

Parents Plus Quality and Accreditation Protocol

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www.parentsplus.ie

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Seven Parents Plus programmes

Currently there are seven Parents Plus Programmes which are listed below

1. Parents Plus Early Years Programme (for parents of 1-6 years old)
2. Parents Plus Children's Programme (for parents of 6-11 year olds)
3. Parents Plus Adolescents Programme (for parents of 11-16 year olds)
4. Working Things Out Programme (for adolescents aged 11-16 years old)
5. Parents Plus 'Parenting when Separated' Programme (for parents post-separation)
6. Parents Plus Special Needs Programme
7. Parents Plus Healthy Families Programme

Throughout this document we provide feedback forms and checklists for the six Parents Plus Programmes delivered directly to parents. For the Working Things Out Programme (WTO) which is delivered directly to young people, there are a distinct set of young person feedback forms. Please consult the WTO facilitator manual for these.

How the Parents Plus programmes are delivered

The Parents Plus programmes are designed to be delivered by trained facilitators to small groups of parents or young people (in respect of the WTO programme).

The programmes are delivered over 6 to 12 weeks in structured weekly sessions that use video input, group discussion, role-play and group exercises as well as handouts and homework assignments to impart knowledge to parents and young people and to support them to make positive changes in their lives.

Parents Plus Quality Protocol

The Parents Plus Quality Protocol is designed to ensure an effective delivery of the Parents Plus programmes post-training. The Quality Protocol focuses on a series of forms to ensure you are:

- Establishing client-centred goals
- Gaining session by session feedback from parents
- Establishing a regular reflective space in supervision to review the parents' progress and your own practice

Prior to being accredited, you should always co-facilitate your Parents Plus group with another facilitator who has trained in that specific Parents Plus programme. This is to ensure that you receive 'co-supervision' from your co-facilitator which is the basis of the Parents Plus Quality Protocol. See the Licensing guidelines on p27.

The Parents Plus Quality Protocol is the basis of becoming an Accredited Facilitator, and we recommend that facilitators continue to follow the protocol post-accreditation to ensure fidelity to the principles. The Quality Protocol helps facilitators maintain both the delivery format and the client-centred/strengths-based principles at the heart of the programmes. This will ensure continued effective delivery of the Parents Plus programmes.

Quality Protocol Summary

Before the course starts

- Facilitators should ask parents to write their goals for the group on the **Parent Goal and Review Form** (see page 15). There is a separate goal form for the Parenting when Separated programme on page 16. Ideally this forms should be completed as part of the introductory individual session with each parent. Facilitators should take special care to ensure the parent goals are positive, specific and meaningful to the parent.

Each week

Parents should:

- At the end of each group session, parents are asked to complete the **Parent Group Session Rating Form** (see page 17). This should be filled out by the parents individually and only in exceptional circumstances should the facilitator complete them for the parent (e.g. when there are literacy issues) and this should be noted on the form.

Facilitators should:

- Follow the basic session structure as described in the Parents Plus manual.
- Set aside facilitator review and planning time to review the group session and to plan the next one.
- Complete a **Facilitator Session Planning and Review Sheet** (see page 18) for each group session. In co-facilitated groups, the form is completed together. Facilitators who are running a group alone need to conduct the Facilitator Review/Planning time with a supervisor weekly and complete the form with them.
- Set aside time to reflect on their facilitation skills and to review the **Facilitator Quality Checklist** (see page 19) and the **Facilitator Core Skills** (see page 22).

At the end of the course

Parents should:

- Complete the 'end of course review' section of the **Parent Goal and Review Form** (see page 15).
- Complete the **Parent Course Review Form** (see page 20).

Facilitators should:

- Complete the **Facilitator Course Review Form** (see page 21).

Quality Protocol Principles

Follow the group session structure from the manual

Each of the Parents Plus programme manuals describe detailed session plans for facilitators to follow. The session structure typically includes the following elements:

1. Welcome and Introduction
2. Review of week (group discussion with each parent contributing)
3. New topic introduction (via short exercise or reflective questions)
4. New topic content (via video review or handout and group discussion)
5. New topic practice exercise (role-play, worksheet or small group practice exercise)
6. Recap/Plan for next week

The goal of the session plans is to ensure that a variety of teaching methods are used that include video input, whole group discussion, small group discussion, personal reflection, worksheets, role play and other group exercises.

Ensure the group is supportive and therapeutic

As a facilitator you should communicate the following client-centred qualities to the group and each session you should strive to ensure that each parent in the group:

- Feels welcomed and connected to the group.
- Feels understood and respected.
- Has contributed to the group and has an opportunity to speak.
- Feels affirmed in their progress and supported in their difficulties.
- Feels they are making progress with their goals.

In addition, you should work to ensure that the group was constructive and informative, involving a balance of problems and solutions.

Develop your facilitation skills

The skills of the facilitator is what helps to ensure the quality of the Parents Plus group, in particular facilitators should demonstrate the following qualities:

- An ability to reach out and connect with parents in the group.
- An ability to affirm each parent in the group – particularly those who are struggling or marginalised (e.g. due to being from a minority group).
- The ability to perform all the elements in each group session (weekly review, video input, group exercises etc.).
- The capacity to handle challenges and problems in a client-centred and strengths-based way. The most common challenges include parents being dominant in group, a parent being withdrawn, a parent challenging course ideas, parents being negative or in despair.

See the **Facilitator Quality Checklist** on page 19 and the **Facilitator Core Skills** on page 22 for more information on the skills and qualities needed for effective delivery.

Collect feedback from parents every session

In order to ensure the group keeps on track, it is important to collect written feedback from parents using the **Parent Group Session Rating Form** (page 17). Collecting feedback is an essential part of the Parents Plus Quality Process as it helps ensure that you and the parents attending the group get the best outcomes.

If parents are unhappy with the group or have difficulties with some of the ideas, they are often unlikely to report this verbally in group time and sometimes may simply drop out. Asking them to complete a simple form at the end of each session can help you get this information. It gives you some time to take action and rectify any issues/problems and ensures the group session remains helpful to everyone who attends. The Group Session Rating Form aims to determine whether:

- the parent feels supported and understood within the group,
- they feel involved and able to participate,
- the goals, content and tasks of the group are helpful to them.

If these conditions exist for all of the parents, then it is likely that the group session is helpful for them and they are likely to continue to attend. In analysing the results of the Group Session Rating Form, it is important to bear in mind that, in practise, clients tend to under-report problems in this area. If a client is dissatisfied with the service they tend to drop out rather than report this to the facilitator. They will even say verbally that 'things are going ok', when in fact they have a number of problems with the therapeutic process. For this reason you and your co-facilitator should assess any middle scores on the scale as indicating a problem. Thus a score of three on any of the questions can be taken as an indication of dissatisfaction and should be addressed.

Parents can be asked to complete the forms quickly before they leave. The first time the forms are used they need to be explained and read out in the group and, as a result, may take a little time to complete. In the first one or two groups, it is best to read the questions out one-by-one and get the group to complete them at the same time. Leave enough time for parents to complete the form so that they are not rushed or given too little time to reflect on what they might want to say.

As parents get used to them, the forms should take less than a minute to complete and so should not interfere with other group activities.

Review each session with your co-facilitator

Finally, a crucial part of making sure that groups remain on track is to schedule a **post-session review meeting** each week, when you and your co-facilitator can sit down to review the group and plan the next session. This time is used to:

1. Review the progress of each group member.
2. Address whether a parent has missed one or more sessions.
3. Reflect on the group dynamics.
4. Plan in detail the next group session, ensuring it is tailored to the needs of the current group.

Review the Parents' Progress

This is the time to review and analyse the **Group Session Rating Forms** and to reflect on how each parent is doing in the group and to consider how to best support them. This reflection can lead you to take appropriate action to address any problems.

You can spot a parent who is struggling or at risk of dropout if they have expressed dissatisfaction in the group, or if they have been quiet and withdrawn or indicated a low score on the **Group Session Rating Form**. In these cases it is worth taking action to re-engage them and to address any problems. This can be as simple as making sure to give the parent more group time during the next meeting, or making the topic more relevant to their particular goals.

It can also be useful to phone some parents between sessions, explaining that you were wondering how they were experiencing the course and wanted to find out if there is anything you can do to make it work better for them. Reaching out to parents in this way can make a big difference in preventing dropout.

It is essential that you reflect on and respond to the feedback you are provided with. The more you take your clients' unique goals and preferences into account and tailor the group to their needs, the more likely you are to be successful.

Address missed sessions

It is also important to address missed sessions. We recommend phoning parents when they miss a session to let them know that they were missed, to review how they are getting on and to check if there were any issues that prevented attendance that you can address. If parents give apologies about missing a session, it is still useful to phone them and/or to write to them thanking them for their notice and enclose the week's handouts. We also recommend offering parents a contact telephone number if they need to discuss any matter relating to the course between sessions. All these steps can help to ensure high attendance.

Reflect on group dynamics

Each group develops its own character and culture and it is worth taking the time to understand this dynamic and to tailor your facilitation accordingly. For example, some groups are very interactive and gain a lot from the group discussion – so it may be important to increase the amount of session time spent on this; or you might plan to raise a dilemma with them in the following session such as, how much time to spend on group discussion.

Sometimes conflicting dynamics emerge in groups, for example one group member dominating or talking too much and you need to plan, as a facilitator, to address this (see the next Chapter on running group sessions for more information on handling challenges).

Plan next session

Even though the session plans in the manual provide a clear guide to the content, there are many choices to be made depending on the needs of the group members and the individual group dynamics. There are also decisions to be made about whether you demonstrate the exercise in the whole group, what size you make the small groups, and who you pair up in the exercises. For example, you may be keen to link some group members together who have a lot in common and who could be a support to one another. The key is to allow plenty of time to consider these issues in depth.

Time commitment

To run a Parents Plus Group according to the Quality Protocol does require time, especially when you run the group for the first time. Taking time to complete the reflective forms necessary to ensure a quality delivery requires extra time and you need to prepare for this in advance. It is important to get the support of your manager and agency. Though it varies from agency to agency, below is a sample time commitment.

Task	Time per session
Group and venue set up	0.5 hours
Running the Group	2.5 hours
Review and planning meeting (with co-facilitator)	1-1.5 hours <i>Allow an extra 1-2 hours planning time when you are running a group for the first time.</i>
Follow up with parents between sessions	1-2 hours
Facilitator reflection and form completion necessary for Parents Plus Quality Protocol.	0.5 to 1 hour

The total commitment is usually one day a week for the duration of the group and for 2-3 weeks prior to the group starting when you are conducting the individual sessions.

Parents Plus Supervision

Parents Plus is committed to providing post-training supervision and support to our facilitators which is crucial to ensuring that the programmes are run effectively and in building a high quality network of Parents Plus facilitators.

Engaging in supervision to ensure you have space to reflect on your practice has a number of benefits. Good supervision helps you to:

- Get your groups off the ground and to engage parents.
- Ensure that you get the best outcomes for all the participants in the group.
- Troubleshoot any challenging practice issues.
- Develop your practice as a professional.
- Learn group facilitation skills.
- Stay in touch with other professionals running groups.
- Start on the road to becoming an accredited Parents Plus Facilitator.

Types of supervision

There are four different types of supervision that we recommend you engage in as you run your Parents Plus groups.

Co-supervision with your co-facilitator

An essential part of the Parents Plus Quality Protocol is that you co-facilitate your group sessions prior to being accredited. This is to ensure that you receive co-supervision from your co-facilitator as you plan, deliver and run your groups together. As discussed in the last section, Parents Plus provides a series of checklists and planning sheets that provide you with a structure to reflect on your practice together as you plan your groups. We encourage you to review and learn from the parent feedback and to adapt your practice accordingly.

Line management supervision

The involvement and support of managers and senior clinicians within agencies is crucial to the successful delivery of the Parents Plus programmes. It is important that managers understand the challenges of getting a group off the ground and the time commitment necessary. Meeting with managers early on and seeking their support in supervision is important to ensure that you gain the support and resources you need. We recommend that you schedule meetings with your line manager before and during the delivery of your groups. These meetings can be integrated into your regular line management and agency supervision meetings. We recommend that you present the **Parent Goal forms** and **Group Session Rating Forms** within these meetings.

Parents Plus can provide support and guidance to managers who are overseeing groups in their agencies and we can be contacted on eileen@parentsplus.ie about this.

Parents Plus individual supervision

Parents Plus offer all trained facilitators individual post-training supervision with one of our supervisors. This supervision can be carried out as a series of face-to-face meetings but usually takes the format of an online meeting. Both co-facilitators should attend the supervision meeting(s).

A typical schedule of supervision meetings might be:

1. Short meeting post-training to clarify plans to get a group established and to troubleshoot any issues in engaging parents.
2. Individual supervision after the first session of the first group (focusing on reviewing the parent feedback forms).
3. Individual supervision midway through the first group (focusing on video review of a session).

Parents Plus advanced practice group sessions

Parents Plus also provide regular advanced practice sessions when you have the opportunity to meet other trained Parents Plus facilitators who are delivering groups. Advanced practice sessions focus on a variety of common issues including:

- Managing dominant or over-talkative parents in a group
- Including quieter and withdrawn parents
- Dealing with group conflict
- Troubleshooting particular parenting problems

Paperwork for supervision

In supervision, the Parents Plus supervisor will invite you to review the feedback from the parents in your groups and to use this as a means to learn and guide your practice.

It is essential that you bring all the relevant paperwork for your current group to each supervision session (or if the session is online, this should be sent in advance). Paperwork includes:

- Parent Goal and Review Forms
- Parent Group Session Rating Forms for each group session
- Facilitator Session Planning and Review Sheet for each group session
- Facilitator Quality Checklist

Using video footage for supervision

As well as reviewing parent feedback forms, an integral part of the supervision process is the review of video footage of facilitators delivering their Parents Plus groups. The goal of this video review is to invite you to reflect on how you manage the group and to develop your group facilitation skills

While making a video of your practice can feel daunting, it provides an excellent way to learn about group facilitation and to build on your skills.

Reviewing the video footage

You should video at least one complete group session and review this prior to attending the supervision. Go through the video and note the timecodes of the different elements of the session. Take time to notice any significant group interactions that you would like to review with your supervisor. Use the **Facilitator Core Skills** (page 22) as a guide to notice what skills you are already displaying and what ones you might want to develop.

During the supervision, the Parents Plus supervisor will collaboratively review the footage with you and provide feedback on what they notice you doing well as well as some learning suggestions.

Practicalities when videoing the group

Consent

- You should ask for consent from the parents in the group to make the video but point out to them that it is for your supervision only and will be secure at all times and only be reviewed confidentially by your supervisor and Parents Plus and for no other purpose.
- Do check out the consent requirements of your agency. For some agencies, verbal consent from the parents is sufficient. Others may require you to get written consent.
- If some parents do object to being videoed, you can set up the camera to not have them in shot and agree that you will not include any of their contributions in the clips sent to the PP supervisor. If several parents object (this is rare), then you cannot video this session and will have to film a separate group
- If there are difficulties gaining consent, do discuss this with your PP supervisor

Video set up

- In setting up the camera it is best to put it on a tripod in a non-prominent position in the room pointed at the facilitator. The ideal shot is one from the back, focused on the facilitator with the backs of the parents visible.
- It is best **not** to have someone operating the camera as this draws too much attention to the camera.
- Most important is to shoot a video with good sound quality so the interactions can be clearly heard. Sometimes you need to use an external microphone to achieve this.
- Take time to practice filming in advance. Many people forget to turn on the sound or have something blocking the shot the first time they film so you want to avoid this.
- In practice, it works best if you get into a habit of filming a few group sessions so that it is not considered a big deal by either you or the parents.

Data Protection Guidance

Storing and retention of video(s)

Parents Plus supervisors will guarantee the confidentiality of the videos which are for the sole purpose of reviewing the practitioners' delivery of the Parents Plus programmes to ensure a quality delivery and to develop the practitioner's practice. Parents Plus will store the video recording in a secure manner. Once Parents Plus supervisors have reviewed the video with the facilitators involved they will either return it to the facilitator or delete it if it has been shared by drop box or another secure online sharing system such as Vimeo.

Security recommendations for sharing

Facilitators will need to follow their own service policy and guidelines on recording video and sharing video. If they are sending the video online to Parents Plus it should be password protected via secure transfer such as Dropbox and We Transfer. The password should be sent separately to Parents Plus, ideally by phone.

If sending the video on a memory stick it should be password protected and always sent by registered post for the attention of their Supervisor to Parents Plus Charity, The Mater Hospital, Eccles St., Dublin 7.

Parents Plus Accreditation Process

Parents Plus offer accreditation to facilitators who deliver two groups following the quality protocol and submit a portfolio of their work that proves they have met this standard.

Benefits of accreditation

There are many benefits to achieving accreditation as a Parents Plus Facilitator such as:

- Learning to deliver the PP programmes in evidence-based way that ensures sustained outcomes for families.
- Accreditation represents a major CPD achievement as a professional and is recognised as such by most of the professional registration bodies.
- Being able to use the Accredited Facilitator certification in referencing your work.
- Being able to deliver the Parents Plus programmes in a private capacity and to receive payment for this.
- Being able to apply to work as a Parents Plus mentor and supervisor to support other facilitators.

Range of accreditations

There will be a separate accreditation process for each of the seven Parents Plus programmes, leading to the titles of:

- Parents Plus Early Years Programme Accredited Facilitator
- Parents Plus Children's Programme Accredited Facilitator
- Parents Plus Adolescents Programme Accredited Facilitator
- Working Things Out Programme Accredited Facilitator
- Parents Plus Parenting When Separated Programme Accredited Facilitator
- Parents Plus Special Needs Programme Accredited Facilitator
- Parents Plus Healthy Families Programme Accredited Facilitator

Steps to accreditation

1. Attend facilitator training with a Parents Plus trainer in the specific programme.
2. Run the programme with at least **two groups** of parents following the Parents Plus Quality Protocol.
3. These groups should be co-facilitated. Facilitators working alone need to seek the support of a weekly supervisor within their agency and get agreement in advance from Parents Plus for this to be used in an accreditation application. A maximum of two co-facilitators may submit applications using the same parent groups.
4. For a group to be eligible for accreditation start with at least **eight parents for a co-facilitated group**. You also need to finish with **at least 50%** of the starting number of parents.
5. While running the groups, you attend regular supervision within your own agency and also attend external supervision sessions with an accredited Parents Plus supervisor (see below).

6. For each group, keep a full portfolio of all parent feedback and facilitator review forms. You should also submit at least two Facilitator Quality Checklists for each of the groups (to demonstrate reflective practice). Note for the WTO programme there are a separate set of young person feedback forms in the WTO manual
7. Prepare a number of video clips of your group practice which are reviewed in supervision sessions with a Parents Plus trainer.
8. A full portfolio of work should then be submitted to Parents Plus for evaluation by the training board.

NOTE: Facilitators already accredited in one Parents Plus programme need only complete one group according to the protocol to become accredited in a second Parents Plus programme.

Accreditation Supervision Process

In order to complete the accreditation process, facilitators should attend supervision with a Parents Plus supervisor. This is to ensure effectiveness and fidelity to the programme. The recommended supervision format is a mixture of individual and group sessions and must include at least four sessions (including at least one video review of practice) prior to portfolio submission. In practice, you may benefit from additional supervision sessions. Individual supervision can take place face-to-face or online once the relevant paperwork and videos have been sent in advance to the Parents Plus trainer. Co-facilitators from the same agency can attend an individual supervision together.

The exact supervision schedule necessary to achieve accreditation is individual to each facilitator and is negotiated with the Parents Plus supervisor. Below is a sample supervision schedule:

1. Individual supervision after the first session of the first group.
2. Individual supervision midway through the first group – focusing on video review. Here, video clips of practice are reviewed by the Parents Plus trainer and specific feedback is provided.
3. Attendance at a group supervision workshop.
4. Individual supervision during the second group – focusing on video review. Here, the expectation is that the facilitator will have integrated previous feedback.
5. Attendance at further group or individual supervisions as necessary.

Submitting video as part of your accreditation application

As part of your accreditation application, you need to submit a video of a complete recent group session. Accompanying this should be a short document giving the time code of the core elements of the session (e.g. Review of the week, Positive Discipline topic).

In addition, you should identify 2-4 short segments (1-3 minutes) within the footage, demonstrating some of the key group tasks and prepare a short written description (half to full page) for each of the segments describing:

- *'What was significant about the piece/Why the piece was selected?'*
- *'What went well in the segment?'*
- *'What core facilitator skills were present?'*
- *'What was the learning point?'*

Criteria for Accreditation

The purpose of the Parents Plus Quality Protocol is to encourage you to become reflective practitioners who are self-aware and able to learn as well as being responsive to the needs of the parents in the group.

In addition to being able to deliver the programme by following the manual, to become an accredited facilitator we are looking for evidence of the Quality Protocol Principles that are outlined in pages 2 – 6 of this document. The parent feedback forms, in particular the Group Session Rating Forms, and the video clips are crucial in this regard, as well as your own facilitator checklists and planning forms.

In order to become accredited we will be specifically looking for evidence and individual examples that you, as a facilitator:

1. Pay particular attention to the parent goals and regularly reflect on how attending the course can ensure they make progress towards their specific goals.
2. Give particular consideration to parents who are struggling and not making progress or parents who are marginalised in the group (e.g. due to being from a minority group etc).
3. Are therapeutic and supportive in your group delivery (see the **Facilitator Quality Checklist** on page 19).
4. Are committed to developing your group facilitation skills (see the **Parents Plus Core Facilitator Skills** on page 22) and show progress in improving your skills over the course of the supervision process.

Application process

People who wish to become accredited facilitators should register their interest before starting to facilitate their groups. You can do this by contacting your Parents Plus supervisor or by simply emailing eileen@parentsplus.ie stating the programme you wish to accredit in. Please see the full **Parents Plus Accreditation – Application Guidelines** on page 24 and the **Application and Submission Checklist** on page 25.

Accreditation and Supervision Costs

To support effective practice, the Parents Plus Charity keep accreditation and supervision costs as low as possible. We aim to ensure that costs are not a barrier for facilitators who wish to avail of supervision and who are working towards accreditation. Please contact your supervisor or see www.parentsplus.ie for more details.

Parent Goal and Review Form

Parent Name (initials) _____

The top half of this form is to be completed by parents before starting the Parent Plus Programme.

The bottom half of this form will be completed at the end of the Programme.

START OF COURSE GOALS	Date:
Please describe your goals for attending this programme and score them on the lines below:	
My goals for my children:	
1)	
2)	
Mark how close you are to reaching your goals:	
●	●
Very far away from goals	Have reached goals
My own goals as a parent:	
1)	
2)	
Mark how close you are to reaching your goals:	
●	●
Very far away from goals	Have reached goals

END OF COURSE REVIEW	Date:
Please review your goals above and re-score them on the lines below. Where are you now?	
My goals for my children:	
●	●
Very far away from goals	Have reached goals
My goals as a parent:	
●	●
Very far away from goals	Have reached goals
Please describe any progress you have made towards your goal	
Are there any problems or issues that you still have?	

Parent Goal and Review Form - PWS

Parent Name (initials) _____

The top half of this form is to be completed by parents before starting the Parent Plus Programme.

The bottom half of this form will be completed at the end of the Programme.

START OF COURSE GOALS		Date:
Please describe your goals for attending this programme and score them on the lines below:		
My goals for my children:		
1)		
2)		
Mark how close you are to reaching your goals:	●—————●	Very far away from goals Have reached goals
My own goals as a parent:		
1)		
2)		
Mark how close you are to reaching your goals:	●—————●	Very far away from goals Have reached goals
My goals for my relationship with other parent:		
1)		
2)		
Mark how close you are to reaching your goals:	●—————●	Very far away from goals Have reached goals

END OF COURSE REVIEW		Date:
Please review your goals above and re-score them on the lines below. Where are you now?		
My goals for my children:	●—————●	Very far away from goals Have reached goals
My goals as a parent:	●—————●	Very far away from goals Have reached goal
My goals for my relationship with other parent:	●—————●	Very far away from goals Have reached goals
Please describe any progress you have made towards your goals		
Are there any problems or issues that you still have?		

Parent Group Session Rating Form

This form is to be completed by parents at the end of each group session.

Name (initials) : _____ **Date:** _____

What are the **main ideas** you are taking away this week?

FEEDBACK

We are interested in hearing your views on today's group session. We want to make sure the group meets your needs and goals. *Please be frank and honest as this will help us plan ahead.*

Is there anything particularly **helpful** today that you would like **more** of?

Would you like any **changes** to the group? Is there anything **missing** that you would like included?

Please rate how much you agree or disagree with the following statements about today's group.

1) I am making progress towards my goals for coming to the group.

Disagree Strongly 1 2 3 4 Agree Strongly 5

2) The group was helpful to me today.

Disagree Strongly 1 2 3 4 Agree Strongly 5

3) I felt understood and supported by the group and the group leaders today.

Disagree Strongly 1 2 3 4 Agree Strongly 5

4) The group included the topics I wanted to cover today.

Disagree Strongly 1 2 3 4 Agree Strongly 5

5) I feel hopeful about progress at the end of the group today.

Disagree Strongly 1 2 3 4 Agree Strongly 5

Facilitator Session Planning and Review Sheet

This form is to be completed with your co-facilitator for each session. In your accreditation application, ensure you include any additional session planning notes that you make.

Facilitators: _____ Group Session No. _____ Date : _____

Topics Covered: _____

No. of Parents attending: _____ No of parents missing: _____

OVERALL

Overall how did the group session go? What went well? What were the challenges?

PARENT SESSION RATINGS

Go through the **Parent Group Session Rating Forms**. How is each parent doing?
Notice any parents who are absent or who score low on their feedback rating and comment on this.

What action is to be taken with parents? (e.g. telephone contact/ extra support)

SESSION STRUCTURE AND CONTENT

How did each of the group components go? e.g. Review of Last Week, Positive Parenting and Discipline Topics, Planning for Next Week

GROUP DYNAMICS

Is the group working well together? Are there any particular group dynamics to be noted? Do you need to address this in the group?

NEXT SESSION PLAN

Given your review of this session, what are the priorities for the next session? (e.g. specific topics to be covered, particular parents to be supported, group dynamics to be addressed etc.)

Facilitator Quality Checklist

This form is to be completed individually by facilitators. These should be brought to supervision. At least two per group need to be submitted in your accreditation application.

Name of Facilitator: _____ **Session No.** _____ **Date** _____

Please rate your skills as a facilitator during this group session according to the Quality Checklist below,

where 1 = unable and 5 = very able.

Where relevant, specify some examples of your practice and/or learning points.

During the group, how able were you to?	Rating 1 - 5	Reflections/ Practice Examples:
<ol style="list-style-type: none"> 1. Reach out and connect with parents in the group 2. Affirm/ support each parent in the group 3. Affirm/ support parents who are struggling or marginalized (e.g. due to being from a minority) 4. Facilitate group discussion and ensure each parent contributed 5. Facilitate the small group exercises/ skills practice in the group 6. Handle challenges in the group, for example <ul style="list-style-type: none"> • Parent being dominant • Parent being withdrawn • Parent challenging ideas • Parent being negative • Parent in despair • Conflict between parents 		

During this group session what were your areas of strength as a facilitator?

What areas would you like to improve upon/ adapt for the next session?

Parent Course Review Form

This form is to be completed by parents at end of the Parents Plus Programme.

Name (initials): _____ Date: _____

We are committed to continually improving our courses. Your feedback is very valuable in helping us do this. Please be as honest as you can when answering the questions below.

1) What was the most helpful part of the course?

2) What ideas from the course did you find most useful at home?

3) Was there anything missing from the course? Are there any other ideas you would have liked covered?

4) Please rate how much you agree or disagree with the following statements about the facilitation of the group.

The group was well organised

Strongly Disagree

1

2

3

4

Strongly Agree

5

The facilitators led the group well

Strongly Disagree

1

2

3

4

Strongly Agree

5

The facilitators included everyone

Strongly Disagree

1

2

3

4

Strongly Agree

5

What did the group facilitators do well in the group?

What could have improved the group facilitation for you?

Parent feedback

The Parents Plus Charity who developed this programme would love to hear from you about your experience of attending and how the course has worked for you. If you are happy to do this, please contact cherie@parentsplus.ie or **Tel:** +353 1 854 5185 **Website:** www.parentsplus.ie

Thank you very much

Facilitator Course Review form

This form is to be completed at end of course and should be reviewed with your co-facilitator and/or your supervisor. If both facilitators are applying for accreditation then individual forms for each facilitator need to be completed.

Name: _____ Date of Course: _____

Co-facilitator/ Supervisor: _____

Number of Parents starting course: _____ Number of parents completing course: _____

Number of group sessions: _____

1) How did the group go overall?

2) How did you engage or get parents to come to the group?

3) What went well during the group?

4) What were the challenges during the group?

5) What were the learning points for you as a facilitator

The Parents Plus Charity would love to hear from you about your experience delivering the course as a facilitator. We would be delighted for you to contact us with a testimonial and/or feedback. Please contact cherie@parentsplus.ie or Tel: +353 1 854 5185
Website: www.parentsplus.ie Thank you very much

Parents Plus Facilitator Core Skills

Below are a list of individual facilitator skills that are important in the delivery of a quality Parents Plus group.

Supporting parents in a group

1. Carefully listening – repeating back what a parent has said.
2. Acknowledging upset feelings, for example:
 - *'that sounds hard'* or *'that must have been frustrating'*
3. Acknowledging positive feelings, for example:
 - *'you sound pleased about that'*
4. Asking good solution-focused questions, for example:
 - *'How did you get through that tantrum?'*
 - *'How did you manage that in the past? What did you learn from that?'*
 - *'What has worked well for you before?'*
5. Affirming parent, for example:
 - *'sounds like you were able to remain calm through out – well done'*

Facilitating Group support

6. Opening to group for support, for example:
 - *'I'm sure other people can appreciate what you are going through'*
7. Drawing out group empathy, for example:
 - *'I'm sure people can understand how that must feel...I imagine other people have shared similar experiences'*
 - *'Can other people relate to what J has said?'*
8. Using good body language to invite support – e.g. looking at other group members, subtly picking out people to come in
9. Opening to the group for affirmation
 - *'What do the group think of how M was able to persist/stay calm?'*

Facilitating Group Problem Solving

10. Opening to group for ideas, for example:
 - *'Would you like to hear from others how they manage that type of challenge?'*
 - *'Will we brainstorm some ideas together?'*
11. Group problem solving, for example:
 - *'What have folks found helpful in that sort of situation?/Who's got some useful suggestions?'*
12. Organising ideas, for example:
 - Making note of parents' contributions/ideas on the flip chart

Group Facilitation structure

Review of week

13. Ensuring each parent has a chance to contribute in group.
14. Ensuring each parent gets roughly the same time over the course of sessions.
15. Keeping to the allocated time for each section and overall session.
16. Ensuring balanced discussion in group.

Group Topic introduction

17. Introduce group topic.
18. Draw on parent ideas in the group first.
19. Facilitate group discussion about the topic, in which several people contribute.

DVD/ Video review

20. Presenting DVD examples and pausing at correct points for discussion.
21. Asking specific questions to elicit knowledge from parents, for example:
 - *'What did the parent do well?'*
 - *'What could she have done differently?'*

Group exercises (e.g. worksheets and roleplays)

22. Clearly explaining to group what is needed in the exercise.
23. Demonstrating the exercise in the whole group using an example.
24. Breaking the group into small groups to practice the exercises.
25. Mingling with small groups supporting them to complete the exercise.
26. Reconvening the group as a whole and getting feedback about exercise.

General group skills

27. Not talking too much as a facilitator and empowering the parents to speak
28. Engaging parents by using humour.
29. Keeping conversation light and fun, as well as serious.
30. Respectfully wrapping up one parents' contribution and moving to another parent.
31. Concluding a group discussion respectfully so as to move on to the next topic/activity.
32. Politely closing down conversation from a person in the group who has spoken too much/ taken up too much time.
33. Drawing in quieter members of the group and including them more.

Co-Facilitation

34. Planning with co-facilitator in advance about who will lead and who will support each section
35. Sharing leadership with co-facilitator.
36. Taking turns, not talking at once.
37. Avoiding too much repetition of what each other has said.
38. Supporting a leading facilitator.

Accreditation – Application Guidelines

Registration

- People who wish to become accredited facilitators should register their interest before starting to facilitate their groups.
- You can do this by simply emailing eileen@parentsplus.ie, stating:
 - the programme you wish to accredit in,
 - providing the date of your facilitator training,
 - the timescale for your groups to be delivered,
 - who your co-facilitator is and
 - your plan for supervision.
- If you are facilitating a group alone that you wish to use for accreditation then you should make special arrangements for supervision and contact Parents Plus in advance of your group starting to agree with this.
- The most up-to-date versions of forms can be downloaded from the members section of the Parents Plus website.

Application Presentation

The portfolio of work should be presented in a ring binder with separate sections clearly indicated.

- All the parent forms should have the parents initials only or be fully anonymised and simply be marked Parent 1, 2 etc., along with the group date. When referring to parents in your Facilitator Review Forms, make sure to specify which parent (e.g. 'Parent 1 was withdrawn' rather than 'one of the parents was withdrawn').
- Similarly, the group sessions need to be labelled clearly and consistently (e.g. 'Group 1, Session 1')
- The facilitator forms should be typed so they can be clearly read. To aid this we can send you electronic copies of the forms on request or these can be downloaded from the members section at www.parentsplus.ie
- Please note you should make two copies of all documents and submit one copy to Parents Plus and keep one copy for your records.
- In joint applications, facilitators must submit separate applications in separate ring binders and indicate who the co-facilitator is.

Accreditation Decision Process

Parents Plus will aim to process accreditation applications within six weeks. The results of the application will be one of the following:

1. Accredited
2. Accredited with some recommendations
3. Deferral with specific feedback (generally a request to gain more experience or to facilitate another group to attend to a certain area).
4. Need for reapplication

Application and Submission Checklist

Applications without all the required paperwork cannot be processed and will be returned

Training and/or supervision attendance

- Dates/ Evidence of attendance at a Parents Plus Training for the programme
- Dates/ Evidence of attendance at Parents Plus Supervision

A short application and/or CV

This should include the following:

- Your Name and full contact details
- Training and Education
- Relevant Experience
- Reasons for your wish to become a Parents Plus Facilitator in this programme/ Your vision for your work with parents in groups

Overview of each of the two groups you have facilitated

This should include:

- Description of the context in which you ran the group (e.g your agency)
- Who your co-facilitator is and your professional relationship
- How you recruited parents
- Age profile and demographics of parents and their children
- Type of challenges that the parents are dealing with
- A one page session by session Attendance Sheet for each group with anonymised names that match the other forms (Parent 1, Parent 2 etc.)

Parent forms for each group

For each group and for each parent this should include an anonymised set of:

- **Parent Goal and Review Form** (handwritten by parents or facilitators if collaboratively completed in screening)
- **Parent Course Review Forms** (handwritten by parents)
- **Parent Group Session Rating Forms** (handwritten by parents)

Facilitator forms for each group

For each group this should include a set of typed facilitator forms:

- **Facilitator Session Planning and Review Sheets** (completed with co-facilitator for each session)
- Any planning notes or written session plans to support application (completed with co-facilitator for each group session)

- **Facilitator Quality Checklists** (separate forms for co-facilitators, at least two completed per group)
- **Facilitator Course Review Form** (separate forms for co-facilitators)

DVD clips of facilitator delivering the group

Accompanying the DVD should be a short narrative explaining the clips.

Reference

A short reference from Manager/ Supervisor of the agency where the parent groups were run.

Application Fee

Please check with your Parents Plus supervisor for current supervision or accreditation costs.

Parents Plus Licensing Guidelines for Facilitators

The Parents Plus programmes are evidence-based mental health and parenting programmes for families (listed below) that can be delivered by professionals under licence from the Parents Plus Charity under the following strict conditions.

Facilitator training

Parents Plus offers specific facilitator training and supervision to professionals who wish to deliver the Programmes. Attending the training for each programme is **compulsory** and gives the facilitator the license to use the programme materials.

Who can attend training?

As the Parents Plus Facilitator trainings are short, they are designed to build upon existing professional skills and experience. As a result, the facilitator training is only open to professionally qualified childcare, mental health, family support and education professionals who work directly with children and families. In special circumstances it is possible for people without the above professional qualifications to attend the training such as parents who have completed a Parents Plus course who are supported by a professional agency to be a co-facilitator. Please contact us if you wish to attend training in these circumstances.

Co-Facilitation

Prior to being accredited, you should always facilitate your Parents Plus group with another facilitator who has trained in that specific Parents Plus programme. This is to ensure that you receive 'co-supervision' from your co-facilitator which is the basis of the Parents Plus Quality Protocol. If this is not possible, as a second option you can deliver the programme with a facilitator trained in another Parents Plus programme. As a minimum standard, you can co-facilitate the group with a professional not yet trained in the Parents Plus programmes once there is a plan for them to be trained in the future. On rare occasions, some facilitators gain permission to deliver a group alone prior to being accredited. In these situations you need to make special arrangements for weekly supervision within your agency and you must agree this with Parents Plus. Please see the **Parents Plus Quality Protocol** and **Facilitator Accreditation Process** documents on www.parentplus.ie for more information.

Delivering the Parents Plus programme in private practice

The Parents Plus programmes have been primarily designed for delivery in public health, educational and charity settings, where the facilitator belongs to a professional team and is supervised and insured through their agency.

If a professional wants to deliver a Parents Plus programme privately, it is compulsory to have achieved Parents Plus Accreditation for that specific programme.

In these instances they must also be registered and accredited within their original professional body and acquire independent professional and liability insurance. There is no specific insurance

for a Parents Plus facilitator (as this is a short training), so facilitators need to seek insurance as part of their core professional training (e.g. as a social worker/psychologist etc).

Facilitators running groups privately should advertise their Parents Plus Accreditation only in combination with their original professional qualification. e.g. 'Mary Jones, Social Worker and Accredited Parents Plus Facilitator'.

Compliance with agencies policies

In running the Parents Plus Programmes, facilitators are expected to comply with all their agency's and professional accrediting body's policies and procedures. This means you must follow your agency's child protection, consent and data protection policies as well as operate within the requirement of your professional body's ethics and code of conduct policies. Supervision provided by Parents Plus should be in addition to the your agency's line management and supervision arrangements and/or the supervision expectations of your professional accrediting body.

Correct use of the Parents Plus name

Occasionally Parents Plus is mistakenly called Parenting Plus. At all times, take care to use the correct terms 'Parents Plus Charity' and 'Parents Plus programmes'. If for any reason a Parents Plus programme is being run under a different name it is essential that 'A Parents Plus course' is clearly stated in any publicity, advertising or literature about the programme – this allows parents to know the background of the courses and to check the evidence base if they so wish.

Again, make sure to use the correct names of the programmes. For example the '**Parents Plus Parenting When Separated**' programme (and not 'Our Parenting When Separated' programme), the '**Parents Plus Early Years Programme**' (not 'Our Early Years Programme'), and a '**Parents Plus Course**' (and not 'A Parenting Plus course').

We also recommend that the names of facilitators and their professions are included in all advertising literature.

Delivering adapted versions of the Parents Plus programmes

If you are running a parenting or other psycho-educational programme and want to use a significant part of the Parents Plus programmes, you should seek special permission from Parents Plus to do this. You should acknowledge with participants that you are not running the full Parents Plus programmes, but an adapted version. In instances where professionals use ideas and sections of the Parents Plus programmes in service delivery or within professional training, for copyright reasons you should always acknowledge the Parents Plus sections used and refer people to the Parents Plus website www.parentsplus.ie for more information.