

Colin Early Intervention Community

Colin Report Card
No. 15

FINAL VERSION

April 2017 – September 2017

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Programme/service background

1. Speech and Language Therapy Service (SALT)

The Speech and Language Therapy Service (SALT) is delivered to P1 & P2 children (typically aged 4-6 years) and is primarily designed for those with mild to moderate speech and language need.

Typically two staff work across 6 primary schools.

Referrals come from nursery schools, clinics and from primary schools (through teachers/SENCO's) and also come from other sources (e.g. Paediatrician).

2. Time4Me

Time 4 Me is a therapeutic counselling service for children & their parents/carers.

It operates during term time and school hours and on the school's grounds.

Referrals are made to the service by parents/carers or by school staff.

Children coming on to the service can be accepted either for a brief consultation or the full intervention.

3. Colin Early Parenting Programme (CEPP)

CEPP is an intensive home visiting programme primarily for first time vulnerable mothers.

It incorporates a series of home visits by a health visitor with additional training, assisted by Early Intervention Support Workers.

It usually commences at 20 weeks gestation and continues until the baby is 2 years. It aims to maximise the mother/child bond & improve attachment.

4. Colin Adolescent Counselling

The Colin Adolescent Counselling Service is targeted at young people aged 11-17 in the Colin area who are experiencing significant emotional trauma in their lives.

Young people can self-refer or can be referred by others, e.g. parent/carer. Young people typically receive 12-15 counselling sessions – in exceptional circumstances extending to 24 or more.

Since May 2016 this has been capped at 12 sessions (except where specific agreement is reached with CEIC to extend this.)

5. Incredible Years

IY aims to improve parenting skills and reduce problem behaviours in children. It comprises a suite of programmes including:

- 4 basic parenting programmes: Baby Programme; Toddler Basic Programme; Preschool Basic, and; School Age Basic;
- 3 adjunct parent programmes: Advanced Programme, Attentive Parenting Prevention Programme and the School Readiness Programme;
- 2 child programmes: Small group child treatment and Classroom Prevention; and
- Teacher Classroom Management (TCM) programme.

6. Partnership with Parents (PwP)

Partnership with Parents (PwP) is an educational programme for parents of children aged 0-18 years.

The key aim of the programme is to support parents to explore topics around childhood development and help implement techniques (e.g. in relation to boundaries and rule setting) which have been shown to improve outcomes for their children & family.

The programme is delivered to one or both parents, typically in the family home, and usually lasts one hour per week. The programme is parent-led and child-centred.

7. Mentoring for Achievement (MAP)

MAP is an evidence-based programme that uses mentoring to increase school engagement amongst targeted students who have personal characteristics (e.g. inattention) that inhibit learning.

The programme is targeted at students aged 10 to 16. The programme can use a 1:1 format, group based format or a combination of both. CEIC operate the 1:1 format only.

The mentor works with the young person to improve attendance, punctuality, school engagement and motivation.



Programme and service performance

1. Speech and Language Therapy Service (SALT)

Summary

- Average wait time between referral and assessment has been increasing over time from 8 days in 2013 to 11 days currently. Could the increase be attributed to fewer staff hours or are there other reasons?
- 43% of children who completed SALT between Apr and Sep 2017 left with normal speech and language (vs. 69% to date). As well as starting from a much lower baseline, what's different about the characteristics of these children?
- Encouragingly, of those who didn't reach normal speech and language development, almost all YP (97%) registered an improvement or stayed the same.

How much did SALT do?

This period: April-September 2017

- 53 new referrals
- 48 assessments
- 490 support sessions (181 children)
- 3 support sessions on avg. per child

How well did SALT do?

- 11 days average wait time between referral and assessment
- 16 children waiting more than 2 weeks for assessment (i.e. 33%)
- 78% of parents very satisfied with SALT (June 2017)

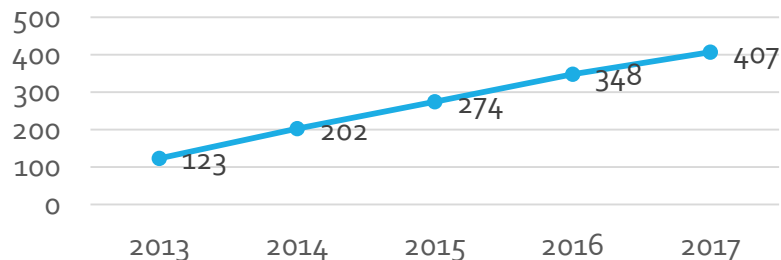
Is anyone better off?

- 8% of children had normal speech and language at START OF PROGRAMME
- 43% of children had normal speech & language at END OF PROGRAMME
- 97% registered an improvement or stayed the same

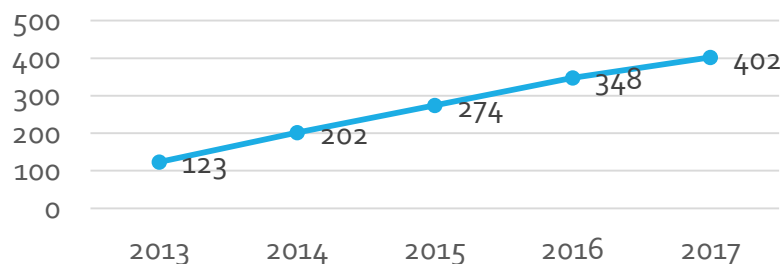
Based on 40 assessments between April and Sep 2017

How much did SALT do?

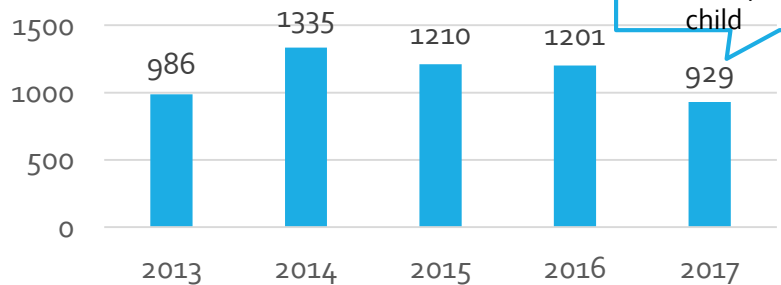
Total no. of referrals*



No. of young people receiving SALT*



No. sessions delivered per year*

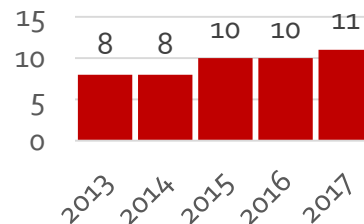


* NOTE: All 2017 statistics are year-to-date and cover the period up to end of September 2017

How well did SALT do it?

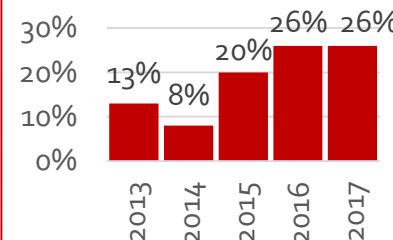
11

Average no. days between referral and assessment (Cumulative)



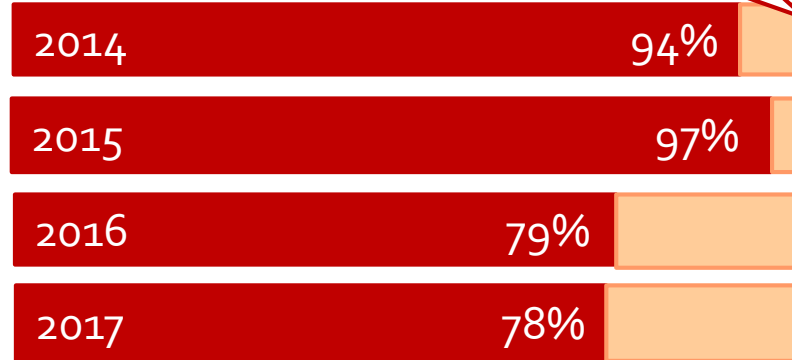
26%

% of children waiting more than 2 weeks for an assessment (Cumulative)



% parents very satisfied with SALT

With exception of 1 parent, remainder satisfied



Is anyone better off?

% of children with normal speech & language development (all cases to end of September 17)

14%



Before

69%



After

Profile of children leaving the service who are NOT within normal limits

- 95 children left with continuing speech and language needs
- 26 sessions delivered on average per child (vs. an average of 14)
- Of the 95 children:
 - 54% had improved S&L
 - 43% stayed the same
 - 3% got worse

2. Time4Me

Summary

- Significant and growing proportion of referrals coming from parents – 72% for the latest 6 month period (vs. 56% in 2015/16).
- Has consistently performed in terms of reducing the proportion of young people in clinical range of stress - however 2016/17 shows smaller proportion of young people in clinical range of stress at baseline, and higher proportion leaving service in clinical range. Is there anything particularly different about 2016/17 cohort?

How much did Time4Me do?

This period: April-Sep 2017

- 29 referrals to service
- 10 referrals for brief interv. & 19 for full intervention
- 178 sessions delivered in 6 mths (avg. of 3.7 per child)
- 15 young people completed the full intervention

How well did Time4Me do it?

- 72% of referrals to the service have come from parents
- Other sources of referral include: teacher only (24%) and other (4%)

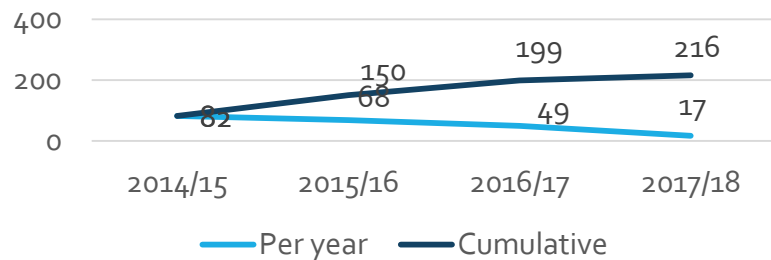
Is anyone better off?

- **Clinical stress:** 69% of young people (YP) in the clinical range at beginning vs. 23% at the end point
- **Behaviour:** 82% of had abnormal/borderline abnormal score at beginning of intervention vs. 30% at endpoint

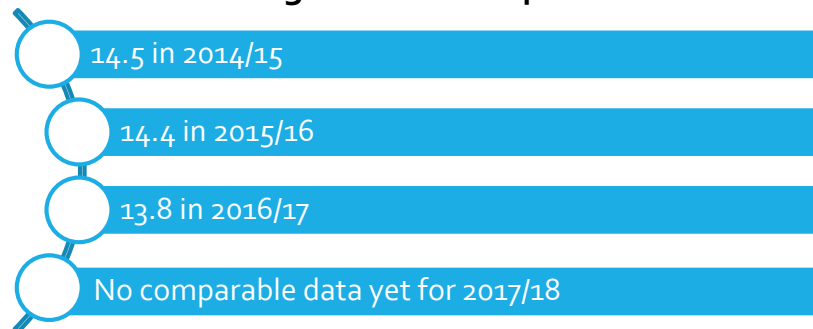
Based on 2016/17 data only

How much did Time4Me do?

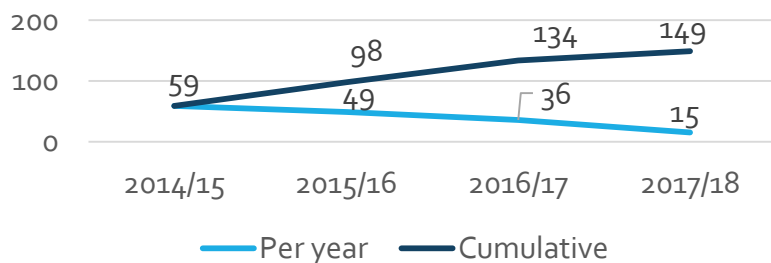
No. of young people participating in Time4Me



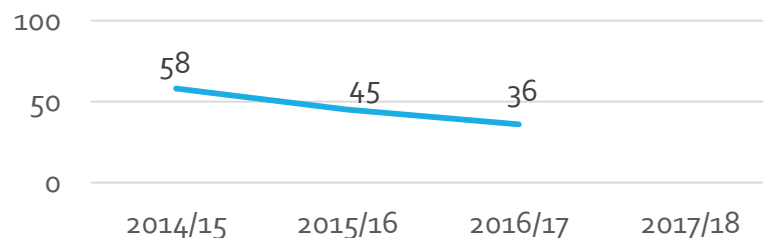
Avg. no. sessions per child



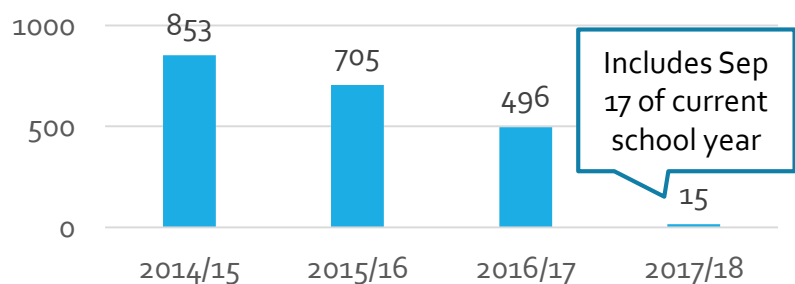
No. of referrals - full intervention only



No. discharges – full intervention

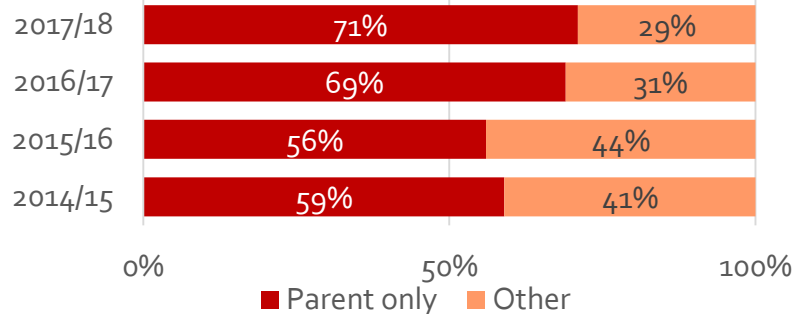


No. sessions delivered per school year



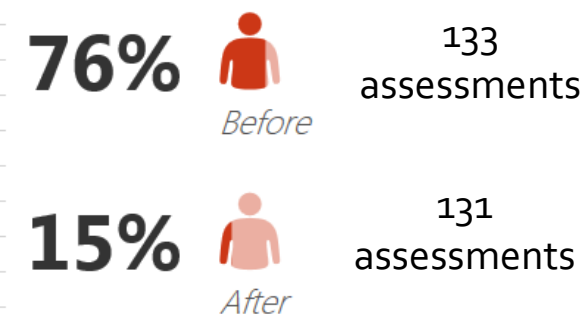
How well did Time4Me do it?

Source of referral



Is anyone better off?

% of YP in the clinical range of stress [all cases – Sep 2014 to Sep 2017]



% of YP with problem behaviours [all cases – Sep 2014 to Sep 2017]



Defined as an SDQ score in the borderline abnormal or abnormal range

3. Colin Early Parenting Programme

Includes all caseload from January 2016 – caseload prior to this has been reported in previous editions of the report card. Data from this report card and previous report card not comparable

Summary

- 10 parents have joined CEPP since Jan 2016; 2 discharged.
- Avg. wait time between referral and joining programme is 60 days – large range (3 days – 154 days) but reducing.
- Overall uptake of 1:1 contacts is 71% - most recent qtr. Jul-Sep 17 – 92%.
- Client outcomes generally good –lower anxiety/depression over time, children developing normally and with secure attachment. However, levels of smoking ante/post natal a continuing concern.

How much did CEPP do?

This period: April-Sep 2017

- 1 mother referred (assessed & joined within time period)
- 1 mother discharged from service (disengaged)
- 10 mothers on programme at start and end of time period
- 130 1-to-1 contacts planned and 97 taken up

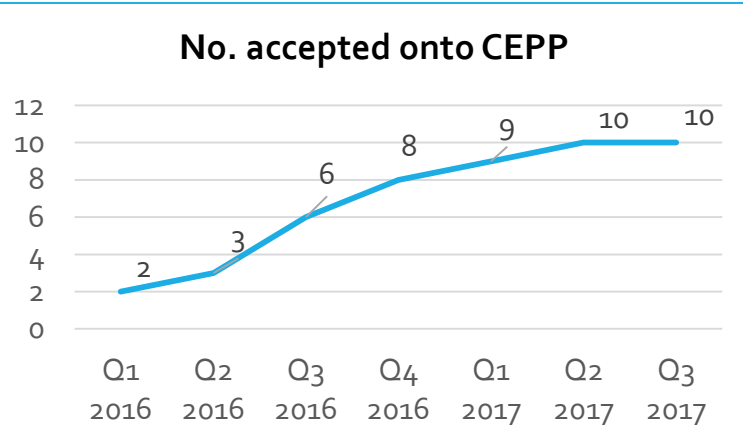
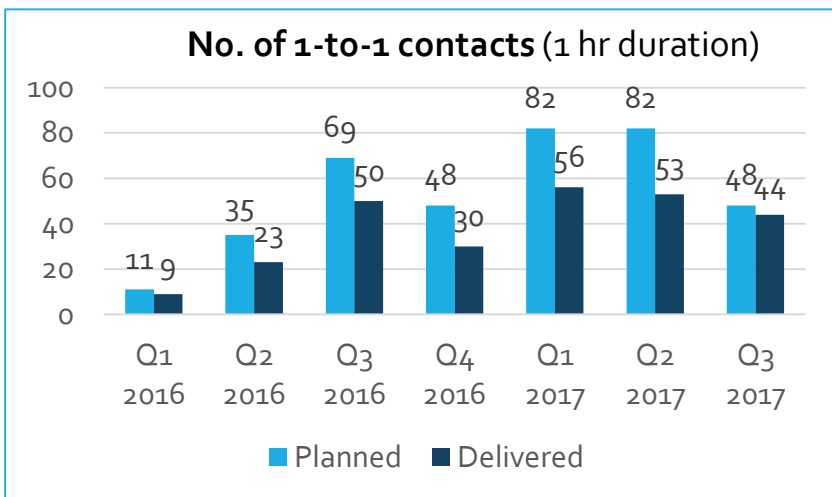
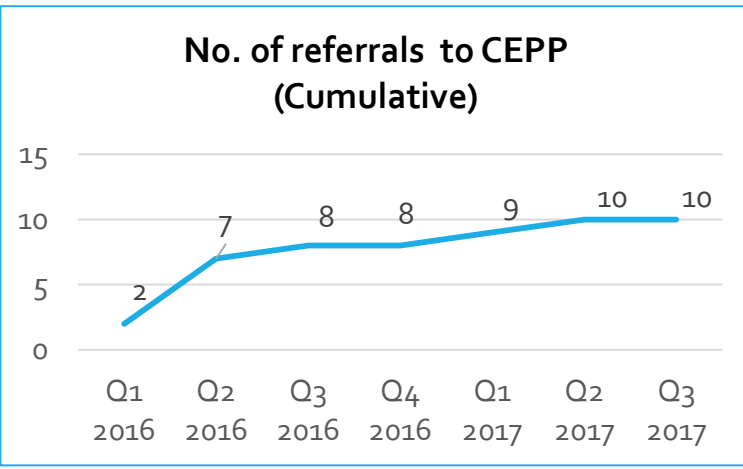
How well did CEPP do it?

- 4 days – average time between referral and joining programme
- 75% - uptake of 1-to-1 sessions (Range: May, 49%; Sep, 100%)
- Disengagement rate: Number of assessments too low

Is anyone better off?

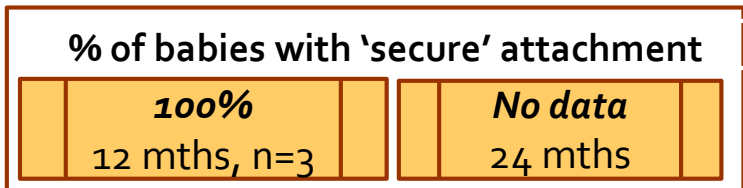
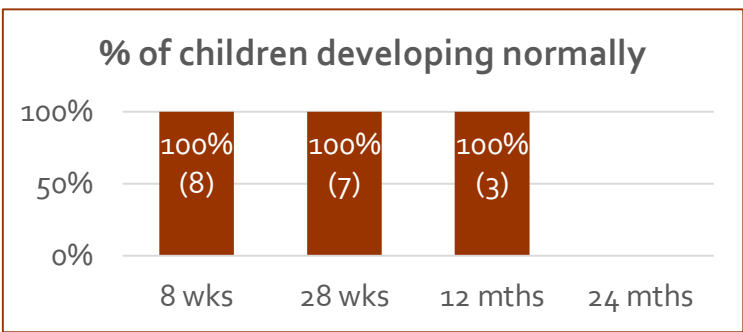
- See overleaf for cumulative data. Insufficient data to report for period April-September 2017

How much did CEPP do?

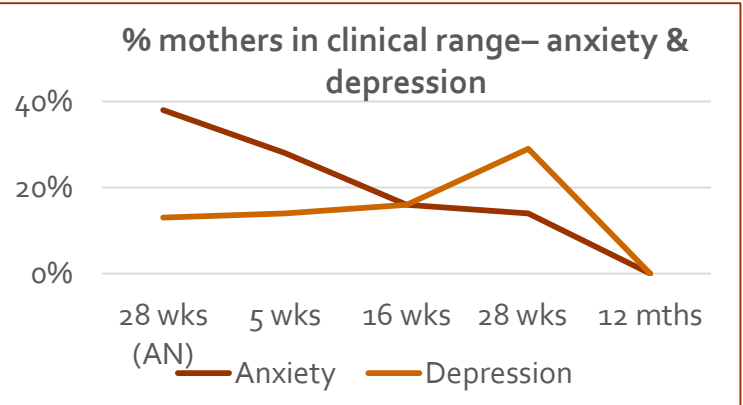
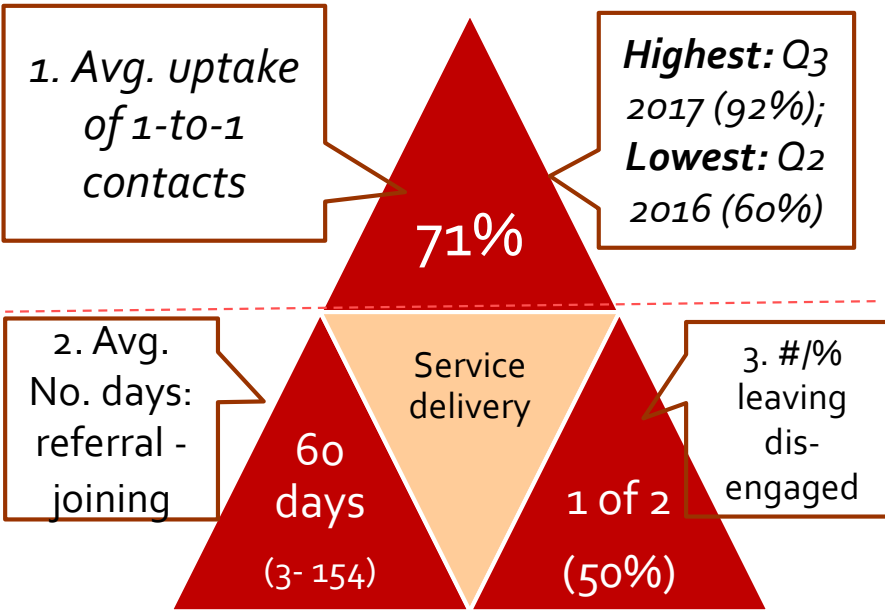


Mothers Discharged to date: 2

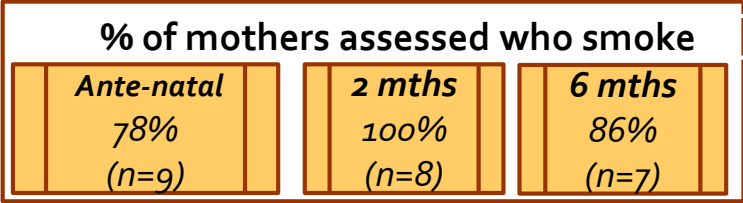
Is anyone better off?



How well did CEPP do it?



Warning: No. assessments low - 28 wks AN = 8; 12 mths = 3



4. Colin Adolescent Counselling

Summary

- 84 clients have accessed service since 2013 – majority female (61%).
- Avg. wait time between referral and assessment continues to fall (from 56 days to 11 days). C. 1 in 5 wait more than 2 weeks.
- Average number of sessions delivered peaked in 2015 (15.3) and has since declined to 9 in 2017. What are the potential causes: the cap on the number of sessions; disengagement, more challenging clients?
- Service has a track record of reducing problem behaviours in young people's lives – however those leaving in 2017 still experience ongoing issues. Of particular issue – 63% of clients leaving in 2017 with concerning behaviour scores. Reason(s) for this need(s) to be understood.

How much did Colin Adolescent Counselling do?

This period: April-Sep 2017

- 14 new referrals & all assessed
- 16 discharges
- Of those discharged, 186 sessions planned for delivery (avg=11.6) and 154 sessions delivered (avg. 9.6)

How Colin Adolescent Counselling do it?

- 11 days average wait time between referral and assessment
- 4 young people waiting more than 2 weeks for assessment (i.e. 29%)

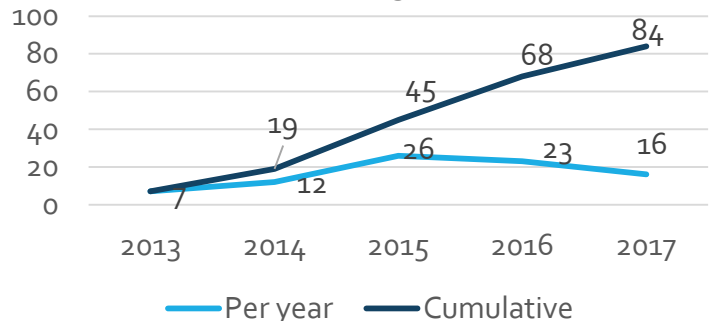
Is anyone better off?

- 90% of young people in abnormal/borderline abn. range at baseline (vs. 70% at endpoint)
- Average CORE score was 16 at baseline and 12 at endpoint

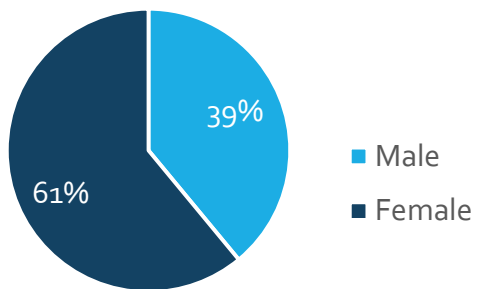
Based on 10 pre/post SDQ assessments and 9 CORE pre/post assessments

How much did Colin Adolescent Counselling do?

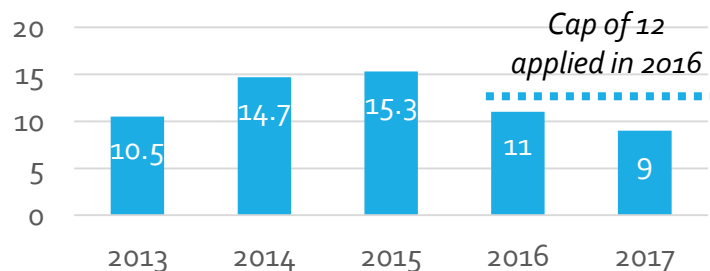
No. of clients accessing service per year*



Gender



Avg. no. sessions delivered*



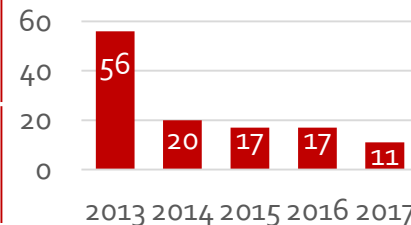
Data presented is for closed cases by referral year.

* NOTE: 2017 data is for the period Jan-Sep 2017

How well did Colin Adolescent Counselling do it?

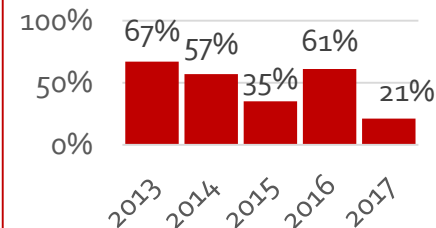
20

Average no. days between referral and assessment (Cumulative)



45%

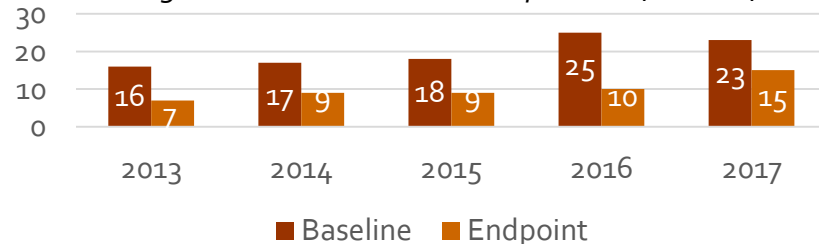
% of children waiting more than 2 weeks for an assessment (Cumulative)



Is anyone better off?

Behaviour score*

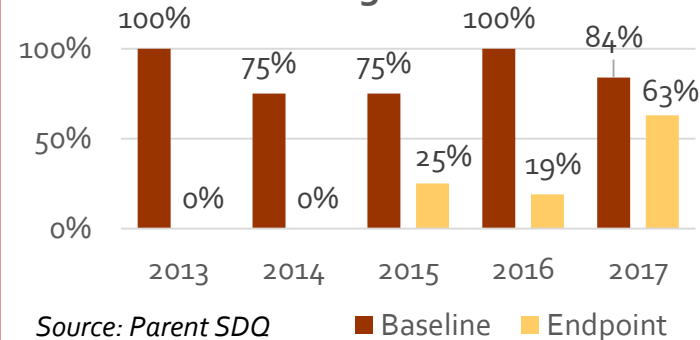
[Higher score = more behaviour problems; max = 40]



Source: Parent SDQ – No. assessments varies from 9 to 26 per year

Is anyone better off?

% of behaviour scores in abnormal/ borderline abnormal range*

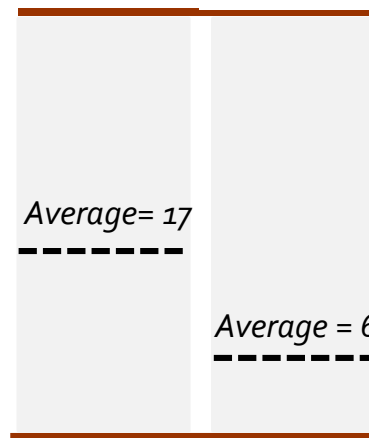


Source: Parent SDQ

■ Baseline ■ Endpoint

Baseline Endpoint

Max = 40



Min = 0

Lower score = Less psychological stress

93% - improved

CORE score

5. Incredible Years

Summary

- 48 deliveries of Pre-school basic, Dina and School readiness programmes since 2013/14.
- 326 parents and over 600 children have participated in these programmes.
- Data quality to show impact an issue.
- 71% of parents successfully completed Preschool Basic programme in 2016/17 in comparison to 78% for School Readiness.
- Since 2013/14, both the Pre-School Basic and Dina programmes are shown to have had a positive impact on reducing problem behaviours in children.
- Little or no impact of school readiness on reducing problem behaviours in 2015/16 – however 2016/17 delivery has shown a positive impact.

How much did IY do?

This period: 2016/17 school year

- IY Preschool Basic prog. delivered on 2 sites to 21 parents
- IY Dina Dinosaur prog. delivered on 2 sites to 104 children
- School Readiness prog. delivered on 7 sites to 65 parents

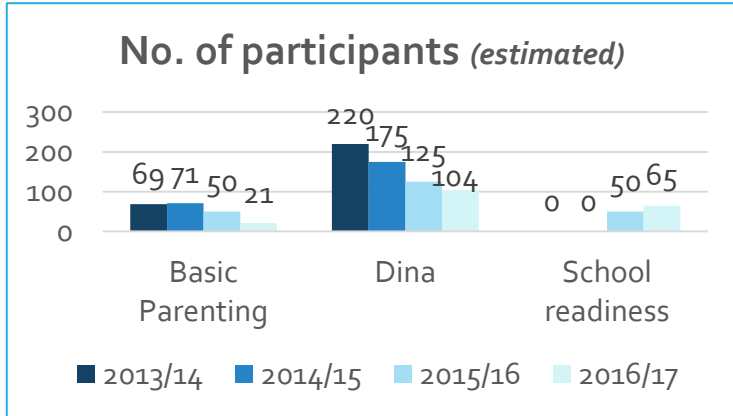
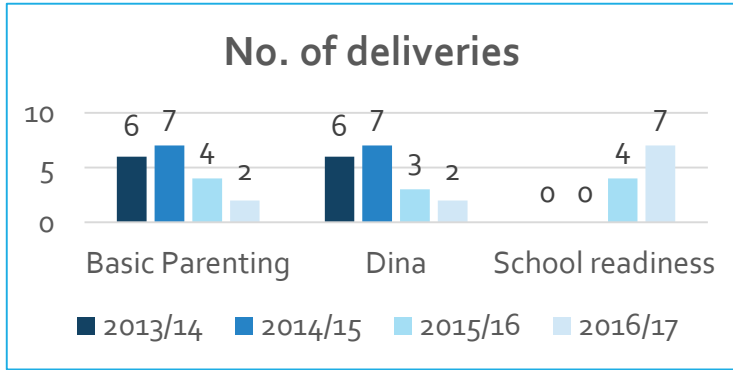
How well did IY do it?

- **Data quality:** *IY Preschool basic* – 30% of baseline assessments matched to endpoint; *IY Dina Dinosaur* (44%); *School Readiness* (78%)
- **Programme completion:** Proportion of parents successfully completing 80% or more of sessions:
 - IY Preschool Basic: 71%
 - School readiness: 78%

Is anyone better off?

- **Basic Parenting:** 82% of parents rated their child's behaviour as 'normal' at baseline – increasing to 91% of endpoint (an improvement of 9 percentage points) **Warning: no .of assessments is low in the time period (n=11)**
- **Dina Dinosaur:** 36% of teachers rated children's behaviour as 'normal' at the beginning of programme delivery – rising to 93% at the endpoint **Warning: no .of assessments is low in the time period (n=11)**
- **School readiness:** 58% of parents rated their child's behaviour as normal at baseline, rising to 73% at endpoint

How much did IY do?



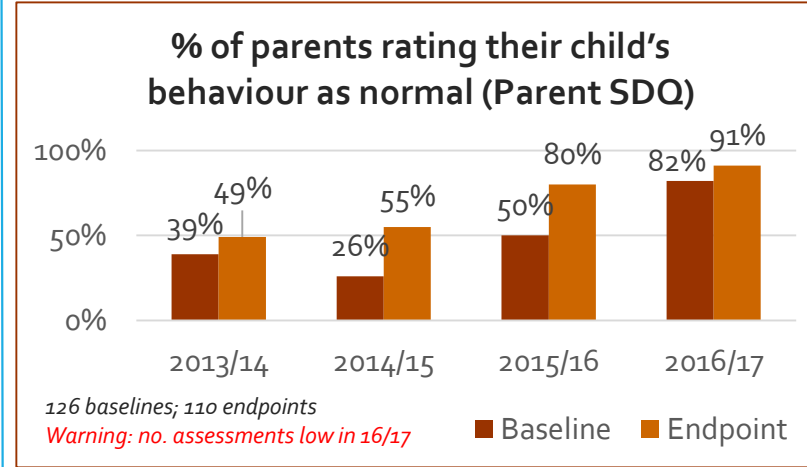
How well did IY do it?

% of participants successfully completing (2016/17 data only)

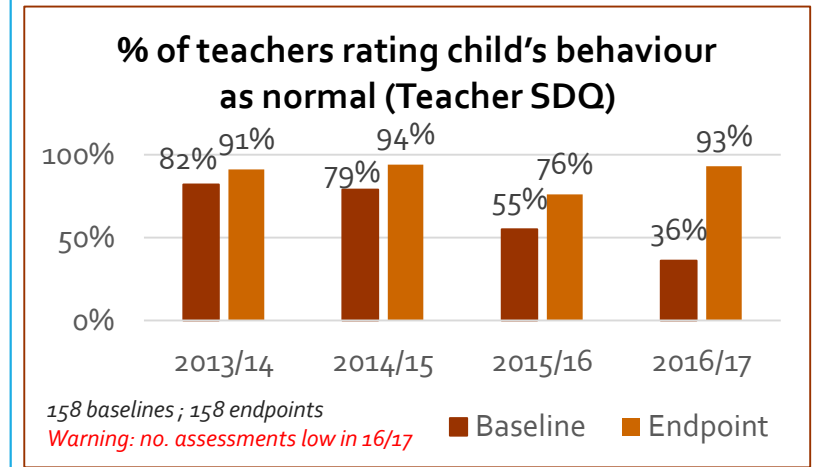
Pre-school basic: 71%
School readiness: 78%

Is anyone better off?

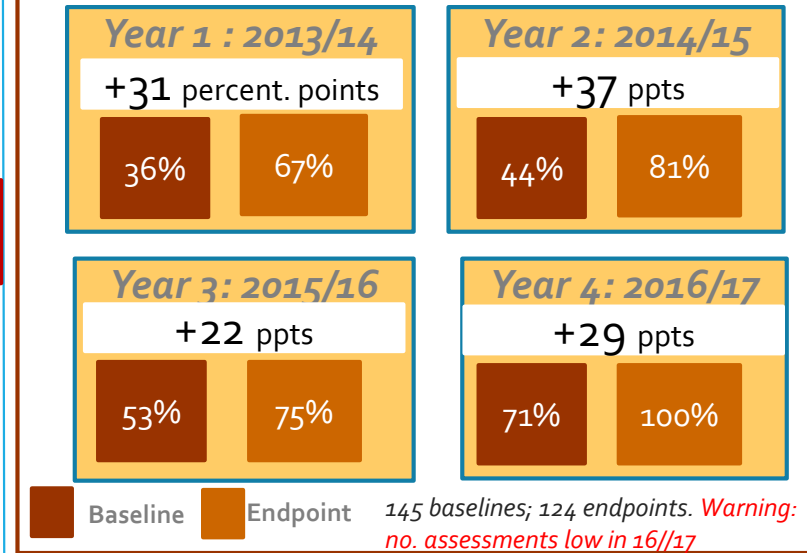
Basic Parenting Programme



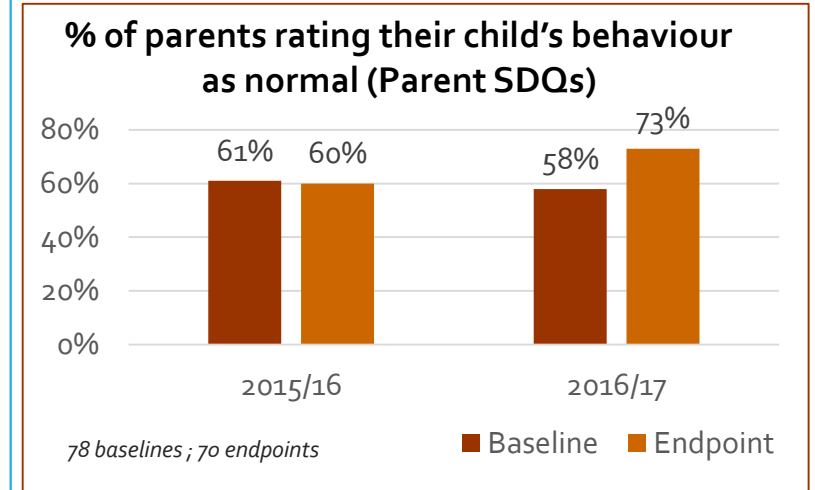
Dina dinosaur



% of parents rating the intensity of their child's behaviours as normal (Eyberg)



School readiness



6. Partnership with Parents (PwP)

Summary

- Activity in terms of no. of visits undertaken has peaked in Q3 2017 (the most recent quarter). Overall, 77% of visits scheduled were undertaken. Almost one-in-four not undertaken. Is this more/less than expected? What are the reasons for this?
- 45% of those who completed the programme did so successfully; 55% did not. Success is defined as completion of 80% of the programme. Is there a core group of parents that engage really well with the programme?
- Parent feedback very positive – but relates to less than half of parents who completed/closed. Does we need to focus on getting more feedback from parents?
- Largest impact is in relation to limit setting (82% of parents registered an improvement).

This period: April to September 2017

How much did PwP do?

- 72 parents joined the programme
- 40 parents completed or closed
- 49 parents remained on the programme
- 608 home visits were scheduled/ 476 were undertaken

How well did PwP do it?

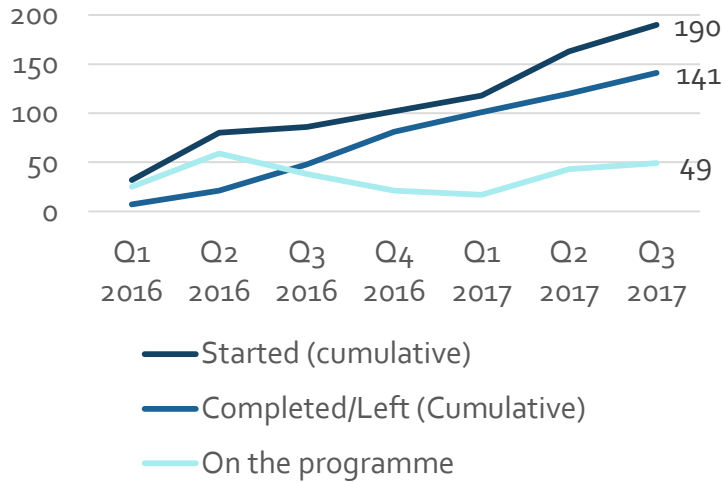
- 78% of home visits scheduled were undertaken
- 100% of parents surveyed agreed that they were treated well whilst on the programme

Is anyone better off?

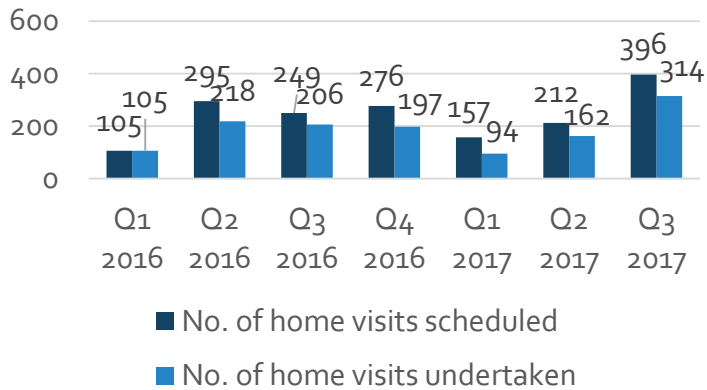
- 100% of parents surveyed agreed that the programme had helped them (n=13)
- 100% of parents surveyed agreed that the programme had improved their knowledge and skills
- In terms of particular aspects of parenting – *see next page for cumulative data*

How much did PwP do?

No. parents participating in PwP

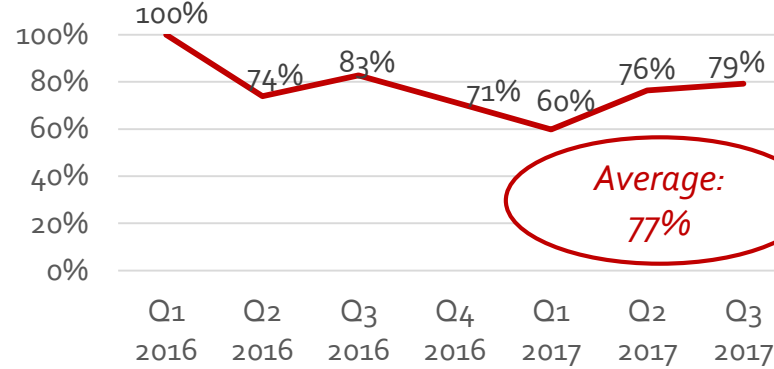


No. of home visits (scheduled vs. undertaken)



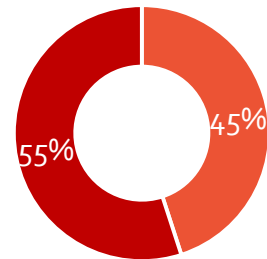
How well did PwP do it?

% home visits undertaken vs. scheduled



% of parents who stated they were treated well (base: 61)

100%



45% of those who completed the programme, did so successfully (i.e. completed 80% of the programme)

Is anyone better off?

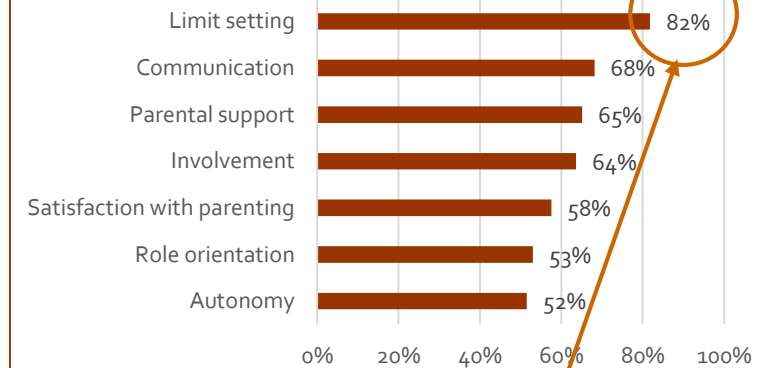
% of parents who stated the programme has helped them (base: 61)

97%

% of parents with improved knowledge and skills (base: 59)

100%

% of parents who registered improvements in each parenting domain



Over four-fifths (82%) of parents registered an improvement in limit setting (i.e. applying appropriate boundaries for their child's behaviour)

7. Mentoring for Achievement (MAP)

Summary

- Vast majority of young people joined in 2016 (70 of the 78).
- 609 parent telephone contacts scheduled to date; 316 undertaken (52% uptake) – uptake is trending downwards. What's causing this?
- 2,096 1-to-1 mentoring sessions with young people scheduled and 1,698 undertaken (81% uptake). With the exception of one quarter, the trend has been downward
- Positive impacts on school attendance (62% registered an improvement) and punctuality (71% registered an improvement or maintained 100% punctuality).
- Some evidence of a positive impact on young people's self-concept.

This period: April to September 2017

How much did MAP do?

- 6 new young people joined the programme – 78 on the programme as at end of September 2017
- 216 phone calls with parents scheduled and 73 undertaken
- 718 1:1 mentoring sessions scheduled with young people and 532 undertaken

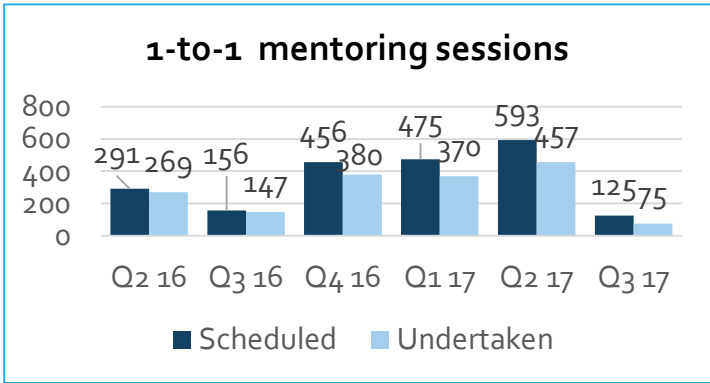
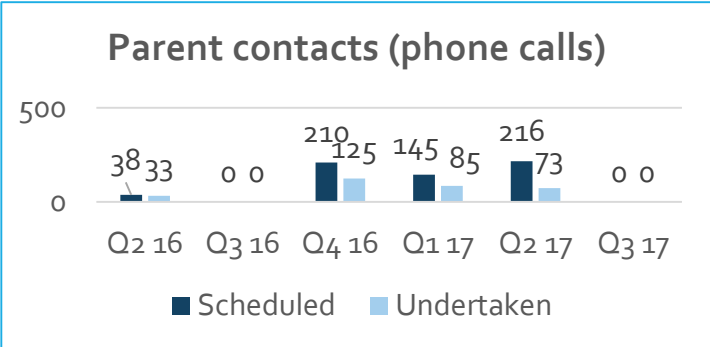
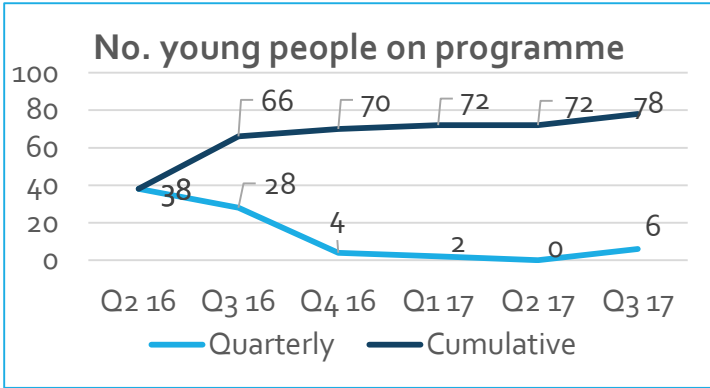
How well did MAP do it?

- % uptake in 1:1 sessions with young people varied from 81% in Q3 of 2017 to 82% in Q2. Continues a downward trend
- % uptake in parent contacts remained unchanged at 52% in Q2 and Q3 of 2017. Long-term trend is downwards.

Is anyone better off?

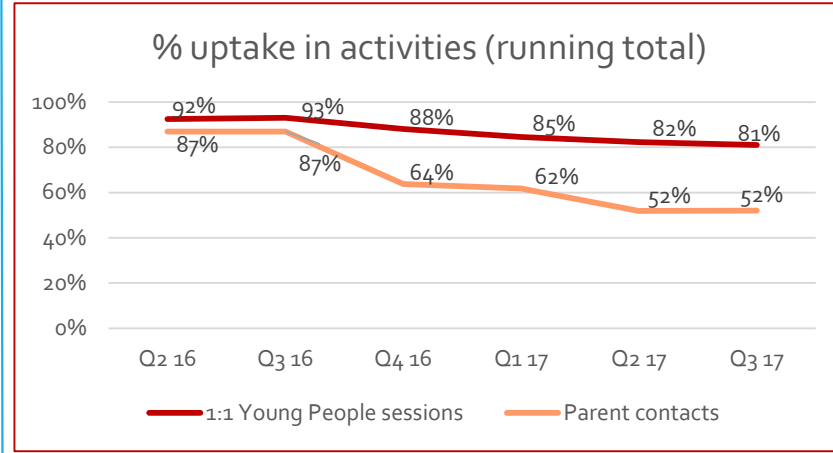
- As at end of September 2017:
 - over three-fifths (62%) of young people registered improvements in school attendance
 - Under three-quarters (71%) of young people registered improvements in punctuality or had maintained it at 100%
 - The proportion of young people with a strong positive self-concept increased from 14% at the baseline to 32% at the midpoint

How much did MAP do?

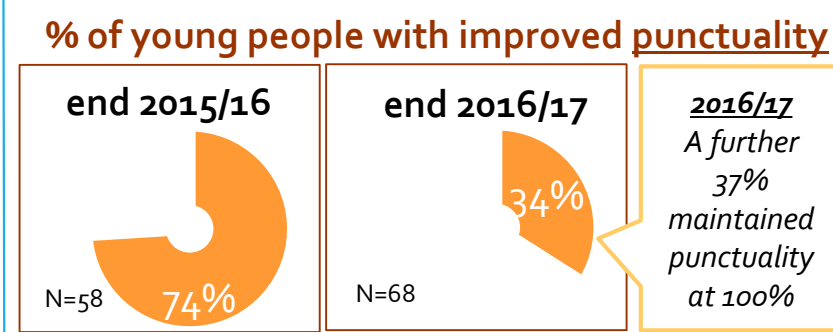
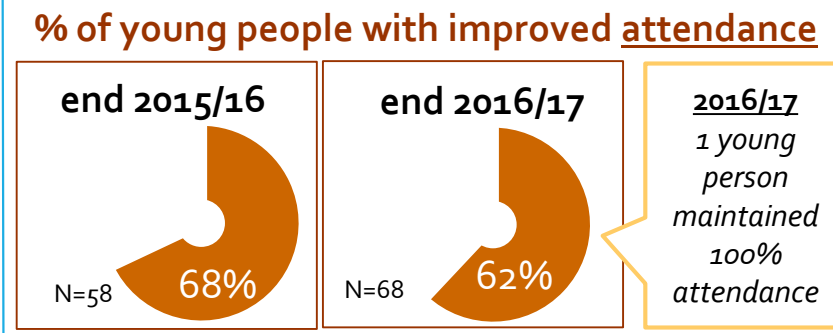


No. of mentors trained who have/are delivering MAP: 17

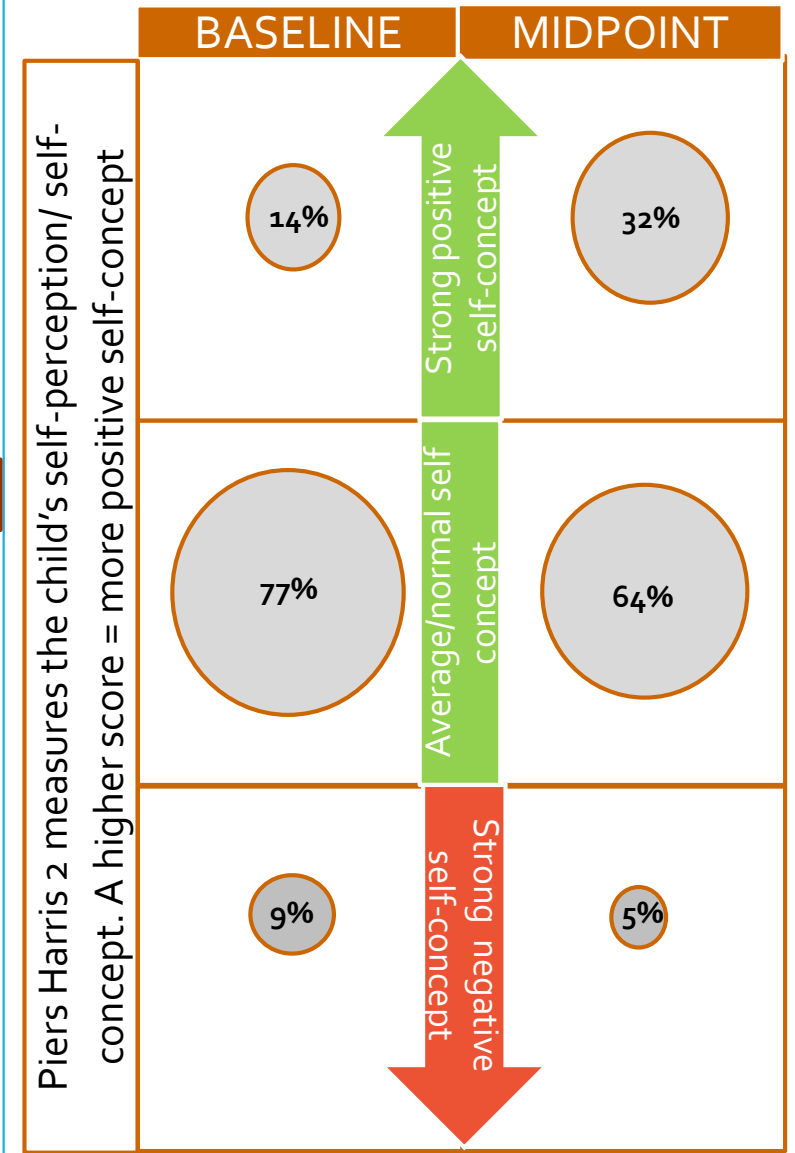
How well did MAP do it?



Is anyone better off?



Is anyone better off?



Source: Piers Harris 2
22 matched baseline and midpoint assessments

For more information on Colin Early Intervention Programmes, please contact the CEIC Programme Manager

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