87	0.65	<0.001
Verbosity (7 items)	4.35	3.96	0.39	<0.05
Age 11-18 version (n=17)				
Total Score (13 items)	3.81	2.85	0.97	<0.01
Overreactivity (6 items)	3.80	2.79	1.00	<0.05
Laxness (6 items)	3.76	2.88	0.89	<0.01
*These analyses use paired t-tests to assess change over time				

Appendix Table 2.2: *Changes in Parenting Scale scores (higher scores less effective disciplinary practices); those with both pre- and post- data for London region*

	Bases	Pre- programme %	Post - programme %	p-value for change*	Negative ranks	Positive ranks	Ties	Z-score
I feel good or very good about my ability to ...								
manage my anger	68	47.06	79.41	<0.001	22	0	46	4.690
express my emotions	66	53.03	74.24	0.001	16	2	48	3.300
teach my child right from wrong	68	80.88	94.12	<0.05	11	2	55	2.496
handle child fighting or destructive behaviour	67	55.22	71.64	<0.05	19	8	40	2.117
handle child refusal to do housework	63	41.27	60.32	<0.05	21	9	33	2.191
make suggestions to child's teacher	65	64.62	80.00	<0.05	16	6	43	2.132
make plans to achieve personal goals	67	49.25	73.13	<0.01	23	7	37	2.921
access community resources	67	41.79	58.21	<0.05	19	8	40	2.117
I feel good or very good about my relationship with ...								
my children	68	79.41	91.18	<0.01	8	0	60	2.828
other family members	68	67.65	72.06	0.41	8	5	55	0.832

*These analyses use Wilcoxon change over time statistics (for indicators with ranked answer options)

Appendix Table 2.3: Changes in attitudes towards parenting skills and familial relationships during the programme;
those with both pre- and post- data for London region

	Bases	Pre- programme %	Post - programme %	p-value for change*	Negative ranks	Positive ranks	Ties	Z-score
I feel good or very good about my child's ability:								
to feel good about him/herself (self-esteem)	63	55.56	71.43	<0.05	14	4	45	2.357
to manage/express feelings and emotions	63	44.44	63.49	<0.05	19	7	37	2.353
to control behaviour (self-discipline)	61	27.87	50.82	0.001	16	2	43	3.300
to consider others when making decisions	62	40.32	54.84	<0.05	15	6	41	1.964
to ask for help/guidance if needed	59	47.46	72.88	<0.01	20	5	34	3.000
to avoid using or dealing drugs	45	75.56	88.89	<0.05	6	0	39	2.449
to avoid violence and stay out of gangs	44	70.45	90.91	<0.01	10	1	33	2.714
to feel comfortable with his/her ethnicity	56	71.43	92.86	<0.01	14	2	40	3.000

*These analyses use Wilcoxon change over time statistics (for indicators with ranked answer options)

Appendix Table 2.4: Changes in perceived children's abilities during the programme; those with both pre- and post- data for London region

Appendix 2 London Region

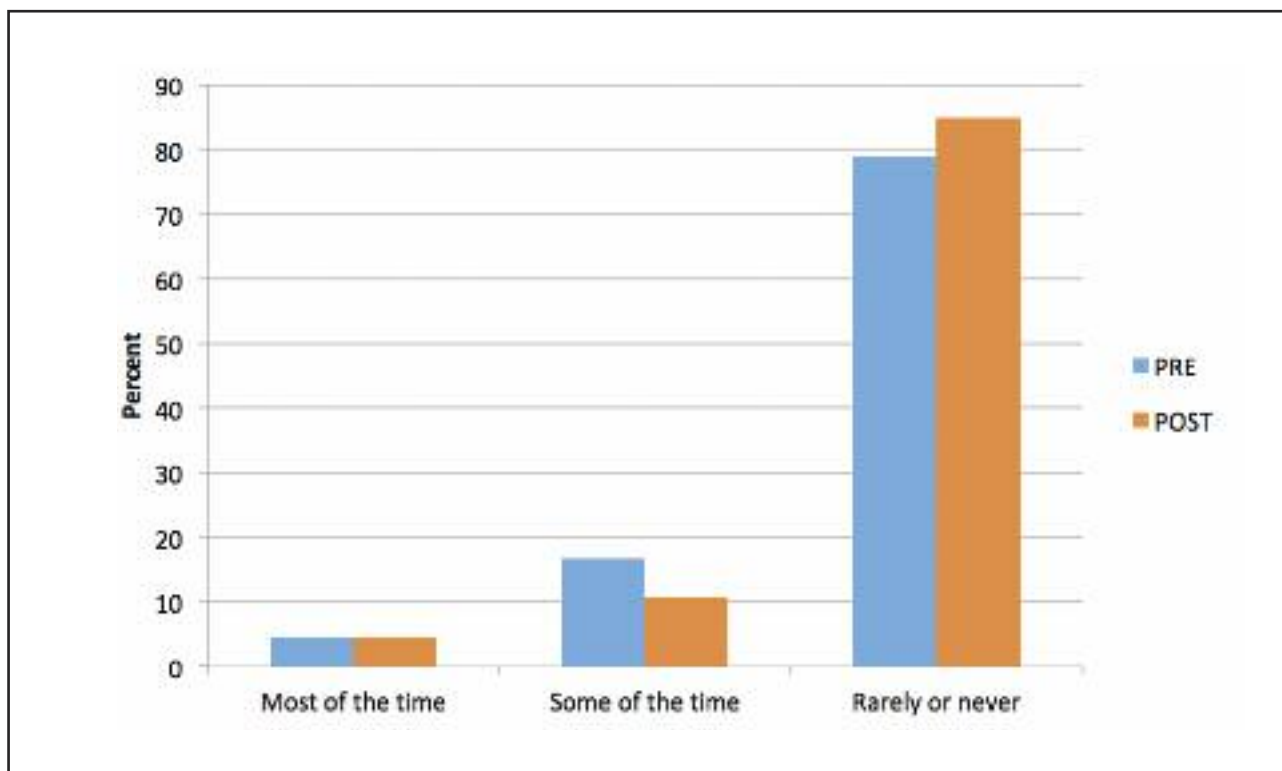
	Bases	Pre-programme	Post programme	Difference	p-value for change*
Parent Jenkins Sleep Questionnaire					
Score (mean)	66	7.08	5.20	0.88	<0.01
Clinical problems (15+ nights per month), %	66	33.39	24.24	15.15	0.06
Child time in bed					
School day (mean hours)	66	10.29	10.42	0.13	0.25
Weekend (mean hours)	56	11.09	10.77	0.36	0.09
Child BEARS questionnaire					
Child has problems going to bed, %	67	44.78	17.91	26.87	<0.001
Child has problems falling asleep, %	65	36.92	12.31	24.62	<0.01
Child has difficulty waking in the morning, %	65	32.31	20.00	12.31	0.11
Child seems sleepy during the day, %	63	28.57	11.11	17.46	<0.05
Under 5 year old still takes naps, %	17	41.18	35.29	5.88	0.72
Child wakes up a lot at night, %	62	25.81	11.29	14.52	<0.05
Child has trouble getting back to sleep, %	61	27.87	14.75	13.11	0.07
Child has regular bedtimes on week nights, %	58	82.76	86.21	3.45	0.61
Parent thinks child gets enough sleep, %	61	67.21	81.97	14.75	0.06
Child snores/has difficulty breathing, %	65	21.54	16.92	4.62	0.50
*These analyses use paired t-tests or two-sample tests of proportions to assess change over time					

Appendix Table 2.5: Changes in sleep; those with both pre- and post- data for London region

	Bases	Pre-programme	Post programme	Difference	p-value for change*
Have you yourself ever been ...					
... refused a job, %	68	13.24	11.76	1.47	0.80
... treated unfairly at work, %	65	6.15	4.62	1.54	0.70
In the last 12 months ...					
... physically attacked, %	67	2.99	4.48	1.49	0.65
... insulted, %	67	13.43	13.43	0.00	1.00
*These analyses use two-sample tests of proportions to assess change over time					

Appendix Table 2.6: Experiences of discrimination because of race, ethnicity, colour or religious background; those with both pre- and post- data for London region

Appendix 2 London Region



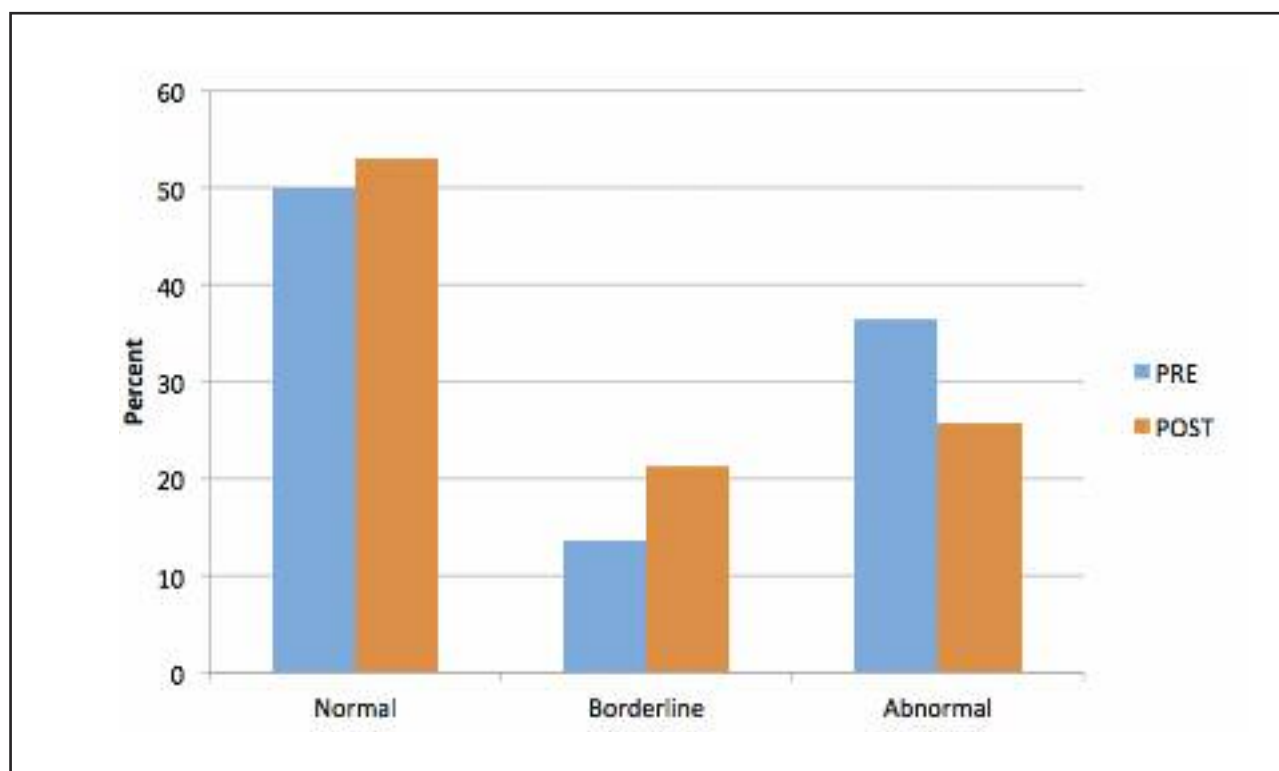
Appendix Figure 2.1: *Worry about experiencing unfair treatment because of your race, ethnicity, colour or religious background for those with both PRE- and POST- data for London region*

	Bases	Pre- programme	Post programme	Difference	p-value for change*
Emotional symptoms score, mean	66	3.80	2.70	1.11	<0.001
Conduct problems score, mean	66	3.00	2.38	0.62	<0.05
Hyperactivity/inattention score, mean	66	5.61	5.41	0.20	0.52
Peer problems score, mean	66	2.53	2.26	0.27	0.33
Prosocial score, mean	66	7.23	7.80	0.58	<0.05
Total difficulties score, mean	66	14.94	12.74	2.20	<0.01
Borderline/abnormal scores, %	66	50.00	46.97	0.03	0.73

*These analyses use paired t-tests or two-sample tests of proportions to assess change over time

Appendix Table 2.7: *Socioemotional difficulties; those with both pre- and post- data for London region*

Appendix 2 London Region

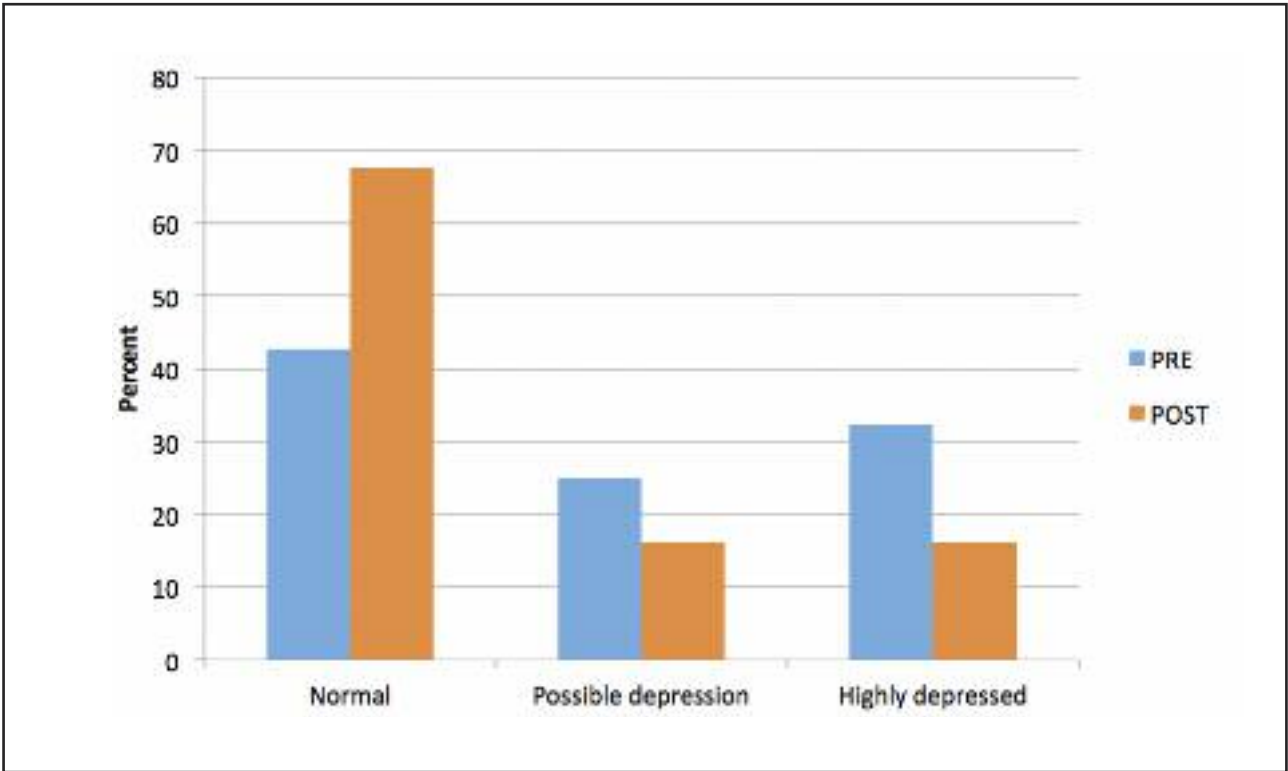


Appendix Figure 2.2: Socioemotional difficulties category for those with both PRE- and POST- data for London region

	Bases	Pre-programme	Post programme	Difference	p-value for change*
K6 score, mean	68	10.03	6.99	3.04	<0.001
Highly depressed, %	68	32.35	16.18	16.18	<0.05

*These analyses use paired t-tests or two-sample tests of proportions to assess change over time

Appendix Table 2.8: Kessler 6; those with both pre- and post- data for London region



Appendix Figure 2.3: Psychological distress category for those with both PRE- and POST- data for London region

	Bases	Pre-programme %	Post-programme %	p-value for change*	Negative ranks	Positive ranks	Ties	Z-score
I always or usually ...	22	77.27	86.36	0.16	2	0	20	1.414
kiss or hug your children	21	76.19	100	<0.05	5	0	16	2.236
give children rewards	22	95.45	91.91	0.56	1	2	19	0.577
acknowledge (praise) for good behaviour	22	68.18	77.27	0.41	4	2	16	0.816
listen to/ask for children's opinions and ideas	22	54.55	59.09	0.74	5	4	13	0.333
spend time with individual children	22	27.27	68.18	<0.01	9	0	13	3.000
ignore children when they misbehave	22	54.55	13.64	<0.01	0	9	13	3.000
shout at children	21	9.52	0	0.16	0	2	19	1.414
threaten or criticise children	22	0	0	-	0	0	22	-
hit or smack children	21	9.52	4.76	0.55	1	2	18	0.577
get angry when children make mistakes	22	54.55	68.18	0.32	6	3	13	1.000
have family discussions to establish rules	21	19.05	28.57	0.48	5	3	13	0.707
tell others about your child's bad behaviour	17	23.53	58.82	<0.05	7	1	9	2.121
talk about sexual responsibility	19	31.58	47.37	0.08	3	0	16	1.732
talk about the dangers of drugs/gangs	22	68.18	77.27	0.48	5	3	14	0.707
have fun together as a family	22	13.64	36.36	0.06	6	1	15	1.890
go to cultural events together								
*These analyses use Wilcoxon change over time statistics (for indicators with ranked answer options)								

Appendix Table 3.1: Changes in parenting practises during the programme; those with both pre- and post- data for South-East region

Appendix 3 South-East Region

	Pre- programme score (mean)	Post programme score (mean)	Difference	p-value for change*
Age 3-10 version (n=5)				
Total Score (30 items)	3.45	2.89	0.55	<0.05
Overreactivity (10 items)	3.30	2.46	0.84	<0.05
Laxness (11 items)	3.11	2.69	0.42	0.07
Verbosity (7 items)	4.03	3.60	0.43	0.15
Age 11-18 version (n=7)				
Total Score (13 items)	3.58	3.28	0.31	0.41
Overreactivity (6 items)	4.15	3.25	0.89	0.05
Laxness (6 items)	3.42	3.44	0.02	0.96

*These analyses use paired t-tests to assess change over time

Appendix Table 3.2: *Changes in Parenting Scale scores (higher scores less effective disciplinary practices); those with both pre- and post- data for South-East region*

	Bases	Pre- programme %	Post- programme %	p-value for change*	Negative ranks	Positive ranks	Ties	Z-score
I feel good or very good about my ability to ...								
manage my anger	21	42.86	61.90	0.10	5	1	15	1.633
express my emotions	21	61.90	80.95	0.16	6	2	13	1.414
teach my child right from wrong	21	85.71	100	0.08	3	0	18	1.732
handle child fighting or destructive behaviour	20	30.00	65.00	<0.01	7	0	13	2.646
handle child refusal to do housework	20	20.00	30.00	0.16	2	0	18	1.414
make suggestions to child's teacher	19	63.16	68.42	0.56	2	1	16	0.577
make plans to achieve personal goals	21	52.38	71.43	0.16	6	2	13	1.414
access community resources	19	31.58	78.95	<0.01	9	0	10	3.000
I feel good or very good about my relationship with ...								
my children	20	65.00	85.00	<0.05	4	0	16	2.000
other family members	20	55.00	90.00	<0.05	8	1	11	2.333

*These analyses use Wilcoxon change over time statistics (for indicators with ranked answer options)

Appendix Table 3.3: Changes in attitudes towards parenting skills and familial relationships during the programme; those with both pre- and post- data for South-East region

	Bases	Pre-programme %	Post-programme %	p-value for change*	Negative ranks	Positive ranks	Ties	Z-score
I feel good or very good about my child's ability:								
to feel good about him/herself (self-esteem)	20	40.00	40.00	-	3	3	14	-
to manage/express feelings and emotions	21	33.33	42.86	0.32	3	1	17	1.000
to control behaviour (self-discipline)	21	9.52	23.81	0.08	3	0	18	1.732
to consider others when making decisions	21	14.29	28.57	0.08	3	0	18	1.732
to ask for help/guidance if needed	21	42.86	57.14	0.18	4	1	16	1.342
to avoid using or dealing drugs	15	73.33	86.67	0.32	3	1	11	1.000
to avoid violence and stay out of gangs	17	58.82	76.47	0.26	5	2	10	1.134
to feel comfortable with his/her ethnicity	19	89.47	84.21	0.65	2	3	14	0.447

*These analyses use Wilcoxon change over time statistics (for indicators with ranked answer options)

Appendix Table 3.4: Changes in perceived children's abilities during the programme; those with both pre- and post- data for South-East region

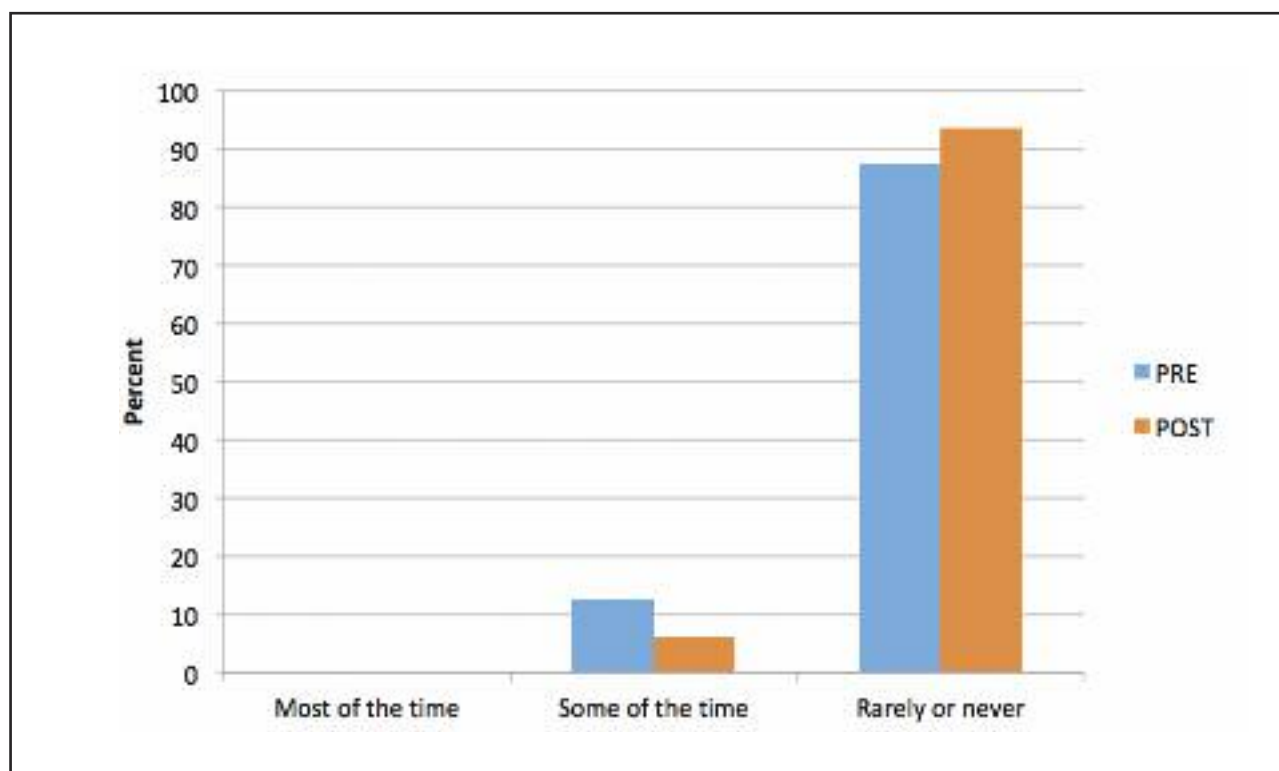
Appendix 3 South-East Region

	Bases	Pre-programme	Post programme	Difference	p-value for change*
Parent Jenkins Sleep Questionnaire					
Score (mean)	16	8.31	5.50	2.81	0.07
Clinical problems (15+ nights per month), %	16	50.00	18.75	31.25	0.06
Child time in bed					
School day (mean hours)	16	9.85	10.17	0.32	0.14
Weekend (mean hours)	11	10.23	10.00	0.23	0.55
Child BEARS questionnaire					
Child has problems going to bed, %	16	56.25	43.75	12.50	0.48
Child has problems falling asleep, %	16	43.75	37.50	6.25	0.72
Child has difficulty waking in the morning, %	16	37.50	31.25	6.25	0.71
Child seems sleepy during the day, %	16	12.50	18.75	6.25	0.63
Under 5 year old still takes naps, %	0	-	-	-	-
Child wakes up a lot at night, %	16	25.00	18.75	6.25	0.67
Child has trouble getting back to sleep, %	15	6.67	6.67	0	-
Child has regular bedtimes on week nights, %	12	75.00	75.00	0	-
Parent thinks child gets enough sleep, %	16	37.50	56.25	18.75	0.29
Child snores/has difficulty breathing, %	15	13.33	6.67	6.67	0.54
*These analyses use paired t-tests or two-sample tests of proportions to assess change over time					

Appendix Table 3.5: Changes in sleep; those with both pre- and post- data for South-East region

	Bases	Pre-programme	Post programme	Difference	p-value for change*
Have you yourself ever been ...					
... refused a job, %	16	0	0	-	-
... treated unfairly at work, %	16	18.75	0.00	18.75	0.07
In the last 12 months ...					
... physically attacked, %	16	0	0	-	-
... insulted, %	16	6.25	0.00	6.25	0.31
*These analyses use two-sample tests of proportions to assess change over time					

Appendix Table 3.6: Experiences of discrimination because of race, ethnicity, colour or religious background; those with both pre- and post- data for South-East region

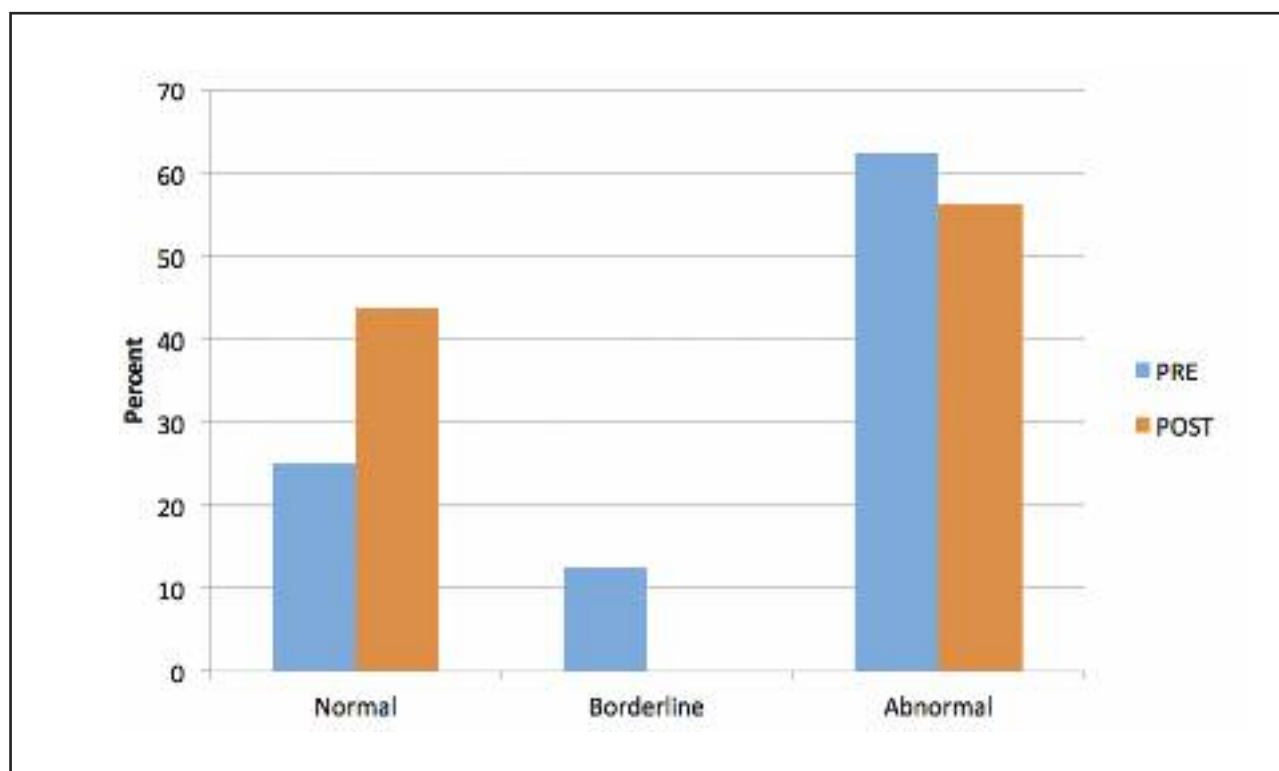


Appendix Figure 3.1: Worry about experiencing unfair treatment because of your race, ethnicity, colour or religious background for those with both PRE- and POST- data for South-East region

	Bases	Pre-programme	Post programme	Difference	p-value for change*
Emotional symptoms score, mean	16	4.75	4.88	0.13	0.82
Conduct problems score, mean	16	4.63	4.63	0.00	-
Hyperactivity/inattention score, mean	16	6.13	5.81	0.31	0.60
Peer problems score, mean	16	3.25	2.63	0.63	0.17
Prosocial score, mean	16	5.94	6.13	0.19	0.74
Total difficulties score, mean	16	18.75	17.94	0.81	0.61
Borderline/abnormal scores, %	16	75.00	56.25	18.75	0.26

*These analyses use paired t-tests or two-sample tests of proportions to assess change over time

Appendix Table 3.7: Socioemotional difficulties; those with both pre- and post- data for South-East region

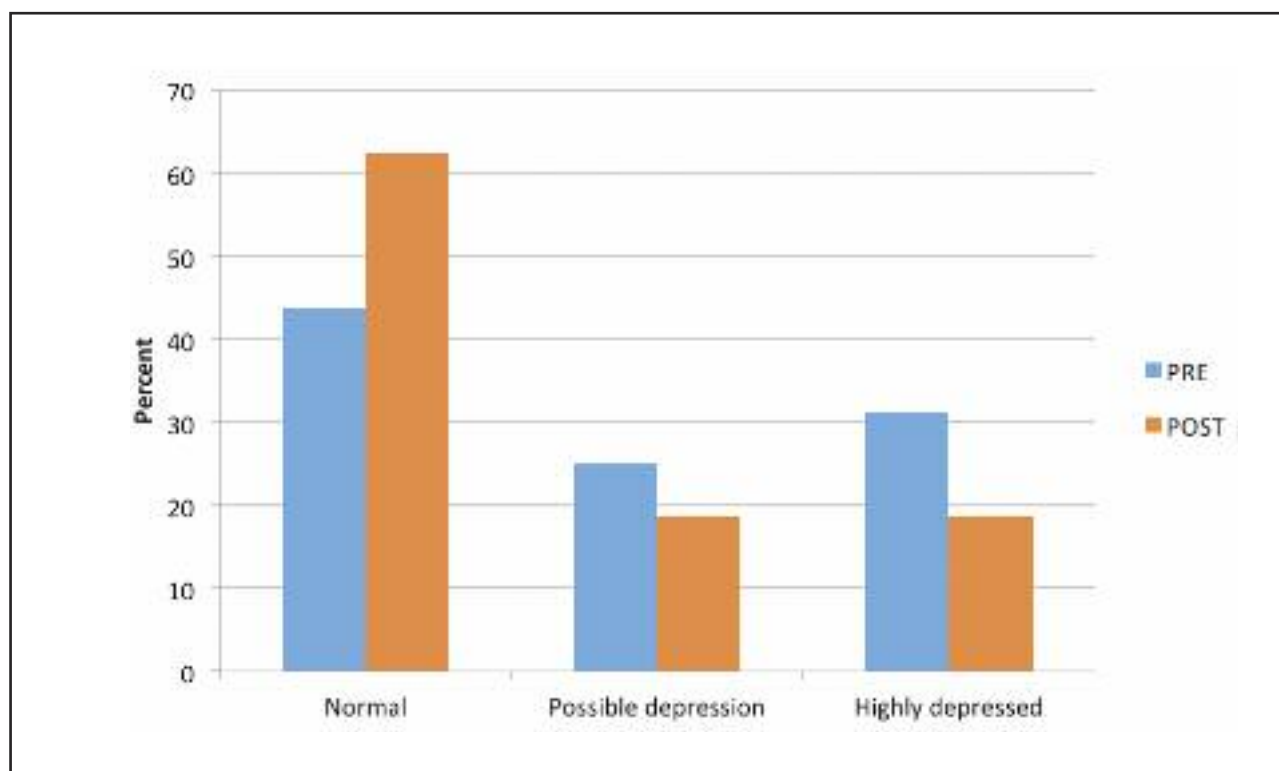


Appendix Figure 3.2: Socioemotional difficulties category for those with both PRE- and POST- data for South-East region

	Bases	Pre- programme	Post programme	Difference	p-value for change*
K6 score, mean	16	10.13	6.94	3.19	0.07
Highly depressed, %	16	31.25	18.75	12.50	0.41

*These analyses use paired t-tests or two-sample tests of proportions to assess change over time

Appendix Table 3.8: Kessler 6; those with both pre- and post- data for South-East region



Appendix Figure 3.3: Psychological distress category for those with both PRE- and POST- data for South-East region

Location of course	only	Follow-up	Black/African/Caribbean/Black British	only	Follow-up
London	24.07	38.21	British	13.49	22.58
South East	7.10	13.82	African	2.33	0.00
Yorkshire & the Humber	31.79	10.57	Caribbean	3.26	4.84
North West	37.04	37.40	Any other Black/ African/ Caribbean background		
Sample size	324	123	Other ethnic group		
Gender			Arab	2.33	3.29
Male	16.93	11.50	Any other ethnic group	6.98	6.45
Female	83.07	88.50	Sample size	215	62
Sample size	313	113	Education level		
Age			Primary	10.47	13.56
Up to 25	9.32	5.31	Secondary (15)	34.03	27.12
26-35	33.76	34.51	Secondary (18)	17.80	23.73
36-45	40.84	42.48	Higher	37.70	35.59
46 and over	16.08	17.70	Sample size	191	59
Sample size	311	113	Household income		
Ethnicity			Under £5000	21.14	21.31
White			£5000 - £10,000	30.89	42.62
British	52.09	35.48	£10,000 - £20,000	29.14	16.39
Irish	2.79	1.61	£20,000 - £45,000	15.43	18.03
Irish Traveller / Traveller	0.47	0.00	Over £45,000	3.43	1.64
Any other white background	1.86	4.84	Sample size	175	61
Mixed/multiple ethnic groups			Relationship to child		
White and Black Caribbean	1.40	0.00	Two parent family	44.54	46.27
White and Black African	0.93	1.61	Single parent	43.23	46.27
White and Asian	1.86	4.84	Grandparent	3.06	2.99
Any other Mixed/Multiple ethnic background	3.72	4.84	Non-custodial parent	4.80	1.49
Asian/Asian British			Step parent	2.62	1.49
Indian	0.47	1.61	Other	1.75	1.49
Pakistani	0.00	0.00	Sample size	229	67
Bangladeshi	2.79	0.00			
Chinese	1.86	4.84			
Any other Asian background	1.40	3.23			

Appendix Table 4.1: Changes in parenting practises during the programme; those with both pre- and post- data for Yorkshire & the Humber region

Appendix 4 Yorkshire and the Humber Region

Humber region				
	Pre- programme score (mean)	Post programme score (mean)	Difference	p-value for change*
Age 3-10 version (n=46)				
Total Score (30 items)	3.45	2.94	0.50	<0.001
Overreactivity (10 items)	2.98	2.62	0.36	<0.05
Laxness (11 items)	3.46	2.71	0.75	<0.001
Verbosity (7 items)	4.09	3.76	0.33	<0.01
Age 11-18 version (n=25)				
Total Score (13 items)	3.67	2.74	0.93	<0.001
Overreactivity (6 items)	3.75	2.73	1.02	<0.001
Laxness (6 items)	3.65	2.82	0.83	<0.05
*These analyses use paired t-tests to assess change over time				

Appendix Table 4.2: *Changes in Parenting Scale scores (higher scores less effective disciplinary practices); those with both pre- and post- data for Yorkshire & the Humber region*

	Bases	Pre- programme %	Post - programme %	p-value for change*	Negative ranks	Positive ranks	Ties	Z-score
I feel good or very good about my ability to ...								
manage my anger	79	48.10	72.15	<0.001	23	4	52	3.657
express my emotions	81	46.91	67.90	<0.01	25	8	48	2.959
teach my child right from wrong	75	70.67	93.33	<0.001	19	2	54	3.710
handle child fighting or destructive behaviour	75	42.67	72.00	<0.001	28	6	41	3.773
handle child refusal to do housework	70	41.43	74.29	<0.001	25	2	43	4.426
make suggestions to child's teacher	71	60.56	69.01	0.20	14	8	49	1.279
make plans to achieve personal goals	80	51.25	65.00	<0.05	18	7	55	2.200
access community resources	81	46.91	62.96	<0.05	21	8	52	2.414
I feel good or very good about my relationship with ...								
my children	77	64.94	89.61	<0.001	22	3	52	3.800
other family members	79	62.03	72.15	0.09	15	7	57	1.706

*These analyses use Wilcoxon change over time statistics (for indicators with ranked answer options)

Appendix Table 4.3: Changes in attitudes towards parenting skills and familial relationships during the programme; those with both pre- and post- data for Yorkshire & the Humber region

	Bases	Pre- programme %	Post - programme %	p-value for change*	Negative ranks	Positive ranks	Ties	Z-score
I feel good or very good about my child's ability:								
to feel good about him/herself (self-esteem)	70	50.00	62.86	<0.05	14	5	51	2.065
to manage/express feelings and emotions	69	34.78	37.68	0.65	11	9	49	0.447
to control behaviour (self-discipline)	70	15.71	27.14	<0.05	12	4	54	2.000
to consider others when making decisions	69	21.74	40.58	<0.01	17	4	48	2.837
to ask for help/guidance if needed	70	45.71	64.29	<0.05	20	7	43	2.502
to avoid using or dealing drugs	51	88.24	80.39	0.16	2	6	43	1.414
to avoid violence and stay out of gangs	57	61.40	78.95	<0.05	16	6	35	2.132
to feel comfortable with his/her ethnicity	66	83.33	80.30	0.64	8	10	48	0.471
*These analyses use Wilcoxon change over time statistics (for indicators with ranked answer options)								

Appendix Table 4.4: Changes in perceived children's abilities during the programme; those with both pre- and post- data for Yorkshire & the Humber region

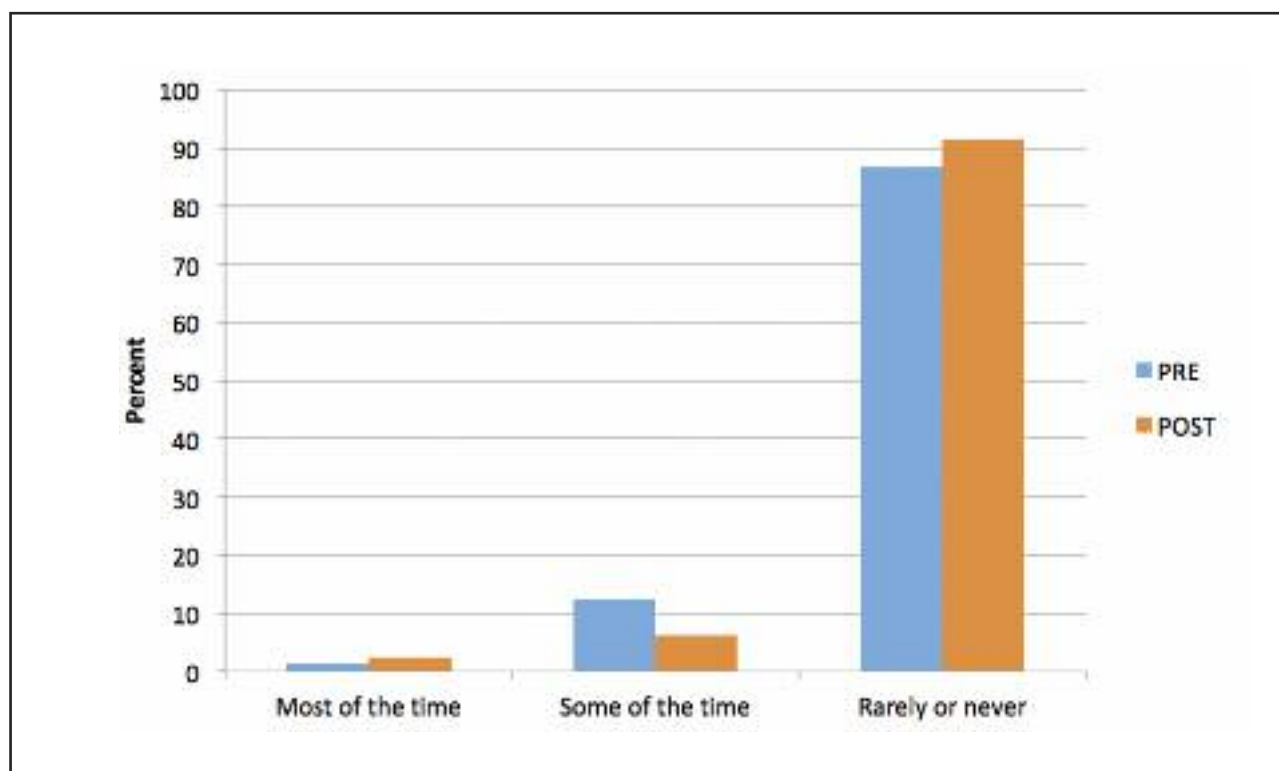
Appendix 4 Yorkshire and the Humber Region

	Bases	Pre-programme	Post programme	Difference	p-value for change*
Parent Jenkins Sleep Questionnaire					
Score (mean)	79	9.48	7.51	1.97	<0.001
Clinical problems (15+ nights per month), %	79	53.16	30.38	22.78	<0.01
Child time in bed					
School day (mean hours)	63	10.89	10.89	0.00	0.98
Weekend (mean hours)	54	11.19	11.21	0.02	0.91
Child BEARS questionnaire					
Child has problems going to bed, %	73	38.36	34.25	4.11	0.61
Child has problems falling asleep, %	74	32.43	31.08	1.35	0.86
Child has difficulty waking in the morning, %	71	35.21	33.80	1.41	0.86
Child seems sleepy during the day, %	71	19.72	16.90	2.82	0.66
Under 5 year old still takes naps, %	17	35.29	29.41	5.88	0.71
Child wakes up a lot at night, %	69	26.09	20.29	5.80	0.42
Child has trouble getting back to sleep, %	69	21.74	15.94	5.80	0.38
Child has regular bedtimes on week nights, %	65	89.23	93.85	4.62	0.34
Parent thinks child gets enough sleep, %	63	76.19	76.19	0	-
Child snores/has difficulty breathing, %	68	42.65	25.00	17.65	<0.05
*These analyses use paired t-tests or two-sample tests of proportions to assess change over time					

Appendix Table 4.5: Changes in sleep; those with both pre- and post- data for Yorkshire & the Humber region

	Bases	Pre-programme	Post programme	Difference	p-value for change*
Have you yourself ever been ...					
... refused a job, %	81	1.23	2.47	1.23	0.56
... treated unfairly at work, %	80	0	5.00	5.00	<0.05
In the last 12 months ...					
... physically attacked, %	81	3.70	2.47	1.23	0.65
... insulted, %	81	9.88	8.64	1.23	0.79
*These analyses use two-sample tests of proportions to assess change over time					

Appendix Table 4.6: Experiences of discrimination because of race, ethnicity, colour or religious background; those with both pre- and post- data for Yorkshire & the Humber region

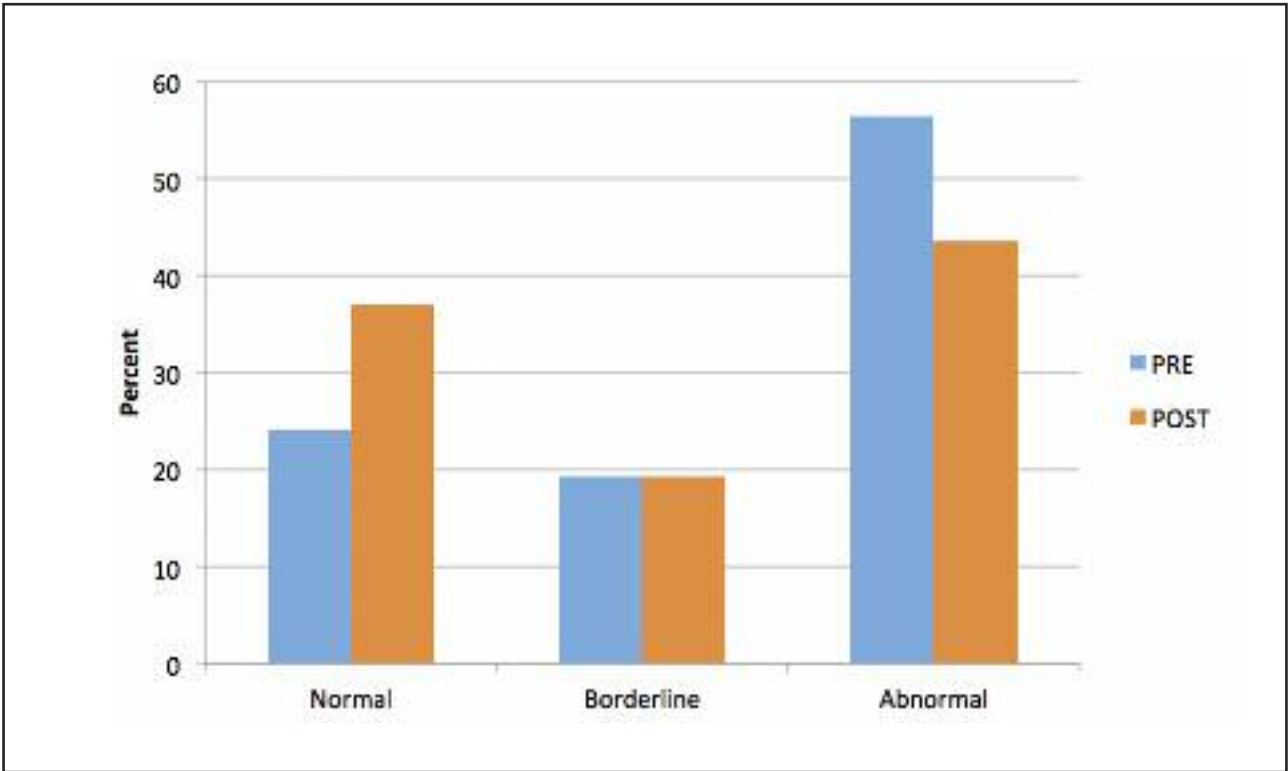


Appendix Figure 4.1: Worry about experiencing unfair treatment because of your race, ethnicity, colour or religious background for those with both PRE- and POST- data for Yorkshire & the Humber region

	Bases	Pre-programme	Post programme	Difference	p-value for change*
Emotional symptoms score, mean	63	3.75	2.97	0.78	<0.01
Conduct problems score, mean	63	4.48	3.59	0.89	<0.001
Hyperactivity/inattention score, mean	62	6.45	5.87	0.58	<0.05
Peer problems score, mean	63	3.48	3.03	0.44	0.09
Prosocial score, mean	62	6.34	7.03	0.69	<0.01
Total difficulties score, mean	62	18.26	15.47	2.79	<0.001
Borderline/abnormal scores, %	62	75.81	62.90	12.90	0.12

*These analyses use paired t-tests or two-sample tests of proportions to assess change over time

Appendix Table 4.7: Socioemotional difficulties; those with both pre- and post- data for Yorkshire & the Humber region

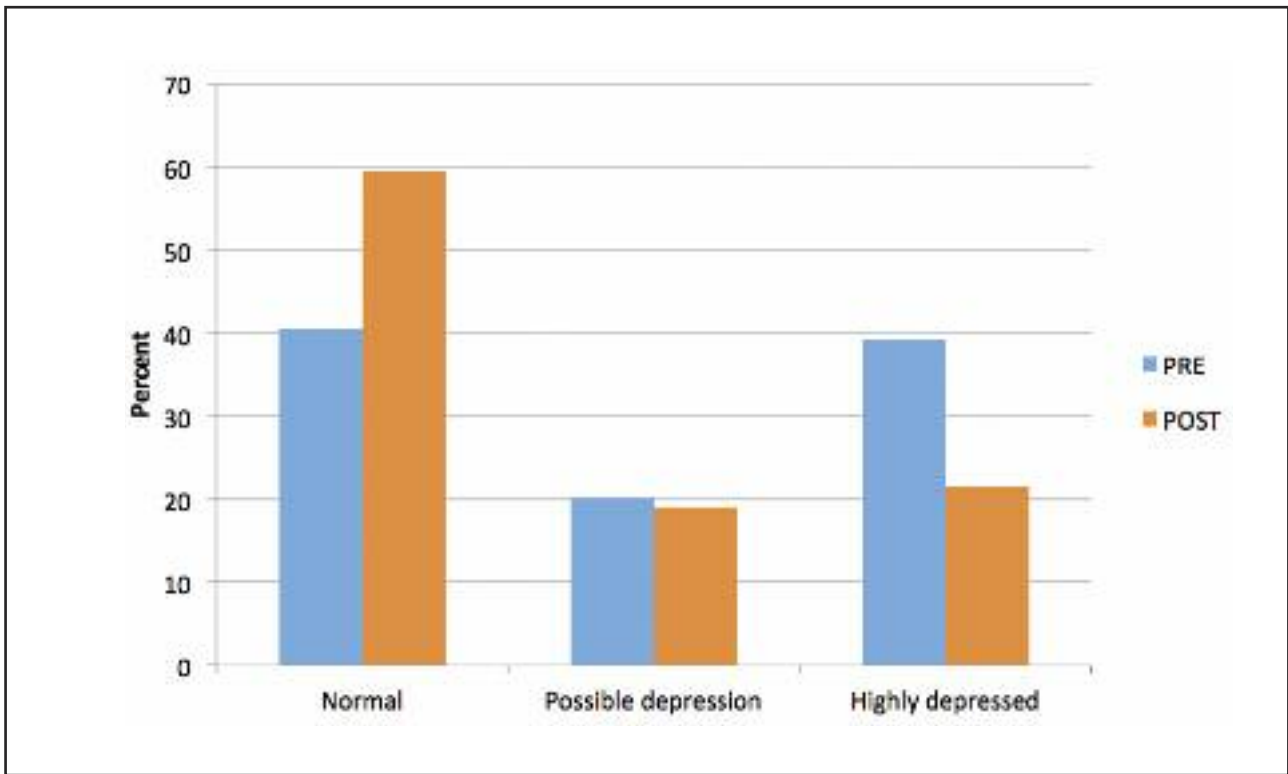


Appendix Figure 4.2: Socioemotional difficulties category for those with both PRE- and POST- data for Yorkshire & the Humber region

	Bases	Pre-programme	Post programme	Difference	p-value for change*
K5 score, mean	79	10.44	8.03	2.42	<0.001
Highly depressed, %	79	39.24	21.52	17.72	<0.05

*These analyses use paired t-tests or two-sample tests of proportions to assess change over time

Appendix Table 4.8: Kessler 6; those with both pre- and post- data for Yorkshire & the Humber region



Appendix Figure 4.3: Psychological distress category for those with both PRE- and POST- data for Yorkshire & the Humber region

	Bases	Pre- programme %	Post - programme %	p-value for change**	Negative ranks	Positive ranks	Ties	Z-score
I always or usually ...								
kiss or hug your children	117	83.76	86.32	0.44	9	6	102	0.775
give children rewards	115	73.91	78.26	0.37	18	13	84	0.898
acknowledge (praise) for good behaviour	117	86.32	92.31	0.09	12	5	100	1.698
listen to/ask for children's opinions and ideas	115	61.74	86.09	<0.001	36	8	71	4.221
spend time with individual children	113	50.44	77.88	<0.001	36	5	72	4.841
ignore children when they misbehave	112	22.32	45.54	<0.001	39	13	60	3.606
shout at children	111	27.93	8.11	<0.001	3	25	83	4.158
threaten or criticise children	113	10.62	2.65	<0.05	2	11	100	2.496
hit or smack children	117	0	0.85	0.32	1	0	116	1.000
get angry when children make mistakes	117	8.55	1.71	<0.05	1	9	107	2.530
have family discussions to establish rules	114	47.37	56.14	0.10	23	13	78	1.667
tell others about your child's bad behaviour	113	30.97	17.70	<0.05	12	27	74	2.402
talk about sexual responsibility	106	14.15	17.92	0.37	12	8	86	0.894
talk about the dangers of drugs/gangs	112	36.61	43.75	0.19	23	15	74	1.298
have fun together as a family	114	61.40	78.07	<0.01	29	10	75	3.042
go to cultural events together	115	33.91	40.00	0.19	18	11	86	1.300

*These analyses use Wilcoxon change over time statistics (for indicators with ranked answer options)

Appendix Table 5.1: Changes in parenting practises during the programme; those with both pre- and post- data for North West region

	Pre- programme score (mean)	Post programme score (mean)	Difference	p-value for change*
Age 3-10 version (n=48)				
Total Score (30 items)	3.14	2.86	0.28	<0.01
Overreactivity (10 items)	2.48	2.37	0.11	0.45
Laxness (11 items)	2.94	2.68	0.25	<0.05
Verbosity (7 items)	4.06	3.64	0.42	<0.05
Age 11-18 version (n=23)				
Total Score (13 items)	3.54	2.62	0.92	<0.01
Overreactivity (6 items)	3.46	2.56	1.01	<0.01
Laxness (6 items)	3.77	2.84	0.93	<0.01

*These analyses use paired t-tests to assess change over time

Appendix Table 5.2: *Changes in Parenting Scale scores (higher scores less effective disciplinary practices); those with both pre- and post- data for North West region*

	Bases	Pre- programme %	Post - programme %	p-value for change*	Negative ranks	Positive ranks	Ties	Z-score
I feel good or very good about my ability to ...								
manage my anger	111	54.95	87.39	<0.001	42	6	63	5.196
express my emotions	110	58.18	74.55	<0.01	32	14	64	2.654
teach my child right from wrong	110	88.18	96.36	<0.05	12	3	95	2.324
handle child fighting or destructive behaviour	109	49.54	82.57	<0.001	43	7	59	5.091
handle child refusal to do housework	106	49.06	71.70	<0.001	29	5	72	4.116
make suggestions to child's teacher	106	66.04	75.47	0.09	22	12	72	1.715
make plans to achieve personal goals	110	40.91	78.18	<0.001	48	7	55	5.528
access community resources	111	54.05	71.17	<0.01	31	12	68	2.897
I feel good or very good about my relationship with ...								
my children	110	76.36	92.73	<0.001	21	3	86	3.674
other family members	110	70.00	75.45	0.24	16	10	84	1.177

*These analyses use Wilcoxon change over time statistics (for indicators with ranked answer options)

Appendix Table 5.3: Changes in attitudes towards parenting skills and familial relationships during the programme; those with both pre- and post- data for North West region

	Bases	Pre- programme %	Post- programme %	p-value for change*	Negative ranks	Positive ranks	Ties	Z-score
I feel good or very good about my child's ability:								
to feel good about him/herself (self-esteem)	101	56.44	75.25	<0.001	25	6	70	3.413
to manage/express feelings and emotions	100	42.00	60.00	<0.001	23	5	72	3.402
to control behaviour (self-discipline)	98	22.45	44.90	<0.001	27	5	66	3.889
to consider others when making decisions	101	31.68	55.45	<0.001	28	4	69	4.243
to ask for help/guidance if needed	100	54.00	72.00	<0.01	25	7	68	3.182
to avoid using or dealing drugs	67	89.55	88.06	0.74	4	5	58	0.333
to avoid violence and stay out of gangs	78	69.23	85.90	<0.01	15	2	61	3.153
to feel comfortable with his/her ethnicity	97	90.72	92.78	0.48	5	3	89	0.707
*These analyses use Wilcoxon change over time statistics (for indicators with ranked answer options)								

Appendix Table 5.4: Changes in perceived children's abilities during the programme; those with both pre- and post- data for North West region

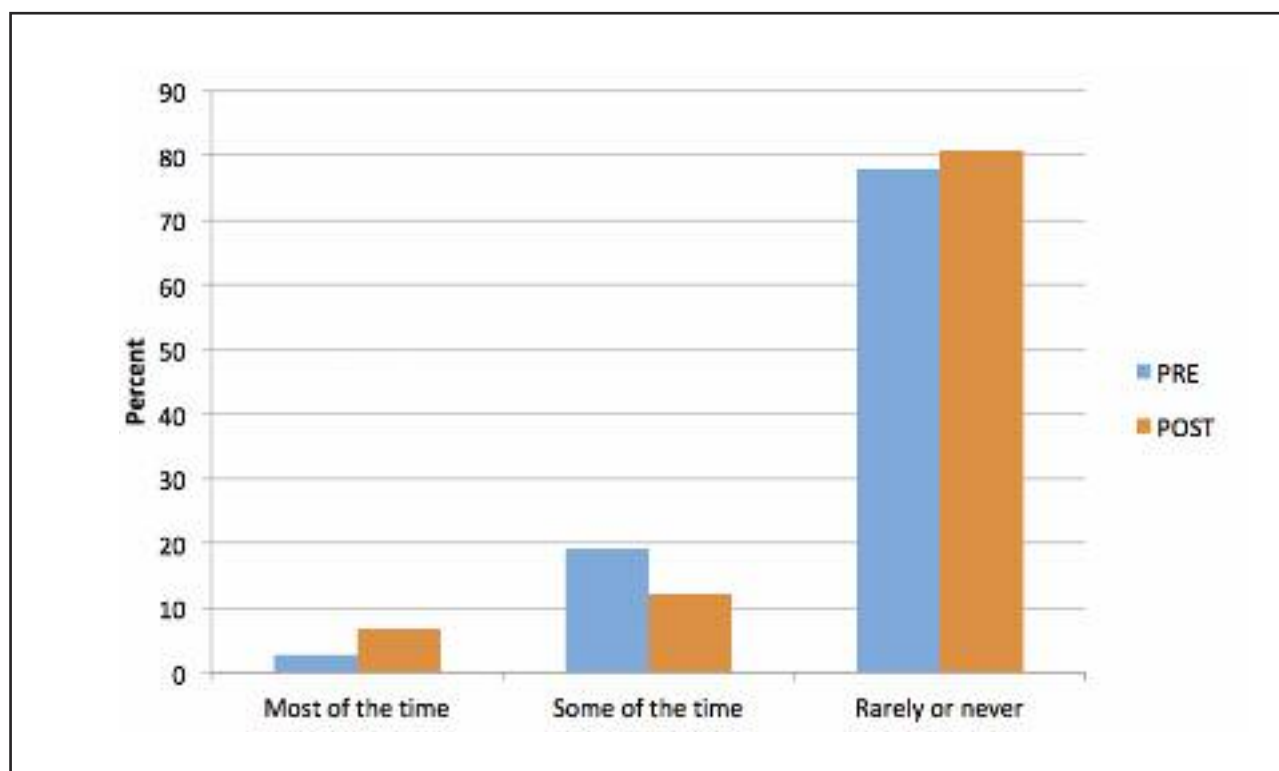
Appendix 5 North West Region

	Bases	Pre- programme	Post programme	Difference	p-value for change*
Parent Jenkins Sleep Questionnaire					
Score (mean)	66	6.56	5.27	1.29	<0.05
Clinical problems (15+ nights per month), %	67	40.30	28.36	11.94	0.15
Child time in bed					
School day (mean hours)	73	10.63	10.65	0.01	0.89
Weekend (mean hours)	53	10.98	11.01	0.03	0.87
Child BEARS questionnaire					
Child has problems going to bed, %	75	41.33	37.33	4.00	0.62
Child has problems falling asleep, %	73	34.25	32.88	1.37	0.86
Child has difficulty waking in the morning, %	73	28.77	31.51	2.74	0.72
Child seems sleepy during the day, %	72	16.67	19.44	2.78	0.66
Under 5 year old still takes naps, %	6	0	16.67	16.67	0.30
Child wakes up a lot at night, %	71	21.13	18.31	2.82	0.67
Child has trouble getting back to sleep, %	67	19.40	16.42	2.99	0.65
Child has regular bedtimes on week nights, %	66	83.33	83.33	0	-
Parent thinks child gets enough sleep, %	69	78.26	85.51	7.25	0.27
Child snores/has difficulty breathing, %	71	29.58	30.99	1.41	0.86
*These analyses use paired t-tests or two-sample tests of proportions to assess change over time					

Appendix Table 5.5: Changes in sleep; those with both pre- and post- data for North West region

	Bases	Pre- programme	Post programme	Difference	p-value for change*
Have you yourself ever been ...					
... refused a job, %	73	12.33	10.96	1.37	0.80
... treated unfairly at work, %	73	6.85	5.48	1.37	0.73
In the last 12 months ...					
... physically attacked, %	73	1.37	4.11	2.74	0.31
... insulted, %	72	5.56	13.89	8.33	0.09
*These analyses use two-sample tests of proportions to assess change over time					

Appendix Table 5.6: Experiences of discrimination because of race, ethnicity, colour or religious background; those with both pre- and post- data for North West region

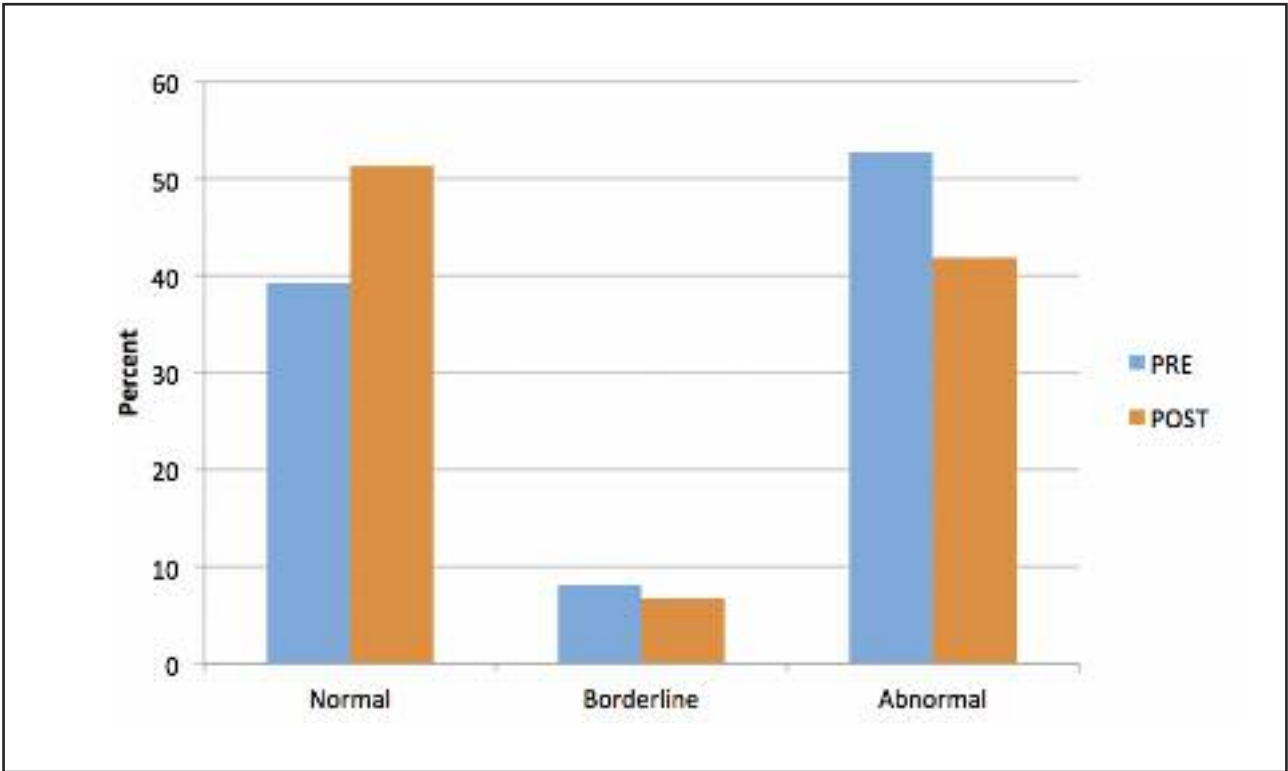


Appendix Figure 5.1: Worry about experiencing unfair treatment because of your race, ethnicity, colour or religious background for those with both PRE- and POST- data for North West region

	Bases	Pre- programme	Post programme	Difference	p-value for change*
Emotional symptoms score, mean	74	3.62	3.47	0.15	0.56
Conduct problems score, mean	74	4.05	3.30	0.76	<0.001
Hyperactivity/inattention score, mean	74	5.69	5.50	0.19	0.53
Peer problems score, mean	74	3.01	2.92	0.09	0.71
Prosocial score, mean	74	7.16	7.70	0.54	<0.05
Total difficulties score, mean	74	16.38	15.19	1.19	<0.05
Borderline/abnormal scores, %	74	60.81	48.65	12.16	0.14

*These analyses use paired t-tests or two-sample tests of proportions to assess change over time

Appendix Table 5.7: Socioemotional difficulties; those with both pre- and post- data for North West region

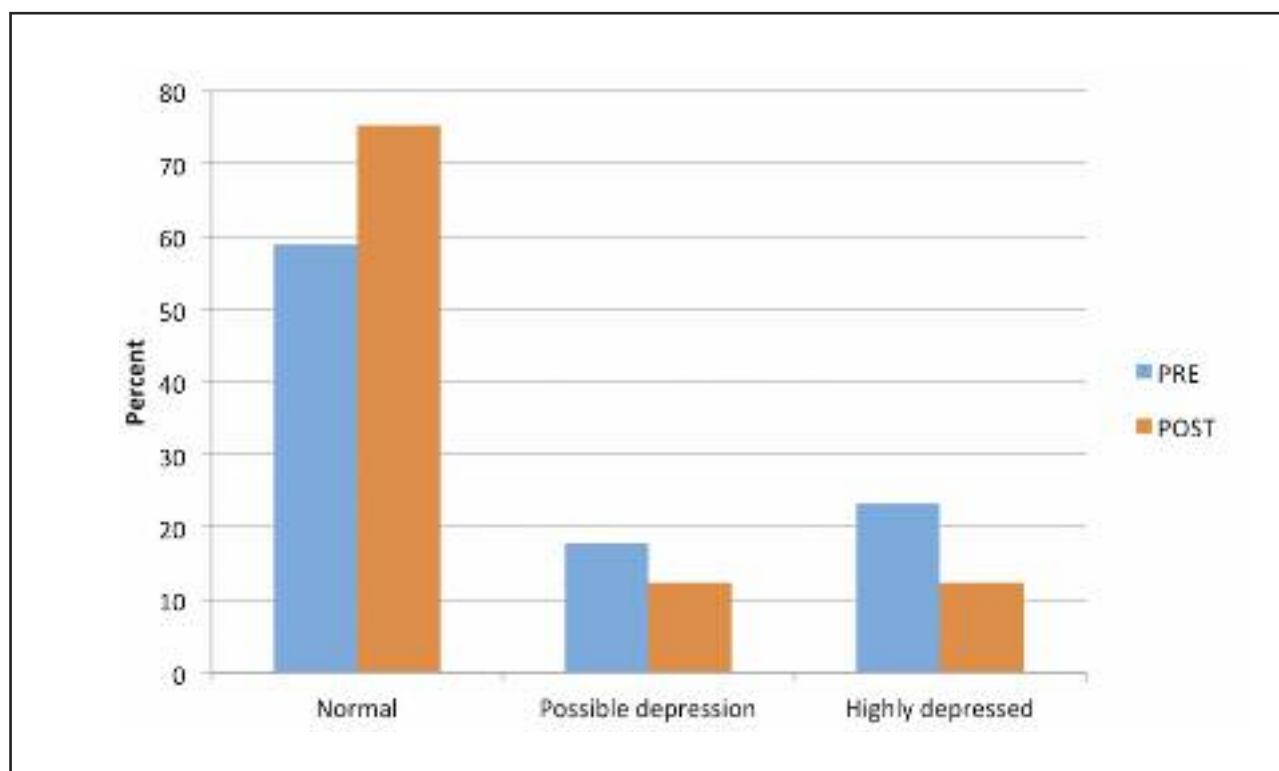


Appendix Figure 5.2: Socioemotional difficulties category for those with both PRE- and POST- data for North West region

	Bases	Pre- programme	Post programme	Difference	p-value for change*
KG score, mean	73	7.30	5.32	1.99	<0.01
Highly depressed, %	73	23.29	12.33	10.96	0.08

*These analyses use paired t-tests or two-sample tests of proportions to assess change over time

Appendix Table 5.8: Kessler 6; those with both pre- and post- data for North West region



Appendix Figure 5.3: *Psychological distress category for those with both PRE- and POST- data for North West region*