**2019 Quality Improvement Awards**

TOP TEAM AWARD FOR EMBEDDING QI AS A WAY OF WORKING TO GET IT RIGHT FOR EVERY CHILD

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| **Name of applicant** | Jude Breslin |
| **Position in organisation** | Children’s Services Co-ordinator and CYPIC Lead |
| **Name of team members** | 6 parents/ grandparents who would be invited to receive the award if shortlisted. Gail Millar, Joyce Bisio (Education SEBN School), Angela Boyce, Kim Carey (Aberlour Langlees Family Centre), Jude Breslin (CYPIC Lead & Children’s Commission). |
| **Locality / Organisation** | Falkirk CPP – MHWB Planning Group and Children’s Commission |

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| **Name of Project** | It’s not rocket science! Parents Group. |
| **Description and Quality Improvement Aim(s)**  *Please provide a brief description of the rationale of your work and your Quality Improvement aim(s). Remember to think about Who? What? How much? By when?* | Parents from the trauma group and Mariner school are often people who have had several contacts with family support/ social work/ adult services in the past and feel things have not improved. Parenting support/ programmes have traditionally been behavior/ reward focused and don’t teach parents about brain development, stress control, attachment, helping children to regulate and the importance of a calm regulated adult. The course aimed to improve understanding of brain development, attachment, trauma and the impact on each parents’ behaviour and parenting. We wanted to give parents the skills they need to help them and their children to manage emotions and deal with behaviour issues at home. A 10 week attachment and emotional regulation course for a group of parents in contact with Langlees Family centre (trauma pathway) and Education Inclusion and Wellbeing service (Mariner SEBN School) was developed and called ‘It’s not rocket science!’  **AIM:**  By June 2020, Reduce parental stress and impact of child’s behavior in each family using self-rated scale. |
| **What did you do?**  *Please describe your Quality Improvement work. Also, include evidence of how you used Quality Improvement tools and techniques during the process to shape your work.* | At a CPP/ NHS/ HSCP Commissioning event, adult NHS psychology data highlighted emotional regulation as a concern. Children’s Commission partners who attended identified a gap/ opportunity within current parenting programmes/ groups to address the GIRFEC my world triangle. The CPP MHWB group agreed to have emotional regulation as a key priority across adult and children’s services.  Third Sector Aberlour, CAMHS and Education family support agreed to work together to develop a parenting group to teach parents about brain development, emotional regulation and how their own can impact on children’s behaviour and their parenting. This knowledge is often taught to workers but not to parents.  We developed a driver diagram re emotional regulation, parenting a key component and then a PDSA test of change was developed and several tasks identified: Course materials were written over 3 months using Bruce Perry’s 3 R’s and worker knowledge re brain development, regulation, de-escalation, and stress control. Course material was developed over several PDSA cycles before being tested with the first small group.  Parents were identified from Mariner and Aberlour trauma group via worker’s local knowledge and needs of the families. A budget was secured for taxis, crèche and lunch from Social Work.  All participants had relationships with the workers before the course started which all agreed was crucial to ensure parents felt supported over the course.  Aim was for 10 sessions; 5 face to face, 2 home visits and 3 phone calls. 5 face to face sessions took place with an initial home visit and 1 phone call. This meant the 10 data opportunities were reduced.  The 3 facilitators ensured 2 workers always with the group. 6 participants took place, 5 parents, 1 grandad. This course evolved as it went but ensured the main themes were always covered. It gave parents time to talk to would be rejigged based on the needs of the group that week. Rants were encouraged! |
| **What was the Impact?**  *Please describe how you know this work is successful and is making a difference to outcomes for children, young people and their families and/or services.*  *Did you achieve your aim or are you on track to achieve it?*  *Please provide evidence and data to demonstrate impact (qualitative and quantitative). Inserting testimonials/quotes from children, young people and/or their families here can be powerful.*  *Is there evidence that your improvements have made, or will make, a lasting impact? How do you know?* | Parent’s told us! This group of parents often feel support isn’t helping them and they can disengage. All parents reported that they felt the course helped them with their own regulation and said this helped them as a parent. Data wasn’t captured over the full 10 weeks and we need to rerun the course which we will. However, the verbal feedback was so positive from parents that we didn’t get too hung up on the data – that’s what tests are for, learning for the next time. Stress is green and behaviour is red – for both, down is good.    The data below is from a parent who has accessed support from the trauma pathway and joined the group. She and the worker discussed how some of the course may trigger past events which it did and she sought support in between session from the worker. Her comments state that she enjoyed the group, felt it has helped her and has accessed psychological services and ongoing parenting groups. She has also accessed summer activities over summer that she would not have done previously.  All parents have asked to keep the group running. The aim is to run another group supported by NHS re CBT skills, and then family learning/ building participants capacity supported by CLD.  Parents Comments:  *How did this course differ from other courses you may have attended?*  More relaxed than other courses  It’s more fun more relaxed in small groups and better and we can all say our bit and listen to each person.  More information, knowledgeable and explained better. Feeling at ease.  More relaxed environment delivered at a comfortable pace. Time to talk when things came up  *What was your biggest learning from the group?*  Light bulb moments – communication impact – verbal etc  Learning to self-regulate and about windows of tolerance for me and my kids, I had never thought about it like that.  It’s about (being) self-aware, about the parent not the child which is a good thing.”  Learned a lot from other parents in same situation, learning and understanding control and steps how to deal with it etc.  Some of the work was interesting.  *Length of course right?*  Wished it was longer – cover more topics  Could have been longer as starting to learn more and feeling at ease with other parents.  It is a good length of time for a course.  *Was anything missing from the course?*  I’ll give list to Angela  Nothing  *What, if anything, would you seek support for next?*  Mental health for yourself as an adult.  Don’t quite know but would like to still go to group for me so I can have 2 hours to myself to do something.  Ongoing support parenting |
| **What are the wider benefits to your system?**  *Please describe the mechanism(s) you put in place to ensure improvements were made in a coordinated way and how this work will be monitored going forward.* | The CYPIC lead was the administrator for the group and the link to the community planning partnership. This allowed the group to keep momentum in between meetings to develop the course as the workers had full caseloads and families to support. Data was recorded weekly and collated at the end of the course.  The test of change is part of the Falkirk Community Planning Partnership MHWB Delivery Group whole systems approach to emotional regulation  This work is overseen by both the CPP MHWB Planning Group and the Children’s Commission are also sighted on it in terms of links to our Part 3 CYP Act Plan, our Integrated Children’s Services Plan. Our plans are reported on through the CPP Structure to the Falkirk CPP Strategic Board.  Current budget and resources have seen several family support service changes across the partnership. We are aware there is a gap in parenting support and want to test this course again, linked with the Decider CBT skills to see if this course meets the needs of the ‘gap’ parents who need more than a parenting programme. |
| **How does your work meet the description for this award?**  *In summary, describe in 200 words how this Quality Improvement work meets the following description: ‘a Quality Improvement approach to business as usual to ensure our children get the right help; at the right time; from the right people’* | Research tells us that parents are key to our children developing into confident and resilient adults with the emotional regulation skills they need.  Across our services we teach workers about the importance of attachment, brain development and emotional regulation. But we don’t teach parents. This course aims to empower parents with the knowledge they need to ensure their children have their wellbeing needs met. Good emotional regulation is central to stress control. Managing stress is a key factor of positive mental wellbeing and attachment led, effective and consistent parenting. Helping parents to understand that if they are calm, their children will be calmer has been a key feature of this course. We have tested the course with a small group of targeted parents and our next step is to test this with another parents group from a local high school and primary school. We want every parent to have the skills and knowledge they need to support their children in day to life, not only when they reach crisis level services.  This improvement work is the start of developing parenting supports that give power and control back to parents by giving them confidence, knowledge and skills, (and support and coaching if required).  In line with the GIRFEC principles, we want to develop systems, culture and practice that empower families to meet the daily hassles that family life can bring. |

You can provide a **one page A4** attachment with supplementary/supporting information. Inserting run charts in this attachment will support your narrative and is a good way to tell your story. Your application, including attachments, should be no more than **3 pages maximum**.