



St. Kevin's  
Family Resource  
Centre



# Healthy Families

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# St Kevins Family Resource Centre

**Vision statement:** To create an equal, inclusive and cohesive community, where people have a sense of belonging.

**Mission statement:** To bring about change through the process of empowerment and support at family, individual and community level.

## **Our project outcomes for our community:**

1. Active and healthy with positive physical and mental wellbeing.
2. Achieving their full potential in all areas of learning and development.
3. Safe and protected from harm.
4. Economically secure.
5. Connected, respected and contributing to their world.

**Principles:** Community work underpins the work of the organisation, which involves an analysis of the social, economic situations and collective action for change based on that analysis.

# How it all started

**Training for facilitators-** Successful in securing sponsorship to attend the training

**Supervision-** online meet ups with other national facilitators learning from their experience, sharing success stories and supporting each other on overcoming challenges and obstacles.

First parents plus programme to be offered in St. Kevins FRC. A very enjoyable and easy-going experience for all- support from admin, other facilitators and trainers. Registered to two more Parent plus programmes.

**Accreditation-** video recordings of sessions, paperwork submitted on parent weekly reviews.

On second round of recordings facilitators to demonstrate learning has been achieved to gain accreditation. Something we are very proud of today.



# Groups and recruitment

3 very different groups

Recruitment through

- ❖ childcare service
- ❖ targeting families
- ❖ Development of waiting lists
- ❖ Social media
- ❖ External organisations
- ❖ Word of mouth
- ❖ Ensuring accessibility for parents- time and day of programme delivery, childcare support through our preparation for preschool programme

# Preparation for preschool programme

- ▶ 38 week programme- ECCE calendar, adult and child attend group together and slowly separate to form two separate groups.
- ▶ 2 early years educators, community and family development worker and management support.
- ▶ We ran PPHF when the parents separated and provided a relaxed environment where parents support each other on the different topics covered in the manual.
- ▶ Goal setting, reviews and learning developed

# Case study 1: Parent 1

- ▶ Young mum of two boys 3&5
- ▶ Mum works part time, lives in an apartment with an open living plan (kitchen, dining and living room together)
- ▶ Mum never ate with the children “always busy doing other things”
- ▶ Mum never slept in her own bed. She would sleep on the bottom bunk with one child holding the arm of the other child on the top bunk
- ▶ Boys never ate vegetables- picky eaters
- ▶ Huge sugary drink intakes
- ▶ No routine in place- “one that always falls apart” “we just go with the flow”



# Outcomes

This mum was determined to change the lifestyle for herself and the boys.

- ✓ She started by changing her apartment around and introduced a table that her and the children can eat together on. She carefully placed the table facing away from the TV, sound on at first then completely switched on while eating
- ✓ She 'purposely' sat with the boys for breakfast and dinner
- ✓ She involved the boys in preparing dinner and lunches- she cooked extra dinner so she could bring to work for lunches
- ✓ Placed foods in small bowls so boys could pick what THEY wanted to eat- they started sampling veggies and foods they never had before
- ✓ Bedtime routine changed- she cleared out the bedroom of clutter and stopped tablet time. She slowly began sitting on the floor settling the boys before bed and gradually made her way onto the landing. To eventually being able to watch Love Island with a cup of tea 😊 😊 and sleeping in her own bed- her biggest achievement of the programme

# Case study 2: Parent 2

Married mum of 2 boys 7&12.

Older son with additional needs.

This mum craved peace for her younger son and ultimately her family as she felt her son with additional needs was taking all her time

She wanted time for herself and to meet other parents

A lot of parenting experience “tried and tested everything”



# Outcomes

- ▶ Trained in parents plus healthy families to deliver to parents- her input into the group was outstanding and we felt her experience could help and support a lot of the parents
- ▶ She taught parents to “shout into the food cupboard” instead of at their kids.
- ▶ Learned to meditate- we looked forward to her stories weekly of how hilarious her and her hubby thought it was trying to meditate and be present. This strengthened her relationship with hubby
- ▶ Time for her- dog walking and cleaning job, arts and crafts groups, coffee to her self “I'm spending a fortune on this self care malarky ☺ but I like it”.
- ▶ Felt empowered to “standing up to teachers” and advocating for her child with additional needs
- ▶ Younger son actively engaged in FRC in a personal development group- increased positive family connections

# The benefits

- ▶ Parent power- learning from a parent who has experienced what you are going through- tips from the experts!
- ▶ Friendships
- ▶ Completely voluntary
- ▶ Parent time- meditation, tea and cakes the favourite part every week
- ▶ Referrals to other services within our FRC
- ▶ Resources- activities, cooking recipes, baking recipes, Knowledge of external services and groups
- ▶ Follow up with parents when required

# Group in action





# Challenges and overcoming barriers

Parents who want to share everything

Quiet parents

Time- weekly follow ups with parents when required. Time to meet every parent before group started to set goals.

When parents are taking longer than they hoped they reach goals- they may lose hope

Selling the groups- parents think we want to put them on a diet, they don't initially think of the holistic programme we are offering and how they are in charge of their progress.

Listen and ask can you follow up with them after the group. Bring another parent into the conversation

Using eye contact or nods at quiet parent or encouraging them to get involved in the conversation E.g. "Mary you gave a good example last week, can you tell us how that went"

Prioritising parents that need it most- finding a time that suits trainer and parent for a phone call

Encouraging parents and identifying strengths

# Feedback from parents

Yvonne and Samantha really encouraged you. Even when you felt you were a bad mum not doing things right, they always supported you and acknowledge what you are doing and I always left positive after a class.

Would recommend anyone to do the course

Both facilitators were never judgemental in how we were parenting our children, they oozed positivity and helped me to see that it was a learning curve and that I was reaching my goals on a weekly basis – small steps. They were very supportive

Samantha , Yvonne and Oliva were very friendly and supported discussions nicely making sure we were all heard. Ive learnt alot about routine for my children and also that I need to take care of myself . I loved the mindfulness every week .

# Facilitator feedback

- ▶ Very proud to be offering this programme in our FRC
- ▶ Excellent training and support received from Parents plus throughout the training and accreditation process
- ▶ Gives a good insight into parents and children living in our community. Its great when parents come back comfortably asking for support for themselves or a friends.
- ▶ Very relaxed and controlled groups offering parents and caregivers a safe space to chat





# Questions and Answers