EPEC

Being a Parent Report
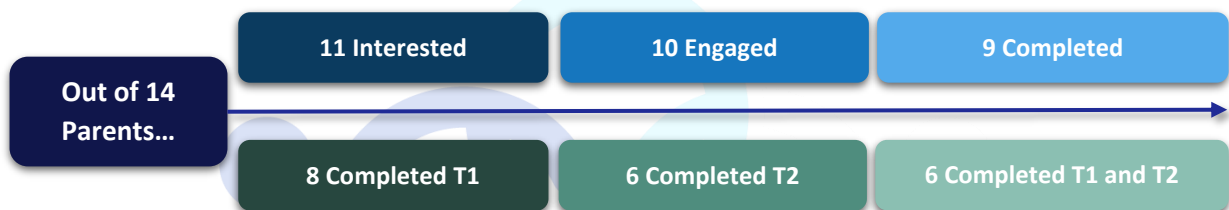
'Being a Dad'

Spring 2022

EPEC BaP Report – Spring 2022

This is your termly EPEC report. To begin, you can find summary information about parent attendance and measure completion at the start (T1) and end (T2) of their course. Next, you can find more in-depth information about your parents' characteristics. Following this, find outcomes of parents who completed both the course and the measures. Finally, take a closer look at their course satisfaction and feedback. The Appendices contain more detailed information about measures and this report.

Attendance Summary*

Number of groups: 1

Venue / delivery format: Online

| Out of 14 Parents…	11 Interested	10 Engaged	9 Completed
	8 Completed T1	6 Completed T2	6 Completed T1 and T2

* 'Interested' = 1 or more sessions. 'Engaged' = 2 or more sessions. 'Completed' = 60% of sessions or more.

Demographics

In this section, you can find more information about the characteristics of the parents who attended your groups this term.
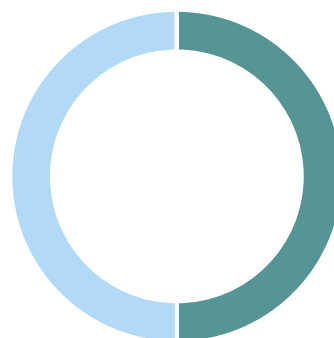
Parent Gender

- 0 Female (0%)
- 8 Male (100%)
- 0 Non-binary (0%)
- 0 Another term (please specify if you wish): (0%)
- 0 Prefer not to say (0%)
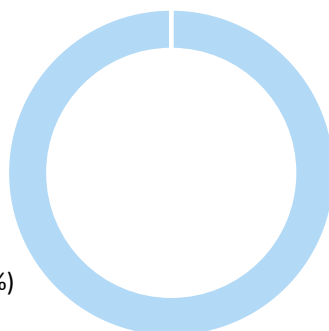
Child Gender

- 4 Female (50%)
- 4 Male (50%)
- 0 Non-binary (0%)
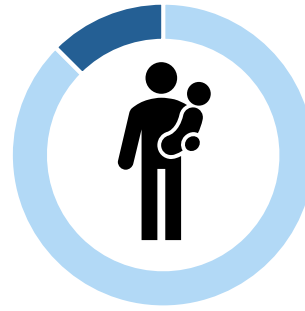- 0 Another term (please specify if you wish): (0%)
- 0 Prefer not to say (0%)

Average Parent Age (years): 41.9

Average Child Age (years): 7.6

Average Number of Children: 1.8

Relationship to Child

- 0 Mother (0%)
- 7 Father (88%)
- 0 Foster Parent (0%)
- 0 Grandparent (0%)
- 0 Parent's partner - same household (0%)
- 0 Older sibling (0%)
- 1 Other (13%)

Employment

- 6 Full-time (75%)
- 1 Part-time (13%)
- 1 Looking after home/family (13%)
- 0 Unemployed (0%)
- 0 Student (0%)
- 0 Other (0%)

Housing

- 2 Privately Rented (25%)
- 0 Housing Association (0%)
- 1 Local Authority (13%)
- 5 Owner/Occupier (63%)
- 0 Shared Ownership (0%)
- 0 Temporary Accomodation (0%)
- 0 Other (0%)

Highest Level of Education

- 0 Left school before age 11 (0%)
- 0 Attended school up to about age 11 (0%)
- 0 Left school before age 16 without qualifications (0%)
- 1 Left school at 16 with qualifications (13%)
- 1 Attended further secondary education (age 16 - 18) (13%)
- 0 University education begun but not completed (0%)
- 3 University completed (38%)
- 3 Other qualification (38%)

Ethnicity Categories

- 8 White Background (100%)
- 0 Black Background (0%)
- 0 Asian Background (0%)
- 0 Any Mixed Background (0%)
- 0 Chinese Background (0%)
- 0 Other Background (0%)
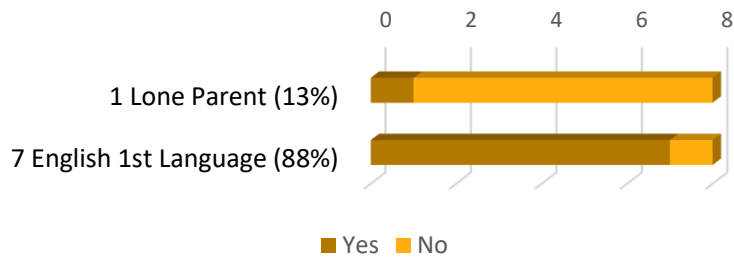
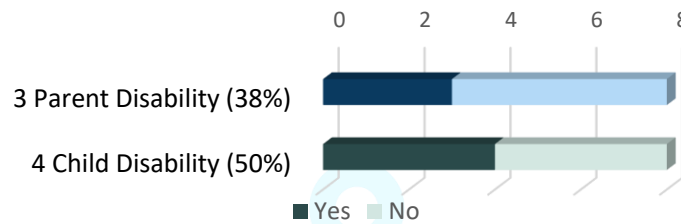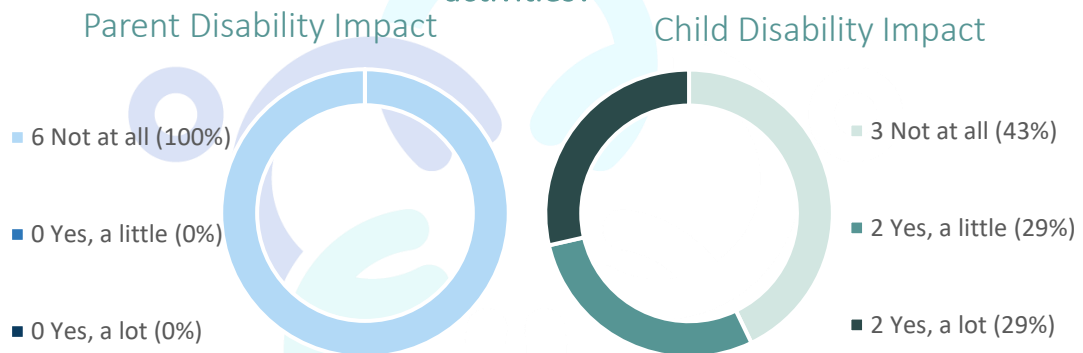**Do you consider yourself / your child to have any physical, developmental, or mental health conditions lasting or expected to last for 12 months or more?**

If yes, do any of your conditions reduce your ability to carry-out day-to-day activities?

Parent Disability Impact

- 6 Not at all (100%)
- 0 Yes, a little (0%)
- 0 Yes, a lot (0%)

Child Disability Impact

- 3 Not at all (43%)
- 2 Yes, a little (29%)
- 2 Yes, a lot (29%)

Outcomes

In this section, for each outcome measure:

1. 'Beginners' score – the average score of **all parents** who completed measures at Time 1.

2. 'Completers' score – the average score for all parents who **completed** the course and completed measures at Time 2 (T2).

3. 'Level of Improvement' – out of the parents who completed the course **and** completed measures at T1 and T2, this is the proportion of your parents who made high, medium, low or no improvement. Your parents are displayed in the **outer** circle.

4. 'EPEC Parents' – benchmark your parents' outcomes next to other EPEC parent outcomes to see how they're doing compared to a larger number of EPEC parents. EPEC Parents are the **yellow dots** on your graphs, and the **inner** circles in your pie charts.

Note: *This data only reflects parents who completed measures, not all parents attending the course.*

Parenting Goals

Parents identified a goal at the start of the course and rated themselves out of 100. The higher the score, the closer the parent feels they are to reaching their goal. Some of your parents' goals were:

Your Parents | **EPEC Parents**

8 Beginners: 23.13
6 Completers: 58.17

Your Parents *EPEC Parents*
Level of Improvement

13% 0%
20% 23%
44%
67%

■ No improvement ■ Low
■ Medium ■ High

"To be a parent to my children and always be there for them when they need me."
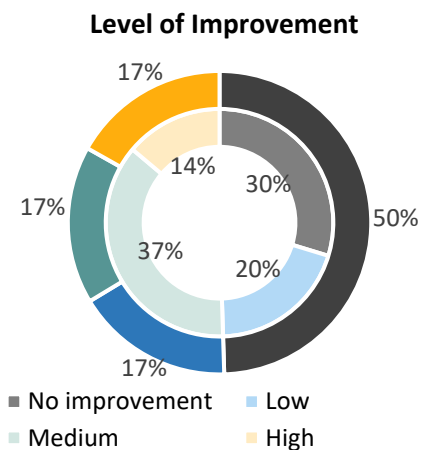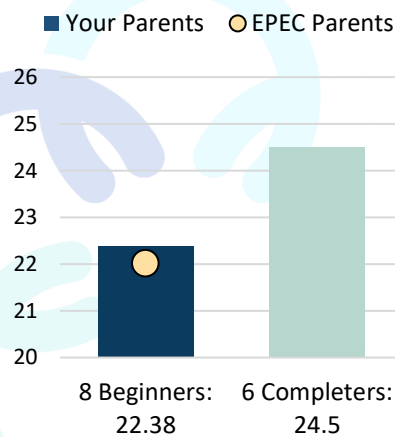"Avoid shouting during an outburst."
"Behave calmly when my daughter wants to do things her own way. Not take it personally. Be the adult."
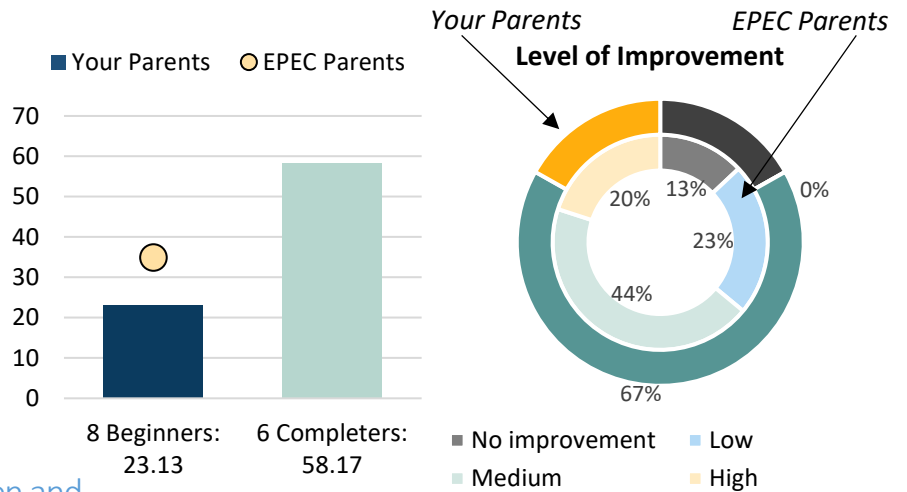
Wellbeing

Parents rated how frequently they experienced different positive aspects of mental health over the last two weeks. Their overall score is out of 35 where higher scores indicate greater wellbeing.

Your Parents | **EPEC Parents**

8 Beginners: 22.38
6 Completers: 24.5

Level of Improvement

17%
17%
14%
30%
17%
37%
20%
17%
50%

■ No improvement ■ Low
■ Medium ■ High

Concerns About My Child

Parents rated their concern in various life domains out of 100. Their highest concern at T1 is reported along with its corresponding concern score at T2. A lower score represents less concern. Some of your parents' concerns were:

Your Parents | **EPEC Parents**

8 Beginners: 63.38
6 Completers: 34.83

Level of Improvement

17%
33%
17%
20%
21%
41%
17%
33%

■ No improvement ■ Low
■ Medium ■ High

"Disconnection in our relationship and unable to communicate well."
"I struggle to let go and give my daughter the freedom to experiment and learning independently."
"Depression and anxiety."
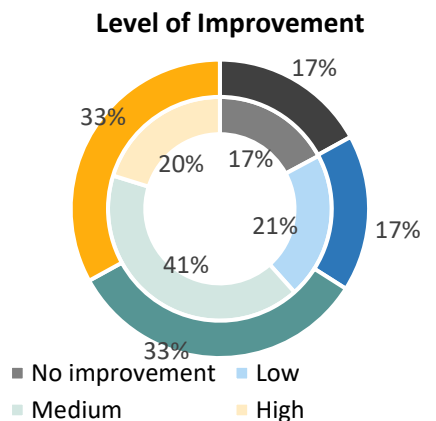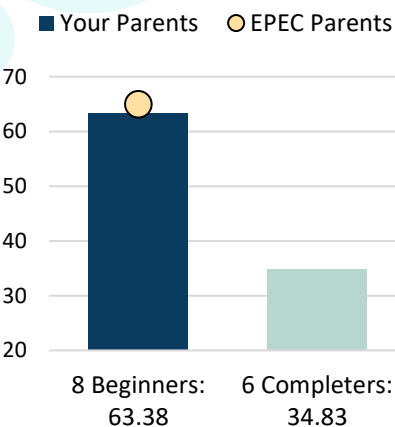
Parenting Scale

Parents indicated how they would react to different situations to measure their parenting style. Lower scores indicate more effective parenting, on a scale from 0-7.

■ Your Parents   ○ EPEC Parents

[Bar chart:
- 4 Beginners: 3.41 (with EPEC Parents marker at ~3.21)
- 6 Completers: 2.96
Y-axis range 2.5 to 3.5]

Level of Improvement

[Doughnut chart with outer ring: 25%, 25%, 25%, 25% and inner ring: 31%, 23%, 29%, 17%]
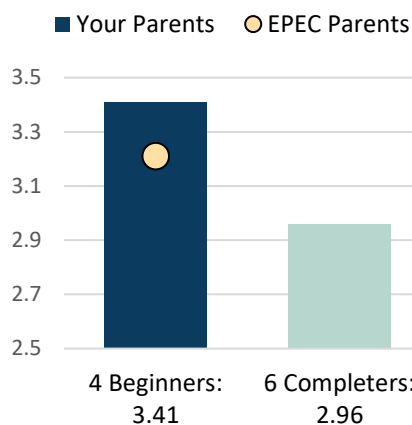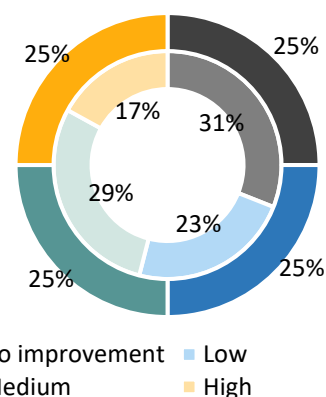
- ■ No improvement (25%)
- ■ Low (25%)
- ■ Medium (25%)
- ■ High (25%)

Acceptability and Feedback

Acceptability	Not at all*	A little	Quite a lot	A great deal
Did the programme improve your understanding of positive parenting?	0%	0%	0%	100%
Did the programme help you to develop skills to use positive parenting?	0%	0%	17%	83%
Has the programme made you more confident in being an effective parent?	0%	0%	33%	67%
Do you expect to make use of what you have learned in the programme?	0%	0%	17%	83%
How competent were the group leaders?	0%	0%	0%	100%
Overall, how satisfied are you with the programme?	0%	0%	0%	100%
Did the programme cover the topics it was supposed to cover?	0%	0%	33%	67%
Did the group leaders relate to the group effectively?	0%	0%	0%	100%
Were the group leaders motivating? (e.g. energetic, attentive and creative)	0%	0%	17%	83%

* The darker the shading, the higher the percentage of parents who selected this response.

Feedback from your parents…

What were the one or two most helpful things of the programme for you personally?

"The biggest thing was simply engaging and sharing experiences with other dads. The course itself and how it was broken down was also incredibly useful, every session held some relevance, the outcome was a chance to reflect and allow that reflection to continue into real life."

"Techniques for positive discipline, like time out or mindful ignore. The realisation that I must take care of myself to that care of others ("fill the jug" metaphor)."

"Check the number of times you say don't, Communicating is an active process and not delivering a lecture."

"Very slick and well run Zoom meeting. Good handouts Information shared is relevant to parents with kids of all ages and backgrounds."

What changes, if any, would you recommend?

"I would have suggested more child age-relevant groups but having experienced more sessions now I can see the mix creates the chance of comradery through sharing experiences."

"A little more time at the end for questions people might have."

"More face to face (COVID allowing). More actual acted examples help give context to the information shared in the handouts."

"Maybe a section about NVR, as this could be useful."

Please make any other comments that you would like to offer:

"Great course. Really didn't think I was going to be so moved by the topics. Made every session and get (got) a lot out of the discussions and activities."

"Thank you, I hope more fathers can have support from groups like these."

"Just to say thanks."

Online Feedback

Online Feedback	Not at all*	A little	Quite a lot	A great deal
How satisfied were you with the course being delivered online?	0%	0%	0%	100%
How likely are you to recommend this course to a friend or relative?	0%	0%	0%	100%

* The dark the shading, the higher the percentage of parents who selected this response.

Feedback from your parents...

What was it like taking part in an online parenting course?

"I didn't know there was even a forum for this type of activity. When I mention it to people, they are surprised also. It was brilliant."

"Good, but obviously harder to read body language. I think it meant we could stick well to the 1.5 slot."

"It felt important, rewarding and communal."

What was your experience of the online resources?

"I was impressed, the leaders clearly put a lot of effort and planning in."

"Really good use of technology - a nice blend of video, role play and breakout rooms. Well done."

"Handy."

Appendices

Appendix A: Further information about your Report

Parents attending courses were asked to answer some questionnaires online at the start of the group (T1) and at the end of the group (T2). This report shows you overall group outcomes and characteristics. It is only possible to generate this report when a reasonable number of parents complete measures. You should also receive an accompanying excel file with individual parent scores. These documents can help give you an idea about what your parents learnt from completing the course, as well as gather feedback on what they thought about the course.

This word document Report includes:

- Summary of attendance and measure completion overall
- Outcome scores and demographics for the group of parents overall
- Feedback and satisfaction overall
- An Appendix with further detail about the report, the measures and EPEC Parents data.

Things to keep in mind:

- Remember, people will arrive on the course with different levels of wellbeing, skill and knowledge. It is important to keep this in mind when interpreting the numbers.

- When interpreting the change score, if people have a high score at Time 1, there is less room to improve so the amount of change will be lower. It can be more informative to look at change on a group basis.

- Sometimes you might find that parent scores have become 'worse' over the course. It is important to take care when interpreting this. This could be explained, for example, by parents feeling more comfortable about sharing their worries and concerns by the end of the group.

Appendix B: Measures explained

Ethnicity Characteristics

Parents were asked to indicate their ethnicity using 16 tick-box options. These 16 responses have been collapsed down into 6 broader categories for the purposes of providing a summary overview in this report. See below for the 16 categories in full and how they fit into the categories reported above:

- **White background**: White British / White Irish / Any other White background
- **Black Background:** Black or Black British Caribbean / Black or Black British African / Any other Black background

- **Asian Background:** Asian or Asian British: Indian / Asian or Asian British: Pakistani / Asian or Asian British: Bangladeshi / Any other Asian background
- **Any mixed background:** White and Black Caribbean / White and Black African / White and Asian / Any other mixed background
- **Chinese**
- **Other:** Other ethnic group (with free-text)

1. My Parenting Goals (MPG)

The MPG questionnaire measures parents' progress towards the goals that they set for themselves.

- Parents are asked to describe their two main goals for the course.
- They rate how close they are to achieving their goal from 0 to 100 (where 0 is 'Nowhere near my goal' and 100 is 'Completely met')
- A **higher score** represents being **closer** to achieving a goal.
- The minimum someone can score is 0. The maximum someone can score is 100.

2. The Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS)

The SWEMWBS measures parent's mental wellbeing. The questions in the SWEMWBS are worded positively to address aspects of positive mental health.

- There are 7 questions in the SWEMWBS, with 5 response options (from 1 = 'None of the time' to 5 = 'All of the time')
- Parents are asked to score items based on their experiences over the past 2 weeks.
- The scores for each question are added together to create a total SWEMWBS score.
- A **higher score** on the SWEMWBS indicates **greater** mental wellbeing
- The total minimum someone can score is 7. The maximum someone can score is 35.

3. Concerns About My Child Questionnaire (CAMC)

The CAMC measures the main concerns a parent has about their child.

- Parents are asked to describe their main concern that they are facing with their child.
- They are then presented with 5 domains (i.e., behaviour, anxiety, overactivity, sociability, and daily activities) and they are asked to rate how concerned they are about each of these domains from 0 to 100 (where 0 is 'Not a problem' and 100 is 'Couldn't get any worse').
- A **higher score** represents **greater parental concern**.
- For your EPEC Report, we report parents' highest concern rating at T1 from across domains, and measure change in this area of concern over the duration of the course. For example, if a parent

rates behaviour as their most concerning area at the start of the group with a score of 90, then we report this, along with their rating of concern for behaviour at the end of the course, and the change between the two.

- The maximum someone can score is 100. The minimum someone can score is 0.

4. The Parenting Scale (PS-8)

The Parenting Scale measures different styles of parenting. The questions describe different situations and asks parents how they tend to react.

- There are 8 items in the PS-8, each with a 7-point scale to indicate the statement that best describes their parenting style. An average score is calculated.
- A **lower score** on the PS-8 indicates indicates **more effective** parenting styles
- The total minimum someone can score is 0. The maximum someone can score is 7.

5. The Training Acceptability Rating Scale (TARS)

The TARS provides feedback from the parents about their experience of the group.

- The first section has 9 items that ask parents to rate their experience of the training from 1-4 (where 4 is 'A great deal' and 1 is 'Not at all).
- The second section asks for parents to write feedback on three aspects: 1) things they found helpful; 2) things they would like to change; 3) any other comments.
- A third section has been added more recently to capture parents' feedback about the online delivery online delivery of courses, with 2 items rated 1-3, and two free-text items.
- For the rated questions, the score is presented as a percentage of responses from the group.

Appendix C: EPEC Parents (Norms)

For each questionnaire the EPEC National Hub calculate 'Norms' based on a large number of parents completing their courses across EPEC Hubs. NOTE: Whilst some of these are not yet available and will be missing from your reports, we will be adding to them overtime as data becomes available, and they are subject to change overtime as more parents join EPEC groups and we gather more data.

You can see Norms presented as yellow dots in the Outcomes bar graphs in your report, labelled as EPEC Parents. You can also see the proportion of EPEC Parents who reach the various levels of improvement in the inner circle of the improvement pie charts, next to your parents in the outer circle. In table 1 below, you can find the cut-off boundaries for these improvement categories for each measure. In table 2 below, you can see EPEC Parent Norms for the TARS Acceptability measure.

You can compare EPEC Norms to your group outcomes in this report and to the individual parent data in your excel file. This helps you to gauge the extent to which your parents **start and end training** with

low, **medium** or **high** scores, and to interpret the level of **change** that has taken place.

Table 1: Boundaries for EPEC Norms Data for Change in Outcome Measures

	Low	Medium	High
Parenting Goals	>0 to 22	>22 to 55	More than 55
SWEMWBS	>0 to 2	>2 to 7	More than 7
CAMC	>0 to 19	>19 to 53	More than 53
Parenting Scale	>0 to 0.25	>0.25 to 1.06	More than 1.06

Table 2: EPEC Norms Data for the TARS

Acceptability (TARS)	Not at all	A little	Quite a lot	A great deal
Has the programme improved your understanding of positive parenting?	0%	4%	33%	62%
Has the programme helped you to develop positive parenting skills?	1%	4%	39%	55%
Has the programme helped you to become more confident as a parent?	1%	6%	40%	53%
Do you expect to make use of what you have learned in the groups?	0%	5%	35%	60%
How competent were the group leaders?	0%	2%	22%	76%
Did the programme cover the topics it set out to cover?	0%	2%	27%	71%
Did the trainers relate to the group effectively?	0%	4%	28%	68%
Were the group leaders motivating?	0%	2%	22%	75%
How satisfied are you with the programme overall?	0%	2%	20%	78%