



Parents Plus Quality Protocol and Accreditation Process

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www.parentsplus.ie

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Eight Parents Plus programmes

Currently there are eight Parents Plus Programmes:



- 1 Parents Plus Early Years Programme
- 2 Parents Plus Children's Programme
- 3 Parents Plus ADHD Children's Programme
- 4 Parents Plus Adolescents Programme
- 5 Working Things Out Programme
- 6 Parents Plus Special Needs Programme
- 7 Parents Plus 'Parenting when Separated' Programme
- 8 Parents Plus Healthy Families Programme

Throughout this document we provide feedback forms and checklists for the eight 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.

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 participants
- ➔ 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 p10 of this document.

The Parents Plus Quality Protocol is the basis of becoming an Accredited Facilitator. We recommend that facilitators continue to follow the Quality Protocol post-training and post-accreditation to ensure fidelity to the principles and a continued high quality delivery of the programmes.

Quality Protocol Summary

Before the course starts

- ➔ Facilitators should ask parents to set their goals for the group using the **Parent Goal and Review Form** (see page 11). There is a separate goal form for the Parenting when Separated programme on page 11. Ideally these 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

Parent Feedback:

- ➔ At the end of each group session, parents are asked to complete the **Parent Group Session Rating Form** (see page 13). This should be filled out by the parents individually and only in particular circumstances should the facilitator complete it for the parent (e.g. when there are literacy issues) and this should be noted on the form.

Facilitators:

- ➔ 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 14) for each group session. In co-facilitated groups, the form is completed together. Facilitators who are running a group alone need to complete the Facilitator Review/Planning time with a supervisor weekly and complete the form with them.
- ➔ Set aside time to reflect on core facilitation skills and to review the **Facilitator Quality Checklist** (see page 15) and the **Facilitator Core Skills** (see page 18).

At the end of the course

Parents should:

- ➔ Complete the 'end of course review' section of the **Parent Goal and Review Form** (see page 11).
- ➔ Complete the **Parent Course Review Form** (see page 16).

Facilitators should:

- ➔ Complete the **Facilitator Course Review Form** (see page 17).

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. See the specific manual for the programme you are trained in and delivering.

The goal of the session plans is to ensure that a variety of facilitation methods are used that include whole group discussion, small group discussion, personal reflection, worksheets, role play, video input (if contained in programme) 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 during 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 skill 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 (review of the week, group exercises, video input 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 a group, a parent being withdrawn, a parent challenging course ideas, parents being negative or in despair.

See the **Facilitator Quality Checklist** on page 15 and the **Facilitator Core Skills** on page 18 for more information on the skills and qualities needed for effective delivery.

Collect feedback from parents every session

Collecting feedback, using the **Parent Group Session Rating Form** (page 13), is an essential part of the Parents Plus Quality Protocol as it helps ensure best outcomes. If you are running a face-to-face group participants can complete the feedback form at the end of the session. If you are running an online group you will need to set-up an online feedback form e.g. Google form, Microsoft form, Survey Monkey etc.

If parents are unhappy with the group or have difficulties with some of the ideas, they are often unlikely to report this verbally during 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 will continue to attend. In analysing the results of the Group Session Rating Form, it is important to bear in mind that, in practice, clients tend to under-report problems in this area. If a client is dissatisfied with the group 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.

The first time the forms are used they need to be explained and read out in the group and, as a result, may take additional time to complete in Session 1. In the first one or two sessions, 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.

At the end of the final session of your PPP the Parent Course Review form will be completed by individual parents.

Review each session with your co-facilitator

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 meet to review the group and plan the next session. Use the form **Facilitator Session Planning & Review** on page 14:

- 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 group.

Note: See detail for the above points on the next page.

1 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 reflecting on how to re-engage the parent 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 the programme is to be beneficial for the people attending.

2 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 contact them (via telephone call, text or email) thanking them for their notice and referring them to the relevant chapter in the parent book. 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.

3 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 section on running group sessions for more information on handling challenges).

4 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 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 Quality Protocol forms is necessary to ensure a quality delivery. This 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 to 2.5 hours
Review and planning meeting (with co-facilitator)	1-1.5 hours Allow an extra 1-2 hours planning time when you are running a group for the first time.
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

Note: The total commitment to deliver a successful Parents Plus Programme is between 5 to 7 hours per week for the duration of the Parents Plus Programme. If you are an experienced Parents Plus Programme facilitator who is familiar with the course content, you may need less time than the above. However, at least four hours per week will be required even for experienced facilitators to follow the Quality Protocol e.g. session delivery (2-2.5 hours), planning and review meeting with your co-facilitator (1-1.5 hours) and add time for any additional tasks in advance of the next session e.g. contacting parents who need additional support.

You will also need to set aside protected time for **Individual Meetings** with parents prior to your Parents Plus Programme starting. The Individual Meetings are a requirement for facilitators to set goals with each family in advance of the first session of a Parents Plus Programme. Each meeting may take one hour (approx.) per family. To recruit enough parents for your Parents Plus Programme you and your co-facilitator may need to meet with approximately ten families e.g. five Individual Meetings each. This is to ensure that enough families will commit to attending your Parents Plus Programme.

NB: Please consider starting to advertise, recruit and arrange for Individual Meetings with families at least two months prior to the first session of your Parents Plus Programme.

Parents Plus Post-Training Support

Parents Plus is committed to providing post-training support to our facilitators which is crucial to ensuring that the programmes are run effectively. Parents Plus want to support our trained facilitators by building a high-quality network of Parents Plus facilitators who run our programmes with families.

By engaging in the support offered, facilitators reflect on and develop their practice. In addition, it helps practitioners 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 who are running the same programmes
- ➔ 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.

1 Co-supervision with your co-facilitator

An essential part of the Parents Plus Quality Protocol is that you co-facilitate your group sessions. 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.

2 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 welcome your queries in relation to this.

3 Individual Coaching Session for Co-facilitating pairs

Parents Plus offer all trained facilitators individual post-training supervision with one of our supervisors. This supervision usually takes the format of an online meeting when co-facilitators are delivering a Parents Plus Programme together. A typical schedule of Individual Coaching/Supervision meetings might be:

- ➔ Short meeting pre-programme to clarify plans to get a Parents Plus group established and to troubleshoot any issues in engaging parents
- ➔ Individual supervision after the first or second session of your first group (focusing on reviewing the parent feedback and facilitator planning forms)
- ➔ For facilitators who would like to review a video of one of their programme sessions with their Parents Plus Supervisor this can be arranged. It is a powerful way to reflect on your own Core Facilitation Skills. Please see pages 23-24 of this document for guidance on Video recording a session and reflecting on your group facilitation skills.

4 Parents Plus Community of Practice Sessions

Parents Plus also offers regular advanced practice sessions where you have the opportunity to meet other trained Parents Plus facilitators who are delivering groups. Community of Practice sessions are usually delivered online for 1.5 hours. Agencies can arrange for onsite sessions if required. Community of Practice sessions focus on a variety of common issues including:

- ➔ Refresher on Core Facilitation Skills
- ➔ Tips on recruiting families and arranging Individual Meetings
- ➔ Feedback from facilitators who have delivered a Parents Plus Programme
- ➔ Managing challenges within the group
- ➔ Troubleshooting particular issues
- ➔ Facilitators can opt to share a video clip from one of their programme sessions for the group to analyse the Core Facilitation Skills being used
- ➔ Discussing how the Accreditation Process supports facilitators to develop strengths-based facilitation skills in a particular Parents Plus Programme. Please refer to the Accreditation section in this document pages 21-23 if you wish to undertake advanced practice with Parents Plus.

Documentation for supervision/coaching sessions.

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 basis to guide your practice. It is essential that you bring all the relevant documents for your current group to each supervision session. This 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 forms
- ➔ Option of reviewing a video clip recorded at your own PPP group

Parents Plus Licensing Guidelines for Facilitators

The Parents Plus programmes are evidence-based mental health and parenting programmes for families 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 and 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. In exceptional circumstances, you can co-facilitate the group with a professional who is not yet trained in a Parents Plus Programme once there is a plan for them to be trained soon. 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.

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 Accredited facilitators working in Private Practice 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 Children's Programme Facilitator.'

Compliance with agencies policies

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

Parent Goal and Review Form

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

Name (initials):

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

Please describe your goals for attending this programme and score them on the lines below:

Date:

My goals for my children:

1

2

Very far away from goals

Reached goals

Mark how close you are to reaching your goals:

1 2 3 4 5 6 7 8 9 10

My goals as a parent:

1

2

Very far away from goals

Reached goals

Mark how close you are to reaching your goals:

1 2 3 4 5 6 7 8 9 10

START of course goals

Please review your goals above and re-score them on the lines below. Where are you now?

Date:

Very far away from goals

Reached goals

My goals for my children:

1 2 3 4 5 6 7 8 9 10

My goals as a parent:

1 2 3 4 5 6 7 8 9 10

Please describe any progress you have made towards your goal

Are there any problems or issues that you still have?

END of course goals

Parent Goal and Review Form

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

Name (initials):

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

Please describe your goals for attending this programme and score them on the lines below:

Date:

My goals for my children:

1

2

Very far away from goals

Reached goals

Mark how close you are to reaching your goals:

①—②—③—④—⑤—⑥—⑦—⑧—⑨—⑩

My goals as a parent:

1

2

Very far away from goals

Reached goals

Mark how close you are to reaching your goals:

①—②—③—④—⑤—⑥—⑦—⑧—⑨—⑩

My goals for my relationship with other parent:

1

2

Very far away from goals

Reached goals

Mark how close you are to reaching your goals:

①—②—③—④—⑤—⑥—⑦—⑧—⑨—⑩

START of course goals

Please review your goals above and re-score them on the lines below. Where are you now?

Date:

Very far away from goals

Reached goals

My goals for my children:

①—②—③—④—⑤—⑥—⑦—⑧—⑨—⑩

My goals as a parent:

①—②—③—④—⑤—⑥—⑦—⑧—⑨—⑩

My goals for my relationship with other parent:

①—②—③—④—⑤—⑥—⑦—⑧—⑨—⑩

Please describe any progress you have made towards your goal

Are there any problems or issues that you still have?

END of course goals

Parent Group Session Rating Form

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

Name (initials):

Date:

- 1 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.

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

- 3 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**.

Totally disagree

Completely agree



- 4 I am making progress towards my goals for coming to the group.

- 5 Today's session was helpful to me.

- 6 I felt understood and supported by the group and the group leaders today.

- 7 Today's session included topics I want covered.

- 8 I feel hopeful at the end of today's session.

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:

Date:

Topics Covered:

Group Session No.:

Number of Parents attending:

Number of parents missing:

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, Topics 1, 2, 3 as described in the programme manual.

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.

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:
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 marginalised (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: a parent being dominant, withdrawn, negative, challenging ideas, in despair or even conflict between parents		
7 During this group session what were your areas of strength as a facilitator?		
8 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 the 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.

Totally disagree

Completely agree



The group was well organised



The facilitators led the group well



The facilitators included everyone



5 What did the group facilitators do well in the group?

6 What could have improved the group facilitation for you?

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 and your family. If you are happy to give us a testimonial, please contact Parents Plus at **admin@parentsplus.ie**

Thank you very much.

Facilitator Course Review Form

This form is to be completed at the 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 group sessions:

Number of Parents starting course:

Number of parents completing course:

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. If you are happy to give us a testimonial, please contact **admin@parentsplus.ie** or Tel: **+353 1 854 5185**

Parents Plus Facilitator Core Skills

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:**
 - *'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 throughout – well done.'*

Facilitating Group Support

- 6 **Opening to group for support, for example:**
 - *'I'm sure others can appreciate what you are going through.'*
- 7 **Drawing out group empathy, for example:**
 - *'I'm sure you can understand how that feels...I imagine others 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 stay calm?'*

Facilitating Group Problem-Solving

- 10 **Opening to the 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:**
 - *'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.

Parents Plus Group Facilitation Structure

Review of last week (from Session 2 onwards)

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

Group Topic introduction

- ➔ Introducing the group topic.
- ➔ Drawing on parent ideas in the group first.
- ➔ Facilitating group discussion about the topic, where several parents contribute.

DVD/ Video review (if applicable)

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

Group exercises (worksheets and roleplays)

- ➔ Clearly explaining what is needed in the exercise.
- ➔ Demonstrating the exercise in the whole group using an example.
- ➔ Breaking the group into small groups to practise the exercises.
- ➔ Mingling with the small groups, supporting them to complete the exercise.
- ➔ Reconvening the group as a whole and getting feedback about the exercise.

General group skills

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

Co-facilitation

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

Reflective practice

- ➔ Completing a facilitator planning & review session with your co-facilitator after every session.
- ➔ Discussing with your co-facilitator, what went well and what needs developing.
- ➔ Noting practicalities, for example, page numbers for the exercises in the parent booklet.
- ➔ Completing the Facilitator Quality Checklist in the Quality Protocol.
- ➔ Demonstrating self-awareness of your facilitation style.

Parents Plus Accreditation Process

The Accreditation Process is for trained facilitators who wish to undertake advanced practice in Parents Plus Programmes. Trained facilitators can register their interest, by email, before starting to facilitate their groups should they wish to undertake the Accreditation Process.

Facilitators must deliver at least two groups following the Parents Plus Quality Protocol. They must keep a typed copy of all the documentation required and submit a portfolio for each of the Parents Plus Programmes they deliver during the Accreditation Process. Facilitators undertake to attend at least four supervision/coaching sessions with a Parents Plus supervisor during the process (Individual and Community of Practice). The Parents Plus supervisor will determine if the facilitator meets the Accreditation standard for the programme.

Benefits of Accreditation

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

- ➔ Learning to deliver the Parents Plus Programmes in an evidence-based way that ensures sustained outcomes for families
- ➔ Accreditation represents a major CPD achievement as a professional and it 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 charge a fee to families who attend your Parents Plus Programme
- ➔ Being able to apply to work as a Parents Plus supervisor and trainer in a specific Parents Plus Programme

Range of accreditations

There is a separate accreditation process for each of the eight Parents Plus programmes, leading to the titles of:

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

Steps to accreditation

- 1 People who wish to become accredited facilitators should register their interest in the Accreditation Process before starting to facilitate their groups. **Note:** You must be a trained/licensed facilitator in the specific Parents Plus Programme that you wish to become Accredited in
- 2 To register, please email the Accreditation Coordinator stating the following:
 - The name of the Parents Plus Programme (PPP) you wish to accredit in
 - The date you completed facilitator training in that PPP
 - The planned timescale for the PPP you will deliver
 - Name of your co-facilitator
 - Plan for supervision (at least four Individual or Group Supervisions) during the Accreditation Process
- 3 The most up-to-date versions of the Quality Protocol forms can be downloaded from the Members Area of the Parents Plus website (please register to get a Facilitator Login to access the Members Area of the Parents Plus website)
- 4 You must deliver the programme with at least **two groups** of parents and follow the Parents Plus Quality Protocol
- 5 The groups should be co-facilitated. Facilitators working alone need to seek the support of a weekly supervisor within their agency. Please get agreement in advance from Parents Plus for this to be used in the Accreditation Process. Note: a maximum of two co-facilitators may submit an Accreditation application using the same parent groups.
- 6 For a group to be eligible for accreditation start with at least **eight parents for a co-facilitated group**. At least **50%** of the starting number of parents must complete the programme
- 7 While running the groups, you must attend regular supervision within your own agency and also attend external supervision sessions with a Parents Plus supervisor
- 8 For each group, keep a full portfolio of all parent feedback and facilitator planning 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
- 9 Video one whole session for each of the two Parents Plus Programme you are undertaking during the Accreditation Process. Participants attending your PPP must provide consent to participate. Type up a Reflective Practice Summary referencing which video clips demonstrate your use of Core Facilitation Skills. These will be reviewed in a supervision session with a Parents Plus supervisor.
- 10 A full portfolio for each Parents Plus Programme should be submitted to Parents Plus for evaluation by the training board for the Accreditation Process.

NOTE: Facilitators who are already Accredited in one or more Parents Plus Programmes can apply for Accreditation in another Parents Plus Programme. An accredited facilitator who completes facilitator training in another Parents Plus Programme only needs to deliver one group, submit one Accreditation Portfolio and one video of a session as part of their second and subsequent Accreditation Process.

Accreditation Supervision Process

To complete the accreditation process, facilitators will attend supervision/coaching sessions with a Parents Plus supervisor. This is to ensure effectiveness of group facilitation and fidelity to the Parents Plus Programme. The recommended supervision format is a mixture of at least four supervision sessions which include Individual and Community of Practice sessions. There must be at least one Individual Session which includes Video Review of a Parents Plus Programme session. In practice, facilitators may benefit from additional sessions. Individual supervision/coaching can take place online once the relevant documentation and videos have been sent in advance to the Parents Plus supervisor. Co-facilitators from the same agency may attend sessions together when they are delivering a Parents Plus Programme in their agency.

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/coaching after the first session of the first group with both co-facilitators
- 2 Individual session midway through the first group – focusing on video review (see below for guidance on video recording and typed summary outlining core facilitation skills)
- 3 Attendance at a Community of Practice session
- 4 Individual session during the second group – focusing on video review. Here, the expectation is that the facilitator will have integrated previous feedback
- 5 Attendance at further Community of Practice or Individual Supervisions as necessary

Submitting video as part of your Accreditation Portfolio

As well as reviewing parent feedback forms, an integral part of the supervision/coaching 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.

A minimum of two Parents Plus Programmes (PPP) must be delivered as part of the Accreditation Process for facilitators who are going through accreditation for the first time and you will need to video record one complete group session (2 to 2.5 hours approx) from each programme

Reflective Practice Summary of Video session

You must review your video in advance of your Individual Accreditation Supervision session with your Parents Plus supervisor. Both the video and your Reflective Practice Summary must be submitted to your Parents Plus supervisor in advance of your Individual Supervision session.

Please include the following elements in your typed Reflective Practice Summary:

- 1 Provide a list of the time codes for the different elements of the group session including Review of the week, first topic delivery and second topic delivery.
- 2 Make a note of any significant group interactions that you would like to review with your supervisor and provide the time code for these video clips also.
- 3 Use the **Facilitator Core Skills** (page 18) as a guide to notice what facilitation skills you are already using and which ones you might want to develop further.
- 4 Please identify 4 short segments (1-3 minutes) within the video, in which you identify some core facilitation skills. Please provide the time codes in the video clip where you demonstrate facilitation skills which you have developed (2 video examples) and skills which you would like to develop further (2 video examples).

- 5 Prepare a reflective practise description (half to full page) for each of the video segments you choose describing:
 - *'What was significant about the piece/ Why was the piece selected?'*
 - *'What went well in the segment?' or 'What was the learning point?'*
 - *'What core facilitator skills were present?'*

During the coaching session, 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. Explain to them that it is for your supervision only and will be secure at all times. It will be reviewed confidentially by your supervisor and Parents Plus. It will be deleted after the supervision session.
- ➔ Comply with the consent requirements of your agency. While Parents Plus advise facilitators to obtain written consent, for some agencies, verbal consent from the parents is sufficient.
- ➔ If some parents do object to being videoed, you can set up the camera to not have them in shot. Only their audio contributions will be captured by the video recording. 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, please discuss this with your PP supervisor.

Video set-up for online and face to face programmes

- ➔ If you are delivering your PPP online you can record the session using the platform e.g. Zoom, Cisco Webex, MS Teams etc (with parental consent)
- ➔ In setting up the camera at a face-to-face course, 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 delete it. Parents Plus will set-up a folder for your Accreditation Submission on our shared drive. Your supervisor can advise you of video sharing options.

Criteria for Accreditation

The purpose of the Parents Plus Quality Protocol is to encourage facilitators 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 3-6 of this document.

The **Group Session Rating Forms, Facilitator Session Planning and Review Sheets** and the video clips are crucial in this regard, as well as two completed **Facilitator Quality Checklists** for each programme you deliver as part of the Accreditation Process.

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 15).
- 4 Are committed to developing your group facilitation skills (see the **Parents Plus Core Facilitator Skills** on page 18) and show progress in improving your skills over the course of the supervision process.

Accreditation and Supervision/Community of Practice Costs

To support effective practice, the Parents Plus Charity keeps 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. Training packages include access to individual coaching and community of practice sessions. In addition, discounts/bursaries for accreditation costs are available when our resources allow and facilitators can apply directly to Parents Plus.

Note: The current cost for Accreditation (with at least four supervision/coaching sessions) is €390 per facilitator

Accreditation Submission Guidelines

Portfolio Submission

The Accreditation portfolio will be uploaded to a folder in the Parents Plus shared drive.

Please follow these guidelines for your Accreditation Portfolio:

- ➔ 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 One-Session 1 or Group Two-Session 5)
- ➔ The facilitator forms should be typed so they can be clearly read. There are electronic copies of the Quality Protocol forms that can be downloaded from the Members section the website at www.parentsplus.ie
- ➔ In joint applications, facilitators must submit separate applications. Documents must be uploaded into a specific folder for each facilitator on the Parents Plus shared drive

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

Accreditation Submission Checklist

(Please note that applications without all the required documentation cannot be processed)

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** (typed)
- ➔ **Parent Course Review Forms** (typed if completed online or handwritten by parents if face-to-face course)
- ➔ **Parent Group Session Rating Forms** (as above)

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)

Video of facilitator delivering the group

Accompanying the Video should be a typed Reflective Practice Summary explaining the clips selected (with the time codes listed for each clip chosen by facilitator). See page 23 of this document.

Reference

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

Application Fee

An invoice will be issued to you/your agency and the fee can be paid by Electronic Bank Transfer.



Parents Plus Quality Protocol and Accreditation Process

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