

**“Canvassing the Context”: An exploration of the context
of the Holding Hands Parenting Programme using
principles of Realist Evaluation.**

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Abstract

Principles of Realist Evaluation (Pawson & Tilley, 1997) were used alongside a framework based on Realist Social Theory (Archer, 1995; De Souza, 2013) in order to explore and explain the nature of the local parenting context in which the Holding Hands Parenting Programme (HHPP) was both embedded and functioned. The research identified particular mechanisms that were *pre-existing* in the local context in its structural, cultural, agential and relational aspects which were activated by the introduction of a parenting programme. It was carried out in a large shire county where the researcher worked as a Trainee Educational Psychologist. Stakeholders in the HHPP from various system levels, ranging from those with service and commissioning responsibilities to recipients of parenting support, participated in the study, providing a rich insight into the multi-layered local context.

Thematic analysis (Braun & Clarke, 2006) was used as a grounding framework for the analysis of data which followed a realist analytical process culminating in retrodution (Crinson, 2001) and six overarching themes were developed: (i) forward thinking; (ii) one size fits; (iii) collaboration; (iv) involvement; (v) barriers and (vi) perceptions and expectations. Network patterns (or *configurations*) were created which mapped out the relationship between aspects of the context, pre-existing mechanisms and the outcomes potentially generated as a result of a parenting programme.

Existing literature was explored and findings formed a key part of the theorisation and retroductive phases of data analysis. Two overarching theories were constructed in order to summarise the concluding thoughts in this study on the relationship between the HHPP and its context. These were presented and can form the basis of future realist evaluation research.

This research contributes to the further development of the HHPP as it seeks to use innovative and creative ways to support a wider range of parents within a complex and changing local context. Implications for future research and links to the practice of educational psychologists are discussed and the potential value principles of realist evaluation may have for an educational psychology service is outlined.

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Research Journeys: a poem

*Mountains and valleys,
A sunny day, a storm.
I have laughed, I have lost,
I've seen midnight
I've seen dawn.*

*Protocols and ethics
Dilemmas and salty tears
I've travelled on a journey
Crossing time and many years.*

*Insight and experience,
Phenomena and truth
I reached a destination,
Only I could come out to.*

*A lonely, unnamed island
With many titles to be worn;
Ones that speak of mountains and valleys,
Or a sunny day,
or storm.*

H.Jarrett 22/10/16

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Chapter One

Introduction

1.1 Introduction

This thesis is about canvassing a local parenting context in order to better understand how introducing a local parenting support programme affects pre-existing conditions such as values, beliefs, resources and needs.

1.1.1 Parenting

*“What’s the toughest job going?
Firefighter? A&E doctor? England football manager?
How about parent?” (Every Parent Matters, DfES, 2007).*

Parenting has been described by parenting support organisations as a hard job to do and one for which often little or no training is given (Supernanny, 2015). It has even been heralded “the *most difficult* job in the world” (Smith, 1996:3), highlighting the depth of involvement and commitment required in order to, firstly, carry it out, and secondly, carry it out well. Political figure David Cameron publicly voiced a personal opinion of the ridiculousness in expecting individuals to take lessons to drive cars but expecting them to raise children without training or assistance which could enhance and develop their parenting practices (Churcher, Silverman & Bentley, 2012). Thus, the Pandora’s Box of political, professional and personal discourse around parenting appears to be wide open and with it, individual parenting experiences come under the social magnifying glass.

1.1.2 Defining parenting

Parenting refers to the “*process of taking care of children until they are old enough to take care of themselves*” (Merriam-Webster, 2016) or “*the raising of children and all the responsibilities and activities that are involved in it*” (Cambridge Dictionary, 2016). Parenting encompasses all that is involved in nurturing the growth of a child or young person’s physical, emotional, psychological and spiritual development in varying degrees until they are able to take ownership and management of it themselves. The age at which childhood is thought to end, and the parental expectation fulfilled, has been under recent debate, with it being reported professionals suggest it extends into an individual’s mid-twenties (Wallis, 2013). It could also be argued this has been reflected in changes within educational and child psychology, where the age range of involvement for psychologists has broadened to cover ages from birth to 25 (SEN Code of Practice, Department for Education & Department of Health, 2015).

1.1.3 ‘Good enough’ parenting

With parenting being heralded in social circles as the ‘*most difficult job*’ as well as lacking what may be considered necessary and sufficient training, a common narrative running in an adjacent lane, which stipulates there are ‘no perfect parents’, can be identified but rarely appears to alleviate the pressures felt by parents to ‘get things right’ in their child-rearing practices. Winnicott (1953) (and others since) presented the idea of ‘good enough’ parenting and this term has been adopted and used even up until the present day. The idea that a parent can achieve a sense of being ‘good enough’ and ‘ok’ suggests liberating possibilities, though at the same time, possibly presenting another dilemma of needing to achieve a general consensus of what constitutes ‘good enough’.

1.1.4 Theories influencing parenting

A number of theories inform discourses around parenting and underpin the practices which are promoted by parenting support. Attachment theory may be one of the most frequently used theories which aid understanding about parenting, particularly in western cultures. Bowlby (1969) and Ainsworth (1973) were both instrumental in assessing and describing the intricate and necessary bonds which develop between an infant and their caregiver in their early, formative years of development. Attuned and responsive parenting is said to allow the child to experience warmth and safety within the relationship which helps them learn how to connect with others, forming the basis for their social relationships later on.

Social Learning theory (Bandura, 1977) postulates children learn through observing and responding to the way others in their environment are behaving. The implications for parenting are children will replicate behaviour they see in their parents, siblings, friends and those farther afield such as those observed in the media. Positive and pro-social behaviour should be exemplified and encouraged, requiring attentive and perceptive parenting.

Baumrind (1966, 1967) focused specifically on the style parents adopt with children and the potential outcomes which may arise as a result of this dynamic. Four styles were outlined: (i) authoritative; (ii) authoritarian; (iii) permissive and (iv) uninvolved. Baumrind suggests the ideal approach to parenting involves appropriate boundary setting alongside encouragement of reasoning and respect (authoritative) as opposed to practices which demand obedience or are rigid (authoritarian), those which demonstrate

excessive warmth but relinquish authority and overlook misbehaviour (permissive) and others which lack both boundaries and warmth (uninvolved).

Theories of best parenting practice can be both beneficial to society and at the same time open up a variety of different dimensions for parents, such as their own experiences of being parented, cultural and religious beliefs, own desires and values, and how all these factors have and are influencing their current practice.

1.2 Parenting and wellbeing

Wellbeing amongst children and young people in the UK has been rated as one of the lowest when compared to that of other countries in Europe. The UK's scores for childhood wellbeing ranked 24th out of 29 surveyed European countries in 2009 (Child Action Poverty Group, 2009) and England ranked 14th out of 15 countries for overall life satisfaction in 2015 (The Children's Society, 2015).

It is claimed "*Good parenting is at the heart of children's wellbeing and development*" (Roberts, Brophy and Bacon, 2009:13) and it is recognised that the wellbeing of both parents and children is cyclic in nature, with parents' own wellbeing essential to their ability to parent well. This in turn influences children's experiences of being parented and how they subsequently respond, which then feeds back into parents' experiences and associated wellbeing (Roberts *et al.*, 2009). It has been suggested that although the UK has developed economically over the past 30 years, this has not led to an increase in life satisfaction amongst children and families (Roberts *et al.*, 2009). Amidst economic crises such as recessions, it has been highlighted that families are under strain to do and be more; to increase their productivity e.g. through work, as well as parent more

effectively. It has been argued that these have placed expectations on parents which have affected overall wellbeing.

“Parenting has often become a matter of public concern and punitive policy, seen mainly through the lens of antisocial behaviour, crumbling communities, the decline of respect, the impact of poverty and fears of ‘feral children’” (Roberts et al., 2009:18).

Parenting in the media at present discusses the necessity of parenting support for families and its importance to the development of Tomorrow’s society. In the Parenting and Wellbeing: Knitting Families Together paper, one parent said the representation of parenting in the media made it sound terrifying and “like a nightmare” (Roberts *et al.*, 2009:15). She likened it to a military programme and commented that, in the generation prior to hers, parenting was just another part of everyday life. Presenting views of parenting experiences which are largely negative could cause parents and prospective parents to believe intervention is the *only* way forward (Roberts *et al.*, 2009) and it is possible there may be a number of other consequences linked to such negative discourses.

1.3 Parenting and outcomes

In an extensive report on parenting and child outcomes, The Joseph Rowntree Foundation present many studies that have explored links between parenting, childhood wellbeing and outcomes for children in later life such as behaviour, social competency, mental health, physical health, identity and educational attainment (O’Connor & Scott, 2007).

Aggressive behaviour in early childhood has been found to be a good predictor of challenging and criminal behaviour in later life (Davis, McDonald & Axford, 2012) and a poor parenting early environment is suggested to be associated with later anti-social behaviour. Questions still remain about the extent to which this may be the case and research has shown evidence which both supports and challenges this (O'Connor & Scott, 2007). In a similar way, the relationship between ineffective parenting and the development of mental health issues such as depression and anxiety are being researched. Physical, health-promoting behaviours and risk-taking behaviours were reported to be associated with early home environments and experiences, with parents whose lifestyles included smoking and substance abuse or obesity often seeing their children and young people go on to engage in similar lifestyles (O'Connor & Scott, 2007). Parenting was suggested to influence development of identity and perception of the self, with authoritative and secure attachments promoting healthy development of the self and being linked to educational attainment, with the parenting environment essential for the child's emerging cognitive abilities. Quality parenting in infancy was also reported to be able to predict the quality of social relationships an individual will have in later life, with secure attachments with parents influencing aspects such as pro-social skills and emotional literacy.

1.4 National context

Parenting practices have had increased public attention over the years and this appears to have intensified during the past five years. They have been a frequent focal point for government initiatives and discussions around the need to provide support for parents because of the potential effect they can have on young people in later life.

In 2010, during elections, Conservative leader David Cameron articulated views that government leaders had a responsibility to support parents with the skills needed to parent their children. He claimed this level of involvement was vital in order to positively develop society (BBC, 2010). Cameron acknowledged the complexities faced by those in the political field when attempting to involve themselves in the everyday lives and functioning of families, but said this move was necessary in order to address issues which society as a whole face or would end up facing as a consequence (BBC, 2010).

It could be argued that the national government added more pressure to parents during the summer of 2011, when the UK witnessed a series of riots in England involving many young people. It was reported that government ministers attributed many of the observed behaviours to families and the decrease of discipline and values within the family unit (Churcher *et al.*, 2012). Following these events and claims, in 2012, David Cameron revealed a number of strategies developed to support parenting processes and families. One such scheme being trialled involved offering vouchers for parenting classes through high street health outlets and local health services. One of the hopes behind using high street sellers was that the notion of parenting support become more normalised (Churcher *et al.*, 2012). Parenting support was seen as crucial to the development of society; however, the push to support families was met with varying responses including accusations of turning the UK into a “nanny state” (Churcher *et al.*, 2012).

A review in the spring of 2014 revealed the new initiatives were largely failing to support their intended number of parents. Figures released equated to just fewer than 4% of potential parents participating, resulting in the initiatives costing much more than

anticipated (Peck, 2014). At this point, a decision was made for funding to be moved towards supporting existing parent support and promotion of what was already on offer.

In a speech on Families, Cameron highlighted ways in which interacting systems affect family life including tax processes, which affected how much income families actually take home, and work timing pressures, which affected sustaining relationships (Cameron, 2014). These pressures also influence parenting processes.

Two years on, in 2016, the government has retained its promotional view of parenting support and its hope that it can be normalised and accessed by all parents, with more funding to do so (Leftly & McTague, 2016).

1.5 Parenting programmes

There are many different over-arching terms which describe the types of support offered to parents in raising children; examples are: parenting programmes, parent training, parent education and parenting interventions. According to Pugh, De'Ath and Smith (1995) *“the overall aim of parent education is to help parents develop self-awareness and self-confidence and improve their capacity to support and nurture their children”* (1995:225), and it is generally accepted in western cultures that at various times throughout the parenting process, additional support is valued and often needed (Smith, 1996). There are a wealth of parenting support groups offered by a variety of different providers from community children’s centres to faith groups, for a multitude of types of parents for example, single and first-time parents and with diverse purposes and outcomes like teaching new skills or parenting children with additional needs and circumstances.

There has been an increase in the number of parenting programmes and this has been closely linked to trying to minimise future negative outcomes for children experiencing difficulties and the impact these could have on both themselves and others as they continue to develop (Rait, 2012). These therefore include a focus on working towards positive outcomes in the emotional, behavioural and mental health of individuals as well as leading to improvements in social and financial arenas (Barlow & Stewart-Brown, 2001; Miller & Sambell, 2003; Rait, 2012).

The National Institute for Health and Care Excellence (NICE) guidelines on best parenting programmes suggest that the best parenting programmes should be informed by principles of social learning theory, contain 8-12 sessions, give parents a sense of ownership over their participation, by allowing them to set their own goals, include practise within sessions and tasks between sessions, be facilitated by trained staff undergoing supervision and have a high level of programme fidelity, sticking to the way the programme was designed by its developers (NICE, 2006; Puckering, 2009).

1.5.1 Psychologists and parenting programmes

In 2010, the UN endorsed 23 parenting programmes which it judged to be effective based on the number of randomised controlled trials they had undergone which had produced effective results for their participants (Davis, McDonald & Axford, 2012). These programmes were developed and evaluated by psychologists who are recognised as having expertise in the psychological theory, evidence bases and assessment and review skills needed.

1.5.2 Evaluating parenting programmes

In its paper “Technique is not Enough”, the British Psychological Society advocates further development and evaluation of parenting programmes in order to produce programmes and offer support which is more socially-inclusive, meeting the needs of local parents. It recognises that generic packages have reached a level of “technical effectiveness” however are lacking in being fully effective due to contextual issues (Davis, McDonald & Axford, 2012:10,11). It has been recognised that understanding parents’ views of their experiences on parenting programmes; their engagement, learning and responses, is highly important in order to continue to develop this area of support (Barlow & Stewart-Brown, 2001; Miller & Sambell, 2003). Parents come from a variety of backgrounds in terms of society, culture and also learning styles and theories of life and these will impact their receptiveness and responses to the programmes in many ways (Miller & Sambell, 2003) which mean individual experiences of programmes will differ.

1.6 The evolution of the Holding Hands Parenting Programme (HHPP)

The local authority in which this research study took place seeks to offer a wealth of support to children and families from various set ups and walks of life. The Holding Hands Parenting Programme (HHPP) is one such means of support, offered free of charge to parents at the community level.

The HHPP is a short-term intervention based around enhancing parent-child interactions and is delivered by Educational Psychologists (EPs) and Family Support Workers (FSWs) on both an individual and group basis. Since 2011, when it was first developed, EPs have been consistently exploring ways to further improve the

programme in order for it to continue to be effective and meet the varying needs of its client group in changing contexts. Due to a regular demand, indicated by the number of referrals and requests, these opportunities have been easy to find. Adaptations of the initial individual-case programme design have included a group-based delivery and the use of video interactive guidance to support parents of children with additional needs; a group that the initial programme did not work with as more specialised support was often either already in place or needed. In 2015 the idea emerged that parents may be able to be supported with their parenting experiences and in managing their child/ren's challenging behaviour through the delivery of a programme with less direct contact with professionals. Parents would be offered the opportunity to attend a one-off workshop session with an EP, alongside other parents and, following this, would be given the choice of face-to-face or telephone contact (consultation), therefore making this model a tailored and (it was hoped) a more universal approach. It was intended to be equally as effective as the standard programme delivery (individual sessions) but delivered on a limited resource, therefore reducing the costs to run. The consultations were scheduled to take place over the course of four weeks post-intervention. This version of the programme was proposed as the Universal Model. The Universal model evolved considerably over the next 12 months from its conception, was modified, and eventually became what was known as the Workshop model, without the telephone or face-to-face consultations previously planned. The initial and intended format of the intervention (with the consultations between professionals delivering the programme and parents) did not take off as expected and was adapted varyingly by those involved.

1.7 The research study

1.7.1 Rationale for research

As a local programme, the HHPP is currently growing its evidence base and continues to need research to evaluate and inform its future developments. The researcher was originally commissioned to carry out a study to evaluate the effectiveness of the Universal programme, however, as the programme changed relatively quickly and under timescales different to the researcher's, this became problematic. As the HHPP seeks to meet the needs of its local community, the researcher hypothesised it may be the makeup of the context which was significantly influencing the rapid development of the programme. It could therefore also be possible that these intricacies be captured by refining the focus of the research study and seeking to identify *mechanisms* which operated within the Holding Hands context and influenced how the programme was implemented and received and its perceived outcomes.

1.7.2 Aims and purpose of research

The aim of this research study was to use principles of Realist Evaluation (Pawson & Tilley, 1997) combined with an analytical framework informed by Realist Social Theory (Archer, 1995; De Souza, 2013) to explore the HHPP's local context. The researcher endeavoured to capture and highlight specific mechanisms operating at the contextual level which the HHPP activated when it was implemented and in what ways. This was in order to provide a richer understanding of the local context to support further development of programmes and future research which may seek to look at what worked within programmes, for whom it worked and under what conditions.

1.7.3 Relevance of research

This research study makes an important contribution to the HHPP and wider educational psychology service as it maps out the local parenting context using established methods and frameworks from psychology and sociology. In order to work more effectively with children and young people in the local context, greater and current understanding will always be needed. It also introduces a broader perspective to service evaluation by emphasising knowing the context before unpicking the content.

This research can benefit particular stakeholders in the following ways:

Parents – capturing parents’ voices of their experiences and understanding of parenting and parenting support in their local community; giving them an opportunity to share and reflect on them and also potentially contribute towards how other parents will be supported.

Community Children’s Centre Staff – hear the experiences of para-professionals who are positioned between a specialised service and the community and document and communicate the perspectives of these professionals who have insight on the ground.

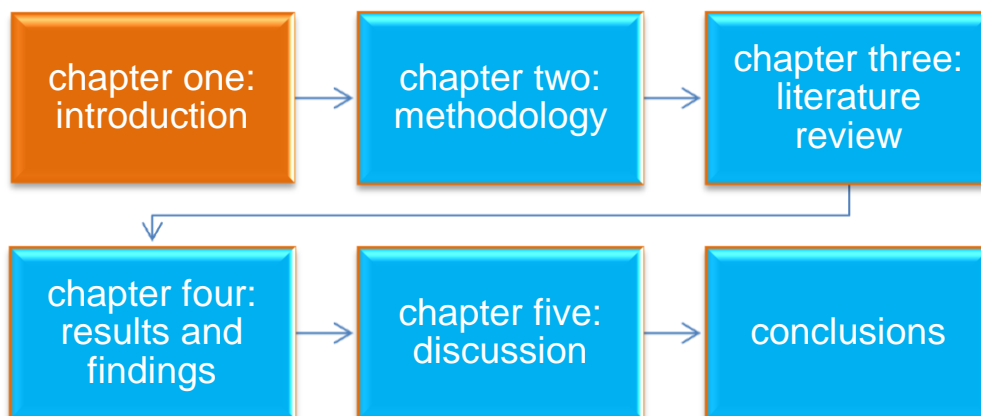
Educational Psychology Service – identify ways forward to further enhance parenting support by looking at how the context requires and responds to it. Future support can be tailored to meet individual needs whilst remaining cost-effective.

Commissioners – offer an understanding of where the HHPP fits within the local context and its ability and capacity to address a local need, indicating how it may benefit from further development or investment as a local programme.

The research will be shared with the Educational Psychology service as requested. Research participants will be offered access to a report of key findings should they wish to review and the study holds the potential for publication.

1.7.4 Research thesis format (see Figure 1.1)

The methodological considerations of this study are detailed first in order to provide a structure for the research. Following this, a systematic literature review is presented which explores areas of parenting literature from the past ten years. Results and findings from data collection and analysis are described and discussed in light of previous literature and in reference to implications for the future.



● Fig. 1.1 illustrates the format of this research thesis

Chapter Two

Methodology and Data Collection

2.1 Introduction

This methodology and data collection chapter describes the Holding Hands Parenting Programme (HHPP) and introduces and outlines the processes undertaken within this research study.

2.1.1 Overview of the chapter

In this chapter, the content, delivery and methods employed during the evaluation of the HHPP are described. Principles of realist evaluation underpinning this research and the analytical framework informed by realist social theory are then outlined and an explanation is given of the ontological and epistemological positions taken up by the researcher. Methodological considerations are highlighted and reasons for why these methods were deemed suitable and relevant for a study of this nature are discussed. The participant sample is presented alongside how recruitment decisions were made. Research methods used to capture and analyse data are described and the ethical considerations taken into account are detailed. Reference is made to how ensuring quality was approached.

2.1.2 The Holding Hands Parenting Programme (HHPP)

As described briefly in chapter one, the HHPP is a short-term intervention for parents and carers with children aged between two and five years of age who want support with managing behaviour or relationships with their children which they experience as challenging. The HHPP aims to facilitate the development of positive interactions and

confidence through coaching and supported play. The interventions are delivered by Educational Psychologists (EPs) and Family Support Workers (FSWs) in the context of local children's centres or family homes.

The HHPP is currently offered in three different formats: an individual programme in which parents or carers work on an individual basis with an EP or FSW in the context of their own home; a group-based programme in which a small group of parents meet with an EP or FSW in a children's centre for an hour session for four to six weeks, and a workshop which consists of a 2 ½ hour group session. The workshop introduces the HHPP's strategies and gives parents and carers the opportunity to discuss their parenting concerns and experiences with an EP and FSW and share ideas with others who may be in similar situations. Parents and carers who attend the workshop may also go on to participate in the group or individual programme if this is deemed necessary and appropriate. Equally, some parents may attend a workshop after completing a group or individual programme as a form of 'top-up'. For some parents, the workshop alone becomes sufficient at the time. A pilot programme called the 'universal' model was developed which set out to offer three telephone consultations to parents following the workshop session; however, this was never implemented.

The HHPP is based on a set of core principles for promoting the development of positive parent-child interactions. Combined, these principles are known as the FLIP framework and stand for F – following the child's lead; L – labelling praise; I – ignoring ineffective behaviours and P – providing limits and boundaries.

Outcomes of the HHPP are evaluated using the Eyberg Child Behaviour Inventory (ECBI), a checklist which assesses parental perception of their child's behaviour and degrees to which they consider it problematic. Parents and carers who complete the individual or group programmes are asked to complete the questionnaire prior to any Holding Hands intervention, immediately following their final session and at a follow-up point two months later. Parents attending a workshop session complete a checklist before the workshop and occasionally after it. At the time of writing, workshop evaluation methods were still in the process of being refined.

Recruitment onto the HHPP takes place via referral and request. Professionals in the areas of Health (e.g. paediatricians), Education (children's centre/nursery staff) and Social Care (e.g. social workers) can refer families for intervention using a referral form. In most of these cases parents willingly give their permission and consent to be referred but, on some occasions, these referrals have taken place as part of a series of legal requirements. Parents also promote the programme by word-of-mouth to other parents after having attended a course; this leads to parents and carers requesting places on a course. Parents and carers are asked to indicate their preferred version of the programme on the form.

Once a referral or request is received by the Holding Hands Team, it is reviewed and depending on the nature and degree of the problem situation described, the format of the HHPP best suited to the parent is offered. For example, harder-to-engage parents with a history of missed appointments (as ascertained from information from health/social workers) may be offered an individual programme where a professional will visit them at home instead of them needing to attend a children's centre, which may

be harder for them to maintain. Individual programmes may also be offered to parents where the nature of the difficult behaviour is thought to be better addressed specifically rather than generally in a group context. Parents attending a group programme are those who it is expected will be able to work positively within, and benefit from, the group context and where the child's behaviour is rated as less severe. Those attending a workshop programme are typically parents who have identified lower-level disruptive behaviour, those that would like information and strategies without needing to commit to 4-6 sessions and those that want to find out more about the HHPP before a longer-term commitment is made. Occasionally, parents have needed to switch the version of the programme they are attending. These are judged on an individual, case-by-case basis.

2.1.3 Elaboration of aims of research

This research study was initially commissioned to evaluate a new version of the Holding Hands Parenting Programme (HHPP) known as the 'Universal' model. The researcher planned to use principles of realist evaluation (which considers contexts, programme mechanisms and outcomes) to better understand what aspects of the programme were found to be effective, for whom and under what conditions. In realist evaluative terms, to ask what *mechanisms* had been operational within this version of the programme, leading to particular outcomes. As reported by Bygstad and Munkvold (2011), mechanisms are defined by Bhaskar (1998) as "*causal structure[s] that [explain] a phenomenon*" (Bygstad & Munkvold, 2011:1) or specific processes or factors which, within a particular context, are present and influence the observed outcomes (Pawson & Tilley, 1997; Clark, 2015). The HHPP underwent a series of changes at the same time this research study was developing, leading to various challenges for the present study. In response to this, the researcher adapted the study in order to keep it relevant and

useful. The lens of this study was refocused to explore the dynamic and complex local context which appeared to permit and influence the development of the programme at a rapid rate. Consideration of the local context within which a social programme is situated is vitally important when evaluating the effectiveness of the programme and identifying mechanisms (Pawson and Tilley, 1997). However, it has also been suggested that it is possible to examine mechanisms which are operational and *pre-existing* at the contextual level itself (De Souza, 2013). In attempts to capture this, the views of individual stakeholders: decision-makers (e.g. service directors or commissioners), facilitators (educational psychologists and family support workers) and programme participants (parents) were sought, gathered and explored over the duration of a five-month period.

2.1.4 Elaboration of purpose of research

This research study was carried out in order to contribute to the further development of the HHPP as its developers seek to use innovative and creative ways to support a wider range of parents within its local community, in a time of political, social and educational change. In exploring the make-up of the context within which the programme is implemented, and identifying the various mechanisms found at the contextual level, findings from the research study can assist developments by providing a canvas of the local context as constructed by stakeholders at multiple levels. This research study forms a reasonable foundation for which future evaluations can build upon, particularly realist evaluations looking at programme mechanisms and outcomes. For educational psychologists, who are involved at various levels with the design and evaluation of parenting programmes, in order to strengthen evidence-based practice, this research adds to local-level insight and the practice of the educational psychologists within this

locality. The research study is also able to contribute to the body of literature about some of the complexities which arise during exploration and evaluation of social programmes and highlight the importance of understanding context.

2.2 Research questions

The research questions in this study were developed from the researcher's interest in the context in which the HHPP functions. The researcher assumes a critical realist position and emphasis is placed on the specific contextual features and mechanisms pre-existing within the HHPP context. Context may also be referred to as 'social context', 'action context' or 'context of action' throughout, but each term refers to the same concept, which, as will be detailed later, is 'society' in its local form. In line with realist evaluation thinking; *what works, for whom and in what contexts*, the study balances on the understanding that the makeup of this particular context may not necessarily fully represent another, but all information is useful for the informing and planning of future local programmes

The research study is built upon the following research questions:

- 1. What does existing literature tell us about effective parenting programmes and their context of action?**
- 2. What pre-existing contextual mechanisms does the Holding Hands Parenting Programme activate in its implementation?**
- 3. How is the Holding Hands Parenting Programme embedded in its local context and what are the implications of this?**
- 4. Can a model be developed to support future development and evaluation of the Holding Hands Parenting Programme within its local action context?**

2.3 Design of research study

This research study is an exploration based on critical realist principles and is qualitative in nature. When developing the design of the study, the researcher was informed by Kvale (1996) and considered the resources available, their position within the system of study and how quality would be ensured. This research study was time-limited in nature and therefore processes needed to fit within a pre-determined structure. The researcher was also the sole researcher involved in this study and therefore the study needed to be manageable and tasks achievable. The researcher had previous knowledge of the Holding Hands system and also possessed interpersonal and research skills gained through doctoral training which meant they were equipped to be able to carry out a small-scale study (Robson, 2000).

2.3.1 The design process (see Figure 2.1)

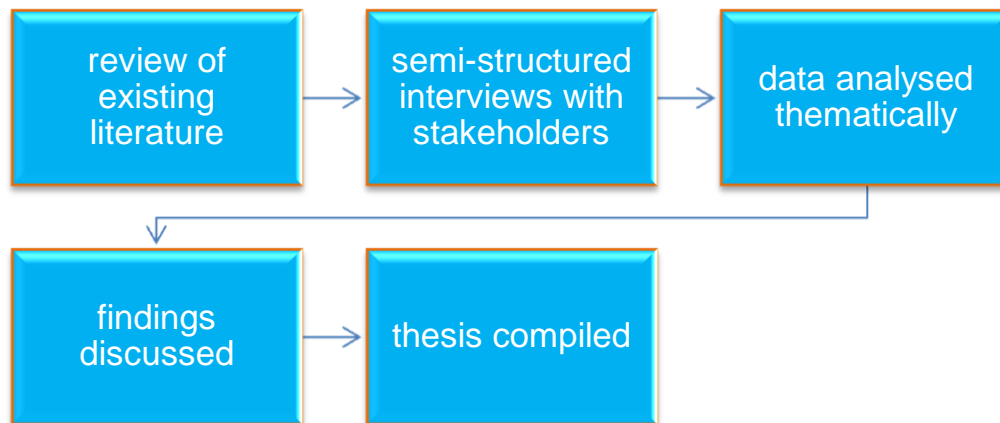
Phase One – a systematic literature review was carried out which sought to understand what information the literature could provide about effective parenting programmes and the nature of the social context of parenting programmes.

Phase Two – semi-structured interviews were carried out with various stakeholders in the Holding Hands Parenting Programme.

Phase Three – data gathered from interviews was analysed using thematic analysis and the process of retrodution.

Phase Four – findings were discussed and conclusions or hypotheses for future practice and research were drawn.

Phase Five – findings were compiled into a doctoral thesis.



● Fig. 2.1 illustrates the design process

2.4 Epistemology and Ontology

In this section ontological and epistemological positions are discussed and the positions taken up by the researcher for the purposes of this study are outlined.

Ontology and Epistemology stem from understandings in philosophy (Schuh & Barab, 2008). “An ontology defines what is real in the world, whether physical or abstract structures...[it] refers to ‘what exists’” (Schuh and Barab, 2008:70). In simple terms, ontology refers to the particular beliefs held about the nature of reality. Epistemology refers to knowledge of reality and how one can come to obtain this knowledge (Schuh & Barab, 2008). Together, an ontological and epistemological position gives definition to the way an individual has conceived their idea of what is real in the world and how they believe they can obtain knowledge of this. As a researcher, being explicit and sharing these positions provides a lens through which readers and fellow researchers can view the research study at hand, and offers an intimate insight into how it has been considered, approached and discussed.

2.4.1 Philosophical perspectives

Positivism

Positivism is an epistemological viewpoint which asserts that there is such a thing as 'truth'. This is in line with a Realist ontological view (that reality exists separately to our knowledge of it) and positivism claims that knowledge of this truth can be achieved and is done so only via what can be observed or experienced in a concrete way (Forrester, 2010). Taking up the positivist approach in research and science has been thought to be taking up an objective viewpoint, one absent of personal interpretation and one of absoluteness (Robson, 2011). In a positivist view of science, if two constructs take place together in successive fashion and this occurrence is consistent more often than it is not, they are thought to be in a causal relationship (Forrester, 2010). Scientific experimentation is widely associated with a positivist viewpoint and seeks to isolate and test variables according to hypotheses about the causal relationship. Theories within positivism are generated and believed to be based on tested facts and therefore concrete, plausible evidence (Forrester, 2010). Over the more recent years, positivism has met many forms of criticism and implications for research have been identified. Due to its principles, positivism leaves no room for the consideration of abstract elements such as perspectives of observers, which would typically be unobservable. Instead, it assumes that it is possible to adopt a truly objective viewpoint in the quest for truth.

Post-Positivism

Post-positivist approaches developed as acknowledgement grew that it was not possible to truly *know*, and judged that knowledge is in fact, fallible. These approaches accepted that the researcher in science was influenced in their observations by their own ideas, assumptions and values (Robson, 2011). Still lining up with a realist view of

reality (that reality exists separately to our knowledge of it); post-positivists believe that knowing this reality is actually possible, albeit laden with imperfection. They believe it is possible to move towards objectivity in research by openly demonstrating awareness and understanding of all the potential biases and limitations presented by the researcher. Post-positivist approaches still aim to test hypotheses in order to draw conclusions and theories, however they claim that one cannot be certain a theory is *absolute* as new research may reveal it to be incomplete (Robson, 2011.) Critical Realism is considered a post-positivist approach.

Interpretivism

An Interpretivist viewpoint accepts the world as an experience and understanding of those living and interacting within it (Robson, 2011). Frazer and Lacey (1993:182) state “*our knowledge of the real world is inevitably interpretive and provisional rather than straightforwardly representational*”. Robson (2008) describes people as “*conscious, purposive actors who have ideas about their world and attach meaning to what is going on around them*” (2008:17) and using these constructs can lead us to understanding the nature of reality.

2.4.2 The researcher’s position

The philosophy underpinning this research is based on Realism and the researcher has taken a Critical Realist epistemological approach. Realism posits that there is a reality which exists separately to individuals’ experiences, perceptions or thoughts (Phillips, 1987; Schuh & Barab, 2008); there is a truth which exists independently of human account of it, a reality however, which can actually be known. It views the world as a collection of components which are sometimes referred to as ‘entities’ and the

'representations' individuals make of these components (Forrester, 2010:21). The purpose of science therefore is to determine "*links between surface representations (knowledge) and underlying entities (reality)*" (Forrester, 2010:21) and in doing so, draw us closer to an understanding of reality. Realism has developed into a large field of thought in both the areas of philosophy and the sciences (Pawson, 2006) to the extent which, due to inconclusive debates between realist philosophers, it has been claimed "*scientific realism is a majority position whose advocates are so divided as to appear a minority,*" (Leplin 1984:1).

The epistemological form of critical realism adopted for this research study accepts the overall realist notion that there is a reality which is independent of individuals. It then postulates that one is not able to obtain a type of God's-eye view (Putnam, 1999) and claim that knowledge is complete. It acknowledges there are different perspectives and individual experiences of reality and variations in the way what exists independently is understood and known (Maxwell, 2012; Phillips, 1987; Schuh & Barab, 2008). In some ways, this may suggest a stance similar to elements of a more interpretivist perspective and constructivist epistemology which hold beliefs there are many ways to *know*. However, critical realism does not accept the idea that there exists more than one reality as the product of individual and social constructions, but rather that *perspectives* can be different (Frazer and Lacey, 1993). As a result of acknowledging various perspectives, those seeking knowledge are able to move evermore closer to truth and gaining deeper understanding of what is real and constitutes reality. Therefore, because our knowledge of reality is gained through individual perspectives, we cannot claim it as having a level of definitive certainty as the degree of subjectivity leads it to be "*partial, incomplete and fallible*" (Maxwell, 2012:5).

2.5 Critical realism and the real world

In critical realism, reality is viewed as “*stratified, emergent and generative,*” (Clark, 2015). Entities are dependent on other entities and therefore complex relationships exist within the world. Things can also emerge within the world as a result of two or more entities combining and causation is viewed as the process of different factors interacting and producing outcomes (Clark, 2015). Context is viewed as highly important, as is the idea of underlying *mechanisms* which are triggered within contexts to produce particular outcomes. It is the study of these mechanisms in context which allow the critical realist to move closer to an understanding of the nature of the world.

2.5.1 Social systems of the real world

The social systems of the real world are often thought of as being complex situations, with components within them both affected by and able to influence other components in various ways. Pawson states “*social systems are the product of literally endless components and forces*” (2006:18). He goes on to explain that patterns which can be observed within systems are moulded, shifted and altered by variations of actions which have taken place in past, political and organisational influences and even individual choices. This means that what is found to happen at one particular time is not guaranteed to be found at a different time, in a different contextual make up (Pawson, 2006; Clark, 2015). Undoubtedly, this could appear to make them difficult to understand and grasp hold of with any certainty as they are constantly open to change. Clark (2015) explains that exploring these patterns through research is always beneficial in the presence of either intended or unintended outcomes. Pawson (2006) claims that “*even the research act itself is transformative; social research always has the tendency to disturb what it is trying to describe,*” (2006:18).

Realism has been said to offer a solution for looking at such situations (Robson, 2011). As a research method, a realist approach values the explanations it can reach whilst bearing in mind that further knowledge and explanation is always possible (Pawson, 2006). In order to examine change and repeat it, the question 'what works?' is often asked (Pawson, 2006). This is a question of what has caused, causes or has the potential to cause, the desired change.

2.5.2 Views of causality

Sayer (2000) and Pawson (2006) have said that whether something is causal does not have anything to do with how many times we may see a particular input relate to a particular output. Rather, it is more beneficial to explore patterns between what one may consider a cause and an effect than to focus on the number of regularities that can be observed (Pawson, 2006). For example, when something does not follow the expected pattern, knowledge of this can draw one closer to the nature of reality. Harre (1972) differentiated between a successionist view of causality and a generative perspective (Pawson & Tilley, 1997). A successionist view of causality can commonly be seen in many areas of science and known through means such as experimental designs. Within a successionist view (see Figure 3.1) it is generally believed that X has caused Y if each time X is presented or manipulated, Y occurs (Robson, 2011). Causation cannot be observed but it is inferred from what can be seen e.g. the outcome (Pawson & Tilley, 1997). On the other hand, a generative perspective of causation believes that there is more to the idea that something is initiated and an outcome is produced (see Figure 3.1), but that there are deeper connections between these events which can be grasped and understood (Pawson & Tilley, 1997). These concepts can be used to bring a closer understanding of phenomena through exploring outcomes and the nature of both

regularities and irregularities (Pawson & Tilley, 1997). Generative causation looks at both external observations and also internal aspects. *“Cause describes the transformative potential of phenomena. One happening may well trigger another but only if it is in the right condition in the right circumstances”* (Pawson & Tilley, 1997:34). The generative view of causation can be explored through the interactions of contexts, mechanisms and outcomes (Pawson And Tilley, 1997). Mechanisms refer to the specifics of what, in particular, may be influencing an observable outcome; they are *causal explanations* but at the same time are theories about interrelated elements and processes to do with aspects of structure (e.g. resources) and agency (e.g. reasoning) (Pawson & Tilley, 1997). Contexts define the external conditions which contribute to a particular outcome by influencing the ability of mechanisms to operate (Robson, 2011).



🌐 Fig. 3.1 illustrates the nature of successive and generative causal explanation

2.6 Evaluation

“To evaluate is to assess the worth or value of something,” (Robson, 2000:3). Evidence-based practice and accountability are important themes across departments offering services to people (Robson 2000, 2011) and, for this reason, evaluation research can find its place. Evaluations are useful for making conclusions about the effectiveness of services e.g. programmes and also for helping to shape their future by drawing out difficulties within existing services or identifying needs and niches (Robson 2011). Amidst the change in focus from evaluating the programme to exploring and explaining its context, it was deemed appropriate to retain principles of evaluation for this research

study and Realist Evaluation was used as an underpinning approach because it recognises and emphasises the importance of exploring context as part of its processes. As a framework, rather than a model to follow (Pawson 2006), realist evaluation is compatible with a number of methods and methodologies; it regards no way as more or less beneficial than another, but rather, that any method or methodology can be useful in order to answer the research's specific questions. This research study is a small-scale exploratory and evaluative study as described by Robson (2000) where the features of this type of study include being focused at the local level, carried out by a single researcher with limited resources and over a short period of time.

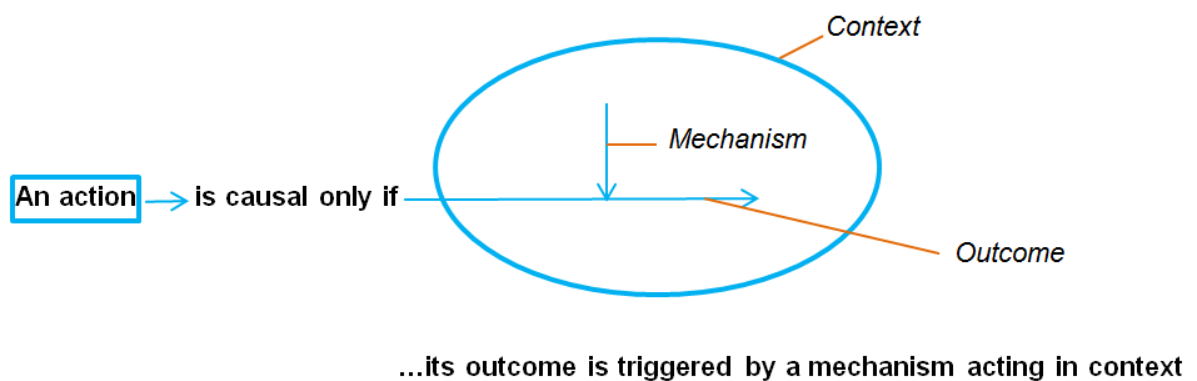
2.6.1 Evaluation and the Holding Hands Parenting Programme (HHPP)

The HHPP has undergone a number of evaluations looking at various models it has developed, namely, the individual programme (2011), group-based delivery programme (2012) and the video feedback model (2013). It continues to develop and pilot new ways of branching out in order to reach a wider population. As aforementioned, this research study was originally commissioned to evaluate the outcomes of a "Universal" model of the programme. From observing the developing nature of the HHPP in its various formats, the researcher initially deemed it useful to explore more intricately some of the details within what appeared to work or not work; to ask questions of the various stakeholders, such as what worked (outcomes), for whom (mechanisms identified through establishing resources and reasoning) and under what conditions (contexts). As the research unfolded and the Universal programme changed however, the researcher decided to shift the main focus of the study towards understanding the context in which the programme was implemented. Understanding the nature of the social context is

recognised as extremely important when evaluating social programmes and determining their effectiveness (Pawson & Tilley, 1997).

2.6.2 Realist Evaluation

In terms of exploring social phenomena or social programmes, generative causation postulates “an action is causal only if its outcome is triggered by a mechanism acting in context” (Pawson & Tilley, 1997:58) (see Figure 4.1).



🌐 Fig. 4.1 illustrates generative causation in terms of context-mechanism-outcome relationships (Pawson & Tilley, 1997:58)

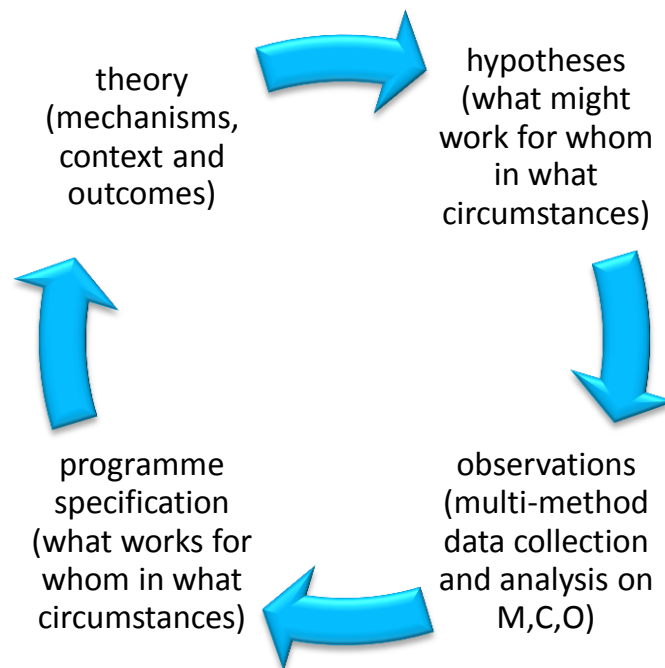
In realist evaluation, researchers seek to develop context-mechanism-outcome configurations which are essentially theories which are set out to explain the patterns of various causal explanations and outcomes.

Realist evaluation is a framework for research based on realist principles. In line with critical realist thought, realist evaluation assumes that one can only acquire partial knowledge and affirms that this, indeed, is sufficient evidence enough to move forward and develop further. Each quest for knowledge continues to go deeper and lead closer to truth (Pawson, 2006). Realist evaluation seeks to create a structure within which a

researcher can explore the questions ‘what works, for whom and in what context?’ (Pawson & Tilley, 1997). In realist evaluation of social programmes, the main focus shifts from highlighting outcomes to identifying mechanisms; specific processes or factors which, within a particular context, are present and influence the observed outcomes (Pawson & Tilley, 1997; Clark, 2015). Within realist evaluation, the key elements of a programme are the particular mechanisms at work, more so than the design components of the programme (Clark, 2015). Working within a framework of realist evaluation, the researcher is both able to present outcomes and offer explanations of *why* such outcomes may have come about.

Principles of realist evaluation were chosen for this research study because its very nature welcomes exploration of interventions in more depth and for its ability to operate in messy, real-world situations. It also recognises and emphasises the importance of exploring context as part of its processes and as this research study moved in the direction of valuing the context, realist evaluation was able to support this. Realist evaluation is part of a family of evaluative methods known as theory-driven evaluations (Pawson, 2006; Pawson & Tilley, 1997) which begin and often end with a programme theory. Within realist evaluation, stakeholders are considered important and highly valuable assets to answering the *why* or *how* questions the researcher asks of a programme. Realist evaluation recognises that due to these varying programme theories, it is important to elicit information from as many stakeholders as possible during an evaluation because expertise in particular areas lies within each one. Stakeholders may be experts in one area essential to research and be equally limited in being able to provide information about another. This aspect of realist evaluation adds creativity in the quest to gain further truth and explanation. A key part of realist

evaluation includes the development, testing and refining of theory. Eastwood, Jalaludin and Kemp (2014) detail two types of theory building: emergent theory building and confirmatory theory building; the former of which sees researchers develop theories from their research and the latter of which begins with theory which is then tested within a research study. As this research study was the first of its kind, its aims were to draw theory based on literature and participants' perceptions as the final stage of this study rather than a starting point. Pawson and Tilley (1997) expect realist evaluation to be cyclic (see Fig. 5.1) in nature with findings from one study providing the foundation for a future realist evaluation.



🌐 Fig. 5.1 illustrates the realist evaluation cycle (Pawson & Tilley, 1997:85)

2.6.3 Expanding the context

Social programmes and interventions are often constructed and facilitated within complex, open systems as discussed earlier in this chapter. A core foundation of realist evaluation is to recognise that context is important and inevitably influences how a programme is run (Pawson, 2013). Rather than shy away from the complexity of the

social world and consequently the social programmes within them, carrying out a realist evaluation offers research evaluators the opportunity to embrace and capture it (Pawson, 2013).

In “Realist Social Theory: The Morphogenetic Approach”, Archer (1995) describes the nature of how societies can change or remain the same. De Souza (2013), who bases her work on Archer’s theories, explains that because realist understanding of reality is that it is stratified (Clark, 2015), within a critical realist view it is possible to suggest mechanisms are existing within the context level (Collier, 1994; De Souza, 2013), which *pre-exist* the implementation of a programme, and tend to reproduce certain outcomes in society (De Souza, 2013:146). In her article “Elaborating the Context-Mechanism-Outcome configuration (CMOc) in realist evaluation: A critical realist perspective”, De Souza invites researchers to explore the contexts of social programmes as a *preliminary* step to evaluating the programme itself. She proposes “*social contexts are relatively enduring and are what social programmes aim to transform (rather than reproduce) by activating various structural, cultural, agential and relational mechanisms to produce various outcomes*” (De Souza, 2013:142). In conducting realist evaluation, researchers begin with the notion an action (such as a programme like the HHPP) takes place in a context which existed prior to itself and researchers using realist principles state the importance of exploring this context as part of evaluation (Pawson & Tilley, 1997).

Where this research study slightly diverts itself from the traditional focus of realist evaluation (i.e. social programmes in context) is that it moves away from what it is about the programme that works, for whom and in what context (in terms of what it offers and how parents reason and respond to it), towards what it is about the context which

allows, requires or appreciates the input of a social programme and what elements of the context are modified or remain the same as a result. There appears to be a continual need for a parenting programme in the Holding Hands local context and De Souza (2013) captures this when she articulates:

“component elements pre-existing in an action context, comprising aspects of structure, culture, agency and relations are said to interact in a manner that reproduces an existing (usually problematic) social system keeping it in a state of morphostasis...social programs are often introduced as inputs into such action contexts in order to transform an existing social system. This transformation can occur through reconfiguring the component elements or activating them differently” (De Souza, 2013:152).

Context in this research study alludes to ‘society’ in its local form and spans across many layers and can refer to anything from relationships between people to societal norms, systems and standards (Pawson & Tilley, 1997; Sayer, 1992). De Souza is clear to point out that “society is a unified entity” (2013:144) however, to aid exploration and analysis, realists have divided it up into different parts, each consisting of various components. This research study follows the presentation of society as outlined by De Souza (2013) and based on the work of Bhaskar (1998) and Archer (1995, 1996). To understand the context, Society is divided into structure, culture, agency and relations (De Souza, 2013). Structure refers to resources and systems or ways of doing things; Culture refers to ideas and values held by people; Agency refers to the reasons given by people for why they have acted or responded in a particular way as opposed to another and Relations refers to the nature of society and its dynamics (De Souza, 2013). In this research study, the researcher looked at the local context of the HHPP in order to better understand its nature and what the programme sought to change or transform by its implementation; identifying what mechanisms appeared to pre-exist

within the context which meant a programme like Holding Hands was needed and therefore implemented. The elaboration of the context-mechanism-outcome configuration (CMOc) is proposed as follows (see Table 1.1) leading to the development of ‘networks of outcomes’ (Pawson & Manzano-Santaella, 2012). The researcher refers to these as ‘network patterns’ in this research study.

CONTEXT Comprises aspects of	MECHANISMS Related to the following emergent properties in an action context	OUTCOMES
STRUCTURE	Mechanisms related to roles or positions	Transformation, invariance or reproduction of that/ those aspects of structure related to roles/positions, practices, resources, processes
	Mechanisms related to practices	
	Mechanisms related to resources	
	Mechanisms related to processes	
CULTURE	Mechanisms related to ideas or propositional formulations about structure	Transformation, invariance or reproduction of that/ those aspects of culture related to propositional formulations about structure, culture, agency, relations
	Mechanisms related to ideas or propositional formulations about culture	
	Mechanisms related to ideas or propositional formulations about agency	
	Mechanisms related to ideas or propositional formulations about relations	
AGENCY	Mechanisms related to beliefs and reasons for action/non-action	Transformation, invariance or reproduction of that aspect of agency related to beliefs and reasons
RELATIONS	Mechanisms related to duties/ responsibilities	Transformation, invariance or reproduction of that/ those aspects of relations related to duties/ responsibilities, rights, power
	Mechanisms related to rights	
	Mechanisms related to power	

🌐 Table 1.1 presents the proposed elaboration of the CMOc (pre-existing in an action context) (De Souza, 2013:149)

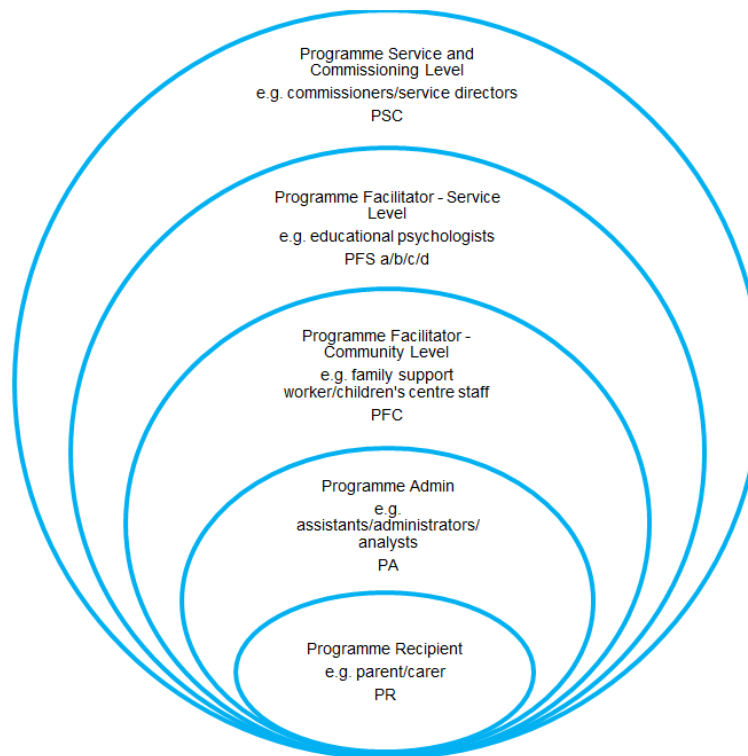
2.7 Data collection

The processes in this study included a review of literature around parenting programmes in order to inform the researcher's thinking and understanding of this body of research and its knowledge and concerns. Particular attention was paid to information and themes which were associated with various aspects of the social context, as outlined earlier in this chapter. Face-to-face semi-structured interviews were carried out with various stakeholders in the HHPP; this included individuals at decision-making, development, delivery and participation levels of the programme, allowing questions to be asked of a wide range of system levels. Data analysis followed a thematic approach and incorporated processes of retroduction as common with theory-driven forms of research. In realist evaluation there are three ways of approaching theory-driven research; the first involves entering the evaluation with a developed hypothesis which means data will be gathered in order to test it. The second allows hypotheses to be constructed within the early stages of an evaluation, to be tested in later phases. The third, which this research study rests on, makes hypotheses the end result of an evaluation, the results of which may form the guiding hypotheses for future research as in the first approach (Westhorpe, 2014).

2.7.1 Participants

Different stakeholders are able to provide different insight into the functioning of a social programme and its context, therefore, evaluations should consider who is able to best answer *what* and *why* (Pawson & Tilley, 1997). Pawson and Tilley suggest those receiving input from a programme, such as the parents participating in the HHPP in the case of this research study, are better placed to reveal mechanisms of a social programme and the nature of how what the programme offered them affected their

thinking and behaviour (1997). They also demonstrate programme facilitators, such as the educational psychologists and family support workers delivering and developing the HHPP, are key sources when enquiring about contexts and outcomes. Furthermore, the perspectives of those at the commissioning level involved in service delivery are valuable and could potentially offer insight into the changing and future of the context (Pawson & Tilley, 1997). The initial research participant group for this study were the parents who had received support from the parenting programme. However, as the interest in this research study moved towards the local context, the researcher sought to recruit participants who represented as many levels of stakeholders as possible, including parents, professionals working in the educational psychology service and paraprofessionals working in children's centres (see Figure. 6.1). The final participant pool for this study consisted of 8 individuals from various system levels: 1 who held responsibility at the programme service and commissioning (policy) level; 1 facilitator significantly involved in programme development, 4 who facilitated the delivery of the programme (including 2 who had input into programme development), 1 whose role consisted of measuring and reporting outcomes and 1 programme recipient. The programme recipient in this study attended the workshop version of the programme. Participants were given a code which corresponded with their position in the system.



🌐 Fig. 6.1 illustrates participants' position within the Holding Hands system in relation to each other

Participants were contacted using written correspondence which included detailed information about the role of the researcher, nature of the research study and why they were being invited to participate. Participants were informed of their right to decline to participate or withdraw from participation as well as explicitly informed of the possibility that, due to the nature of the study focusing on a local programme, their views may be identified by those close to the programme although every care would be taken to protect identities.

The participant sample was small, but effective, providing a rich source of data in line with principles of realist evaluation because it contained individuals from a variety of levels, allowing the researcher to gain a broad contextual perspective. Morrow (2005) states the number of transcripts used in qualitative research varies from three and five

to hundreds depending on the study. This sample size was deemed appropriate for the nature of this study, which was a small-scale study based on principles of realist evaluation (Pawson & Tilley, 1997; Robson, 2000) and it was felt sufficient to be able to address the research questions. In recruiting, the researcher found it difficult to obtain parents as participants even though many had been involved in the immediate, recent and distant past. This may have reflected the value of the short-term nature of the Holding Hands Parenting Programme which does not require parents' resources or commitment for an extended period of time. Programme facilitators were very willing to participate and this could have been due to their interest in supporting the running and further development of the programme. The researcher was aware the participant sample consisted of individuals who were willing to participate and therefore it is possible those who demonstrated this willingness had a particular type of relationship with the programme which led them to make this decision. For this reason, the researcher needed to be cautious when analysing and drawing conclusions. This issue is likely to be a common concern with research and, time-permitting, the researcher could have explored the reasons behind decisions to participate. Conversely, due to the nature of realist evaluation and its principles of theory building and refining, this type of sample make-up is both acceptable and valuable to address the research questions.

2.7.2 Interview methods (data collection)

Interviews often form part of qualitative research as they provide a way of learning about life and the world from individual perspectives and are thought to be key to gaining insight about the social world (Kvale, 1996). Kvale (1996) writes extensively on the nature of interviewing in qualitative research and sums an interview up as an "*interview*" (1996:2); an exchange between an interviewer and interviewee about something

they both have an interest, experience or expertise in (Kvale, 1996). Robson (2000) comments small-scale evaluations (and studies like the present one) frequently include interviewing in their methods and this was considered to be both a suitable and manageable form of data collection for the present research study. Alternative methods which were considered but discarded included questionnaires, which are commonly used in evaluation research, and focus group interviews. The researcher decided against using questionnaires because value was placed on being able to enter into a dialogue with participants in order to draw out as much information as possible and it was felt a questionnaire may provide too rigid a structure. This supposed rigid structure could have been overcome by the questionnaire being used as the basis for a discussion or subsequent interview and in the end, the decision was made based on the study design keeping within research timescales. Focus group interviews were decided against as the researcher felt this method may be better suited if looking for socially-influenced and constructed views and the researcher wanted to elicit the views of a range of individuals. However, it is also recognised it is not possible to determine definitively how an individual really constructs the ideas or interpretations of the experiences they present and consideration must be given to this. Critical realist thought lends itself to support managing information in this way as it postulates one is always moving closer to truth although can never acquire ultimate knowledge.

Semi-structured interviews were deemed to be the most suitable form of interviewing for this research study because of the combination of structure and flexibility they allowed the researcher to work with. Being an exploratory study based on evaluation principles with a particular focus, the researcher already had an idea of areas they wanted to cover and felt *unstructured* interviews would not guarantee the topics of interest were explored or implicit hypotheses were tested and *structured* interviews would not leave

sufficient room for exploration or where the researcher wanted to build on a particular concept of interest. Interviews were carried out with all 8 participants. The researcher was able to adapt language and focus as the interviews progressed (Robson, 2000). It was felt structured interviews would not allow exploration of the depth of information which comes from the interaction and conversation between the interviewer and interviewee. It was also felt that informal (more unstructured) interviews may not allow the researcher to obtain specific knowledge this study sought to. Interviews were carried out over a period of five months.

Interview questions were created to take into account stakeholders' relationships with the Holding Hands Parenting Programme and what they may have been exposed to (Dalkin, Greenhalgh, Jones, Cunningham & Lhussier, 2015). All interviews began with a question about the participants' thoughts on the effectiveness of parenting programmes and all were asked to outline their experience and relationship with the programme. Questions were then asked about the local context, facilitators and barriers to accessing parenting programmes. The questions of the latter interviews were occasionally informed by thoughts arising from former ones (see Table 2.2), in addition to core questions asked (see Table 2.1). During the interviewing processes, the researcher needed to be aware of how questions were asked, the dynamics between themselves and the interviewee and passing comments which provided particular insight (Kvale, 1996). Responder biases were also considered throughout the interviews and the researcher needed to reassure interviewees of their anonymity within the study during two of the interviews. Interview questions (see appendix 5.1) were developed from the research study questions and took into consideration who was being asked and how they were positioned within the Holding Hands system. As aforementioned, Pawson and

Tilley (1997) note different stakeholders will hold information about, and experiences of, the same local context and it was the researcher's aim to tap into this using a professional judgement about who may be best placed to answer particular questions. The researcher also recognised that such judgements were made and, in another study or evaluation, decisions may have varied. Robson (2000) points out the impossibility of obtaining *all* knowledge in a small-scale evaluation and this was borne in mind throughout this study.

<u>Examples of Questions</u>	Level at which asked	Logic
What do you think parents would find useful in parenting programmes?	Programme recipient	Introductory and probing at programme mechanisms and possibly local context
What do parents want from parenting programmes?	Programme recipient	Probing at programme mechanisms and possibly local context
What wouldn't work for the parents you know?	Programme recipient	Probing at context – structure, agency
Do you think a shortened version of the programme would work for you?	Programme recipient	Probing at context – structure, agency
Do you think having an educational psychologist deliver the programme makes a difference?	All participants	Probing at context – relations, agency
Why do you think the Holding Hands Universal Model didn't continue?	Programme facilitators Programme developers	Probing at context – agency
Why do you think the programme keeps evolving and being developed?	Programme facilitators Programme developers Programme	Probing at context - structure

	commissioners	
What are some of the barriers to access?	All participants	Probing at context – structure, agency

🌟 Table 2.1 presents examples of questions which were created prior to interviewing

<u>Examples of Questions arising</u>	Level at which asked	Logic
Were you involved in the planning and discussions around developing the programme/ expand?	Programme facilitator	Probing at context – structure and relations
I understand parents didn't want to fill in lots of paperwork, was that your experience too?	Programme facilitators	Probing at programme theory and context
Tell me a bit more about parenting being 'bigger on the agenda'?	Programme facilitators Programme evaluators	Probing at context – culture and structure
What do you think is influencing the thinking around parenting programmes at the moment – local and national context question?	Programme facilitators	Probing at context - culture
Describe the dynamics between those delivering the programme and those receiving it	Programme facilitators Programme developers Programme commissioners	Probing at context – relations
How does Holding Hands meet the local need?	Programme commissioners	Probing at context
Do you think programmes just building their evidence base are at risk of being cut?	Programme commissioners	Probing at context
Is there anything impacting the * local context; its parents and the area of parenting?	Programme commissioners	Probing at context

🌟 Table 2.2 presents examples of questions which arose during interviewing

Interviewees were given a choice of location for the interviews to take place. This was in order to make the interviewee feel as comfortable as possible, in an environment in which they felt more at ease to talk. The locations varied between the interviewee's home or office and the interviewer's office. All interviews began with a recap of the purpose and nature of the research study and the processes of data recording and protection of data were discussed. Interviewees were given the opportunity to ask any clarifying questions before signing information and consent forms (see appendices 4.1; 4.2; 4.3). Clarifying questions included practicalities such as asking if interviews would be videotaped or just audiotaped. The researcher used an interview schedule during the interviews and the responses of interviewees were given freedom as well as being guided towards other questions. Following the interviews, interviewees were asked if they felt there was any content they wished not to be used as part of the research, all said no.

Interviews were recorded using a Dictaphone so that answers could be revisited and quoted word for word during analysis stages. This was explained and all interviewees were happy with this. Interview lengths ranged from 20 – 30minutes and recording allowed the researcher to focus on the interviewee and the interaction. Kvale (1996), however, argues audiotaping does not allow the researcher the opportunity to reflect on the non-verbal language (e.g. facial expressions) in interviews and the insight this can offer. The researcher deemed this level of recording and subsequent analysis was beyond the scope and resources of this research study but could be considered in future studies. During interviews, the researcher noted down additional thoughts or interesting comments which were developed at a later time in the interview. All interviews were transcribed verbatim and in full rather than the researcher selecting portions which were felt to be more useful.

2.7.3 Data analysis

Thematic analysis was chosen to analyse and make sense of the qualitative data gathered from the interviews carried out within this research study because of the flexibility it allows when approaching and handling data. It also is not bound to a particular framework or view of the world (Braun and Clarke, 2006). Braun and Clarke, do, however, argue the importance of the researcher disclosing their own ontological and epistemological positions as these will undoubtedly influence what is interpreted and discussed.

Braun and Clarke (2006) describe two ways of approaching data; to look at the whole data set and produce a rich but less complex overview or to investigate particular themes in greater depth and detail. Data can also be explored at what they term the semantic (surface) level or at the underlying latent level which requires interpretation and assumption (Braun and Clarke, 2006). Braun and Clarke (2006) helpfully outline a 6-stage approach to thematic analysis which serves to support this process to be as transparent and systematic as such analyses can be. Their stages involve becoming accustomed to and familiar with the data, initial coding of interesting ideas or components, creating themes by grouping codes, checking back of themes and production of findings (Braun and Clarke, 2006). Critical realist research (such as realist evaluation) is often theory-driven as mentioned before. In theory-driven research, a key process is Retroduction. According to Sayer (1992) retroduction is *“a mode of inference in which events are explained by postulating (and identifying) mechanisms which are capable of producing them”* (Sayer 1992:107). This is a process which means mechanisms, which are not concrete and therefore observable directly, can be *“theoretically constructed and modelled,”* (Rees and Gatenby, 2014:138). Crinson (2001) proposes a process of analysis involving retroduction (see Figure 7.1) which, like

Braun and Clarke's processes begins with the research analyst becoming familiar with the data, coding areas of interest. Following this, themes are "*analytically induced through an interpretative understanding*" (2001:10), theories from previous study are then applied in a theory stage with the process culminating in retrodution which involves explanation and development of generative mechanisms (Crinson, 2001: 10-11). For this research study, the researcher followed Crinson's (2001) process and allowed this to be informed by the Braun and Clarke (2006) process.

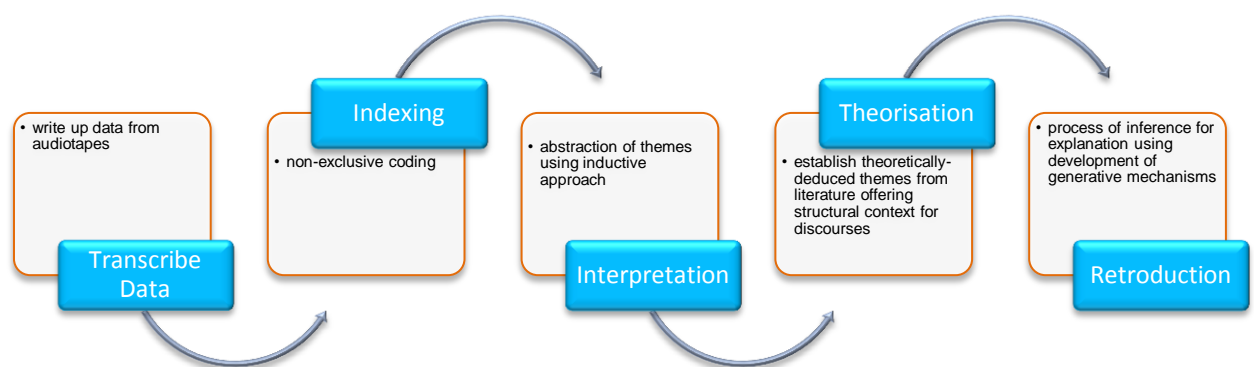


Fig. 7.1 illustrates Crinson's realist analytical schema (2001)

Data was transcribed and uploaded into Max QDA, an analysis support tool (see appendix 7.1). The researcher began by reading and re-reading the interviews in order to become familiar with their content. Following this, sections of data which were of particular interest were highlighted; these included words and sentences. Highlighted segments were then given a code to identify them. Codes were grouped into themes which fell into the 4 aspects of society (local context) which was being studied (structure, culture, agency and relations); this was done in order to keep analysis close to the research questions being asked of the data, specifically about the Holding Hands

local social context (see appendix 8.1). Themes from the literature review were then applied to the analysis in a “theoretical-deductive” approach (Crinson, 2001:11). To finalise the analysis process generative mechanisms were inferred and interpreted through retroduction.

2.8 Issues with qualitative research

In order to enhance the quality and care within this research study, reliability and validity issues were addressed as well as certain ethical concerns. An evaluative tool for qualitative research studies (Long, Godfrey, Randall, Brettle & Grant, 2002) was also applied to assist evaluation of the overall processes and presentation of this study. These issues and considerations are further explored in the Discussion chapter (this thesis).

2.8.1 Reliability and validity in realism research

Healy and Perry (2000) present a method of comprehensively judging the reliability and validity of realist research which was adopted in assessing those qualities of this research study. They suggest *“because a paradigm is a world view, spanning ontology, epistemology and methodology, the quality of scientific research done within a paradigm has to be judged by its own paradigm’s terms,”* (Healy & Perry, 2000:120-121). Healy and Perry (2000) propose 6 criteria: (i) ontological appropriateness; (ii) contingent validity; (iii) epistemology – multiple perceptions of participants and of peer researchers; (iv) methodological trustworthiness; (v) analytical generalisation and (vi) construct validity.

Ontological appropriateness

Judging the Ontological Appropriateness of a research study looks at the extent to which it seeks out to investigate the world through a realist lens (Healy & Perry, 2000). This research study was focused on the local context in which the Holding Hands Parenting Programme (HHPP) was embedded and functioning, in terms of roles, reasoning and relationships for example. It explored a “*complex social phenomena outside people’s minds*” (Healy & Perry, 2000:125) using the perspectives of individuals in order to create a picture of the nature of the local context.

Contingent validity

When dealing with the open systems of the social world (as mentioned before), it is recognised that “*causal impacts are not fixed but are contingent upon their environment,*” (Healy & Perry, 2000:123) and therefore Contingent Validity is sought, which refers to the validity of associative or hypothesised causal factors and the different contexts within which they may be activated (such as mechanisms in context in realist evaluation). The researcher sought to establish network patterns of mechanisms which offered explanation (as theory still requiring refinement) of the different contingent contexts.

Epistemology – multiple perceptions

The perceptions of multiple participants and peer researchers provide the researcher with information which can be triangulated in order to draw the researcher closer to knowledge of reality. Healy and Perry (2000) reiterate the importance of this criterion as it reflects the realist view of the world and knowledge of it in which “*realism relies on multiple perceptions about a single reality,*” (2000:123). This research study used a

number of different participants which spanned the social structural system around the HHPP.

Methodological trustworthiness

Methodological Trustworthiness is similar to the general idea of 'trustworthiness' in qualitative research (Guba, 1981) as a concept seeking to determine the reliability and validity of research through looking at "credibility, transferability, dependability and confirmability," (Morse et al., 2002:14). It follows the premise that good quality realist research should be transparent e.g. through providing an audit trail and allowing conclusions to be reliably demonstrated as being drawn from data. The researcher provided details of all procedures undertaken within this study, for example information about the interview and data analysis processes. Findings are presented in detail and direct quotations are embedded in the text in order to strengthen the discussion.

Analytical generalisation

Analytical Generalisation (which was taken from Yin, 1994 for Healy and Perry's criteria, 2000) refers to realist research being "*primarily theory-building, rather than the testing of the applicability of a theory to a population,*" (Healy & Perry, 2000:123). Realist evaluation advocates the hypothesising, building (and testing at the right time) of theory in an ongoing refinement process and this is in order to continuously move knowledge closer to truth. The primary aim of this research was to present greater understanding of the Holding Hands local context and one of results is to be able to form testable theories for exploration in later research.

Construct validity

Construct Validity in the final stage refers to *“how well information about the constructs in the theory being built are measured in the research”* (Healy & Perry, 2000:124). The themes drawn from the data in this study were further analysed in a theoretically-deductive approach in order to strengthen the concepts. The previously-mentioned triangulation also supported this. Morse et al. refer to verification processes to be used throughout a research study which entails *“checking, confirming, making sure and being certain,”* (2002:17) and encourage researchers to *“move back and forward between design and implementation,”* (2002; 17). Realist evaluation is built upon and encourages these processes and as evaluations develop, the testing and refinement of theories is necessary. The researcher used clarifying questions and statements which summarised interviewees’ comments in order to check understanding of participants’ views had been gained.

2.9 Ethical considerations

When undertaking any research study, awareness of the ethical issues arising should be paramount. The British Psychological Society (BPS)’s Code of Human Research Ethics (2010) presents a set of standards which should be upheld by psychologists carrying out research with people, in terms of the researcher’s own behaviour and their interactions with participants. Within this study, issues which were borne in mind were informed consent, deception, power imbalances, withdrawal, anonymity and confidentiality and data protection. This research study gained official ethical approval from the Tavistock and Portman Trust Research Ethics Committee (TREC) prior to being carried out (see appendices 1.1; 1.2; 1.3). The researcher also received continuous supervision throughout the research process from a chartered educational

psychologist with research responsibilities on the doctoral training programme as well as a series of group sessions led by additional members of the Tavistock research team.

Informed consent and Deception

Participants were invited to participate in the research study by being given a sufficient outline of the nature of the research through an information sheet (see appendices 3.1; 3.2; 3.3) which included details of what their participation would entail and how their input would be used. As advised in relevant guidance, the information sheets contained aims of the present research study, how data would be collected, measures in place to ensure participants would be protected, the commitment required of participants and their rights (BPS Code of Human Research Ethics, 2010). Written consent was obtained from all participants as well as initial consent given by the Educational Psychology Service to carry out research under their name and with the HHPP. The written consent indicated participants had read and understood the information given and their decision regarding participation, as well as acknowledgement of their rights to withdraw from the study without need for explanation. No element of the nature of the research or requirements of participants was withheld from participants so that the research study could remove the issue of deception and uphold transparency.

Power balances

The researcher was an educational psychologist in training as well as being on a work placement within the service delivering the HHPP. The researcher maintained awareness about different perceptions participants may have had of the role or agenda of the researcher. In order to maintain transparency, participants were made aware, in

both pre-participation written correspondences, as well as through face-to-face discussion, of the parameters of the researcher's role within this study. In addition to this, the researcher's affiliation with the Educational Psychology Service and the HHPP was made explicit. Participants were informed they were under no obligation to participate within the research study and any involvement was made by choice.

Withdrawal

With the understanding “[participants] should be able, during the data gathering phase, freely to withdraw or modify their consent and to ask for the destruction of all or part of the data that they have contributed,” (BPS Code of Human Research Ethics, 2010:15), participants in this research study were made aware, both before and after participating in the research, of their entitlement to withdraw from the study. As mentioned previously, participants were asked following interviews whether they were still happy for their data to be used or if there were any comments they wished not to be reported. All participants were happy to continue as planned.

Anonymity and confidentiality

The BPS Code of Human Research Ethics (2010) states:

Participants in psychological research have a right to expect that information they provide will be treated confidentially and, if published, will not be identifiable as theirs. In the event that confidentiality and/or anonymity cannot be guaranteed, the participant must be warned of this in advance of agreeing to participate,” (2010:22)

The researcher endeavoured to keep all information given anonymous and confidential to the highest degree possible. Participants were identified and referenced by a code

descriptor which associated them with their position in the Holding Hands system, with names and genders removed. Role descriptors were only partially removed so that the researcher could indicate the types of roles associated with participants' positions or levels. In addition to this, due to the participant sample being small and relatively specialist (linked to a specific parenting programme and locality), participants were made aware that some of the information included in this research thesis may lead them to be identifiable as the source by those who were closely associated with the programme. All participants accepted this caution and continued to consent to participation within this study and every effort was made to maintain a high level of anonymity.

Data protection

Data gathered was anonymised from the outset and identifiable only by numerical code. These codes were later changed to better represent the position in the Holding Hands system the participant held. Data was only handled and reviewed by the researcher and discussed with a named research supervisor. Data was transcribed from audio format to text by a private transcription service and a full confidentiality agreement was obtained prior to service.

Chapter Three

Literature Review

3.1 Introduction

This literature review forms a crucial part of the research carried out on the Holding Hands Parenting Programme.

3.1.1 Overview of literature review

The review has been presented in interlinked sections. The first section consists of a systematic search of literature which established a collection of studies on parenting programmes which then informed this research study. The studies were then reviewed with the aim of identifying structural and thematic components and content. Following this, the review focus broadened as the social contexts within which parenting programmes take place was explored by the researcher. As mentioned in the previous chapter, as the research negotiations of this study progressed, the importance of the context within this research became even more apparent. It therefore followed that studies which included reference to aspects of the parenting context were of certain relevance. Particular interest was given to the literature on perspectives, views, engagement and experiences of parents, and a focus on the social and political contexts revealed through them. In order to explore the context in depth, it was divided into areas of Structure, Culture, Relations and Agency (De Souza, 2013; Archer, 1995). The findings from the literature review were drawn upon during the later stages of this research study in which a retroductive approach to data analysis was adopted.

3.1.2 Literature review question

This literature review addressed the following question:

1. How does the current literature guide the selection of effective parenting programmes and assist the present study of the social context in which the parenting programme was delivered?

3.2 Review methods

3.2.1 Search strategies

This review followed systematic procedures; both digitally-facilitated and manually-applied inclusion and exclusion criteria were applied to database searches and sourced literature. Electronic searches were carried out using the following databases: PsychINFO and Psychology and Behavioural Sciences Collection for their focus on psychology and associated developments; MEDLINE and CINAHL for their content on healthcare and ERIC for its focus on journals in the area of Education. The researcher judged looking at the areas of Psychology, Health and Education were appropriate for the topic and nature of study.

Search terms used for this literature review were derived from a review of key and common terms found in papers previously used to inform the topic of this research (namely those used in the initial research proposal). These included terms such as parent(ing), program(me), effective, group, support, participation, engagement, intervention, train(ing), behavior/our, conduct, education, evaluation (see Table 3.1).

3.2.2 Inclusion criteria

The inclusion criteria included the research study being a parenting programme, with a qualitative element, carried out in Great Britain or a country within Europe between the 1st January 2005 and the 31st December 2015 (thus covering the past ten years of research in the area of parenting support) and published in the English language. Exclusion criteria included research studies which were solely quantitative in data collection and representation (criterion screened for manually). This decision was made due to the nature of exploration this study adopted, which focused less on what the outcomes were and more on the processes, reasoning and rules associated with such findings. It also excluded papers which focused only on a particular participant group (criterion screened for manually). A professional judgment was made which assumed programmes targeting specific populations may be less relevant to the current study due to it exploring the context of a programme with a more universal approach. Studies which were carried out outside the UK and wider European continent or published in a language other than English were also excluded.

Search terms and their application to electronic database searches					
	Search A		Search B	Search C	Search D
Justification of search term used	Search terms to indicate overarching field	Search terms to indicate the study is about programmes	Search terms to narrow down context	Search terms to allow the study to explore context, mechanisms and outcomes	Reference made to
Search term used	Parent*	Program* Support Intervention Train* Education	Child* Behavio/ur	Evaluation Outcome Effective*	Perspectives Views Engagement Experience
How terms were applied	Parent* Program* or Parent* Support or Parent* Intervention or Parent* Train* or Parent* Education		Child* Behavior or Child* Behaviour	Evaluat* or Outcome or Effective	
Procedure	<i>Terms entered into electronic database search</i>		<i>Terms entered into electronic database and results applied to results from search A using AND</i>	<i>Terms entered into electronic database and results applied to results from search B using AND</i>	<i>Terms applied in a manual review of abstracts derived from results from search C</i>

🌐 Table 3.1 presents search terms and the search strategy

3.2.3 Search results

Searches took place in January and February 2016. A total of 146 records were identified from a combined search using PsychINFO and the Psychology and Behavioural Sciences Collection, 104 from a combined search using CINAHL and

MEDLINE and 190 from ERIC. This brought the total number of records sourced electronically to 440 (see Table 3.2).

Retrieval of studies using electronic database searches			
Database	Search A	Search B	Search C
<i>PsychINFO /Psychology and Behavioural Sciences Collection</i>	1,828	275	146 (minus duplications automatically removed)
MEDLINE/ CINAHL	1,150 (minus duplications automatically removed)	155	104
ERIC	2,080	250	190
TOTAL studies retrieved from electronic searches			440

🌐 Table 3.2 presents the number of studies obtained through searches

Following electronic searches, the abstracts of the 440 studies were screened manually (see Table 3.3). Studies needed to make reference to perspectives, views, engagement or experiences of participants in order to be considered for further review or critique. This was because the initial purpose of the review was to extrapolate theories from the literature about specific mechanisms (unobservable but inferable causal factors) and contexts associated with outcomes. In this phase, studies were excluded if they were duplicates, not deemed relevant, were out of the UK or Europe (despite applied search terms), or if they focussed on a specific population of people or area of difficulty. Studies remaining underwent a full-text review. During this stage, the focus of the review was refined to look more explicitly at *Context* in addition to parenting programmes in general.

Reason for Exclusion	Number of studies
Study focused on specific group e.g. Children with Autism or ADHD, Foster carers and Adoptive parents, Children of parents who were substance abusers, cases of Malnutrition	118
Duplications not eliminated through digital searches	52
Studies carried out outside the UK/Europe which were not eliminated through digital searches	49
Studies deemed not relevant to research questions e.g. those offering purely quantitative data on the outcomes of programmes, focus on specific problematic situations/behaviours (e.g. bedtimes, feeding), focus on developing expression of emotions or language interventions, reviews, meta-analyses, focus on finances or school attendance/behaviour, focus on looking at specific methods (e.g. videotaping), not deemed to have specific or sufficient relevance through reference or inference to <i>context</i> for the purpose of this study	186
TOTAL studies removed via manual screening	405
TOTAL studies remaining	35

🌐 Table 3.3 presents the total number of studies selected and manually screened for this research study.

A total of 35 studies were judged useful for this research.

3.3 Parenting programmes in literature

The study of parenting and various forms of parenting support is a large and ever-increasing focus in child, family, education, health and social literature and research (Moran, Ghate & van der Merwe, 2004).

3.3.1 Research aims of selected papers

The papers selected to inform this research study had a multiplicity of aims and purposes, the most commonly found aim (12 papers) being to evaluate or comment on the effectiveness of parenting programmes (Asscher et al., 2008; Barlow et al., 2005; Bateson et al., 2008; Dretzke et al., 2009; Gardner et al., 2006; Graf et al., 2014; Kilroy et al., 2011; Lucas, 2011; Rait, 2012; Reedtz et al., 2011; Roberts, 2012; Sanders and Roach, 2007). In 4 papers the authors set out to discuss costs and cost-effectiveness of parenting programmes (Charles et al., 2010; Dretzke et al., 2005; Puckering, 2009; Stevens, 2014).

8 papers had the aim of exploring parents' views, perceptions and experiences about their role as a parent, the needs they felt they had, opinions held about parenting programmes and reasons why they did/would or did not/would not participate in this type of support (Barlow and Stewart-Brown, 2001; Johnson and Wilson, 2012; Kane et al., 2007; Koerting et al., 2013; Miller and Sambell, 2003; Patterson et al., 2004; Rahmqvist et al., 2014; Whittaker and Cowley, 2012).

In some studies, the researchers and authors sought to explore specific mechanisms of change within parenting programmes (Eames et al., 2009; Gardner et al., 2010; Vella et al., 2015) or the longer term effects which could be linked to participation on programmes (Furlong and McGilloway, 2014; Zeedyk et al., 2008). The relationships intertwining parenting programmes between social contexts, facilitators, parents and children was discussed in an attempt to unearth systemic power dynamics and imbalances (Cottam and Espie, 2014) and the effect parenting programmes may have

on everyday lives outside an intervention setting was investigated (Mockford and Barlow, 2004).

3.3.2 Sampling and participants within selected papers

Participant samples consisted mainly of parents, some programme facilitators (Eames et al., 2009) and also analysis of literature which allowed researchers to explore the narratives of children alongside parents and professionals (Cottam & Espie, 2014).

The participant sample numbers in papers in which researchers and authors were interested in evaluating or commenting on the effectiveness of parenting programmes ranged between 29 parents (Kilroy et al., 2011) and the parents of 189 children being sampled (Reedtz et al., 2011). In 4 papers the researchers used control groups to contrast scores and findings between parents participating in programmes and those not (Asscher et al., 2008; Gardner et al., 2006; Graf et al., 2014; Sanders and Roach, 2007). 3 papers detailed systematic reviews and discussions of findings rather than primary research (Barlow et al., 2005; Dretzke et al., 2009; Lucas, 2011).

Papers containing discussions about costs and cost-effectiveness of parenting programmes did not report work with participants but were in-depth reviews and considerations of the current evident base (Charles et al., 2010; Dretzke et al., 2005; Puckering, 2009; Stevens, 2014).

The participants in studies exploring the views and perspectives of parents spanned from as little as 10 parents (Rahmqvist et al., 2014) to 236 parents (Johnson and Wilson, 2012), those investigating mechanisms of change from 10 (Vella et al., 2015) to

104 (Gardner et al., 2010) and those looking at longer term effects consisted of 20 parents (Furlong and McGilloway, 2014; Zeedyk et al., 2008). 4 papers were reviews or discussion papers (Barlow and Stewart-Brown, 2001; Kane et al., 2007; Whittaker and Cowley, 2012) with one paper indicating the review shared the findings from 353 parents gathered from a range of secondary sources (Koerting, 2003).

Samples were frequently reported as being predominantly female (Asscher et al., 2008; Barlow and Stewart-Brown, 2001; Bateson et al., 2008; Eames et al., 2009; Patterson et al., 2004; Roberts, 2012; Zeedyk et al., 2008). 1 paper reported an almost equal split between mothers and fathers (Mockford and Barlow, 2004) where the topic of study was the effect of parenting programmes on everyday life. This suggests the possibility that the voice and opinions of fathers and their parenting experiences is significantly lacking in research on parenting which takes a more general approach (i.e. is not specifically targeting fathers). Other researchers have recognised this and ongoing attempts are being made to address this issue (e.g. Lloyd, N., O'Brien, M. & Lewis, C., (2003) and Saunders et al., (2010)).

Participants were recruited through a variety of ways including: signing up voluntarily (Rahmqvist et al., 2014, Reedtz et al., 2011), being invited as a result of scoring highly on a screening measure (Patterson et al., 2004), being invited generally by the researchers or programme facilitators (Roberts, 2012; Vella et al., 2015; Zeedyk et al., 2008), participating as part of their intervention (Graf et al., 2014) and purposive sampling based on demographic variables (Furlong and McGilloway, 2014). In the review of literature, implications of participant recruitment within research studies were not made explicit, nor was the relationship between parents' referral routes into

parenting programmes (e.g. voluntary or part of a court order, for example) and their subsequent willingness or resistance to take part in follow-up research. These differences may have influenced the studies, the results gathered and conclusions made.

3.3.3 Design of study within selected papers

The papers selected to inform this research study used a variety of designs. 8 papers used purely a qualitative methodology (Barlow and Stewart-Brown, 2001; Furlong and McGilloway, 2014; Miller and Sambell, 2003; Mockford and Barlow, 2004; Patterson et al., 2004; Rahmqvist et al., 2014; Vella et al., 2015; Zeedyk et al., 2008), 3 papers used a quantitative methodology through standardised self-report measures (Asscher et al., 2008; Eames et al., 2009; Kilroy et al., 2011), a further 3 papers detailed randomised control trials (Gardner et al., 2006; Gardner et al., 2010; Reedtz et al., 2011), 6 papers demonstrated a mixed methods approach (Bateson et al., 2008; Graf et al., 2014; Johnson and Wilson, 2012; Rait, 2012; Roberts, 2012; Sanders and Roach, 2007) and the remaining 10 papers were systematic reviews of literature, discussion papers or articles (Barlow et al., 2005; Charles et al., 2010; Cottam and Espie, 2014; Dretzke et al., 2005; Dretzke et al., 2009; Kane et al., 2007; Koerting et al., 2013; Lucas, 2011; Stevens, 2014; Whittaker and Cowley, 2012). As demonstrated, when evaluating parenting programmes there are a number of different designs researchers have employed. The role of study design is particularly relevant to producing data of different quality on the efficacy of programmes as various designs are regarded as being better able to determine this than others (Akobeng, 2005). It is generally accepted that studies using randomised controlled trials (RCTs) or systematic reviews of RCTs provide the best form of evidence and the standard accepted to make claims on programme

effectiveness due to their ability to reduce biases and control and manipulate variables. However, in areas of parenting where the nature of support traverses behavioural, social, emotional and cultural domains, many other methods of research have been used. In the *Technique is Not Enough* paper (Davis, McDonald & Axford, 2012), foreword writer Naomi Eisenstadt clearly depicts the two lines of thought which the paper seeks to bring together; one claiming RCTs as the only successful way of determining programme effectiveness and the other suggesting effectiveness lies in programme facilitators and parents co-developing programmes which are flexible and adaptable to local contexts. The Critical Appraisal Skills Programme (CASP, 2014) was initially used in order to guide thinking and assess the quality of papers of different designs, however, as the focus of this study evolved to explicitly explore the local context, it was felt all literature selected was able to contribute equally and shed light on the nature of the social contexts in which parenting programmes function.

3.3.4 Data within selected papers

Data collection was carried out at different time points for each paper. These included collection post-intervention only (Furlong and McGilloway, 2014; Rahmqvist et al., 2014; Vella et al., 2015) both pre and post-intervention (Bateson et al., 2008; Eames et al., 2009; Graf et al., 2014; Kilroy et al., 2011; Roberts, 2012; Sanders and Roach, 2007), those which looked at longer-term effects (Barlow and Stewart-Brown, 2001; Gardner et al., 2006; Zeedyk et al., 2008) where follow-up was carried out between 10 months to a year after the intervention had taken place, and those which collected data at three time points; before, after and as a follow-up up to a year later (Rait, 2012; Reedtz et al., 2011).

Data was collected through structured and semi-structured interviews (Barlow & Stewart-Brown, 2001; Furlong & McGilloway, 2014; Miller & Sambell, 2003; Mockford & Barlow, 2004; Patterson et al., 2004; Rahmqvist et al., 2014; Zeedyk et al., 2008), observational techniques including videotaping (Asscher et al., 2008; Eames et al., 2009; Gardner et al., 2006), self-report measures such as the Eyberg Child Behaviour Inventory, Beck Depression Inventory, Parental Stress Index (Bateson et al., 2008; Gardner et al., 2010; Graf et al., 2014; Johnson & Wilson, 2012; Kilroy et al., 2011; Rait, 2012; Reedtz et al., 2011; Roberts, 2012; Sanders & Roach, 2007; Vella et al., 2015) and systematic searches (Barlow et al., 2005; Charles et al., 2010; Cottam and Espie, 2014; Dretzke et al., 2005; Dretzke et al., 2009; Kane et al., 2007; Koerting et al., 2013; Lucas, 2011; Stevens, 2014; Whittaker and Cowley, 2012).

Analysis of data included use of statistical programmes such as SPSS (Asscher et al., 2008; Gardner et al., 2006; Gardner et al., 2010; Kilroy et al., 2011; Rait, 2012; Reedtz et al., 2011; Sanders and Roach, 2007), various forms of Thematic Analysis (Koerting et al., 2013; Mockford and Barlow, 2004; Rahmqvist et al., 2014; Zeedyk et al., 2008), Content Analysis (Johnson and Wilson, 2012), Grounded Theory theory-building approaches (Barlow and Stewart-Brown, 2001; Furlong and McGilloway, 2014; Patterson et al., 2004), Interpretive Phenomenological Analysis or similar phenomenographic approaches (Miller and Sambell, 2003; Vella et al., 2015) and Foucauldian Discourse Analysis (Cottam and Espie, 2014).

The detail of information provided regarding data analysis varied between studies from those which noted the method chosen (e.g. Johnson and Wilson., 2012) to those which gave a breakdown of the steps taken, providing an audit trail e.g. Koerting et al., 2013 who detail in depth how themes were developed and coded, notifying the reader and

fellow researcher of the coding supervision by a third party and the extent to which the process and findings were discussed regularly with a research team and revisited as necessary. Data within this study was clearly presented with contradictory data described in relation to the original question.

The range of designs, methods and analyses employed within the studies represents the nature of parenting programme research, where there is a clear need for quantifiable evidence for policy development and qualitative input for future programme development tailored to parents' needs. This also creates a difficulty for research due to the demands placed by rapidly-changing contexts and potential conflicts of primary tasks. Research which combines both a consideration of outcomes and a commitment to exploring processes has a particular value in the ranks of usefulness; especially those which seek to go beneath the surface levels of scores and found themselves on aspects of generative causality.

In the next section, themes which have been identified pertaining to the nature and effectiveness of parenting programmes have been explored.

3.4 Thematic content of parenting programmes in literature

Existing literature was reviewed and key findings and themes were drawn together (see appendix 2.1) and discussed.

Parenting programmes work

Based on research and discussion, parenting programmes are commonly considered to be an important and effective factor in improving parenting experiences and reducing

behavioural problems in children both at the time of intervention and in later life (Graf et al., 2014; Kilroy et al., 2011; Reedtz et al., 2011; Whittaker and Cowley, 2012). Having been, and still being, rigorously investigated, one author states parenting programmes could be classed as “one of the flagship evidence-based interventions” (Lucas, 2011:187) as the rich body of knowledge and evidence continues to expand.

Programmes which have been considered successful have demonstrated a number of key components such as a key focus being to build social support networks around parents and offer acceptance (Kane et al., 2007; Whittaker and Cowley, 2012), to allow parents to learn and develop new and existing skills (Gardner et al., 2006; Kane et al., 2007; Lucas, 2011; Zeedyk et al., 2008) focusing on improving parent-child positive interaction (Graf et al., 2014; Patterson et al., 2004) and Graf et al., (2014) reports a fundamental aim is to challenge parents’ perceptions, enlighten their understanding and promote changes in their own behaviour.

Learning to be a parent

A fundamental element of the majority of successful programmes studied involves an element of teaching and learning. The outcome of this could be acquiring new skills or understanding (Barlow and Stewart-Brown, 2001) or learning how to apply skills more effectively (Rahmqvist et al., 2014). Learning and the sharing of knowledge was reported to take place amongst parents as well as between parents and professionals (Rahmqvist et al., 2014). In order to maximise the effectiveness of parenting programmes, it was reported that “principles” should be taught rather than “techniques” (Bateson et al., 2008:29) so that these could be easily transferable to a number of different scenarios and contexts (Miller and Sambell, 2003).

Discovery of self

In many of the studies reviewed, a theme of self-discovery emerged. Parents reported parenting programmes had offered them a place and space to stop, think, focus and reflect on their own experiences of being parented (Barlow and Stewart-Brown, 2001; Miller and Sambell, 2003). Parents described feeling valued, listened to and relaxed (Johnson and Wilson, 2012; Miller and Sambell, 2003) which in turn, led them to approach situations they faced in parenting in a calmer way (Patterson et al., 2004). Parents often commented on the parenting programme reducing or removing the sense of isolation they felt by being a parent who was struggling in this area and the associated guilt that was often linked to it (Barlow and Stewart-Brown, 2001; Kane et al., 2007; Miller and Sambell, 2003; Patterson et al., 2005; Roberts, 2012; Vella et al., 2015). As a result of these interacting developments, parents felt their feelings of competence in the parenting role improved (Asscher et al., 2008; Barlow and Stewart-Brown., 2001; Kane et al., 2007).

Valuing peer support

The value of peer support was identified in the majority of studies which included parents' views and feedback on parenting programmes and researchers suggest parents benefit from being with other parents and have a *need* to relate in this way (Barlow and Stewart-Brown, 2001; Johnson and Wilson, 2012; Rahmqvist et al., 2014). Parents reported feeling reassured and accepted by other parents who were experiencing similar challenges with parenting (Barlow and Stewart-Brown, 2001; Kane et al., 2007; Patterson et al., 2004; Vella et al., 2015). Parents valued being able to share their views and experiences, being listened to and also hearing the experiences of others (Patterson et al., 2004; Vella et al., 2015). These forums also allowed parents

to learn from each-other (Rahmqvist et al., 2014). Parents also frequently compared their own experiences to others' and this gave them an indication of how similar or dissimilar their experiences were (Vella et al., 2015).

Parent-child interaction

Literature describes positive changes taking place in the interactions between parents and children as a result of participation on parenting programmes (Johnson and Wilson, 2012). Through being given the opportunity to reflect and learn new knowledge and skills, parents reported a better understanding of their own and their children's behaviour and the dynamic relationship between both (Gardner et al., 2010; Johnson and Wilson, 2012; Miller and Sambell, 2003; Zeedyk et al., 2008). As parents' perceptions towards behaviour and attitudes about parenting changed, parents felt able to empathise with, and relate to, their children in better ways and were less likely to locate problems as being within-child, leading to noticeable changes in children's behaviour (Barlow and Stewart-Brown, 2001; Graf et al., 2014; Johnson and Wilson, 2012; Kane et al., 2007; Zeedyk et al., 2008).

Collaboration in parenting support

It has been suggested that a parenting programme's effectiveness is largely influenced by a collaborative way of supporting and interacting with parents (Barlow and Stewart-Brown., 2001; Gardner et al., 2010). Parents reported wanting to be respected and invited to participate by programme facilitators rather than directed or instructed in what to do (Kane et al., 2007; Patterson et al., 2004; Rahmqvist et al., 2014). Facilitator qualities were important to parents with them having non-judgmental, non-authoritarian, friendly and therapeutic skills, able to guide without being overbearing and adjust their

practice according to parents' needs (Bateson et al., 2008; Cottam and Espie., 2014; Koerting et al., 2013; Miller and Sambell., 2003; Patterson et al., 2004).

When parenting programmes don't work

Some research studies commented on instances where parenting programmes had been less effective. This appeared to be the case when there was a perceived mismatch between parents' own parenting philosophy and subsequent practices and that held or offered by the programme or if parents felt there was nothing new they could learn (Koerting et al., 2013; Patterson et al., 2004; Rahmqvist et al., 2014). Rahmqvist et al., (2014) also highlighted the connotations certain terms such as "support" and "problem" lend themselves to and noted the need to neutralise and de-stigmatise these with some participant groups (2014: 940).

3.5 Parenting context in literature

As the nature of this evaluation evolved, the value of the context within which parenting programmes take place became more apparent. As detailed in Chapter 2, De Souza (2013:141) makes a case for elaborating the Context-Mechanism-Outcome configuration in realist evaluation and, in the first instance, shifting the focus of the evaluation towards social context and mechanisms which pre-exist at this level. Drawing strength from Realist Social Theory (A Morphogenetic Approach) (Archer, 1995) De Souza advocates gaining a deeper understanding of social contexts is necessary *prior* to implementing or evaluating programmes. She goes on to explain that this gives researchers information about *what it is* authors of social programmes seek to transform (change) or reproduce (strengthen or repeat) (De Souza, 2013). In order to help analyse aspects of society, the terms "structure", "culture", "agency" and "relations" have been

taken from De Souza's work but she is keen to clarify "society is a unified entity" (2013:144) and these distinctions are solely to aid understanding and further thought. As aforementioned, within this study, structure refers to resources and systems or ways of doing things; Culture to ideas held by people which inform their reasoning; Agency to the reasons given by people for why they have acted or responded in a particular way as opposed to another and Relations to the nature of society (De Souza, 2013).

3.6 Thematic content of parenting context in literature

Some themes may overlap areas but have been separated for exploration purposes.

3.6.1 Thematic content related to Structure

Time and money

The appropriate duration of a parenting programme in order to maximise its potential for effectiveness has been researched in depth. The NICE guidelines suggest programmes should run for a duration of between 8-12 sessions (Bateson *et al.*, 2008; NICE guidelines, 2006) and it has been reported the initial 4-6 sessions allow parents to gain an understanding of concepts and their difficulties, to identify things they are doing differently and recognise any changes. The further 7-10 or more serve to help refine and maintain new behaviour and changes (Johnson & Wilson, 2012). Some researchers however, have sought to demonstrate that shorter or reduced-versions of programmes can be effective at the local level (Kilroy *et al.*, 2011; Rait, 2012).

Multi-agency approach

Research indicates that the largely-held opinion is parenting programmes should be embedded in a multi-agency approach with researchers calling for joined-up,

collaborative working (Gardner et al., 2006; Koerting et al., 2013; Reedtz et al., 2011; Whittaker and Cowley, 2012). It was reported in other studies that parenting programmes are, and can be, run effectively by both professionals and paraprofessionals and with minimal training required (Dretzke et al., 2009; Kilroy et al., 2011; Whittaker & Cowley, 2012). Possible side-effects of this could be an increase in costs associated with the development and running of parenting programmes, for example through the need for effective supervision (Stevens, 2014).

Location, location

Where programmes were delivered proved beneficial, and if carefully considered, could support its effectiveness. Parents reported perceiving locations holding a particular authority; some being trustworthy and some making them feel more at home and not feel threatened by the setup, all which were important factors (Patterson et al., 2004; Rahmqvist et al., 2014). How safe and supportive the environment was perceived to be was associated with the success of a programme in the long term (Furlong and McGilloway., 2014; Patterson et al., 2004).

Fidelity and flexibility

Research unearthed a debate between fidelity and flexibility and how the balance can be struck between the two. One consideration was the replicative ability of programmes and the importance of upholding programme fidelity through manualised approaches (Bateson et al., 2008; Eames et al., 2009) in order to be able to securely add to the evidence base of effective programmes. This was counterbalanced with the need to tailor programmes to meet the individual needs of local communities and individuals due to some programmes failing to address the issues at hand (Koerting et al., 2013;

Patterson et al., 2004). Researchers reported some parents had an idea about what they wanted support with and wanted to achieve through participation on a programme and stated these should be acknowledged and help shape the running of the programme (Bateson et al., 2008; Kilroy et al., 2011; Rahmqvist et al., 2014). Further still, Stevens (2014) acknowledged some parents will not be able to access parenting programmes immediately upon contact with it and may need preliminary support to prepare them for full participation.

3.6.2 Thematic content related to Culture

Parents as consumers

The idea of parents as consumers or subjects of parenting programmes was found in literature. Parents were noted to highly value programmes in which knowledge and understanding was given and gained (Johnson and Wilson, 2012; Miller and Sambell, 2003) and this was labelled as “dispensing” by Miller and Sambell (2003:36) reinforcing the consumerist idea. Patterson et al. (2004) reported parents requesting programmes to be longer to reduce the likelihood of them going back into old, and negative, patterns of behaviour. These findings also linked to Cottam and Espie’s (2014) discussion paper which reviewed the discourses found amongst a number of programme literature. They identified various discourses which positioned parents in need of help, able to learn the correct way to parent their children and at the mercy of the state who could help them. These discourses may appear to de-skill and dis-empower parents if upheld in practice.

Parents in need

Parents reported feelings of not being in control in their role as parents, uncertain about what to do, being stressed and self-critical alongside a wish to be a better parent (Graf

et al., 2014; Kane et al., 2007; Rahmqvist et al., 2014). They also commented they felt there was a lack of support for them as parents (Koerting et al., 2013; Miller and Sambell, 2003; Rahmqvist et al., 2014) which emphasises the idea of parents in need and a responsibility from others within the system to offer aid.

Pressure and responsibility

The theme of responsibility for parenting arose strongly in the reviewed literature. A number of papers detailed research, theories and statistics forging links between childhood behavioural problems and later difficulties both for the individual such as involvement in crime, underachievement and mental health difficulties (Charles et al., 2010; Dretzke et al., 2009; Gardner et al., 2006; Koerting et al., 2013; Roberts, 2012) and for society, larger costs with it estimated to be up to ten times more than an individual without such problems (Dretzke et al., 2009; Gardner et al., 2006; Kilroy et al., 2011; Koerting et al., 2013; Roberts, 2012). Research went on to associate parenting practices with child behaviour and the dynamic relationship between the two, whether positive or negative (Barlow et al., 2005; Eames et al., 2009; reported by Graf et al., 2014; Rahmqvist et al., 2014; Reedtz et al., 2011) and thus identifying the need for intervention (of which parenting programmes are recommended) to take place as early as possible to avoid the risk of it becoming more difficult to do so later on (Barlow and Stewart-Brown, 2001; Gardner et al., 2006; Kilroy et al., 2011; Koerting et al., 2013). Researchers reported that delivering effective parenting programmes, as early as possible, to those who need it is a key focus for the government and local communities (Dretzke et al., 2009; Kilroy et al., 2011) and literature contained debates about how this could be as cost-effective as possible, balancing how much should be invested now in order to save in the longer term (Eames et al., 2009; Gardner et al., 2006; Roberts,

2012; Stevens, 2014). It was suggested that childhood behaviour problems could be effectively reduced or prevented with appropriate parenting support and training leading to changes in parenting approaches and ultimately children's "life chances" (Lucas, 2011:182; Rahmqvist et al., 2014).

Ideas about what works

Some key components to be addressed in parenting programmes appeared to come through in the reviewed literature. These were in the aims, namely reducing childhood behaviour problems through developing parental skills, fostering a positive focus and promoting parent-child interaction (Eames et al., 2009; Gardner et al., 2010; Patterson et al., 2004), offering parents a secure space in which to think, reflect and connect with others (specifically referencing Bion's concept of Containment) (Bateson et al., 2008) and being able to identify and address "mechanisms" of change within an intervention (Eames et al., 2009:609) so that it was more likely future interventions target the areas which allow the greatest development.

3.6.3 Thematic content related to Agency

Referral routes

There were different ways a parent came to participate on a parenting programme; voluntary, in agreement with advice or compulsory, for example as part of a care order. Barlow and Stewart-Brown (2001) report some parents had found programmes useful even when participation was compulsory for them. Some studies commented the effectiveness of a programme was closely linked to how parents perceived or felt about it (Koerting et al., 2013; Sanders and Roach, 2007; Zeedyk et al., 2008). Parents chose to participate for a number of reasons including believing it may benefit them, curiosity

about what it may entail, if they were able to trial the programme first, for example through a taster session and if pre-course advertising was personalised and the programme clearly described (Barlow and Stewart-Brown, 2001; Graf et al., 2014; Koerting et al., 2013; Rahmqvist et al., 2014). Equally, programmes which were not clearly described and lacked good communication prior to commencement were found to be barriers to participation (Koerting et al., 2013).

Barriers to participation (including stigma)

Many barriers to participation were identified in the literature including parenting programmes being perceived, and evidenced so far, as a predominantly female environment with research suggesting the training of more male facilitators was needed (Mockford and Barlow, 2004; Whittaker and Cowley, 2012). The importance of the idea of appearing to be a successful family and issues of stigma attached to parenting programmes was discussed, with parents reporting feeling isolated and in fear of being judged or rejected (Kane et al., 2007; Koerting et al., 2013; Rahmqvist et al., 2014). Within programmes, sharing in front of other parents was not always taken up positively and increases in stress were reported (Koerting et al., 2013; Rahmqvist et al., 2014). Individual differences such as ethnicity or age emerged as a barrier affecting parents' willingness and ability to connect and share (Barlow and Stewart-Brown, 2001; Whittaker and Cowley, 2012).

The implication of 'real life'

The theme of how parenting programmes fit into 'real life' was discussed. Research reported parents having difficulty incorporating attendance on parenting programmes into their existing schedules (Koerting et al., 2013; Rahmqvist et al., 2014; Whittaker

and Cowley, 2012) while others commented it was difficult to incorporate techniques and skills learnt on programmes into their everyday lives and they felt they needed to be realistic about it (Mockford and Barlow, 2004; Patterson et al., 2004). Some parents shared how attempting to change their styles of parenting had caused conflict between partners and other family members (Kane et al., 2007; Koerting et al., 2013; Mockford and Barlow, 2004; Whittaker and Cowley, 2012). Researchers noted resilience and perseverance were needed despite busyness and other practical issues in order to maintain good outcomes of programmes (Furlong and McGilloway, 2014; Zeedyk et al., 2008).

3.6.4 Thematic content related to Relations

The right fit

Parents reported the person facilitating their programme should be skilled and trained, adequately supervised and knowledgeable in both parenting principles and also how to effectively deliver training (Bateson et al., 2008; Koerting et al., 2013; Rahmqvist et al., 2014; Stevens, 2014). Personal experience was considered by some to be more important than a specific qualification and the ability of the facilitator to build relationships with parents was paramount (Koerting et al., 2013; Sanders and Roach, 2007). Parents also shared that knowing the facilitator personally, the facilitator knowing their child prior to the programme or both parent and facilitator being of similar backgrounds helped parents feel more confident and comfortable (Koerting et al., 2013; Rahmqvist et al., 2014).

The expert role and power dynamics

With parenting programmes being offered as support for parents, research has often identified different roles and dynamics between parents and service providers. These have included facilitators positioning themselves or being positioned in an 'expert' role (Cottam and Espie, 2014; Miller and Sambell, 2003) or equally, not being expert enough. This was associated with a discourse of "victimhood" (Cottam and Espie, 2014: 469) whereby those within the system were in need of aid from another party in the system, for example through more training or through support. This theme was further contributed to by questions parents raised about issues of confidentiality and wondering if they could trust the professionals working with them on the programme (Koerting et al., 2013). In one study, parents commented on needing a break between sessions in order to "digest...material" (Rahmqvist et al., 2014:940) which alluded to the idea of 'being fed'. Graf et al. (2014) report many parents know what they want from parenting programmes, which could support the theme of consumption.

3.7 Conclusion

This literature review forms part of the exploration of the Holding Hands Parenting Programme using critical realist principles and perspectives to explore its social context. Systematic searches were carried out using a variety of purposefully chosen databases which produced a range of literature which was studied in more depth.

3.7.1 Summary of review of literature

The existing literature is extensive and careful review of selected papers highlighted some commonly found themes which deemed some parenting programmes practices and opportunities more effective than others. Many papers reported the effectiveness of

particular programmes, however, it was found that more and more recent studies have demonstrated interest in the perspectives or experiences of parents and professionals delivering programmes, with a recognition this has been missing from much historic parenting research. Many different designs were used in the parenting research papers which were reviewed which suggests a multi-levelled approach to this area is being taken up as a collective. Literature revealed parents highly valued the social support networks provided through the running of parenting programmes which gave them opportunities to connect with other parents experiencing similar difficulties and also allowed parents to overcome negative feelings of isolation and condemnation as a parent. In expanding the review lens to look at the social contexts of parenting programmes, many themes were drawn out. Contextual themes were often presented as challenges to the ease of parenting, such as issues of duration of participation and money to deliver programmes, the debate between running programmes which uphold key and core teaching principles but maintain flexibility, determining whose responsibility parenting is and exploring power dynamics between all involved. It was noted that there are varying views as to what constitutes best or most relevant practice, for example programme fidelity through manualised approaches was deemed by some as a good standard (Bateson et al., 2008; Eames et al., 2009), however, others recognised needing to change the way things were delivered in order to meet the needs of particular parent groups (Koerting et al., 2013; Patterson et al., 2004).

3.7.2 Relevance to this study

Existing literature contains a good overview of the area of parenting and parenting programmes. The area of parenting continues to be a current issue in politics, health, education, social care and many other public bodies. It is therefore important that

reviews and evaluations are carried out at the local level in order for parenting support to meet the local needs of parents and to limit the possibility of offering support which is neither relevant nor compatible with the local community, leading to higher attrition rates and continuation of problematic issues. In order to ensure parenting support programmes are relevant to their local contexts, the makeup of the context should be mapped out regularly so intervention can be tailored accordingly. This research study therefore aims to contribute to canvassing a local context in order to support future development of a locally-developed parenting programme.

3.7.3 Relevance to educational psychology

Educational Psychologists are frequently involved in the design, delivery and evaluation of parenting support programmes and as their work frequently includes involvement with children within the context of their families, this area of research is highly important.

Chapter Four

Results and Findings

4.1 Introduction

This chapter presents the processes followed during data analysis and the subsequent findings.

4.1.1 Overview of chapter

In this chapter, findings are described in a systematic way which uses the individual stages of analysis as a guiding framework for presentation. Within this framework, the researcher examines the data through the structure-culture-agency-relations contextual lens in line with the focus of this research study. In the final stage of analysis, these distinctions are removed and mechanisms and associated outcomes are developed.

4.1.2 The process of analysis

The realist analytical schema for qualitative data presented by Crinson (2001) was used as a framework and was underpinned by Braun and Clarke's (2006) six-phase approach to support the processes. Mechanisms and outcomes were constructed using the structure proposed by De Souza (2013) (see Figure 8.1). The researcher used the Max QDA software programme to assist the management and evaluation of data. Data, in the form of recorded semi-structured interviews, was transcribed verbatim and uploaded onto the Max QDA software. The software enabled the researcher to work with the transcripts simultaneously and systematically and with greater ease.

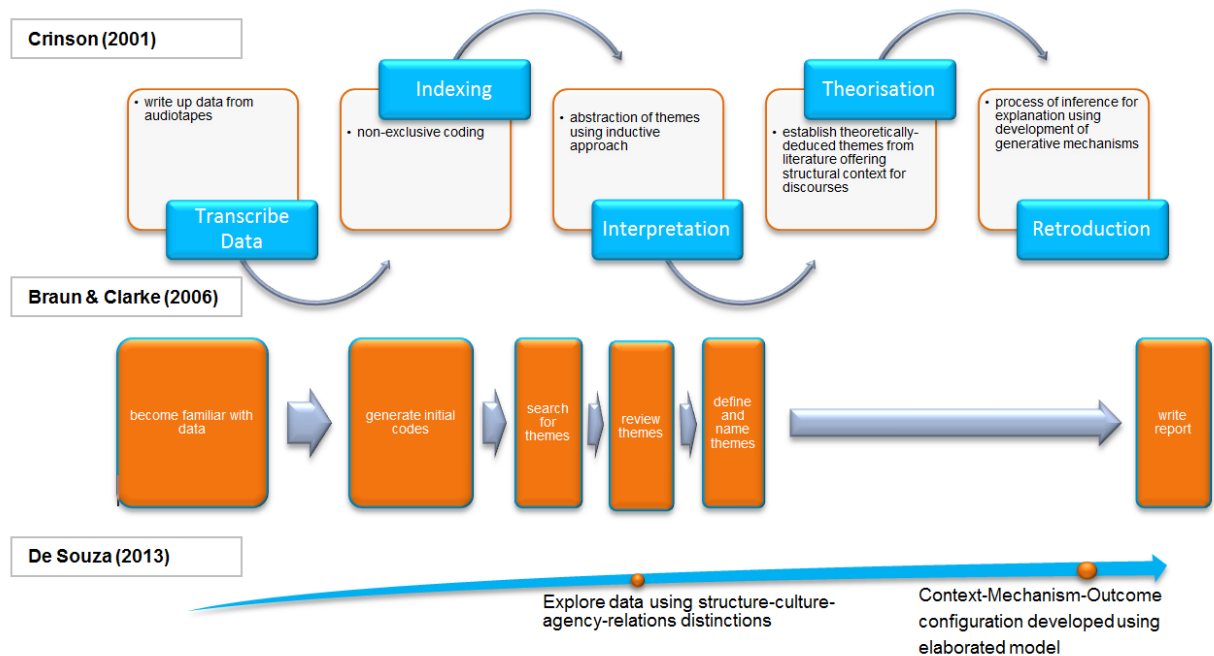


Fig. 8.1 illustrates how the researcher overlapped the different frameworks to support analysis of data

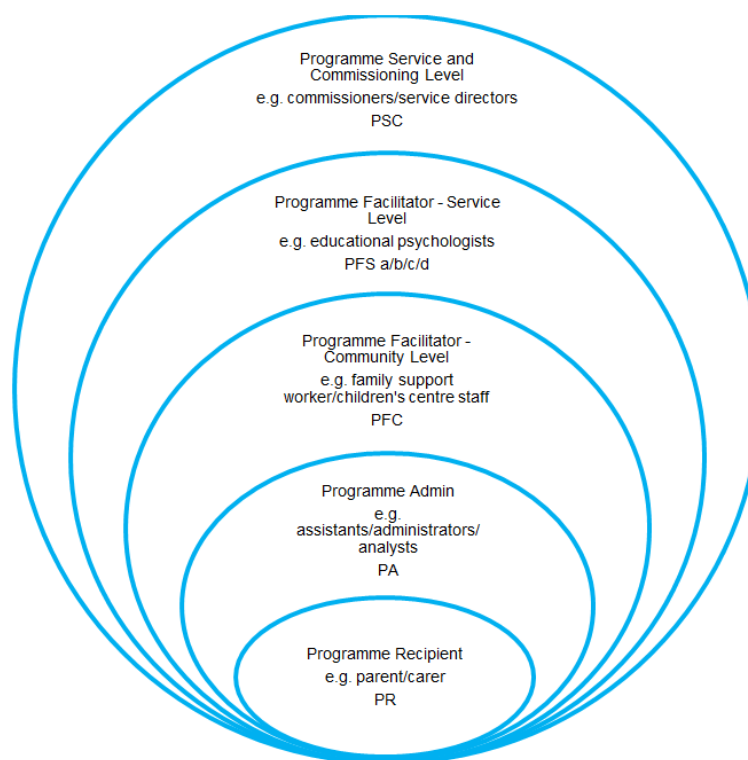
Throughout this chapter various terms have been adopted to describe different parts of the data (see Table 4.1).

Term	Refers to
Data	Participant interviews/transcripts
Data set	All eight interviews/transcripts
Segment	A <i>selected</i> section of data (e.g. word, sentence, paragraph)
Code	A label given to a segment to identify it and link it to similar segments
Theme	A group of codes which have been linked to describe an idea

Table 4.1 presents key terms used within this chapter

4.2 Transcripts

Transcripts were read and re-read a number of times in order for the researcher to gain familiarity with the context as it appeared in text format. During this process, the original audio clips were used to support understanding and clarification. Participant identity within data analysis was referred to using a code which indicated the system level at which the researcher regarded them in relation to the programme delivery (see Figure 9.1).



🌐 Fig. 9.1 illustrates the position participants held in the system and their corresponding code identifier

4.3 Indexing

All segments of transcripts (such as words or sentences) which were deemed to be informative or of interest to the researcher were highlighted for quick reference. Highlighting was carried out in a non-exclusive way and the researcher did not attempt to look for particular information (in a deductive way) or identify patterns or themes (in

an inductive way). Following this, the researcher coded each highlighted segment. 1032 coded references were made during this stage from across the data set from 142 individual codes (see appendix 7.1 (e)).

4.4 Interpretation

In the next stage, Interpretation, coded data was analysed (by grouping, renaming, merging and discarding codes) in order to produce a set of themes the researcher identified from the data. The researcher reapplied the structure-culture-agency-relations contextual lens to the data and began by grouping codes into these four areas; however, it was felt many codes fell into more than one area. The researcher initially double-coded certain segments of data but in order to continue the analysis process, each segment was coded and contributed toward a theme it was felt the segment was associated with the strongest. This was established using a professional judgment based on the researcher's understanding. It should be noted that the effects of this are descriptive rather than conceptual. De Souza (2013:144) describes society (which has been adopted to refer to the Holding Hands local context as discussed in this research study) as a "unified entity" and the researcher and other researchers divide it into different areas simply for analytical purposes. 915 coded references were grouped into the four aspects of local context: 343 for structure; 235 for culture; 163 for agency and 174 for relations.

4.5 Theorisation

In the theorisation stage, the themes previously developed from the literature review (chapter three) were brought forward and used deductively. This involved looking at the themes constructed through initial stages of data analysis in relation to those found in

the literature and assessing which were supported and which met contradiction. This was in the attempt to highlight the ways the features in literature appeared to be 'reproduced' in the current local context (as determined by the discourse of the stakeholders in the Holding Hands Parenting Programme (HHPP)) and to further establish those themes (Crinson, 2001). The Interpretation and Theorisation stages were carried out consecutively and the findings then brought together within this chapter for ease of understanding.

4.6 Findings from data analysis

Analysis of data formed six overarching themes (see Figure 10.1) and a rich description of the current local context.

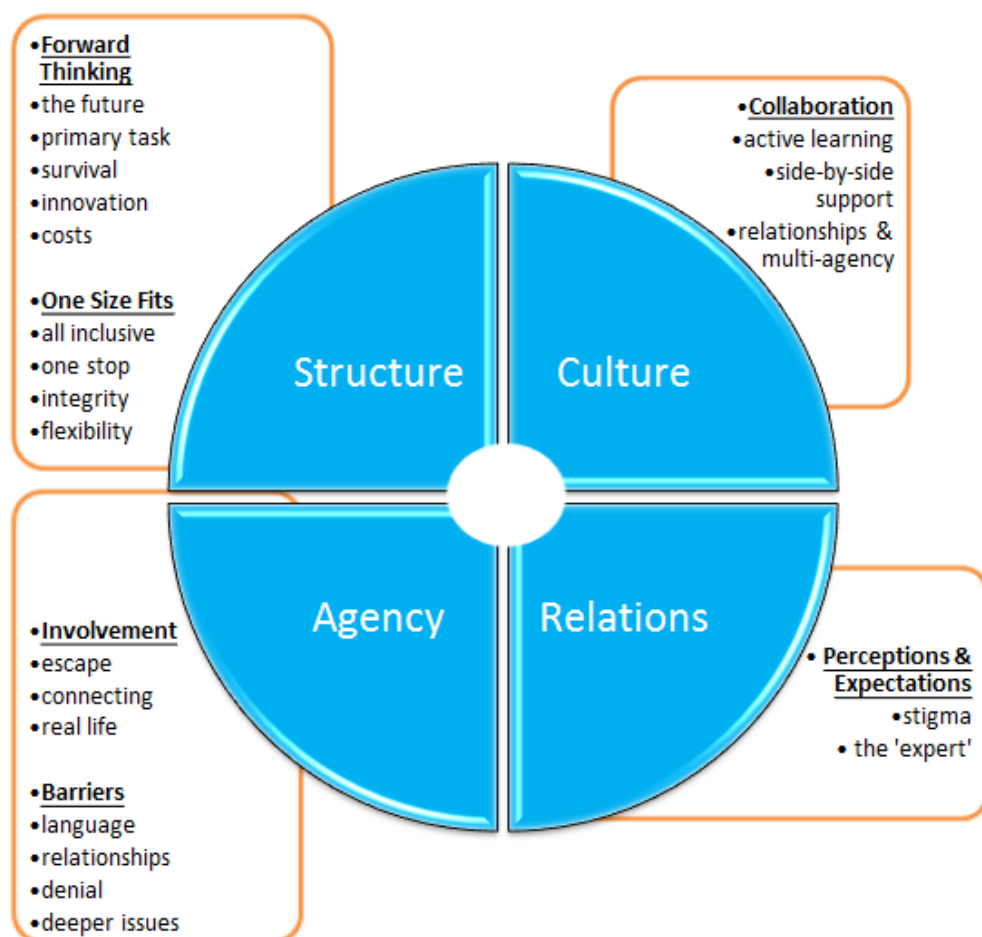


Fig 10.1 illustrates overarching themes and subthemes developed from the data

4.6.1 An overview of the local context from analysis of data

Participants provided descriptive insight into the nature of the current Holding Hands local context as perceived by them. The researcher proposes what is presented here is the surface layer of the context. Due to being rooted in participants' discourses, it provides a phenomenological perspective but the researcher links this to previous literature. It has been included here in order to introduce and provide a backdrop to the context which is then explored further.

Systemic Struggle

Participants presented the idea of the Holding Hands local parenting context as a struggling system, with further suggestion this may be a key influencing factor in the difficulties parents are experiencing.

I think well locally, there's been a lot of cuts and, er, I think a lot of services have been cut back and like there's probably been a lot of staff loss [...] just all of the services, um, I suppose with nationally struggling, um... so I think that's probably having an impact on the parents. It... it's probably making them feel a bit more, er, alone and desperate to get some kind of support because there's less available" (PA:39).

"maybe some parents aren't able to do as good a job as they were doing because there isn't those services that they were originally going to so they're kind of struggling, um...struggling as a consequence of not having access I guess" (PFSb:87).

These two extracts introduce and clearly depict a multi-layered level of concern where national difficulties leading to local cuts have resulted in staff reductions and culminated in parents being isolated. The reduction in resources is also suggested as a possible reason for why there may be a narrative or evidence of poorer parenting:

At the service and commissioning level, the recognition of a system in chaos was echoed by the presentation of the idea of an 'identity crisis'. With the acknowledgement of such an occurrence, participant PSC appeared keen to reassure that solutions were being sought and worked on and, that in fact, the population Holding Hands supports was not forgotten.

"I think that local authorities are struggling with a little bit of an id-, identity crisis at the moment and are facing significant external pressures both financially and through personnel and through, um, government reforms, changes to legislation, etc" (PSC:3).

"I think one of the biggest challenges we face is with ide-, is what the future shape of local authority's going to look like and then how various services and support like support for parents fits within that, um, and nobody would deny that support for parents, vulnerable parents, er, and their children and young people is really, really key, um, and local authorities will retain the responsibility to support [...] vulnerable parents and parents of vulnerable children and young people, and therefore there will be a need to ensure that those cohorts receive support" (PSC:5).

Participant PSC's responses reflect both a sense of being caught up in an event which is not their fault (rather, it is the local authority's) but also assuming responsibility for working towards solutions and rebuilding the context.

Other participants also acknowledged significant change was needed but participant PFSa suggested the difficulty of the current local context was a repetitive cycle which would soon repeat itself:

"the factors that actually drove the setup of Holding Hands, the social factors within the political context, at that time, there was... when Holding Hands first started, there was a

lot of funding available, er, put into Sure Start. That has gradually diminished and that's had a massive impact on sustaining the programme" (PFSa:39).

"then the government has to take note of the dep-, cycles of deprivation the increases in, um, children going to school with special educational needs, the increase in later time in, um...er, EHCPs which, you know, you can't hike completely but it will come from that. The increase in behaviour difficulties, the decrease in academic, you know, and attainment so all of those will then suddenly lead to a funding flurry when there's extra... when the money does start rolling in which, you know, it will do" (PFSa:49).

In terms of a struggle at the systemic level, issues discussed in literature include the costs incurred by individuals who experienced behavioural difficulties during childhood which were left unsupported. These difficulties are documented as often being associated with parenting practices (Barlow et al., 2005; Eames et al., 2009; reported by Graf et al., 2014; Rahmqvist et al., 2014; Reedtz et al., 2011) and leading to increased problems with crime, mental health and poor achievement (Charles et al., 2010; Dretzke et al., 2009; Gardner et al., 2006; Koerting et al., 2013; Roberts, 2012), which is also reflected in participant responses in the Holding Hands local context. Literature would appear to document such cycles occur and it is clear participants believe the Holding Hands local parenting context is at one of its more difficult stages.

4.6.2 Structure

Two overarching themes were developed within structural aspect of the local context, referring to roles and positions, resources and practices and processes. These were: Forward Thinking and One Size Fits. Forward Thinking encompassed five subthemes: the future, primary task, survival, innovation and costs. One Size Fits was further divided into four subthemes: all inclusive, one stop, integrity and flexibility.

4.6.2.1 Forward Thinking

Forward Thinking became an overarching theme for content which referred to discourse about the political, social and economic climate of the local context, its effect and the need for the HHPP to respond to this.



The future

Moving forward into the future referred to needing to face the current local contextual climate and insight of what this may look like. Perspective was mainly gleaned from comments from the service and commissioning level and this would fit with the roles of professionals at this level which often involve driving services and local authorities forward.

“one of the biggest challenges we face is [...] what the future shape of local authority’s going to look like and then how various services and support like support for parents fits within that, um, and nobody would deny that support for parents, vulnerable parents, er, and their children and young people is really, really key” (PSCa:5).

This extract demonstrates a degree of reassurance of responsibility and commitment from this level of the Holding Hands system through emphasising the value placed on looking after parents and children within the local context. The reassurance is presented in a way which appears to assume knowledge of such commitment is common and could suggest either it is, or there is considerable doubt.



Forward Thinking - primary task

Primary task

The idea of a primary task was present throughout the data set and the specific nature of this differed depending on who the participant was and their role within the system. Primary tasks included maintaining the ability to deliver a service where finances may be strained, as well as ensuring those in need of support at the ground level were able to access the services offered by the programme:

“the biggest issue’s going to be, okay, how are we going to provide that support because in other contexts, you can develop services that can at least begin to cost-recover and generate alternative income streams...” (PSCa:7).

“consider how to reach those really vulnerable families that maybe are quite disengaged within their community or from these kind of services” (PFSb:7).

This reflects the different concerns at different levels in the system and could have implications for service delivery depending on where the greatest influence is held. With potentially competing demands reflected throughout the system, the views held by those in levels with more direct contact with programme recipients (e.g. parents) felt the programme wasn’t being held in mind.

“It seems like there isn’t enough support from higher up in the... in the council I suppose because, um, it’s quite conflicting because they want to support early intervention but it seems like Holding Hands is just being forgotten about” (PA:77).

There also appeared to be questions around the commitment toward innovative ways to keep the programme running, which had been previously communicated from the service and commissioning level:

“people sort of higher up in the council are saying they want to support early intervention but it’s like it isn’t working its way down to the... to the ground level where Holding Hands is.” (PA:77).

It was felt the HHPP had not been a priority for those in the service and commissioning level:

“the whole, um...system that was kind of around the Holding Hands programme with both the children’s centre and the local authority was... just meant that it was quite chaotic... priorities fell in other places” (PFSb:29,33).



Survival

In a changing context, the HHPP has adapted its format of delivery a number of times in order to meet the needs of a greater range of people. When learning about how the rapid development of the programme was possible, research participants were able to give understanding about the nature of the programme, setup of the system and interactions within it which meant the programme was able to do this.

“she [the programme developer] developed it so we didn’t have to consult with anyone, we don’t have to, um, seek kind of recognition from commissioners or anything like that.

We have... we are able to adapt the programme to the changing needs of the community to cultural influences, um, to service delivery changes as well” (PFSb:63).

This extract identifies a level of immunity which the programme appears to possess which has aided its ability to continue despite difficult circumstances. The local focus of the programme also meant it could target all efforts and resources to a particular population:

“...we haven’t had to think about rolling it out in other areas so we can really just focus on [this local authority] and what the needs of the families are here” (PFSb:63).

The nature of the programme itself, which is built around a core set of protected values (known as the FLIP messages) also meant it could change ‘shape’ as necessary:

“I think the way that it’s been developed shows that the concept can be adapted in many different ways, um, and still effectively” (PA:95).

Its malleable nature, with its ability to change whilst maintaining its core principles meant the value of the programme was recognised at the service and commissioning level, with a commitment to keeping it alive despite system changes:

“we just... we... is a massive asset to us and we cannot... we’ve got to keep growing it and we’ve got to keep main-, and... and even if the funding does go from the local authority, I’m sure we could find... you know, I will fight to find alternative” (PSC:73).



Innovation

A common theme across all participants was the idea of further developing and improving the HHPP and the service it offers. Programme developers and facilitators

more frequently commented on the principles driving the programme and the overall potential and practicalities, whereas comments from the programme recipient level appeared to touch more on ideas as to what was wanted or could be introduced to specific target groups e.g. a particular cultural group, for example:

“a lot of them love doing food stuff; baking cakes [...] because they understand, ‘Alright, this is how much we need to put’, so they can make them at home with their kids ...instead of writing because they’re not... they can’t write and they can’t read” (PR:29).

Innovative suggestions included expanding into other areas and branching out professionally through networking with other agencies:

“it’s got real potential...to be...developed further not just within our local authority but also there are opportunities for us to potentially market it” (PSC:9),

“I think there’s a lot of scope in terms of taking the principles of it, reinventing the format in order for it to be something that other professionals would value and could take forward themselves” (PSCa:25).

These extracts show differences in thinking about the progression of the programme within its context but provide a wide range of options including strengthening meeting the needs of current parents (by targeting their needs and interests), working alongside other professionals as well as developing it as a business.

“the modifications are to try and always meet the needs of the context and to make the Holding Hands programme as accessible as possible” (PFSa:23).

Literature reports researchers have found parents have ideas about their needs for support and what they want to achieve from a parenting programme. It is therefore suggested they be actively involved in shaping the future of programmes (Bateson et al., 2008; Kilroy et al., 2011; Rahmqvist et al., 2014). The responses from participants in this study surrounding the further development of the HHPP did not appear to suggest parents were consulted in discussions prior to new versions being put forward. A possible consequence of not including parents at the innovation and planning stages could be found in a response from participant PFSc:

“then the workshop was going to go and then it wasn’t going to work and we were doing something else and then it was back on the table again” (PFSc:171).



Cost

The cost-effectiveness of the HHPP was mostly referred to at the outer two levels of the system (service and commissioning level and programme facilitator service level). This indicated that costings for the programme and its functioning are an issue at this level and this may reflect where such decisions take place. With admission at the top level *“budgets become ever..ever more..squeezed” (PSC:33)* to understanding at the delivery level:

“...because of funding cuts, and although we’re all innovative and trying [...] to reduce costs, there’s a certain element where if your funding is withdrawn, which it has been you can’t continue” (PFSa:47).

The concern appeared to be how to operate more cost-effectively within the context:

“it’s something that the children’s centres and the commissioners are interested in, you know, taking things at a universal level and seeing how... basically getting more for less” (PFSc:173).

Participant PSC’s comments echo those found in existing literature about the governmental commitment to providing parenting support for those who need them (Dretzke et al., 2009; Kilroy et al., 2011) and research showed that the cost of individuals with untreated childhood behavioural problems, which were closely linked to parenting practices, (Barlow et al., 2005; Eames et al., 2009; reported by Graf et al., 2014; Rahmqvist et al., 2014; Reedtz et al., 2011) cost society up to ten times more (Dretzke et al., 2009; Gardner et al., 2006; Kilroy et al., 2011; Koerting et al., 2013; Roberts, 2012). Research also discusses how services should cut longer term costs (Eames et al., 2009; Gardner et al., 2006; Roberts, 2012; Stevens, 2014) which may include investment now. As budgets in the Holding Hands local context appear to be under threat it could suggest future implications, however, no mention was made of longer term financial and social outcomes if support is *not* provided.

4.6.2.2 One size fits

The concept of a programme which is suitable for all came across from the data set as developers of the HHPP attempted to continuously adapt it to meet as many parents’ needs as possible. This theme suggests not that the same service is applicable to all but the nature of Holding Hands is such that it can be shaped accordingly.



One Size Fits - all inclusive

All-inclusive

The theme of meeting the needs of as many parents as possible, by moving towards more 'universal' approaches, was presented as a key aim of the HHPP:

“the idea was, again, to increase the access to a range of parents so you had a... a wide variety of parents who could come in and, um, have three different options to see what suited them, and also to minimise the attrition rate” (PFSa:15).

In addition to having various options to best fit parents' needs, facilitators used their personal skills to adapt their interactions with different parents:

“I would change what I was offering, different dynamics, but ultimately you had... you... you wanted to establish a shared goal” (PFSa:33).

These extracts demonstrate Holding Hands aims to adapt both in what is offered and how it is offered.



One Size Fits - one stop

One-stop

The time programmes were run also affected the parents in the Holding Hands locality and was something programme developers were actively trying to address in order to offer support:

“I’m really aware that during the week, I’m doing all the work with the mums...I do think the day of the week made a difference” (PFC:121,125).

Professionals explained that the rationale behind a shorter, more condensed version of the programme (e.g. Workshop model) was a response to parental views and the hope of meeting the needs of more people:

“I’ve heard other people say, some parenting programmes are too long” (PFSc:9).

“would a, a really vulnerable parent be able to access and attend for eight to twelve weeks, I don’t know” (PFSc:23).

“perhaps having shorter sessions as it enables parents to, um, feel like they can commit to something that’s a relatively, you know, short period of time” (PFSb:49).

Official guidance (NICE, 2006) proposes 8-12 sessions as an ideal time-frame to allow space for understanding, refining and the maintenance of skills, but programmes such as the HHPP offer shorter-term support in an attempt to see whether they can be effective in their local area. This is reflected in a comment by participant PFSb:

“I also think it’s the quality of what’s delivered in those sessions. I don’t think you can say, “Right, well twelve sessions is the best”, because actually you could do six very, very effective sessions and cover quite a lot of content in a number of ways” (PFSb:49).

The Workshop model was said by programme facilitators to have received a good response from parents and others and it was noted the uptake included those who only needed a small amount of input as well as those who were then signposted onto further support, for example the full programme. Programme facilitators believed the success of

the workshop was for professionals, its ability to screen levels of need and distribute support more effectively and for parents and other programme recipients, a reduction of the time-commitment required:

“a quick workshop, they’ve come because it’s quick without that then, “Right, okay, we’re actually going to add on this, we’re actually going to add on that”” (PFC:25).

However, comments from the programme recipient level indicated a need possibly not met by the programme, which was parents who wanted ongoing support regardless of need.

“I don’t want it to be one off. After six weeks, “Oh, we’re not doing it for a whole year now”” (PR:107).

This does appear to go beyond the remit of the HHPP, but points towards the needs of the local context and something programme developers may want to consider when planning future programmes.



Integrity

The core values and principles of the HHPP appeared to be something that was recognised and upheld in its delivery and amidst change:

“the Holding Hands programme, at the core of it, is about the parent and child reconnecting” (PFSd:31).

“I guess the concept is still the... the most important thing... you need that concept to have that programme” (PA:95).

There was a strong emphasis on keeping the heart of the programme active and ensuring all those involved with the programme understood this:

“The main thing that’s kept is the FLIP message because that is... that’s what we say, definitely at the training anyway, that Holding Hands is FLIP” (PFSc:25).



Flexibility

The flexibility afforded the HHPP came through the data as one of its trademarks as a parenting programme, from facilitators to developers:

“it was designed and created almost in quite a... a flexible way” (PA:73).

“I’ve never done two the same[...] it changes every single week” (PFC:167, 173).

Potential difficulties with this were commented on for some programme facilitators who were maybe used to a stronger manualised approach, something which appeared to be against the development of this particular programme:

“It’s got some structure but not... it’s not set in stone... I don’t know whether that’s a little bit anxiety provoking for them [other community-level professionals] (PFSc:55,57).

“people find that really tricky having been trained in other things to... to actually be allowed the freedom” (PFC:175).

It was suggested the flexibility of approach offered by the programme allowed facilitators to respond to participants' needs more effectively, enhancing the dynamic nature of the programme.

“having a programme that really allows you to listen to what the people are... the people at the group are talking about and telling you, and being able to respond to them flexibly so it's not too...prescriptive” (PFSc:7).

“being able to adapt and be responsive to cultural um, approaches to behaviours, um, and looking at, you know, the... the cultural influences on parents and how cu-, different cultures would approach behaviour in childhood in different ways” (PFSb:17).

The seasoned debate in existing literature between the flexibility and upholding the fidelity of a parenting programme articulates the need to make programmes as replicable as possible as well as being able to tailor them to meet individual needs. The HHPP appears to side with the call for flexibility but due to its nature, which has been described as being fairly malleable at its core and resting on principles rather than specific protocols, arguably provides a workable solution to the debate.

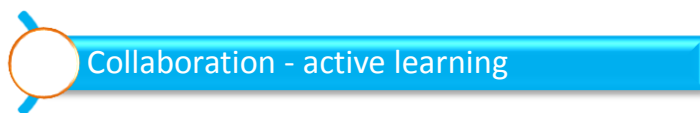
4.6.3 Culture

One overarching theme, Collaboration, was developed within the area of the culture of the local context which refers to ideas, formulations and beliefs held within a local context in terms of structure, agency and relations which are believed to affect how individuals interact with a system and the extent to which they can. These formulations can be encouraged or persuaded through particular uses of language, ways information is presented and public values held, for example (De Souza, 2013). Collaboration

comprised three subthemes: active learning, side-by-side support and relationships and multiagency working.

4.6.3.1 Collaboration

Collaboration referred to the interaction between those delivering the programme and those receiving it and the discourses around ideas and beliefs regarding this.



Active learning

One of the important aspects of the HHPP is its commitment to listening and responding to parents. In a similar way in which the FLIP core principles are used to guide parents through the programme, facilitators allow them to underpin their interactions with parents:

“[FLIP] are principles that can be applied for all ages, um, even to adults,” (PFSb:77).

The effect of the active learning environment fostered within the programme has had positive responses from parents and other programme recipients and has even helped to break down walls of stigma.

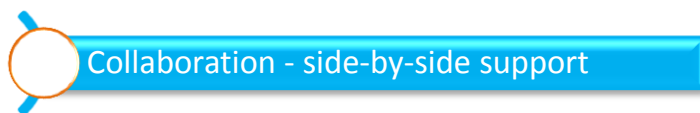
“they’ve felt like they could be really open and honest about it. They didn’t feel that they were being judged. They felt that I was kind of just with them and that is really important, and that’s kind of the essence of the Holding Hands programme” (PFSb:87).

This approach also assisted working within the flexible nature of the programme as it “*is sort of led by the parents.*” (PFSd:61) and removed the pressure or expectancy of parents being ‘told what to do’.

“We all have our own bits to bring and it’s about kind of facilitating that process I guess and empowering that parent or carer to be the best parent and carer they can be”
(PFSb:83).

“it’s not, er, like a power thing where the educational psychologist is telling them what to do. It’s more like a bit of advice but they’re still listening and it’s more of a two-way, almost equal kind of relationship” (PA:23).

Literature and the views of the research participants was found to be closely linked with previous research reporting parents wanting collaborative programmes and not ones where they were directed. Parents also preferred non-judgemental, non-authoritarian and flexible facilitators, something reflected in participants’ responses as an underlying value trying to be upheld.



Side-by-side support

Closely linked to the previous subtheme, programme facilitators named a number of ideas or theories which governed their practice and the idea of working side-by-side with parents:

“I think it’s, um, targeting their concerns working with them, and modelling some of the strategies with their child in situ... It’s just that coaching opportunity.” (PFSd:3,5)

“sometimes it’s having somebody that’s not in that situation just to, sort of, problem solve with them... it’s just having it in the moment” (PFSd:15,17).

These theories were based on the experience of facilitators including training and feedback from parents and other programme recipients.



Relationships and multiagency working

Building relationships was noted as a key responsibility for Holding Hands facilitators and a key prelude to reducing the historical stigma present within the local context. Participants had noticed parents being at greater ease with participating within the programme: *“people are beginning to go, “Oh, okay, they’re not just going to go report me to social care because I’ve asked for help”.” (PFC:57)* and relationships between facilitators also helped working with parents:

“it’s always nice to do joined up working with other agencies, um, and it’s always really nice to work with a committed and proactive family support worker because they’re the ones that have... generally have the good relationships with the parents already in that they get them through the door and it’s a point of familiarity for the parents” (PFSc:51).

Programme facilitators had also received an increase in positive responses from other professionals:

“professionals are referring. I think the more... the better the relationship that you’ve got with the professionals in your area, the easier it is” (PFC:57).

Participant PFC, at the community level said they had to play an active part in achieving this level of professional relationship but it had been worth it:

“I’ve been working really hard for the last five years on building up the relationships [I: Mm] in the area, so they all refer” (PFC:59).

Literature showed parents valued knowing a programme facilitator prior to participating in a parenting programme and the facilitator knowing their child and the nature of the difficulties experienced.

In terms of multi-agency approaches to working, literature reflects what was found in this study and suggested a call to more joined-up working. However, it also contains implications such as potential increases in costs with more multi-agency working.

In addition to this, it demonstrates effective parenting support can be run effectively by both professionals and paraprofessionals as suggested by participants PSFc and PSC (Dretzke et al., 2009; Kilroy et al., 2011; Whittaker and Cowley, 2012).

4.6.4 Agency

Two overarching themes were developed within the agential aspect of the local context which refers to the reasons and beliefs individuals offer in relation to action or non-action. These were: Involvement and Barriers. Involvement consisted of three subthemes: escape, connecting and real life and the overarching theme Barriers comprised four subthemes: language, relationships, denial and deeper issues.

4.6.4.1 Involvement

Involvement referred to reasons participants felt parents responded in a particular way to the HHPP, for example, in attending or in implementing what they had learnt.



Escape

The idea of Escape included escape from negative feelings around parenting and parenting programmes. Participants' experiences of parents' discourses often included measuring oneself as a parent and judging themselves as a 'bad parent' or feeling others are thinking that about them:

“because nobody... you can read books about it but you never think you're doing a good job” (PFSc:143).

“I think they sometimes judge themselves as being mean or, you know, they're probably judging themselves all the time as a parent and others are judging them all the time” (PFSd:149).

Participant PFC, at the community level, raised the issues of difficulty faced by facilitators and the sensitivity needed when offering support for parents where the parenting is the actual issue which needs addressing but parents may take it negatively.

“the difficulty is they don't want to be told that they're a bad parent really. Unfortunately, it does usually come down to the parenting which is quite tricky.” (PFC:161)

Escape also referred to physical circumstances whereby the programme gave parents the opportunity to simply 'get away' from everyday life.

"It's a thing to get out, get out of the house, you know, less stress" (PR:103).



Connecting

Getting parents together seemed to be a positive aspect of the programme, both during and after, which meant individuals weren't on their own as well as allowing the opportunity for parents to share and normalise experiences of parenting. This suggested the need for parents to connect socially within the context.

"it probably helps when parents can see that there's other people having the same problems as well so... because if you can form a bit of a network with other parents and other people then you can go forwards together and sort of create a little supportive group" (PA:13).

"That's one of the nice things about the groups because you weren't doing it on your own. There's a few of you and you're all sat there and it's like, 'Actually I'm not the only one'" (PFC:57).

These extracts point to the idea of a sense of isolation which is possible for parents within the local context which attending groups provide a solution for.



Real life

It appeared to be generally recognised that the HHPP was an addition to the everyday lives of programme recipients and, due to this, conscious effort needed to be made to incorporate it in successfully.

“a lot happens in a week when you’re a parent and it’s difficult to kind of think about what you’ve done well but also think about what’s happened” (PFSc:113).

Participant PR expressed how individual family circumstances, which weren’t temporary situations, made it difficult to participate in parenting support:

“you’ve got other plans and, as I said, when you... when you’re living with a big family, it’s very hard” (PR:101).

Programme facilitators at the community level would be well-placed to describe some parents’ feelings towards support due to their roles of working on a day-to-day basis with families. Participant PFC shared how parenting programmes can become part of a task list, commenting:

“it’s one thing on a long pile of things that they feel that they can’t quite do at the moment” (PFC:139).

Literature suggests some parents have difficulties with incorporating parenting programmes, in terms of attendance and implementation, into their everyday lives, as is reflected in the comments from Holding Hands stakeholders in this research study. This

suggests this is a continuing concern and area for development and also that the HHPP experiences similar setbacks to other documented programmes.

4.6.4.2 Barriers

These four subthemes were thought to cover the types of barriers faced at the community, relational and individual levels which prevented parents' participation in or success with parenting programmes.



Language

The local context contained a mixture of populations which had interacted with the HHPP, some of which were outlined by participant PFSa:

“there’s Asian background in that context, um, also, um...elements of both urban white-deprived parents who, for whatever rea-, maybe intergenerational difficulties, didn’t have the parenting skills and this was about breaking into those intergenerational patterns, plus areas... side by side areas of, um, affluence where parents were time-poor and they didn’t have time to reflect and develop their parenting skills and also had... maybe they had slipped from their role as seeing themselves as their children’s friends and solely friends rather than also inducting them into the adult world, the aims and... and goals of the adult world. So, you know, three different contexts” (PFSa:31).

For some parents, language differences presented a major barrier to participation. The HHPP sought to account for this by providing interpreters for certain groups of people, however, from the programme recipient level, participant PR felt this had not been as useful as intended.

“Some [parents] are really shy, can’t speak English, and, um, there are things, um, they get stuck with the stuff” (PR:9).

“don’t get me wrong, they’ve got interpreters and everything, but it’s still not the same thing... some parents are shy even to talk to the interpreters...they won’t because they think, ‘Oh, they’re going to probably think we’re stupid or something” (PR:23,25).

This could present a major development area for the programme in the future.

Literature reviewed for this study did not make extensive reference to the influence language or cultural differences made to the uptake of parenting programmes however it was referenced as a barrier hindering the willingness of parents to participate and interact with others on programmes (Barlow and Stewart-Brown, 2001; Whittaker and Cowley, 2012). This could suggest language and cultural differences are a greater concern for the HHPP than is addressed in the wider body of literature.



Relationships

At times, participants reported the effect the programme was having on the relationship between the parental couple, particularly as mentioned before, when the programme was mainly being attended by mums:

“the mums were finding it difficult because they then had to go and tell the dads this, that and the other” (PFC:123).

“Sometimes the parents say, or the mums say, “Oh, you know, I... I tell him that but he just says, “That’s mean and it’s wrong”” (PFC:125).

The impact of the parenting programme on the parental relationship in instances where only one parent attends could be a topic for further research. The number of fathers attending parenting programmes is frequently addressed in literature, with the population of participating parents being majority female. From the review literature for this study, the research study which involved an almost equal female-male split explored the effects (including negative) of parenting programmes on everyday life (Mockford and Barlow, 2004). This suggests the Holding Hands local context, which introduces some of the difficulties experienced within parenting couples, could reflect a wider spread feeling.



Denial

Sometimes parents on the HHPP had attended other locally offered programmes and occasionally, this had adverse effects.

“she [the parent] has been on so many courses. She’s got all of the language, all of the vocabulary [...] but she... it only dawned on me on this... on this occasion that because she’s done all the courses, she thinks that she’s being... she’s a very nurturing, caring, effective parent but actually she hasn’t really been able to apply any of it to the child”
(PFSd:69).

At other times, it became apparent the parent held particular beliefs such as those locating the problem within the child, which presented a mental block when receiving support.

“Sometimes it’s that, um, a parent isn’t willing to accept that it might be the parenting that’s the issue so they want to... they want a diagnosis” (PFC:151).

“I’ve got one right now who basically says she’s tried everything already, so I know she’s going to... and she’s already said to me, “I’m telling you now, I won’t do it if I don’t want to”” (PFC:157).



Deeper Issues

Participant PFC, revealed on many occasions the concerns parents raised with facilitators was the surface of other deeper, underlying issues. Oftentimes, parents may be unaware of the links between them and it was down to skilled facilitators to help the process of understanding.

“I would say ninety percent of the time that I go in, it’s never about behaviour. It’s about what the parent... whatever the parents are going through” (PFC:147).

“there’s other layers that you need to tap into” (PFSd:93).

4.6.5 Relations

One overarching theme was developed within the relational aspect of the local context which refers to the responsibilities and dynamics between individuals and groups within the local context related to expectations and social positioning. This was Perceptions and Expectations and comprised the two subthemes stigma and the ‘expert’.

4.6.5.1 Perceptions and Expectations

This theme reflected the expectations and responses to parenting programmes and facilitators due to their social positioning.



Perceptions and Expectations - stigma

Stigma

Participant PFC said they refrained from using term 'parenting' in order to improve the working relationship because of the negative connotations they felt it raised such as a parent not knowing how to parent their child.

"the minute you put 'parenting' whatever, it's kind of questioning them as a parent and people don't like that" (PFC:93).

"It's not kind of like, "You... you're doing this wrong", and I think parenting programme does kind of say, "You don't know what you're doing. We're going to teach you how to be a parent", and I think that's quite awkward. That's quite awkward for me. I never use the word 'parenting'" (PFC:105).

In these cases, titles were often changed to focus on specific areas such as 'behaviour':

"if you put in the heart of the name...what it is you're tackling, people think, 'Yeah, I want that'" (PFC:95).

There were mixed opinions about this idea and this contrasted with another facilitator who held the belief programmes should be 'called what they are' and intentions made clear:

"Look, if you want parents to come on a group, there's no point in having some obfuscatory name that they don't know what it is and then they get there and they find there's a surprise, either pleasant or unpleasant... You have to be totally clear" (PFSa:59,61).

Stigma around parenting programmes in the Holding Hands local context also included parents feeling judged by the idea of needing support with parenting and worries about the outcomes for their children.

“as we know, that, you know, parents often would feel quite anxious about engaging in a programme by, I don’t know, a number of fears; maybe that they feel that it’s an avenue for children to be taken away” (PFSb:9).

In order to combat negative views about support, programme facilitators commented on changing their language and behaviour with parents so that the programme became *“something that people just do.” (PFSb:85)*

“getting the connection with parents so that you’re in the community, you’ve got an established relationship and parents are coming along with the view that this is a time to reflect and think about their skills and to enh-, to improve to... to improve what they’re doing rather than picking them out as problem parents who need it” (PFSa:3).

Conversely, participants also reflected on the positive profile parenting programmes seemed to be achieving in the local context and said this was leading to a positive response from programme recipients:

“...parenting is bigger on the agenda than it used to be for parents, and they know to ask for help now, and there’s not such a stigma attached to it as there used to be because there’s so many of them going around” (PFC:53).

Further on this theme, when asked about the term ‘parenting programme’, participant PFSb offered the term “family wellbeing” as a positive replacement moving forward.

“I think it would be like family wellbeing really because it’s not about the parent as such, even though it is. It’s not. They’re a part of a system as well so... I mean it’s even bigger than the family but if you think about the parent that attends and the child that attends, actually it’s we need to kind of support that parent in embedding it throughout the whole family system so... and the idea is to promote wellbeing in both the child and their... for the parent so family wellbeing I think” (PFSb:105).

Literature about the stigma associated with parenting programmes includes identified feelings of judgment, fear and rejection amongst parents (e.g. Kane et al., 2007; Koerting et al., 2013; Rahmqvist et al., 2014). This demonstrates the Holding Hands local context reflects much of what has been reported within the wider field. It would appear a positive shift that parents in the local context are responding more positively in recent times.



The ‘Expert’

The idea of an ‘expert’ versus facilitators being skilled in the area of parenting support is closely linked to the previous subtheme. Participant PFSd acknowledged that parents often ‘expect an expert’ and the key role of a facilitator is to shape that interaction and the learning process to become one where the skills the parent has are drawn upon. This does not negate the fact that some individuals may need more support in terms of teaching or coaching.

“And they’re looking to you anyway but nevertheless you need to make... help them feel the... all the skills and they do. They have all the skills within them” (PFSd:131).

The characterisation of an 'expert' was found in literature where facilitators were expected to know more. Research indicated both facilitators positioning themselves and being positioned in this way.

Parents' views found in literature included parents wanting their programme facilitator to be skilled and knowledgeable about parenting practices and some studies showed that skills gained from personal experience were deemed sufficient in the place of professional trainings.

The researcher enquired whether an educational psychologist was needed to facilitate the HHPP at the ground level; this was in response to insight about the changing system and cuts in services which the researcher had prior experience of. Mixed views were held regarding this from all levels of the system. At the programme recipient level, participant PR felt it was important to have an educational psychologist so that any underlying child difficulties could be identified during the programme:

“a parent could say, “Okay, I’ve got a problem with my son or daughter, whe-, is there a chance you could sit and talk as a psycho-[logist],“ becau-, and you could give them a feedback saying, “Right, your child is here, there’s the problem” (PR:117).

At the programme facilitator service level there were mixed views with some participants commenting on the skills educational psychologists have developed, such as with group management whereas others felt the same outcomes were achievable with any trained facilitator:

“I... if I’m honest, I think that they would possibly get the same outcome whether it was a psychologist or a family support worker... I don’t think it would matter to the parents (PFSc:53,61).

At the service and commissioning level, participant PSC articulated the necessary skills of a facilitator could be developed in any practitioner with the correct training and supervision put in place:

“I think whoever delivers it needs to have robust supervision in place from a practitioner with the sorts of knowledge and skills that an EP would typically have. Um. So, whilst it doesn’t... I don’t think it necessarily has to be an educational psychologist, I think it has to be somebody with that sort of background that, er, is able to help the, er, whoever is delivering, the practitioner who’s delivering understand and interpret, er, the context in which they’re working and some of the dynamics that are going on” (PSC:41).

4.7 Retrodution

In the final stage of analysis, particular subthemes developed from data which had structural contexts found in the literature review underwent a process of inference in order to further explain the Holding Hands local context through a set of generative mechanisms. The interactions between aspects of the context, mechanisms and outcomes were postulated, thus describing the “transformative potential” of the Holding Hands Parenting Programme within its context (Pawson & Tilley, 1997:34). The subthemes which did not have structural contexts in literature were not reviewed further within this research study in regard to describing transformative potential.

4.7.1 Mechanisms

The researcher explored 12 ideas from the discourses of participants in this research study which the literature review provided a structural context for, as established

through a theoretically-deductive approach. These 12 ideas refer to characteristics of the context of the HHPP which appear to be influenced by, as well as influencing, programme functioning and outcomes. They may guide the researcher closer towards programme mechanisms- aspects of programme content and delivery which are more or less effective (working or not working) and which can be explored if looking further at programme design. Here, they are explored as mechanisms pre-existing at the contextual level which the HHPP may modify or reconfigure by its introduction into the context. The researcher identified possible ways in which this takes place and the aspects of the context which are influenced.

The 12 ideas were:

Side by side support, Connecting and Flexibility (related to ideas of methods and processes); Real Life, Who?, Extra Work, One Stop, Escape and Need (related to access and involvement); Stigma, The 'Expert' and the idea of What's in a Name? (related to internal processing and beliefs).

4.7.2 Network Patterns

The researcher produced 13 network patterns of mechanisms and outcomes relating to the local social context (see Table 5.1). These are theories of the various mechanisms pre-existing in the Holding Hands local context which the HHPP activates. These are theories which can be further explored, refined and ultimately tested to continue understanding the local context.

The following table (modelled after De Souza, 2013) clearly sets out each network pattern which can be read as a series of sentences, each of which are elaborated on

further below. As an example, network pattern one sets out the theory addressing Side by Side Support, which entails professionals working *with* parents. This taps into the theme that parents prefer not to be *told* what to do within parenting support. Introducing a programme which works in a collaborative way challenges the traditional ideas of a ‘teacher’ and a ‘learner’. The mechanisms activated are related to the roles and positions taken up in parenting support in the structural, cultural and relational aspect of the context. The HHPP in its implementation seeks to transform how staff practice and change beliefs and expectations of parents.

	Theory addresses ()	Theme	Introducing the parenting programme	Activates mechanism related to ()	In the () aspect of the context	With the outcome	Broad area of concern
1.	Side by side support	Parents don't like being told what to do	Challenges notion of the teacher and learner positions	Roles and positions	Structure, culture and relations	Transforms practices of staff, beliefs and expectations of parents	Methods and Processes
2.	Connecting	Parents learn from each other	Provides opportunity for parents to connect	Resources	Structure, agency	Reproduce resources, beliefs and values	
3.	Flexibility	Facilitators trained to be flexible	Challenges traditional way of working	Roles and positions, expectations	Structure, relations	Transform by redefining roles and expectations; reproduce old dynamic; no change	
4.	Real life	Parents have difficulty attending programme because of busy lives	Offers different formats	Resources, decision-making	Structure, agency	Greater number of parents participating	Access and Involvement
5.	Who?	Fathers have difficulty	Offers alternative	Decision-making,	Structure, agency	Increase in fathers	

		attending during operational times	times	resources		attending	Internal Processes and Beliefs
6.	Extra work	Parents feel programme adds extra work	Offers simple principles	Resources, ideas	Structure, culture	Transformation of the way parents think and resources	
7.	One stop	Parents respond better to shorter programme	Offers short programmes	Resources, decision-making	Structure, agency	Reproducing attendance rates. Increased number of parents participating. Easy to repeat.	
8.	Escape	Parenting programme provides a place of escape	Provides a place to escape	Resources, beliefs	Structure, Culture, agency	Reproduces ideas of a place to escape to	
9.	Need	Parents want support	Provides support	Resources, power	Structure, relations	Reproduce attendance on programmes and programme-parent dynamic	
10.	The expert	EPs thought of as experts	Allows multiagency working	Ideas, expectations and duties	Culture, relations	Transformation in thinking about roles	
11.	Stigma	Programme seen as judgemental	Develops relationships	Beliefs, ideas, expectations, power	Culture, relations, agency	Transform way parents think and decisions made to attend	
12.	What's in a name #1	Parents feel judged by term parenting programme	(With a changed name) is positive and removes barriers	Beliefs, reasoning, responsibilities, power	Culture, agency, relations	Increase in number of parents attending	
13.	What's in a name #2	Professionals feel focus should be explicit	(Being clear/calling it what it is) assists transparency	Duties and responsibilities, beliefs, reasoning	Relations	Transformation of a sense of responsibility	

🌐 Table 5.1 presents the 13 network patterns developed

Side by side support

Parents in the Holding Hands local context don't want to be told what to do, therefore introducing the HHPP in its format challenges the notion of facilitators as teachers and

parents as learners by promoting a partnership way of interaction. This activates mechanisms in the structural and also cultural (ideational) aspects of the context linked to roles and positions. The partnership way of interaction produces transformation of the structure (the roles of individuals within this dynamic) and culture (the theories and beliefs about roles). It also targets the relational (socially-constructed expectations of duties and dynamics) aspect of the context.

Connecting

Parents within the local context learn from each other and have a positive experience of networking. The HHPP, by its implementation provides an opportunity for parents to connect, share and learn from each other activating mechanisms related to resources. The outcome is to reproduce the structural aspect of the context related to resources as it reinforces the strength and positive outcome of this activity.

Flexibility of programmes

The local context of the HHPP contains a variety of populations and needs, meaning it requires adaptation of support. Programme facilitators are trained to facilitate rather than teach and to allow the parents to lead. This approach activates the mechanism in the structural aspect of the context linked to practices. Facilitators are given freedom to adapt to each parent-child dyad as necessary. The approach transforms the structure around the practices of those involved in the programme. However, the confidence of the facilitators to uphold this practice and responses of parents to having an active part in this process (linked to cultural aspects of the context) challenges its ability to succeed. If not upheld, the outcomes will lead to either reproduction (reinforcing facilitators as teachers) or invariance (dynamic remaining the same) of this structure.

This action also activates mechanisms located in the cultural and relational aspects of the context.

Real life

Parents felt the additional parenting support and its associated changes often required extra resources to what they had. The nature of the Holding Hands principles activates the mechanism within the structural aspect of the context related to resources and challenges this ideology by allowing parents to 'become the resource' and realise they already have what they need within them and need to adapt their conduct in this way. The outcome of this leads to transformation of the aspects of the structure related to resources and of the aspects of culture (the way parents think) related to resources.

Who?

Fathers in the local context have difficulty attending programmes at their traditional time of operation. Introducing the programme at alternative times (e.g. Saturdays) activates mechanisms related to resources (structure) and parent decision-making about attendance (agency). The outcome is transformation in the number of fathers involved in Holding Hands.

Extra work

The parents in the Holding Hands local context have difficulty attending programmes whilst fitting them into their everyday lives, therefore the programme is adapted into many forms, activating mechanisms related to agency in terms of what factors parents consider when deciding whether to attend a programme. The outcome of this is a greater number of parents opting for at least one form of the programme which

increases the number of parents on programmes and the number of parents the programme can reach.

One stop - shorter programmes

Due to varying circumstances such as busyness, vulnerabilities and existing responsibilities, programme facilitators believe the parents in the Holding Hands local context want and respond better to shorter programmes. A programme of this type therefore activates mechanisms related to agency in terms of providing what parents may want and increasing the possibility they will take it up. It also activates mechanisms related to structure regarding resources. This is done by providing different options of varying lengths. The outcome of this is a greater number of parents choosing to participate and subsequently the success of intervention as it has been suggested programmes work if parents want to do it and if it's not too long. At the same time, regular programmes of varying length may offer parents the opportunity for ongoing support as needed and as reflected in views from the programme recipient data.

The 'Expert'

The discourse around educational psychologists being the experts in the Holding Hands local context, which is closely linked to the stigma it then has, is challenged by the programme advocating more collaborative working between other professionals and parents themselves. This activates the mechanism in the cultural aspect of the context related to ideas about roles and positions as well as the relational mechanism associated with expectations linked to duties and responsibilities. The outcome is a change in the way professionals are thought about and subsequently positioned and also a more multiagency, community approach to support.

Stigma attached to parenting programmes

Parenting programmes are still often seen as judgemental within the Holding Hands local context and programme facilitators seek to develop relationships in order to activate the mechanism in the cultural aspect of the context related to ideas about parenting and support. The outcome of this is transformation in the way parents think about parenting programmes (culture) and in the decisions they make to attend (agency). Outcomes of transformation in this area are challenged by political, social and educational discourses which may present ideas or evidence about parenting which cause parents to reject support and therefore in activating mechanisms related to positive ideas, facilitators should be aware of competing mechanisms.

Escape

Parents in the local context value the opportunity the HHPP gives them to 'escape' from everyday life. Delivery of the programme activates mechanisms related to ideas about how the programme benefits parents (resources) and affects their decisions to attend (agency). The outcome is attendance on programmes, however, possibly a reproduction of the idea of the programme being an escape option.

Need

Parents in the local context want support with parenting. Introducing the parenting programme activates mechanisms in the structural aspect of the context related to resources (offering a service) and the relational aspect related to power (being positioned to give access to resources needed). The outcome of this is an increase in attendance on programmes and a subsequent reproduction of the parenting programme-parent relationship in terms of provision of service to need.

What's in a name? #1

Professionals believe parents in the local context feel judged when Holding Hands is presented as a 'parenting' programme. Facilitators therefore change the name of what is being offered, activating mechanisms related to theories and beliefs (culture), agent reasoning (reasoning) and responsibilities (relations). The outcome is more parents attend the programme.

What's in a name? #2

Professionals in the Holding Hands context believe parenting programme should be called 'what they are' and in doing so, activate mechanisms in the relational aspect of the context related to duties and responsibilities, the outcome of which is transformation of the sense of responsibility whether "pleasant or unpleasant".

4.8 Theories

The 13 network patterns were further developed to construct two overarching theories which hypothesise the Holding Hands local context at present and the interaction between the context (in terms of its pre-existing mechanisms) and the programmes introduced.

Theory One

Introducing a parenting programme into the Holding Hands local context will have a positive effect (in terms of transformation and positive reproduction) if it offers support for parenting practices, lets parents connect, fits into parents 'everyday' lives, acts like a 'one stop' without requiring long-term commitment and allows parents a form of escape from everyday demands.

Theory Two

Introducing a parenting programme into the Holding Hands local context will not have a positive effect (in terms of transformation and positive reproduction) if it is over and above the demand parents face on a daily basis, makes parents feel judged, doesn't meet their individual needs or reinforces negative power dynamics between parents and professionals.

4.9 Summary

Eight individual interviews went through a process of analysis underpinned by three frameworks. 142 codes formed 6 overarching themes with 21 subthemes. These themes were further analysed and led to the construct of 13 network patterns of mechanisms which were identified as existing in the Holding Hands local context. From these 13 network patterns, two broad theories were developed.

Chapter Five

Discussion

5.1. Introduction

This chapter discusses the results and findings and links them back to the original research questions. It also provides a critical evaluation of the methodology.

5.1.1 Overview of chapter

In this chapter the researcher summarises the findings and formulations (the mechanisms and theories identified and constructed through a process of analysis and inference) presented in chapter four, adding further discussion to the nature of how the Holding Hands is embedded in its local context, relating conclusions back to the original research questions to demonstrate how they serve to address them and provide a degree of understanding which can be built upon further as interest arises. A model (or way of approaching the Holding Hands local context) is developed to potentially assist research which considers the development and evaluation of future Holding Hands parenting programmes. Implications for future research and links to educational psychology practice are also outlined. Following this, an evaluation of the methods employed in this research is undertaken with particular attention given to the researcher's own position within the study. An evaluative tool for qualitative research studies (Long, Godfrey, Randall, Brettle and Grant, 2002) and a framework to judge the validity and reliability of realism research (Healy and Perry, 2000) were used to guide aspects of this discussion.

5.2 Addressing the research questions

This research study was aimed at exploring the Holding Hands local context of action in the hope of being able to help describe and explain how the parenting programme functions within its context and is able to continue. It is able to provide a rich description of the local context, as constructed from the perspectives of stakeholders embedded within the system, and can support further development of Holding Hands programmes within this locality. Based on a critical realist view of a stratified, independent social world of which knowledge *can be* gained (albeit incompletely), and guided by principles of realist evaluation and ideas from realist social theory, the research questions in this study were crafted in order to explore the multi-layered context and identify mechanisms, i.e. causal explanations, which were pre-existing, operating, and being activated at the *context level* as the parenting programmes were implemented, in order to better understand the Holding Hands system as a whole.

The research questions were as follows:

- 1. What does existing literature tell us about effective parenting programmes and their context of action?**
- 2. What pre-existing contextual mechanisms does the Holding Hands Parenting Programme activate in its implementation?**
- 3. How is the Holding Hands Parenting Programme embedded in its local context and what are the implications of this?**
- 4. Can a model be developed to support future development and evaluation of the Holding Hands Parenting Programme within its local action context?**

Each question was thought to be anatomically distinct whilst being internally linked. Addressing the first question meant the researcher could later look for structural bases or explanations for the findings from question two. This then lead to greater understanding, thus addressing question three, which, in turn, informed the outcomes of question four. Essentially, the four questions covered a process of literature → theory + understanding → practice.

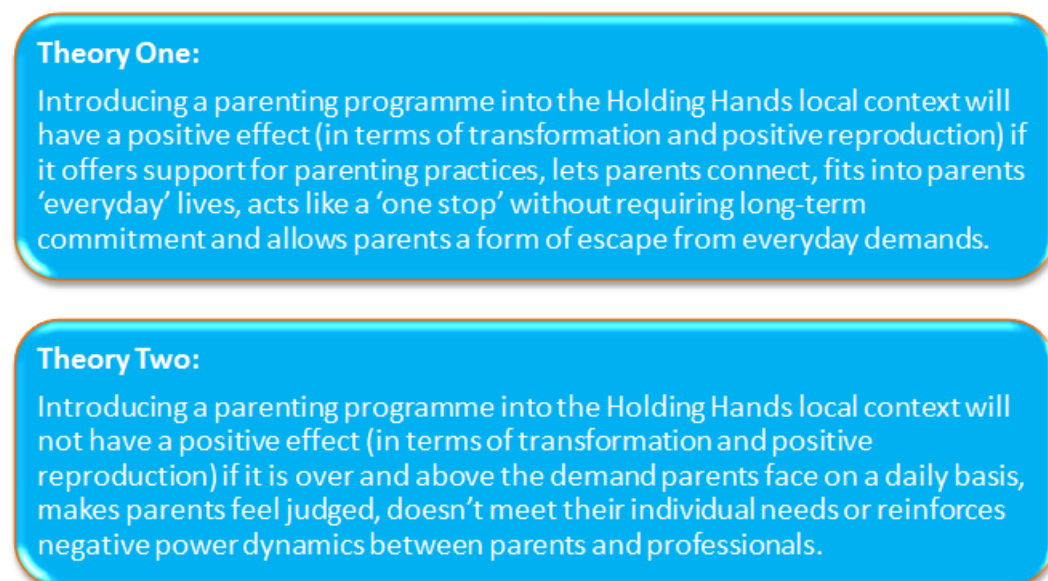
5.2.1 Summary of findings and existing research

142 initial codes were created during analysis of eight interview transcripts. These were used to develop six overarching themes (with 21 subthemes): (i) forward thinking; (ii) one size fits; (iii) collaboration; (iv) involvement; (v) barriers and (vi) perceptions and expectations. When these themes were further explored, 13 network patterns of mechanisms were drawn up which identified mechanisms pre-existing in the Holding Hands local context. The researcher deduced these were related to the broad areas of methods and processes, access and involvement and internal processing and beliefs. These network patterns of mechanisms offered 'explanations' for how introducing parenting programmes may affect aspects of the local context (i.e. structurally or culturally, for example) and what the outcomes and implications may be. These network patterns were used to construct two general 'theories' about the local context and suggest how introducing a parenting programme may or may not be effective (by producing transformation or reproduction of aspects of the context) depending on which mechanisms it activated (see Fig. 11.1 and 12.1). The realist evaluation cycle stipulates findings and theories developed from one study can feed back into the development of theories in further research (Pawson & Tilley, 1997) and neither expects definitive explanations of all possible patterns nor generalisable statements (Salter & Kothari,

2014). “Cumulation” is reached by producing ‘middle-range theories’ (Pawson & Tilley, 1997) after processes of continual refinement of context-mechanism-outcome configurations (known as network patterns in this study). In relation to the nature of this study a middle-range theory would attempt to describe how an input *“intends to reconfigure the existing component elements to produce a desired transformation”* (De Souza, 2013:152). The researcher has presented initial theories as an outcome of this study which would ideally go through a refinement process as part of future research. Finally, the researcher presents a model which they discuss may assist researchers in evaluating the effectiveness of the Holding Hands Parenting Programme (HPPP) and its local context in future studies.



● Fig. 11.1 outlines the findings from each step of the analysis process



● Fig. 12.1 shows the two overarching theories created from the 13 network patterns

5.2.2 The future of Holding Hands local context

It is recognised the Holding Hands local context is undergoing a systemic shift within which the HHPP and the parents and professionals involved are experiencing particular challenges with running the programme and parenting in general. The future of the programme within its context is a key focus for stakeholders at all levels, some of which appear to have greater influence to make changes as well as some who feel relatively negatively about the current state of affairs. The primary task in the current climate varied between different system levels from creating more cost-effective and self-sufficient programmes to extending the reach of programmes to a larger number of vulnerable parents to finding ways to overcome barriers such as language differences. Due to the different goals and proposed priorities it would be beneficial for future developments to be collaborative endeavours which seek to achieve common goals which allow the programme to be both sustainable and uphold its values as well as meeting the needs of its target group. The nature of parenting programmes and features of their contexts is discussed in existing literature and this idea is supported by findings from research. Research reports many parents have ideas about what they want from parenting programmes and have their own goals to achieve through participation on a programme. Researchers advocate these should be acknowledged and parents brought on board to help shape the format and running of programmes in the community (Bateson et al., 2008; Kilroy et al., 2011; Rahmqvist et al., 2014). Roberts *et al.*, (2009) in their work supporting parenting and family wellbeing, advocate involving parents, carers and even children and young people when developing and reviewing parenting programmes. Similarly, the British Psychological Society's (2012) discussion paper, *Technique is not Enough*, outlines the need to involve all those across the outer system

levels in order to create programmes which are quality, durable and effective at the local level:

“Society calls upon commissioners of services, programme developers and local psychologists to work in partnership to share their understanding of best practice and sustainable development and apply their knowledge of social psychological theories and research skills to ensure locally implemented parenting programmes engage with and retain socially excluded and marginalised families from disadvantaged communities and sustain these programmes over time” (Davis, McDonald & Axford :BPS, 2012:14).

5.2.3 The value of Holding Hands

Holding Hands has a number of qualities and properties which enhance it in its local context. It is sensitive to its climate, malleable and also has ‘insulating’ properties which make it able to retain its core values and principles despite environmental changes. At times, however, the same qualities and properties which enhance it could also be to its detriment when issues of cost-effectiveness, manualised approaches and cuts in resources come up against its bespoke nature. Due to it being ‘home-grown’ it has the potential to be adapted to different situations and to meet different needs; for example, if at one particular time it is found local parents are increasingly time-poor, offering a one-off workshop programme can adjust to parents lifestyles (as has been demonstrated). Also, the flexible nature within its programme content means it can be current and relevant to a wide range of personalities and parent-child dyads. Holding Hands offers shorter programmes than some other programmes and this was another way the programme developers sought to adjust it to the needs of local parents rather than enforcing broader guidelines. Instead, it attempts to build an evidence base which is relevant to the local level and possibly beyond, as future research could explore. National research carried out by psychologists has produced a database of evidence-

based parenting programmes (Davis, McDonald & Axford, 2012) and guidance based on evidence suggests a length of 8-12 weeks for a parenting programme to be effective (NICE Guidelines, 2006; Puckering, 2009). It has been advised it takes between 4-6 sessions to gain new understanding about parenting and a further 3-6 to maintain any changes made (Johnson & Wilson, 2012). However, some research on local programmes suggest shorter programmes can be effective and reduce parental report of problematic behaviour (Kilroy et al., 2011; Rait, 2012) and it will be up to these programmes and researchers to continue to build up a sufficient evidence base or risk being a programme which does not meet recognised standards. The length of time of effective and engaging parenting programmes is therefore something professionals in the local context felt strongly about exploring and addressing because they felt *they* know their parents best. This stance indicated a sense of prioritisation of the local context over the need to prove generalisability, although with sufficient evaluation, this may be a natural product. Fitting programmes into real life was a concern raised in the data in study as well as in literature (e.g. Rahmqvist et al., 2014), which suggests room for improvement for parenting support in order to find the best way forward.

5.2.4 Discourses around parenting

Within the Holding Hands local context, it would appear preconceived negative ideas and expectations about parenting, the system and programme facilitators are present, which may stem from social expectations assigned to particular positions or individual experiences of parenting and support for example. A collaborative approach to parenting support is upheld and promoted within a context which would appear to appreciate this, due to parents articulating preferring not to be 'told what to do' or 'judged' in their parenting experiences and practices. Facilitators implicitly attempt to

challenge these through dialogue and practice. Discourses around parenting programme in existing literature, and as reported in this research study, demonstrate some distance to travel in order to make parenting programmes an acceptable and normal aspect of society. Cottam and Espie (2014) examined six parenting programme manuals using Foucauldian discourse analysis which focuses on power relationships in society through analyses of language and practices. They identified four main discourses: (i) victimhood, (ii) institutional salvation, (iii) scientism and (iv) collaboration. The victimhood discourse referred to individuals, not limited to parents, being positioned at a disadvantage within a social system and therefore needing the support and “salvation” from practices and powerful others in the system (2014:469). This type of discourse reproduces powerful and imbalanced dynamics between parents and professionals but also between professionals at different system levels and affects the relational aspect of the local context. The institutional salvation discourse exalts a parenting programme above parents’ individual experience and knowledge and assumes parenting support is the final authority and all-knowing. Scientism refers to there being a ‘correct’ or ‘right’ and systematic way of ‘doing parenting’. This may comply with rigid programmes which stick only to the manualised approach, maybe even with the aim of maintaining fidelity. However, other research has identified often evidence based programmes are not as effective as they could be due to “issues that go beyond the remit of evidencing their technical effectiveness” (British Psychological Society, 2012). Finally, the collaborative discourse was said to encourage acceptance between parents and professionals and reduce the notion of an expert. The Holding Hands local context would appear to have many of those types of discourse in its undercurrent, from parents facing difficulties but reluctant to seek support because of what it may communicate about them as an individual, fear of condescending

professionals and being told what to do as well as the atmosphere of support such as that offered by the HHPP. The scientism discourse occasionally came through the data when there was the presence of denial and parents were fixed on the idea their child needed a diagnosis to account for their behavioural difficulties.

5.2.5 Social patterns

Social patterns of child behaviour, parenting and future outcomes were mentioned by participants in this study, but it was not a feature at the forefront of the dialogue compared to how it has been conveyed in existing literature. Cycles, involving poor outcomes for children and families who have experienced child conduct and parenting difficulties e.g. lower educational attainment, problematic social relationships and higher costs to the national economy, came through strongly in literature which may indicate this is a key area which should be monitored and addressed in the Holding Hands local context. Reference to cost-effectiveness in the data was often focused on the immediate and short-term time frames, albeit with goals to become 'sustainable' in the longer term. But awareness of longer-term costs, which research calculates can be up to ten times more per individual (Dretzke et al., 2009; Gardner et al., 2006; Kilroy et al., 2011; Koerting et al., 2013; Roberts, 2012), was not communicated.

5.3 Mechanisms in context and programme mechanisms

In mapping out the nature of the Holding Hands local context through presenting network patterns of mechanisms which the researcher determined were pre-existing in the context, it then became possible to think about how a programme may be more likely to be effective in terms of changing an aspect the context. This is slightly different from looking at what it is *in the* programme which causes the change (i.e. programme

mechanisms and theories). For example, parents in the local context value the opportunity the HHPP gives them to 'escape' from everyday life. Delivery of the programme activates mechanisms in the social context related to ideas about how the programme benefits parents and what it offers them (resources) and also affects their decisions to attend (agency). The outcome is attendance on programmes, however, possibly a reproduction of the idea of the programme being an escape option. Looking further into programme mechanisms (which future research may do) may reveal that it is, in fact, the presence of a professional during programme delivery which makes a parent feel particularly safe that makes them want to attend the programme rather than be at home or another possible alternative could be attending the parenting programme offers them a warm environment or a social life. There are many different possibilities which can be identified and hypothesised. This example demonstrate how this research study explored mechanisms pre-existing at the level of the context in order to offer a baseline for further research into programme mechanisms and what works, for whom and under what conditions.

5.4 Implications for future research

The findings presented in this study can assist the development of future Holding Hands programmes in the local context in the current climate. There are a number of factors affecting participation in Holding Hands programmes which range from practical difficulties and interpersonal dynamics to individual values and beliefs. These factors both facilitate or act as barriers and can be reinforced or removed by the nature of the programme introduced and the professionals involved. As the HHPP operates in a messy, open system, it can be assumed its contextual features will change and transform regularly and rapidly, therefore it would be beneficial to regularly scale the

context if Holding Hands continues to focus its efforts on bespoke programmes for the local context.

5.4.1 Theory refinement

This study proposed two theories which suggest what type of features a programme which will have a positive and expected effect on the local context should have. Further realist research prior to any programme development would be to carry out a further realist evaluation which further develops these theories and moves towards exploring individual programme mechanisms, looking at what it is within the programme itself that causes particular responses and for whom. This could be done with a larger number of parents and programme recipients as well as facilitators.

5.4.2 Value of realist evaluation

The value of realist evaluation research when looking at parenting programmes was also highlighted and the researcher would advocate incorporating this type of research regularly in addition to the outcome measures sought for evaluation and establishing an evidence base. The five-point model proposed here could contribute to a relatively manageable way to qualitatively evaluate a programme's effectiveness and relationship with its local context in terms of structure, culture, agency and relations.

5.4.3 A Model for development and evaluation

In reviewing the contextual themes, mechanisms and theories developed within this research study the researcher summarised five areas which they believed could be considered when developing or evaluating future Holding Hands programmes in the current context (see Figure 13.1). These were: empowerment (referring to the degree to

which parents are appropriately helped, encouraged or advised), fit (how well the programme fits into real life e.g. relationships, busy schedules), sensitivity (how the programme demonstrates awareness of the levels of stigma attached at the current time and deals with it), provision (referring to the nature of support) and connectivity (referring to the pre-existing *compatibility* between professionals and parents and the *capacity* the programme has to bring parents together). The five areas produced the following model:



Fig. 13.1 illustrates the areas future research into the HHPP could look at to evaluate effectiveness

Measuring outcomes using standardised measures is relatively straightforward at present as the HHPP has established the use of the Eyberg Child Behaviour Inventory as its main form of monitoring and evaluation which assesses changes in parental perception of child behaviour and degrees to which they consider it problematic. This model attempts to provide a way to explore more abstract aspects of the programme

which are closely related to context and have a fundamental role to play in contributing towards how effective a programme may be.

As with this research, different stakeholders may be better placed to provide insight into particular areas, for example, parents will be able to comment on the way the HHPP fits with other everyday demands and its impact on relationships with family members, whereas professionals may be able to discuss the nature of multi-professional working and the programme's successes or challenges in this area. Quality or ideal criteria can be developed collaboratively by a working group of stakeholders so that effectiveness can be measured according to specific, local and personalised standards.

5.5 Critical evaluation of methodology

This research study gained official ethical approval from the Tavistock and Portman Trust Research Ethics Committee (TREC) prior to being carried out and also in regard to changes made (see appendices 1.1; 1.2; 1.3). It was also guided by The British Psychological Society (BPS)'s Code of Human Research Ethics (2010).

5.5.1 Evaluation methods

Evaluation methods for this study were deemed appropriate due to the purpose of the research which essentially was to canvas the local Holding Hands context in order to understand how the HHPP was interacting with its context. The researcher recognised different methods could have been brought into the evaluation such as grounded theory or interpretative phenomenological analysis and the methods used were choices made in order to work with the research context which proved to be quite complex.

5.5.2 The Research design

This research study began as a realist evaluation; however, it did not follow its methods holistically. Rather, the researcher used its principles to underpin thinking and decision-making throughout the study. This was due to the frequently changing nature and focus of the study which meant it needed to be adapted on various occasions resulting in particular steps needing to be removed. An example of this is the realist interview, which stipulates a more explicit presentation of the researcher's theories as the basis for discussion to produce theory refinement.

5.5.3 Participant sample

The participant sample in this study was small but specialist, spanning various levels which allowed the researcher to gain a rich and broad perspective. However, the researcher felt it would have been beneficial to have obtained more participants from the parent/programme recipient level in order to strengthen and contrast the perspectives of different parents as they were aware of relying on the perspective of individuals to represent particular system levels. At the same time, due to the critical realist position taken up during this study, the researcher was able to use the small numbers to construct theories which can contribute to ongoing processes of theory refinement and development, as is the nature of realist evaluation. The sample was a purposive sample which was suitable for this study because the researcher sought to address specific questions by eliciting information from stakeholders and a professional judgement was made to determine who would be best to provide information about different aspects.

5.5.4 Data collection

Each interview was audiotaped and the researcher made brief notes during interviews of interesting points and concepts they wished to explore further. The notes also included thoughts which the researcher wanted to record for later reflection. Notes were very brief in order to not interrupt the flow and dynamic between the researcher and participant.

Audiotaping allowed the researcher to be 'present' during the interview and engage in active listening and responding to participants without needing to write down all that was being said or strive to remember things. Kvale (1996) comments audiotaping does not allow the researcher to capture non-verbal language in the same way videotaping may; however, this was not deemed a necessity for this research study.

5.5.5 Data analysis

Analysis in this study was underpinned by three frameworks which overlapped in evidenced, informative and creative ways. Combining Crinson's (2001) realist analytical schema with Braun and Clarke's (2006) process of thematic analysis was a strength as Braun and Clarke's method is recognised as a legitimate way of analysing data spanning many methodologies. Applying Crinson's schema allowed the researcher to follow realist processes. De Souza's (2013) elaborated context-mechanism-outcome model allowed the researcher to retain focus on specific aspects of context by dissecting concepts for understanding before reconstructing them for conclusions. The researcher created an audit trail of analysis which included each step from initial coding to formulating overarching theories. This was in order to be as transparent as possible. A research diary was kept during analysis in order to capture any assumptions or biases the researcher may have experienced. These are discussed in the reflexivity section.

5.5.6 Reliability, validity and ethical issues

The researcher built consideration of ethical issues into the design of the study and this supported the care of both participants, their data and the researcher.

Ontological appropriateness

The focus of this research study was to explore the local context within which the Holding Hands Parenting Programme operated and sought to affect change. Using a critical realist lens, the researcher was concerned with identifying structural, cultural, agential and relational aspects of the context as revealed both implicitly and explicitly through the discourses of programme stakeholders and a process of inference in order to better understand the context as the programme is further developed. As previously mentioned, it explored a “*complex social phenomena outside people’s minds involving reflective people*” (Healy & Perry, 2000:125) which is in line with the realist understanding of reality. For this reason, this study was judged to have ontological appropriateness.

Contingent validity

As the study dealt with the open systems of the social world around the programme, it was held in mind that “*causal impacts are not fixed but are contingent upon their environment,*” (Healy & Perry, 2000:123). The researcher produced network patterns of mechanisms and outcomes relating to the local social context which offered theories for various contingent contexts, which can further be explored.

Multiple perceptions

Healy and Perry (2000) state “*realism relies on multiple perceptions about a single reality,*” (2000:123) and as such, a number of different participants, from various levels in the social structural system around the Holding Hands Parenting Programme, were consulted for their insight. By involving participants from a wide range of levels, the researcher was able to scale a wide perspective and allow information to be triangulated to provide a better overall picture of the local context.

As a critical realist study places importance on multiple perspectives, a limitation of this study is that conclusions made about views from the programme recipient level were informed by only one participant, who attended the workshop version of the programme. The nature of challenging child behaviour as experienced by this participant was such that further intervention was not deemed necessary (i.e. by being referred to the group or individual programmes). It is therefore a possibility that the views and experiences of this particular participant could be markedly different to that of a parent or carer who reports experiencing great difficulty with their child’s behaviour. This participant was also found to be very vocal about issues affecting parents and local communities and commented they regularly connected with other parents and were able to discuss concerns with them. This opportunity may not be available to all parents and may have shaped and led the participant’s views and comments in a particular direction. The programme recipient also appeared to have a positive relationship with her community and the support offered, which again may not be the experience of other parents from different circumstances. Other factors which may also have influenced the type of responses gathered from this level are participant demographics such as age, gender, and ethnicity. These factors were not assessed within this study. As the participant formed part of an exploratory phase of investigation into the Holding Hands local

context, they were considered to offer a good starting point for understanding the context, despite these limitations. Another possible area of limitation was the potential investment the programme facilitators and developers who participated in this study had in the HHPP. Each facilitator and developer was involved in the running and development of the programme, had individual commitments towards supporting it, believed in the founding principles and wanted the programmes to work. Due to this, it is possible that their perspectives may have been quite similar and the information provided about the local parenting context obtained through the same Holding Hands lens. It may have been useful, or indeed add to the depth of this research to explore the views of more parents as well as more professionals and decision-makers within the system, including those with knowledge of, but no involvement in, the running of the HHPP. This could additionally be done as a complementary study in order to expand knowledge and understanding. Equally, assessment of data gathered from other sources such as evaluation and outcome measures and using inter-researcher interpretation could have added strength and richness to the study.

Methodological trustworthiness

For transparency purposes, the researcher carefully provided full details of all procedures undertaken within this study, for example, systematic steps taken to review selected literature, information about the interviews and also data analysis processes. Findings were presented in detail and direct quotations were embedded in the text in order to demonstrate accuracy with how conclusions were made. In addition to this, the researcher kept a research diary in which they noted thoughts, ideas, questions and experiences. These were discussed regularly with the researcher supervisor.

Analytic generalisation

The nature of Realist evaluation and evaluations based on its principles means it advocates the hypothesising and testing of theory in a continuous refinement process. This is in order to continuously move knowledge closer to discovering the reality which exists independently of human existence. The primary aim of this research was to present greater understanding of the Holding Hands local context in the form of theories for exploration and testing in later research. The network patterns produced in this research are able to form a basis for further study which can seek to reinforce or refine the theories (e.g. by presenting the theories to stakeholders for their views) in order to produce a final theory which can then be tested (e.g. does introducing a certain element actually have the transformational or reinforcing effect that was hypothesised).

Construct validity

To support *“how well information about the constructs in the theory being built are measured in the research”* (Healy & Perry, 2000:124), the researcher used clarifying questions and statements presented back to participants which summarised their comments in order to check accurate understanding had been gained. Quotes were used to evidence findings and to demonstrate the way the researcher attempted to remain as close to the data as the process allowed. Prior literature on parenting and parenting contexts were a key aspect of data analysis which meant the researcher also sought a structural context for particular findings. This allowed the analysis to move from being a purely phenomenological perspective and moving towards the more concrete.

Informed consent and Deception

As clear details and guidelines about the nature of the research and the researcher's interests were made explicit by sharing through written and verbal correspondence, participants were able to gain a full understanding of what they were consenting to participate in. This meant all data was gathered from individuals who were both knowledgeable and willing to contribute to the study. It also formed the basis of a trusting relationship between the researcher and research participant. Due to this, the researcher had reason to believe what was shared were the participants' honest experiences and beliefs.

Power imbalances

The optional nature of participation in the research study was emphasised from the outset of the research and, although in initial recruitment stages, this meant the researcher faced difficulty with obtaining participants, it was felt this was an important value and consideration to uphold. When inviting parents to participate, the researcher found a great resistance to involvement with 85% of parents not responding and 67% of the 15% who did respond, declining due to the difficulty of fitting the study into their busy lives. The researcher felt this mirrored the theme which arose from the study (and previously from literature) of the difficulties parents can face with parenting programmes and other demands. When the participant pool extended to match the refined focus of the study, the researcher was clear to uphold the same value that participation was non-obligatory. This pool contained more professionals and received a 78% positive response rate. Due to the new participants being mainly colleagues, the researcher needed to emphasise more so that their participation was optional and declining to do so would not infringe upon any pre-existing or future working relationships.

Withdrawal

Those who participated in the study were informed of their rights to withdraw (in part or fully) at the written invitation stage and both verbally before and after data collection had taken place. For colleagues of the researcher, this final notification was important as the researcher needed to check whether they felt there was anything they preferred not to be further analysed or commented on, due to understanding the possibility their responses may be recognised by those close to the programme.

Anonymity

All participants were happy to allow their data to be used in the study and understood how this would take place. They were explicitly informed of the possibility that, due to the nature of the study focusing on a local programme, their views may be identified as belonging to them by those close to the programme, although every care would be taken to protect identities. No participants withdrew their contributions.

Data protection

Data was anonymised from the outset using codes only the researcher was able to identify. As data was transcribed using a private transcription company, a full, signed, confidentiality agreement was obtained and reviewed with the research supervisor prior to work being carried out.

5.6 Reflexivity

Engaging in reflexive practice gave the researcher an opportunity to understand how their experiences and philosophical positions affected the research study.

Inside Researcher

This research study was a required component of my doctoral training programme and was carried out within the service in which I was working as a trainee educational psychologist. When a researcher works within a setup like this, they are often known as an inside researcher. Corbin-Dwyer and Buckle (2009), Greene (2014) and Robson (2000) introduce discourse around both advantages and disadvantages associated with being an inside researcher and those I faced and experienced are discussed here. Many issues arose over the duration of the research study which required due consideration and reflection. The issues were considered to affect the study at the practical, interpersonal and intrapersonal levels.

Practical	Interpersonal	Intrapersonal
Gaining access		
Negotiating research focus		
	Relationships and Taking on a new role	
	Rapport	
	Responses to evaluation	
	Ethical considerations	
	Power	
Prior knowledge		
		Biases

🌐 Table 6.1 presents issues considered as an inside researcher

Negotiating the research focus

The original focus of my research study had been proposed and agreed by the service prior to my commencing work and so I had initially felt very positive about my research. Very early on in my research journey I was asked to renegotiate the focus and format of my study to an evaluation of a particular pilot programme in order to better support the development of programmes within Holding Hands. As I discovered, evaluating social programmes can present many challenges, especially when a programme is in the early

stages of development i.e. a pilot version. I very quickly felt my research study was out of my hands and embarked on a journey to reclaim it. Negotiating the research focus eventually fell into the hands of time constraints which had to take precedence over research dreams of grandeur and I was able to find a way to bridge my creative thought with the structural elements of Holding Hands and explore mechanisms, which alluded to depths, of the Holding Hands context, which allowed me a certain degree of immunity if the programme continued to evolve as my focus became canvassing and capturing a snapshot of the current context, which I expected change in rather than chasing a programme which appeared to change at unexpected intervals. Regular supervision with my research supervisor and debriefing with peers allowed me to think critically and creatively about how to move forward as well as reminding me of particular constraints e.g. time frames, me being a sole researcher with limited resources. It also reminded me to consider the primary task of all involved, which may have varied.

Relationships and Taking on a new role

As a trainee educational psychologist within the service, I had pre-existing relationships with a number of the staff in the Holding Hands team (6 out of 8). This brought an interesting dynamic to the research as I had to take up a new role which positioned me as slightly removed from the team. This was an area I regularly reflected on through monitoring my responses in situations and thoughts away from them as well as during planning stages.

Rapport and Responses to evaluation

Thankfully, I received positive responses toward my research and this was probably partially due to the prior good rapport I had built with colleagues and partially their love

and investment in the Holding Hands Parenting Programme. As the research was negotiated and commissioned by the service I did not face any problems with colleagues questioning how my research would be used or its potential effect on the programme. Nor did I meet any problems with colleagues' reactions or responses.

Ethical considerations

Because of our familiarity, I ensured colleagues were aware of their rights to withdraw from the study should they wish to and also of a 'no-obligation' policy I advocated, whereby they were under no obligation to participate in the first instance. Due to the content of the interviews, the size of the participant pool and the nature of Holding Hands as a local programme, all participants were asked after their interviews whether there was any information they had provided which, in hindsight, they would like to be removed from the data set. However, all colleagues were happy with what they had provided. I did not have reason to believe colleagues withheld rich data due to our relationship and this is due to observing comments such as "I hope this is ok to say, but..." which suggests a level of freedom in speech and opinion. However, I did recognise it would be impossible to know for certain, and even colleagues may not have been aware of all their inner processes. Following one interview, a colleague emailed me thanking me and stating the interview had allowed her to consider and evaluate her practice in a way she had not done before. This demonstrated a healthy outcome of an interview interaction. Within interviews, it sometimes became evident that my prior connection with colleagues affected the way they answered questions e.g. making comments such as "I think I mentioned this before in that meeting," which indicated they may have held back things they thought I already knew.

Power

In one interview a participant double-checked I had gained approval from programme developers to carry out my research as they wanted to be sure it was 'safe' to share their experiences and concerns with me. This suggested power dynamics and the idea of not wanting to implicate oneself.

Data Collection, Analysis, Prior knowledge and Biases

Semi-structured interviews allowed me to move between concepts and build upon ideas participants introduced; however, I did notice one or two occasions where my newly-formed questions were not articulated well and needed clarifying. This may have been due to me processing, formulating and questioning at the same time and sometimes finding management of these different processes difficult.

During data analysis I needed to be aware of how my interpretations may have been influenced by my prior knowledge and experiences of the Holding Hands Parenting Programme. In analysis I was not under the assumption that my findings and subsequent conclusions were the ultimate shape or form which could be drawn from the data and recognized another researcher may have approached gathering or analysis in a different way and gained different understanding. I was also aware that, had I chosen different methodology, such as interpretative phenomenological analysis (IPA) I may have reached different conclusions. Adopting a critical realist position allowed me to manage these variations as my epistemology is such that one draws closer to the truth of what constitutes reality which is exists independently of us.

My analysis of data was accompanied by keeping a journal or reflective diary which I called a "Thought Tracker" where I noted questions, thoughts, ideas and feelings to help

monitor the subjective experience of the process. Regular supervision with my research supervisor allowed me to debrief and be challenged on my judgements and decisions. I also had the opportunity to debrief with peers which gave me the chance to think critically, test hypotheses I was pondering on, acknowledge any feelings which may have the potential to affect my judgement e.g. any feelings of frustration about the research (as my priorities were different from participants) or any opinions about participants from personal experiences. As mentioned before, I kept an audit trail of the data analysis so that the processes I undertook could be tracked and were transparent. I was aware of my prior knowledge of the system and, in analysis, I tried to remain as close to the data as possible and used quotes and references to evidence my comments.

5.7 Links to educational psychology practice

Educational psychologists (EPs) are frequently involved in developing and evaluating parenting programmes and their effectiveness. EPs work at various system levels and therefore gaining knowledge and insight about aspects of society is key to understanding the difficulties and experiences faced by individuals they work with.

Literature demonstrates early conduct difficulties amongst children and ineffective parenting practices are linked to later lower levels of achievement, employment and higher crime rates, which are issues EPs may encounter in the children and families they work with. This makes it even more important to identify early issues and ensure adequate support is given and received, overcoming any barriers which may be in the way. Therefore, research into local system functioning and dynamics equips EPs with greater current and specific knowledge from which to work. At the early years level, EPs

often deliver parenting support programmes and so being able to understand possible resistance to support or reluctance to engage due to previously held ideas or beliefs can help EPs develop healthy discourses around support which challenge unhelpful views or compensate for negative experiences.

EPs frequently offer training and supervision to other professionals e.g. children's centre staff who then carry out parenting programmes. Having knowledge of the various feelings of competency amongst such staff can assist EPs in tailoring their training to particular areas, such as confidence building for example.

On a national level, EPs are involved in development of policy and government initiatives and therefore carrying out local research has the potential to target particular concerns in different areas.

For programme design, conclusions drawn from this study emphasise the value and benefits of taking into consideration the views and experiences of commissioners, professionals and parents in order to work towards building a more effective programme with agreed and respected common goals.

Realist evaluation is particularly useful for EPs because of its ability to be used to evaluate interventions and programmes as well as explore more abstract concepts such as a social system (e.g. parenting context in this study). Realist evaluation is guided by a set of principles rather than specific methods which mean it can also be used as a guiding framework to approach practices such as assessments, formulations as well as the development of interventions. Principles of realist evaluation encourage EPs to

understand the importance of the context in their work with children, young people and their families.

Conclusions

The Holding Hands Parenting Programme is a short-term intervention for parents and children and has been particularly tailored for families at the local level in a specific shire county. Local programmes often face challenges such as finding the balance between programme fidelity and flexibly meeting the needs of their target group as well as building an evidence base in the same way as more manualised, nationally-delivered programmes make claims to do so.

The systematic review of literature in this research study highlighted the nature of the context relating to parenting and this allowed the Holding Hands local context to be explored, compared and contrasted in relation to research findings from other studies and localities.

Guided by principles of realist evaluation and ideas from realist social theory, the researcher focused this study on exploring and explaining the nature of various structural, cultural, agential and relational aspects of the Holding Hands local context and identifying particular contextual mechanisms in the context which an intervention activated by its delivery. This focus is complementary to the predominant use of realist evaluation which is to identify mechanisms (in terms of resources and reasoning) within social programmes which are activated and contribute to their effectiveness and therefore this study forms a crucial contribution to future realist evaluation research in the Holding Hands local context.

The researcher constructed 13 network patterns of mechanisms identified within the local context and possible outcomes as a result of introducing a programme. These network patterns covered the ideas of (i) methods and processes, (ii) access and involvement and (iii) internal processes and beliefs. Two overarching theories were constructed which proposed certain elements which may make a Holding Hands Parenting Programme effective when introduced. These were broader than simply parents needing support with managing behaviour and so pointed to the importance of looking at the context when developing and evaluating programmes. In order to assist this, the researcher offered a model which outlined areas future evaluations could explore, adding contextual depth alongside other measurements.

This research study has a particular value as it adds to existing literature about parenting programmes and previous research on the Holding Hands Parenting Programme. Previous research has explored and evaluated parents' perceptions and experiences of various forms of the programme; however, this study provides insight through the perspectives of stakeholders across multiple system levels and includes a high contribution from professionals (88%). The study temporarily steps away from the individual programmes delivered in order to support future growth by broadening the lens through which such developments may be approached.

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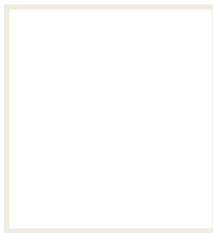
Appendices

● 1.1 TREC Confirmation of Ethical Approval 1

The Tavistock and Portman 
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2699
www.tavi-port.org



28th January 2016

Re: Research Ethics Application

Title: Holding Hands Universal: A Realistic Evaluation of a Tailored Approach to the Holding Hands Parenting Programme

Dear Hannah,

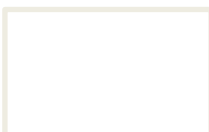
I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your research ethics application has been approved. This means you can proceed with your research.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Best regards,



Paru Jeram
Secretary to the Trust Research Degrees Subcommittee
T: 020 938 2699
E: pjeram@tavi-Port.nhs.uk

cc. Brian Davis, Course Lead

1.2 TREC Letter of Notification of Changes

The Tavistock and Portman 
NHS Foundation Trust

Directorate of Education and Training
Tavistock Centre
120 Belsize Lane
London NW3 5BA
Tel: 020 7435 7111
Fax: 020 7447 3837
Web: www.tavistockandportman.nhs.uk

17th June 2016

Re: Research - Minor Changes
Programme of Study: M4 Doctorate in Child, Community and Educational Psychology

Dear Paru,

I am writing to inform you of minor changes to my research project as discussed and agreed with my research supervisor.

Keeping in line with my focus area and methodology, I have noted a particular value in exploring in greater depth the social context within the realist evaluation framework outlined in my previous proposals. As part of this refined focus, I aim to extend my participant group to include Children's Centre Coordinators and Programme Commissioners. Questions developed will explore components in the social context such as the nature of roles, practices and individual ideas, for example.

Information sheets detailing the nature of the research, requirements of participants and relevant debriefing and feedback protocols will be given to, and discussed with, all new participants as detailed in section 14 of my previous Application for Ethical Review of Research Involving Human Participants.

Ethical considerations will be taken into account and informed consent will be obtained before any data is collected, in accordance with sections 18 and 19 of my application. Due to the small sample size, participants will be made aware that those closely associated with the programme may be able to identify them despite all efforts made to ensure data contained within the thesis is de-identified and participants are pseudo-anonymised. Any consent subsequently obtained will therefore be fully informed. Participants will be made aware of their rights to withdraw from the research study.

Yours sincerely,



Hannah Jarrett
Doctoral Trainee Educational Psychologist



Dr Mark Turner
Research Supervisor/Chartered Educational Psychologist

1.3 TREC Confirmation of Ethical Approval 2

The screenshot shows an email client window with a search bar at the top left containing 'This Folder'. The email header includes 'Reply', 'Forward', 'Move', 'Delete', 'Junk', and 'Close' buttons. The email content is as follows:

FW: Hannah Jarrett
Paru Jeram

Sent: 26 July 2016 14:20
To: Hannah Jarrett
Cc: Brian Davis; Elsa Reyes-Simpson
Attachments: Hannah_Jarrett.pdf (496 KB) [Open as Web Page]

Dear Hannah,

Further to your request for amendments to your TREC application, I wish to confirm that the changes you requested regarding participation have been approved by the TREC Chair. Please accept this email as confirmation.

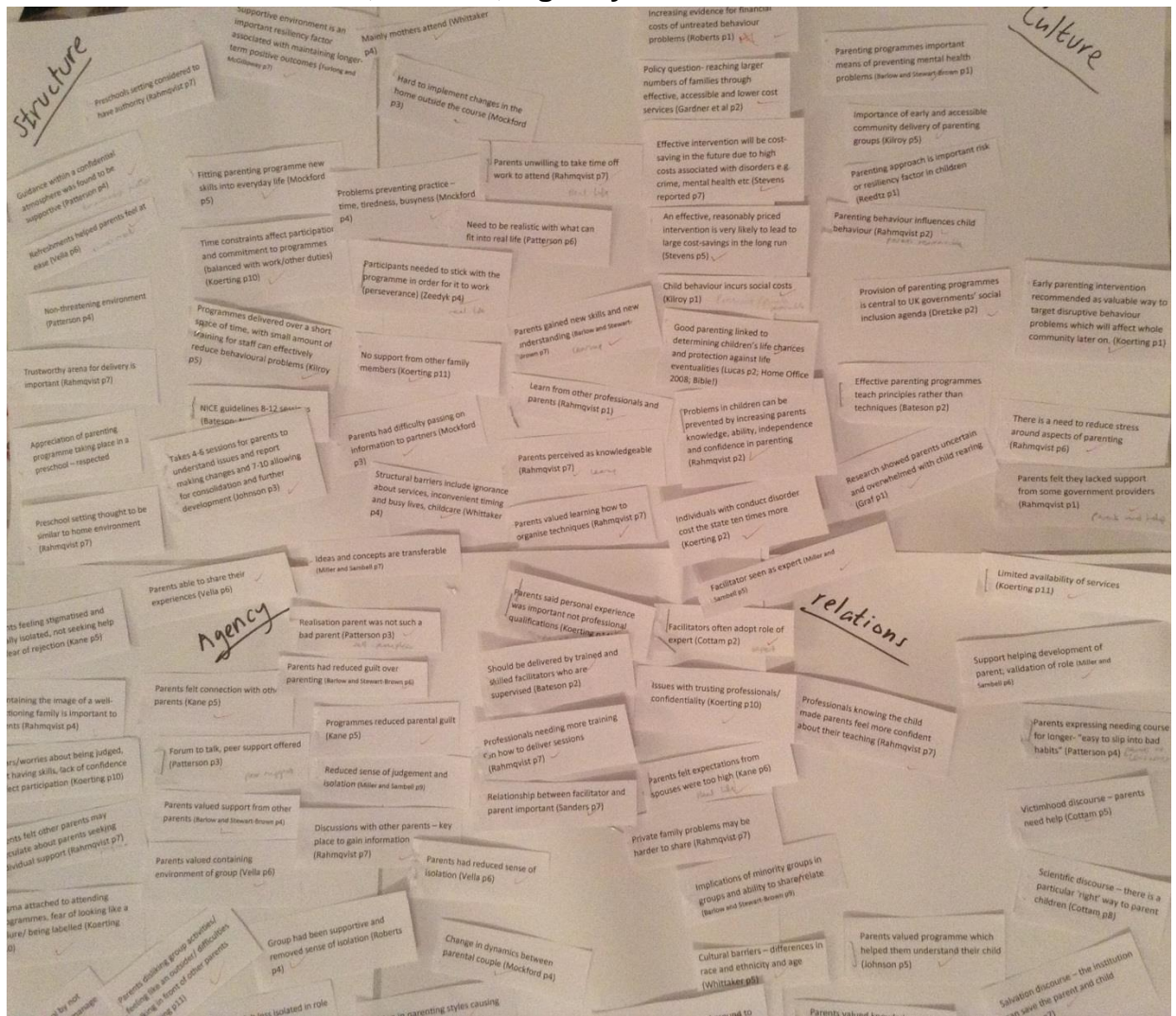
BW

Paru

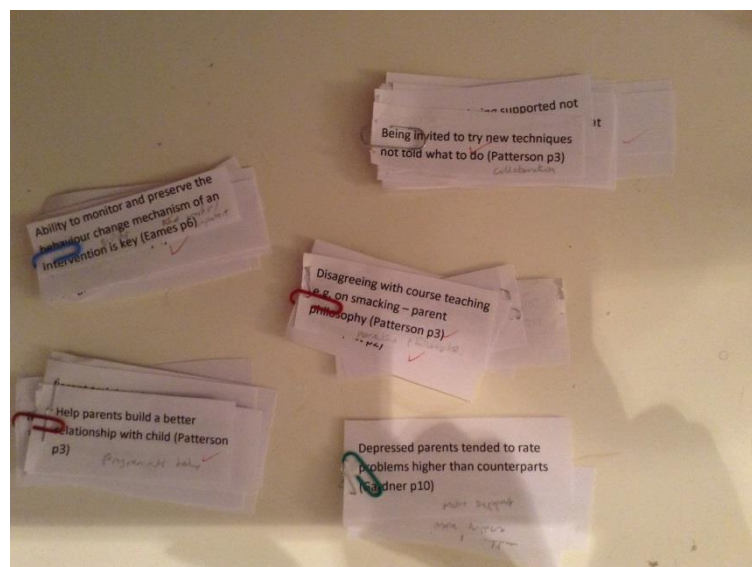
Mrs Paru Jeram
Quality Assurance Officer

<https://tavistockandportman.nhs.uk/research-and-innovation/doing-research/student-research/>

2.1 Literature Review: Initial sorting of information/ideas into broad areas of Structure, Culture, Agency and Relations



2.2 Literature Review: Coded information and quotes grouped into themes



3.1 Information Sheet for Parents

Information sheet for parents

Project: Evaluation of the Holding Hands Universal Parenting Programme

Researcher Name: Hannah Jarrett (Trainee Educational Psychologist)

Hello, my name is Hannah Jarrett and I am a Year 3 Doctoral Trainee Educational Psychologist working with *** Educational Psychology Service (EPS). My training is delivered by the Tavistock and Portman NHS Foundation Trust in London. As part of my doctorate I am required to undertake a piece of research through the EPS.

You recently participated in the Holding Hands *Universal* Parenting Programme. In order to determine whether the way it is being delivered is useful, effective and appropriate for parents, it will undergo an evaluation which will help to shape it to meet both yours and other parents' needs. The findings from this research will be presented in a thesis and also in discussions to support the development of the programme. Findings may also be published.

I would like to invite you to take part in this evaluation. Taking part in this evaluation is voluntary and you can withdraw from it at any point up until all the information you give has been merged with others' and is no longer identifiable as belonging to you or anyone else. Withdrawal will be completely up to you and reasons for doing so do not need to be given. I do hope, however, that you will enjoy and benefit from being a part of experiencing and shaping the developments of the programme. Please also note that declining to take part or withdrawing from this evaluation does not affect your participation in the Holding Hands programme now or in the future.

As part of your recent involvement in the programme you completed a questionnaire about your experiences; this was called the Eyberg Child Behaviour Inventory. I would like to use your responses to these questionnaires to explore whether there were significant differences between your scores before and after the programme.

I would also like to invite you to participate in an interview in which you will be asked about your experiences on the programme; what you found useful for you personally, any aspects you found challenging and what you felt were the parts of the programme which worked. These interviews will be recorded for transcribing and analysis purposes. All data (i.e. the recordings) will be kept strictly confidential and will be kept secure and password protected (in accordance with the University's Data Protection Policy). Your name and any details which identify you will not be stored or included in the research. This also means that if any quotes are used in the research, only you and the researcher would be able to identify you as the author. Please note that there are limitations on our confidentiality agreement if anything arises during the interview which leads me to have concerns about the health or wellbeing of yourself or others.

As part of the research, you will also be offered the opportunity to discuss anything arising with an Educational Psychologist who will be able to offer further support or refer you to appropriate agencies should you wish.

If you have any further questions please feel free to give me a ring at the Educational Psychology Service or email me. You may also wish to discuss this research with my supervisor. Please use the number or addresses below for any correspondence.

Hannah Jarrett –

Dr Mark Turner (Supervisor) –

If you have any concerns about the conduct of the researcher or any other aspect of this research project, please contact Louis Taussig, the Trust Quality Assurance Officer ltaussig@tavi-port.nhs.uk

3.2 Information Sheet for Professionals 1

Information sheet for Educational Psychologists/Psychology Assistants/Administrators and Family Support Workers

Project: Evaluation of the Holding Hands Universal Parenting Programme

Researcher Name: Hannah Jarrett (Trainee Educational Psychologist)

Hello, my name is Hannah Jarrett and I am a Year 3 Doctoral Trainee Educational Psychologist working with *** Educational Psychology Service (EPS). My training is delivered by the Tavistock and Portman NHS Foundation Trust in London. As part of my doctorate I am required to undertake a piece of research through the EPS.

As you will know, the Holding Hands *Universal* Parenting Programme has been running for a few months. In order to determine whether the way it is being delivered is useful, effective and appropriate for parents, it will undergo an evaluation which will help to shape it to meet parents' needs. The findings from this research will be presented in a thesis and also in discussions to support the development of the programme. Findings may also be published.

I would like to invite you to take part in this evaluation. Taking part in this evaluation is voluntary and you can withdraw from it at any point up until all the information you give has been merged with others' and is no longer identifiable as belonging to you or anyone else. Withdrawal will be completely up to you and reasons for doing so do not need to be given. I do hope, however, that you will enjoy and benefit from being a part of experiencing and shaping the developments of the programme. Please also note that declining to take part or withdrawing from this evaluation does not affect your professional relationship with the programme or the EPS.

As part of the evaluation, you will be invited to participate in an interview in which you will be asked about your experiences delivering or facilitating aspects of the programme; what you thought parents found useful, any aspects you found challenging and what you felt were the parts of the programme which worked overall. These interviews will be recorded for transcribing and analysis purposes. All data will be kept strictly confidential and will be kept secure and password protected (in accordance with the University's Data Protection Policy). Your name and any details which identify you will not be stored or included in the research. This also means that if any quotes are used in the research, only you and the researcher would be able to identify you as the author. Please note that there are limitations on our confidentiality agreement if anything arises during the interview which leads me to have concerns about the health or wellbeing of yourself or others.

As part of the research, you will also be offered the opportunity to discuss anything arising with a Senior Educational Psychologist who will be able to offer further support or refer you to appropriate agencies should you wish.

If you have any further questions please feel free to give me a ring at the Educational Psychology Service or email me. You may also wish to discuss this research with my supervisor. Please use the number or addresses below for any correspondence.

Hannah Jarrett –

Dr Mark Turner (Supervisor) –

If you have any concerns about the conduct of the researcher or any other aspect of this research project, please contact Louis Taussig, the Trust Quality Assurance Officer ltaussig@tavi-port.nhs.uk

🌐 3.3 Information Sheet for Professionals 2

Information sheet for Educational Psychologists/Psychology Assistants/Administrators/Family Support Workers/Service Directors/Commissioners

Project: Realist Evaluation of the Holding Hands Parenting Programme

Researcher Name: Hannah Jarrett (Trainee Educational Psychologist)

Hello, my name is Hannah Jarrett and I am a Year 3 Doctoral Trainee Educational Psychologist working with *** Educational Psychology Service (EPS). My training is delivered by the Tavistock and Portman NHS Foundation Trust in London. As part of my doctorate I am required to undertake a piece of research through the EPS. The findings from this research will be presented in a thesis and also in discussions to support the development of the programme. Findings may also be published.

I have been carrying out an evaluation of the Holding Hands Parenting Programme. As my research has progressed, I have been trying to look more closely at the local context within which the Holding Hands Parenting Programme is implemented. Due to this refined focus, I am interested in gaining the insight and perspectives of various people who are involved with the programme, from facilitation to commissioning.

I would like to invite you to take part in this evaluation. Taking part in this evaluation is voluntary and you can withdraw from it at any point. Withdrawal will be completely up to you and reasons for doing so do not need to be given. I do hope, however, that you will enjoy and benefit from being a part of experiencing and shaping the developments of the programme. Please also note that declining to take part or withdrawing from this evaluation does not affect your professional relationship with the programme or the EPS.

As part of the evaluation, you will be invited to participate in an interview in which you will be asked about your experiences delivering or facilitating aspects of the programme; what you thought parents found useful, any aspects you found challenging and what you felt were the parts of the programme which worked overall. These interviews will be recorded for transcribing and analysis purposes. All data will be kept strictly confidential and will be kept secure and password protected (in accordance with the University's Data Protection Policy). Your name and any details which identify you will not be stored or included in the research. This also means that if any quotes are used in the research, only you and the researcher would be able to identify you as the author. Please note that there are limitations on our confidentiality agreement if anything arises during the interview which leads me to have concerns about the health or wellbeing of yourself or others.

If you have any further questions please feel free to give me a ring at the Educational Psychology Service or email me. You may also wish to discuss this research with my supervisor. Please use the number or addresses below for any correspondence.

Hannah Jarrett –

Dr Mark Turner (Supervisor) –

If you have any concerns about the conduct of the researcher or any other aspect of this research project, please contact Louis Taussig, the Trust Quality Assurance Officer ltaussig@tavi-port.nhs.uk

4.1 Consent Form Parents

The Tavistock and Portman 
NHS Foundation Trust

Directorate of Education and Training
Tavistock Centre
120 Belsize Lane
London NW3 5BA
Tel: 020 7435 7111
Fax: 020 7447 3837
Web: www.tavistockandportman.nhs.uk

Consent form for parents

Project: Evaluation of the Holding Hands Universal Parenting Programme

Researcher Name: Hannah Jarrett (Trainee Educational Psychologist)

Participant Number: 001

Taking part in this evaluation is on a voluntary basis. You can withdraw at any time without having to give a reason. It is hoped, however, that you will find this a worthwhile experience. Along with the scores from your questionnaires being used to measure the effectiveness of the programme, you will be invited to participate in an interview about your views of the programme and its effects. This will last for approximately 45 minutes. Interviews will be recorded so that I can get an accurate record of your views. All data will be kept strictly confidential and will be kept secure and password protected (in accordance with the University's Data Protection Policy). Your name and any details which identify you will not be included in the research. This also means that if any quotes are used in the research, only you and the researcher would be able to identify you as the author. Please note that there are limitations on our confidentiality agreement if anything arises during the interview which leads me to have concerns about the health or wellbeing of yourself or others.

The findings from this research will be presented in a thesis and also in discussions to support the development of the programme. Findings may also be published.

For further information please contact me at or my supervisor Dr Mark Turner at . If you have any concerns about the conduct of the researcher or any other aspect of this research project, please contact Louis Taussig, the Trust Quality Assurance Officer htaussig@tavistockandportman.nhs.uk.

Please complete the following:

I confirm I have read the information above and the Participant Information Sheet

Option A

I agree to participate in the evaluation of the Holding Hands Universal parenting programme. I understand that the forms I completed as part of the programme will be used as part of a statistical analysis to inform the research. I also understand that I will be participating in an interview in order to share my thoughts and experiences of the programme and that these comments will also undergo analysis as part of the research. (please tick)

I understand that I have the right to withdraw my participation in the research at any point and that my data will be removed from the research unless it has passed the point where it can be identified as mine due to it being merged with other data. (please tick)

Option B

I am happy for the scores from my questionnaires to be used in this evaluation but I do not want to participate in an interview. (please tick)

Option C

I do not wish to take part in this research. (please tick)

Thank you for your time and support. Signature:

Date:

4.2 Consent Form for Professionals 1

The Tavistock and Portman 

NHS Foundation Trust

Directorate of Education and Training
Tavistock Centre
120 Belsize Lane
London NW3 5BA
Tel: 020 7435 7111
Fax: 020 7447 3837
Web: www.tavistockandportman.nhs.uk

Consent form for Educational Psychologists and Family Support Workers

Project: Evaluation of the Holding Hands Universal Parenting Programme

Researcher Name: Hannah Jarrett (Trainee Educational Psychologist)

Participant Number: 001

Taking part in this evaluation is on a voluntary basis. You can withdraw at any time without having to give a reason. It is hoped, however, that you will find this a worthwhile experience. You will be invited to participate in an interview about your views on the programme and its effects. This will last for approximately 45 minutes. Interviews will be recorded so that I can get an accurate record of your views. All data will be kept strictly confidential and will be kept secure and password protected (in accordance with the University's Data Protection Policy). Your name and any details which identify you will not be included in the research. This also means that if any quotes are used in the research, only you and the researcher should be able to identify you as the author. Please note that there are limitations on our confidentiality agreement if anything arises during the interview which leads me to have concerns about the health or wellbeing of yourself or others. You should also be aware that, due to the research being carried out at the local level, there is a small possibility that those closely related to the programme may be able to identify you as a participant, although the upmost care will be given to ensure anonymity.

The findings from this research will be presented in a thesis and also in discussions to support the development of the programme. Findings may also be published.

For further information please contact me at or my supervisor Dr Mark Turner at . If you have any concerns about the conduct of the researcher or any other aspect of this research project, please contact Louis Taussig, the Trust Quality Assurance Officer ltaussig@tavi-port.nhs.uk.

I confirm I have read the information above and the Participant Information Sheet (please tick)

Option A

I agree to participate in the evaluation of the Holding Hands Universal parenting programme. I understand that I will be participating in an interview in order to share my thoughts and experiences of the programme and that these comments will undergo analysis as part of the research. (please tick)

I understand that I have the right to withdraw my participation in the research at any point and that my data will be removed from the research unless it has passed the point where it can be identified as mine due to it being merged with other data. (please tick)

Option B

I do not wish to take part in this research. (please tick)

Thank you for your time and support.

Signature:

Date:

4.3 Consent Form for Professionals 2

The Tavistock and Portman 
NHS Foundation Trust

Directorate of Education and Training
Tavistock Centre
120 Belsize Lane
London NW3 5BA
Tel: 020 7435 7111
Fax: 020 7447 3837
Web: www.tavistockandportman.nhs.uk

Consent form for Educational Psychologists/Psychology Assistants/Administrators/Family Support Workers/Service Directors/Commissioners

Project: Realist Evaluation of the Holding Hands Parenting Programme

Researcher Name: Hannah Jarrett (Trainee Educational Psychologist)

Participant Number: 009

Taking part in this evaluation is on a voluntary basis. You can withdraw at any time without having to give a reason. It is hoped, however, that you will find this a worthwhile experience. You will be invited to participate in an **interview about your views on the programme and its effects and also your understanding of the programme context.** This will last for approximately 20-30 minutes. Interviews will be recorded so that I can get an accurate record of your views. All data will be kept strictly confidential and will be kept secure and password protected (in accordance with the University's Data Protection Policy). Your name and any details which identify you will not be included in the research. This also means that if any quotes are used in the research, only you and the researcher should be able to identify you as the author. Please note that there are limitations on our confidentiality agreement if anything arises during the interview which leads me to have concerns about the health or wellbeing of yourself or others. **You should also be aware that, due to the research being carried out at the local level, there is a small possibility that those closely related to the programme may be able to identify you as a participant, although the upmost care will be given to ensure anonymity.** The findings from this research will be presented in a thesis and also in discussions to support the development of the programme. Findings may also be published.

For further information please contact me at or my supervisor Dr Mark Turner at . If you have any concerns about the conduct of the researcher or any other aspect of this research project, please contact Paru Jeram, at the Trust Quality Assurance Team PJeram@tavi-Port.nhs.uk for further information.

I confirm I have read the information above and the Participant Information Sheet (please tick)

Option A

I agree to participate in the evaluation of the Holding Hands parenting programme. I understand that I will be participating in an interview in order to share my thoughts and experiences of the programme and that these comments will undergo analysis as part of the research. (please tick)

I understand that I have the right to withdraw my participation in the research at any point and that my data will be removed from the research unless it has passed the point where it can be identified as mine due to it being merged with other data. (please tick)

Option B

I do not wish to take part in this research. (please tick if appropriate)

Thank you for your time and support.

Signature:

Date:

5.1 Interview Questions Guide

Interview Questions

Parents:

- 1) Tell me about your experience of the Holding Hands Universal programme (HHUP)
 - What influenced you to join the programme?
 - Did you have particular expectations?

- 2) Do you think anything is different about the way you parent your child/ren since participating in the HHUP?
 - Describe these changes
 - Why do you think this has happened?
 - If not, why do you think things are/have been kept the same?

- 3) Tell me about your child's behaviour
 - Do you feel that there are any differences in this behaviour since you participated in the HHUP?
 - Why do you think this is?
 - If not, why do you think the behaviour has remained the same?

- 4) Has your level of confidence in dealing with your child's behaviour changed since participating in the HHUP?
 - Do you feel you understand more about your child's behaviour/yourself?
 - In what ways?
 - Why do you think this is/ is not the case?

- 5) Do you think you learnt anything new (ideas/strategies) from attending the HHUP?
 - If so, what were they?
 - Have you been able to put them into practice at home?
 - If not, where have you learnt the skills before?

- 6) What about the programme do you think worked well/was helpful (or didn't work/was less helpful) for you?
 - Why do you think that was?
 - Do you think this would be the same for other parents too?
 - Was there anything you didn't expect/anticipate?

- 7) Was there anything which you think could have been different?
 - What effect do you think this may have had on you/others?
 - Why do you think this would be?

Family Support Workers:

- 1) In your opinion, what do you think makes a parenting programme effective?

- 2) Tell me about your experience with the HHUP?
 - How has this experience differed from your experience of delivering the programme through other models?
 - What was the telephone consultation method like in your opinion?

- 3) What do you think makes the HHUP useful for parents?
 - Why do you think that was?
 - Do you think this would be the same for all parents?
 - Who would it work best for?

- 4) Is there anything which you feel may be less useful or could be changed?
 - What do you think the effect of this may be?
- 5) Do you think parents' level of confidence in dealing with their child's behaviour changed since participating in the HHUP?
 - In what ways? Do you have evidence of this?
 - Why do you think this is/ is not the case?

Educational Psychologists:

- 1) In your opinion, what do you think makes a parenting programme effective?
- 2) Tell me about your experience with the HHUP?
 - How has this experience differed from your experience of delivering the programme through other models?
- 3) In your opinion, why was the HHUP developed?/thought to be a useful development?
 - What does it offer parents that the other versions may not have?
 - What type of service user do you think this model would be best suited to?
- 4) There are many stakeholders in the HHUP; how do you think this model of delivery affects you as an EP, other professionals delivering it?
- 5) Thinking about the aims of the Holding Hands Programme, how do you think the HHUP model is able to influence change in behaviour and outcomes for parents and children?
- 6) What, if any, are the barriers to the HHUP in facilitating positive change?

Context Questions:

- 1) Why do you think the Holding Hands Parenting Programme keeps evolving/developing?
- 2) What do you think local parents need?
- 3) In your opinion, what is impacting parents and the *this local authority's* parenting context?
 - Prompts about services and what is offered, current climate, resources
- 4) How does the Holding Hands Parenting Programme meet the local need?
- 5) What are some barriers to affecting positive change amongst parents?
 - Prompts about services, people, programme characteristics
- 6) Describe the local parenting context
 - Prompts about dynamics, responsibilities
- 7) Do you think having an educational psychologist deliver the programme makes a difference?

6.1 Sample Transcript – PA (full)

I – interviewer; R – respondent

- I: So, first of all, in your opinion, what do you think makes a parenting programme effective?
- R: Hmm. Um. I would say (...) quite clear guidance and quite clear sort of ideas and advice for what... what they can do [I: Mm], um, but also a lot of consistent support so that you don't just tell them once [I: Mm] and then you leave them. It would be more that you keep checking back with them to make sure that [I: Mhm] they're following up on what you suggested but then [I: Yeah] they can question you as well for [I: Mm], um (.) for more advice about what they could do. So (.) ideally something that's a longer term thing [I: Okay] so that you can keep, er, sort of checking in [I: Mm] with them.
- I: So, when you say longer term [R: Mm] sort of give me an estimate of what you're thinking about.
- R: Well, I'm thinking about Holding Hands (laughing) [I: Yeah (laughing)] so I don't, um (...) well, as long as possible really [I: Mm] but I suppose (.) er, if you could check back in with them at least maybe three times up to [I: Mm], you know, over the course of at least maybe a month [I: Okay, yeah] or more than that [I: Yeah] ideally because otherwise you're probably not going to get them really involved in the project [I: Mm] and doing, er, doing it more naturally than if... if you're just sort of giving them something quick.
- I: Mm.
- R: Um. That's what I thought.
- I: Yeah.
- R: Mm. What was your question again (laughing)?
- I: So, just... no, in your opinion, what... what do you think makes a parenting programme effective?
- R: Effective. Um. It's probably also if the people that are running it are really non-judgmental (laughing) [I: Mm] um, and quite neutral and open [I: Mm] so that people can come to them without [I: Mhm] feeling, er, like... like they're being judged [I: Yeah, yeah] and (..) because it... it must be quite a hard thing to do [I: Mm] to say that you need help with parenting [I: Mhm] so, yeah, you're going to need [I: Mm] to be listened to quite openly and, yeah, [I: Yeah] for someone to be really responsive to you.
- I: Mm.
- R: Maybe not just people telling you what to do but [I: Mhm, mhm] people helping you practically as well [I: Yeah] would be good. Um. I'm just trying to think what else. Um. It... it probably helps when parents can see that there's other people having the same problems [I: Mm, mhm] as well so... because if you can form a bit of a network with other parents and other people then [I: Yeah] you can go forwards together and sort of create [I: Mm] a little supportive group [I: Yeah] outside of when the parenting programme is running.
- I: Mm (...) okay.
- R: Um. Yeah.
- I: Yeah.
- R: La-, largely those things (laughing) [I: Yeah] I would have thought.
- I: Can you tell me a bit more about, um, the dynamics in a parenting group so between the parent and the person facilitating, or between parents and other parents? So, you commented a little bit about that. Can you tell me more?
- R: So, what makes the dynamic effective?
- I: Yeah, so what makes it effective or what you've noticed or heard, um, the dynamic has been like between parents and those facilitating?
- R: Particularly in Holding Hands?
- I: Yeah, sorry. Yeah, [R: Yeah] particularly in Holding Hands.
- R: Um. I think it's very friendly and I think the... I guess the educational psychologist [I: Mhm] or family support worker are very open and approachable and non-judgmental, [I: Mm] and I think the dynamic's quite... it's not, er, like a power thing [I: Mhm] where the educational psychologist is telling them what to do. It's more like a bit of advice but they're still listening [I: Yeah] and it's more of a two-way, almost equal [I: Mm] kind of relationship rather than just, um, them feeling like they have to do what they're being told to do.
- I: Mm.
- R: Er. So, I think the advice that they give or the support that... that they provide is also based on (.) the input from the parents [I: Okay, yeah] for what... for what they need as well.
- I: Mm.
- R: Um. Yeah, and then maybe the parent could come back and say, "Oh, I've tried this and that worked better than what [I: Mm] you said", [I: Yeah] um, and I'm sure the educational psychologist or family support worker would be like, "Oh [I: Mm], great, well we'll..." um, (laughing). This is not a good quote for you to use (laughing).

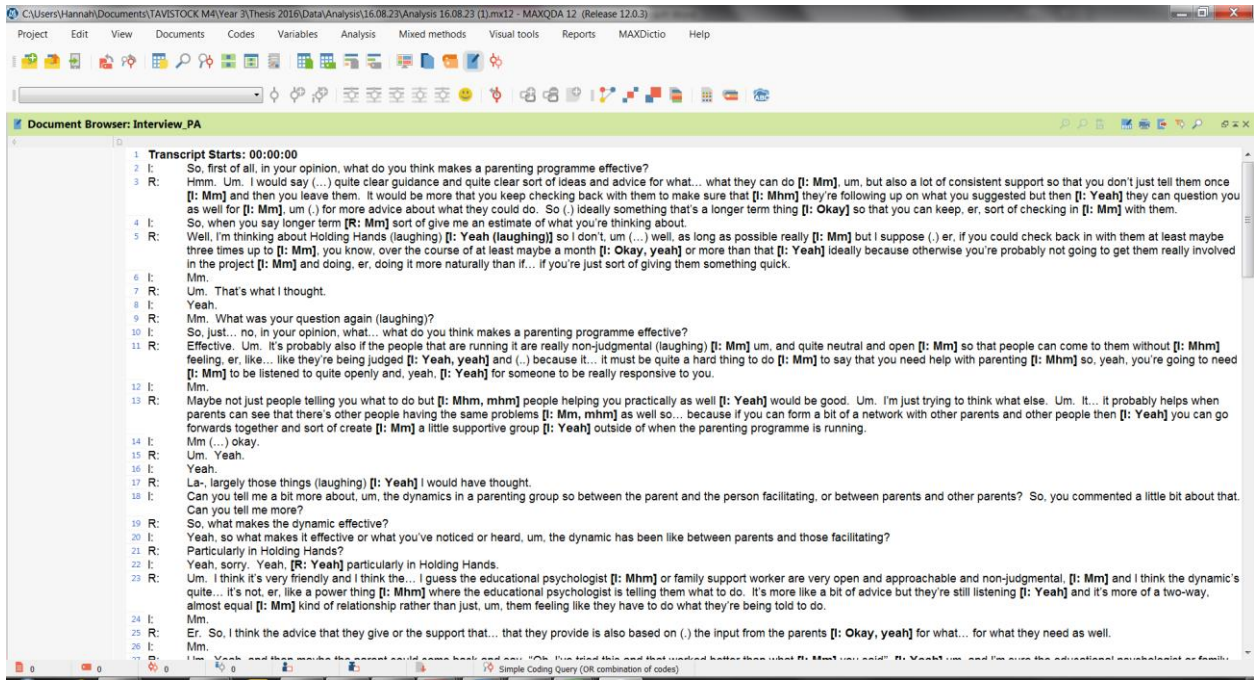
- I: No (laughing) it's fine.
- R: Um. We'll sort of develop from that **[I: Yeah]** what they, er, the sort of advice and support that they give **[I: Mm]** so I don't think it's just a one-way **[I: Okay, it's a two-way sort of...]** relationship. I... I think so **[I: Yeah]**, yeah.
- I: Mm.
- R: I'd have thought so, particularly in... in Holding Hands.
- I: Mm.
- R: Um. Yeah, and of the feedback that we get **[I: Mhm]**, if you want to know **[I: Yeah]**, um (laughing), the parents seem to be really like happy with how approachable **[I: Mm]**, um, the Holding Hands team are **[I: Mm]** and they seem to (...) er... they don't feel like they're being told what to do **[I: Yeah, yeah]** or like they're being judged or...
- I: Mm. Do you think they expected that before coming **[R: Um]** onto the course?
- R: I think sometimes there's a bit of a stigma around **[I: Mm]**, particularly educational psychologists **[I: Okay, yeah]** so, um, yeah, I'm sure they might be expecting **[I: Mm]** something a bit more, almost like them being told off **[I: Mm]** or a bit more, er, telling them exactly what to do **[I: Yeah, yeah]**, er, rather than someone listening and **[I: Mm]** supporting, but also I guess because it's got that practical element **[I: Mm]** as well, it's also kind of showing and modelling **[I: Mm]** rather than just telling (laughing) **[I: Yeah, yeah]** I guess.
- I: Yeah, definitely. Okay. Um. A bit of a con-, context question now, what do you think is impacting or affecting the parents of this local area, this local county, um, and the parenting context as a whole?
- R: Um. Just local or sort of nationally or (laughing)...
- I: It can... I think it can be both, yeah.
- R: Okay. Um. I think well locally, there's been a lot of cuts and **[I: Mm]**, er, I think a lot of services have been cut back **[I: Yeah]** and like there's probably been a lot of staff loss, not just in educational psychology but in (...) I don't know CAMHS has had cuts **[I: Mm]** and all speech and language therapy I think **[I: Mm, yeah]**, just all of the services, um, I suppose with nationally **[I: Mm]** struggling, um (...) so I think that's probably having an impact on the parents. It... it's probably making them feel a bit more, er, alone and **[I: Mm]** desperate to get some kind of support **[I: Yeah]** because there's less available, um, and I guess when they go to a school and there's less available for the school so maybe they're hearing **[I: Mm]** from the school staff there's not that much **[I: Yeah]** support out there unless they really need it **[I: Mm]** and really fight for it. So, I would've thought locally parents are probably feeling a bit (...) alone (laughing) **[I: Mm, yeah]** um **[I: Yeah, mm]** but apart from sort of funding cuts, I guess (...) er... I don't know. What was your question again?
- I: No, just that actually, yeah, about... just about the local context, the national context, and how you think things going on within them are impacting and affecting parents **[R: Mm]** and their... maybe their parenting or their ideas about parenting.
- R: Yeah. I guess also in this county **[I: Mm]**, um, there's been... I think social care hasn't been doing very well.
- I: Mm.
- R: Um. I think there's been a... I... I don't know but sometimes you feel like there's a bit of a negative **[I: Mm]** perception of, er, how well supported they... they might be **[I: Yeah, yeah]**, um (...) except for things like Holding Hands (laughing) **[I: Yeah (laughing)]** but, um, I guess where they can get access to the services, they're really good.
- I: Mm.
- R: It's just it seems like it's really hard for them to **[I: Yeah, yeah]** now because there's less space to do so.
- I: Mm, mhm.
- R: Yeah.
- I: Yeah.
- R: I'm trying to think of things outside of that **[I: Mm]** but I'm failing at the moment (laughing).
- I: Yeah, yeah. That's okay.
- R: Um.
- I: Yeah, we can come back to it (laughing).
- R: Okay, I'll have a think (laughing).
- I: Yeah. So, as you know, the Holding Hands programme was an individual programme before then it moved to a group **[R: Mhm]** and then it moved to what was supposed to be the universal programme. That didn't quite, um, continue and it's a workshop now as well.
- R: Yeah.

- I: What do you think it is about the Holding Hands programme that allows it to continue to evolve within this context, um, in different ways?
- R: Um. I think probably because (laughing) [programme lead]'s very flexible [**I: Mm**] partly and I...
- I: Flexibility, mm.
- R: Yeah. I think the... the team as a whole respond to the, er, the needs of [**I: Mhm**] the context that they're in [**I: Yeah**] so, um (..) I guess where funding is reduced or staff are lost [**I: Mm**], um, or there's more people that need to be supported [**I: Mhm**] then they... the teams are obviously responding in [**I: Yeah**] the best way that they can to try and still provide that service [**I: Mm**] to as many needing people as they can.
- I: Mhm.
- R: Um. So, I guess that's how it's evolved at first [**I: Mm**], um, and I think that was probably some of the idea behind the universal at the time [**I: Yeah**] that it would I guess have less EP input [**I: Mm**] so it could have more, um (...) that there'd be more opportunity for... for more people to access it [**I: Mm**], um, and I've just remembered [**I: Yeah**] about locally, I guess the children's centres, um, have been quite affected by that recent changeover [**I: Mm**].
- I: Mhm.
- R: So, I think a lot of the trained, er, [**I: Okay**] family support workers left [**I: Right, okay, yeah**] to go to... to CAMHS or other places [**I: Mm**] so there was quite a big upheaval [**I: Mhm, mhm**] recently [**I: Yeah**] which has probably made that... made it more harder.
- I: Mm.
- R: I'm jumping questions.
- I: No, no. That's fine, yeah. Yeah.
- R: Um.
- I: Mm.
- R: Where were we (laughing)?
- I: You were on, um, what makes... what it... what it is about the Holding Hands programme that... that you think makes it able to adapt or has made it able to adapt over the last (.) few years.
- R: Yeah. Um. I guess also because it's a... it's a concept of largely around the FLIP messages [**I: Yeah**] and (.) once you can (.) sort of convey those [**I: Mm**] to the parents with enough understanding and like practice [**I: Mhm**] then it could be done in many different ways [**I: Yeah, yeah**] that best suits them really.
- I: Mm.
- R: Um. So, I guess it was designed and created [**I: Mhm, mhm**] almost in quite a... a flexible way that [**I: Yeah**], er, just through those simple messages [**I: Mm**], and I guess they've shown that through trying it out [**I: Mhm, mhm**] in many different [**I: Yeah**] ways, and I guess... I think now the... well, the plan was for it to be run in schools [**I: Mm**] from here, um (.) which is a good idea [**I: Mm**] but I'm not sure if that's really going to continue [**I: Okay**] by the sound of things.
- I: Yeah.
- R: Um.
- I: So, what do you think is... will hinder it or stop it moving forward from this point?
- R: Um. It seems like there isn't enough support from (.) higher up in the... [**I: Mhm**] in the council I suppose [**I: Mhm**] because, um, it's quite conflicting because they want to support early intervention [**I: Mm**] but it seems like Holding Hands is just being forgotten about [**I: Okay**] within that [**I: Yeah**], um (..) which is... I think it's just because of all the statutory demands which means that I think they can't [**I: Mhm, mhm**] offer as much as they used to [**I: Yeah**], um, but it is a real shame because (..) people sort of higher up in the council are saying they want to support [**I: Mm**] early intervention [**I: Mhm**] but it's like it isn't working its way down [**I: Mm**] to the... to the ground level [**I: Yeah**] where Holding Hands is [**I: Mm**], um, which is sad because (laughing)...
- I: Do you think that, um, the needs at the ground level are known by those that operate at a... maybe a... in higher positions in the county?
- R: Um. I think for other parts of the psychology service, it sounds like they're being recognised [**I: Mm**] but for Holding Hands in particular [**I: Yeah**], I don't think so [**I: Yeah, yeah**] because I think if they were fully understood then [**I: Mm**] there'd be more of a push to keep it going [**I: Mhm, mhm**] because it's, um... it's a really good programme that meets [**I: Mm**] that need [**I: Yeah, yeah**] er, where it's being lost [**I: Mm**] everywhere else.
- I: Mhm.
- R: Um. I mean early intervention is... is sort of harder to come by [**I: Mm**], um, particularly without Holding Hands [**I: Yeah, yeah**] although I know the service is trying to do more [**I: Mm**], um, to get back to early intervention.
- I: Mhm, mhm.

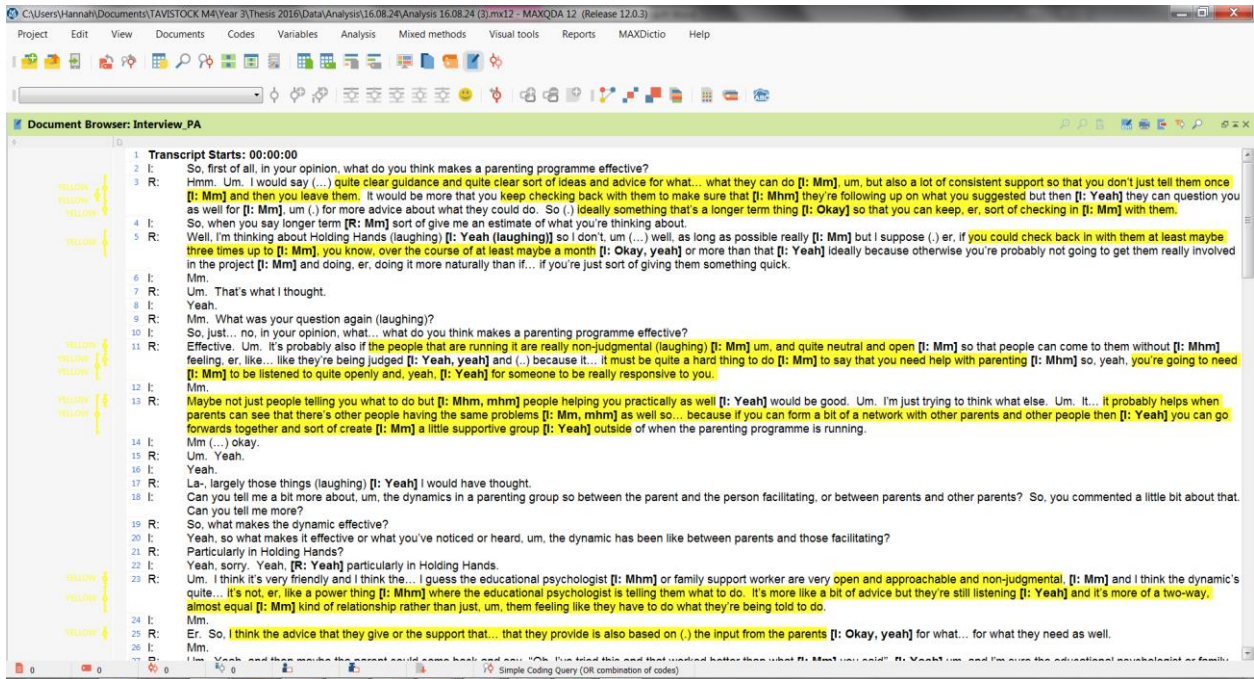
- R: It's just... yeah.
- I: Yeah.
- R: (Laughing).
- I: No, thank you. Thanks... thanks very much.
- R: That's okay.
- I: Um, and anything else that you... any other thoughts you have about the parenting context at the moment and **[R: Mm]** tapping in within the programme?
- R: Um. I think it's, er, overall a... a negative thing **[I: Mm]** because, er, the parents are going to be missing out on **[I: Mhm]** that support at the earliest level **[I: Yeah]** where it could have been really important **[I: Mm]**, um (..) because it seems like a lot of them with... with the feedback that we get say **[I: Mm]**, er, that it's really helped them and that they're really confident dealing with **[I: Yeah]**, er, the challenges now. So, it seems like if they can get that support then **[I: Mhm]**, then it will really help them to (..) develop their parenting style **[I: Mm]** to not need as much support **[I: Later on, yeah]** later on, **[I: Okay, yeah]** yeah, exactly.
- I: So, it will have sort of that ripple effect **[R: Yeah]** as the years **[R: Yeah]** go on potentially.
- R: Yes, and... and what we wanted to do but I don't think we're going to be able to **[I: Mhm]** was to do that longitudinal **[I: Okay]** research **[I: Yeah, yeah]** to see how the pupils were doing **[I: Mm]** once they got to school **[I: Mhm, mhm]**, um, that had had Holding Hands in the past but it didn't happen this year **[I: Mm]** and I guess it probably won't happen **[I: Okay, yeah]** next year **[I: Mm]** but maybe.
- I: Mm.
- R: That would be good.
- I: I think one thing you said earlier was that you felt Holding Hands... well you mentioned it being a concept **[R: Yeah]** and I was thinking about the difference between a concept and maybe a programme **[R: Yeah]**, and wondered what your thoughts about the differences might be.
- R: Um. So, I... I guess the concept is like the idea behind the programme **[I: Mm]** and then it's been developed into **[I: The Holding Hands, mm]** the Holding Hands programme but I think the way that it's been developed shows that the concept can be **[I: Mm]** adapted in many different ways **[I: Yeah]**, um, and still effectively **[I: Mm]** so (..) I guess the concept is still the... the most important thing **[I: Mhm, mhm]** about it that the parents **[I: Mm]** follow those messages **[I: Yeah]** that have been worked out and (..) er, yeah, I guess you... you need that concept to **[I: Mm]** have that programme.
- I: And do you think the concept maybe in the future has the potential to develop into something else, another programme, or come out in another way?
- R: I'm sure, yes, because it...
- I: Rather than it stopping?
- R: Yeah. I would've thought so because there's already been (..) three or four different **[I: Mm, yes]** ways of running it already and because they wanted to go into maybe running it with learning support assistants **[I: Mm]** and now it sounds like there might be, er, family support worker champions **[I: Mm]** that would... I don't know if you've heard about this baby, er, (laughing) **[I: Ah, baby]** wink, wink **[I: (laughing) yeah]**, that will like support the **[I: Mm]**, er, other family support workers **[I: Yeah]**, er, within the web (laughing).
- I: Yeah **[R: Yeah]**, okay.
- R: Yeah, yeah.
- I: Mm.
- R: So, yeah, I'm sure if it can **[I: Mm]**, it could come back in a different form **[I: Yeah, yeah]** if people take notice **[I: Mm]** and give it the funding and staff it **[I: It needs]** deserves **[I: Yeah (laughing)]**, yeah (laughing).
- I: (Laughing) alright, well thank you so much for your time.
- R: That's okay (laughing).

7.1 Data Analysis Technical Process

a. Transcripts uploaded to MAXQDA



b. Segment of interest/information highlighted



c. Highlighted segments coded

The screenshot shows a transcript analysis interface. On the left, a code system is displayed with categories like 'What works for whom', 'Active learning- two way', 'Time/duration of programmes matters', 'Ongoing support', 'non-judgmental', 'Parental assumption', 'Difficult to say you need help', 'parenting programmes to be sensitive', 'be listened to', 'not just people telling you what to do', 'helping you practically', 'Parents sharing and learning from each other', and 'Parents helping each other'. The transcript on the right shows a conversation between I (Interviewer) and R (Respondent) with several segments highlighted in yellow, corresponding to the codes in the system. The transcript starts at 00:00:00 and ends at 00:00:21.

d1. Codes (and linked segments) grouped into four areas: structure, culture, agency, relations and applied to transcripts.

The screenshot shows a detailed view of a code system hierarchy. The main categories are Structure, Culture, Agency, and Relations. Each category has sub-categories and specific codes. The right side of the screenshot shows a table with the number of segments for each code.

Code System	Count
Code System	1032
Sets	1915
Structure	410
Structure - roles/positions	35
Structure - practices/resources	8
Structure - processes	16
Culture	1
Culture - ideas on structure	2
Culture - ideas about culture	3
Culture - ideas on agency	5
Culture - relations	32
Agency	276
Agency - pro participation	213
Agency - non participation	97
Relations	68
Relations - duties/responsibilities	48
Relations - rights	1
Relations - power	6
Structure - roles/positions	41
Being clear about what's offered	22
Business thinking	170
choice	93
connected with their community	70
Parenting on social agenda	207
reaching parents	65
Structure - practices/resources	17
Structure - processes	5
Culture	1
Culture - ideas on structure	1
Culture - ideas about culture	9
Culture - ideas on agency	1
Consumerist culture	1
perception of parent-child relationship	1
What works for whom	1
Culture - relations	1
Agency	1
Agency - pro participation	1
Agency - non participation	1
Relations	1
Relations - duties/responsibilities	1
Relations - rights	1
be listened to	1
listen to people at all levels	1
not just people telling you what to do	1
Opportunity for growth in relationship	1
Ownership - parents take ownership	1
Relations - power	92

Transcript Starts: 00:00:00

1 I: So, first of all, in your opinion, what do you think makes a parenting programme effective?
2 R: Hmm. Um. I would say (...) quite clear guidance and quite clear sort of ideas and advice for what...
3 R: what they can do [I: Mm], um, but also a lot of consistent support so that you don't just tell them once [I: Mm] and then you leave them. It would be more that you keep checking back with them to make sure that [I: Mhm] they're following up on what you suggested but then [I: Yeah] they can question you as well for [I: Mm], um (.) for more advice about what they could do. So (.) ideally something that's a longer term thing [I: Okay] so that you can keep, er, sort of checking in [I: Mm] with them.
4 I: So, when you say longer term [R: Mm] sort of give me an estimate of what you're thinking about.
5 R: Well, I'm thinking about Holding Hands (laughing) [I: Yeah (laughing)] so I don't, um (...) well, as long as possible really [I: Mm] but I suppose (.) er, if you could check back in with them at least maybe three times up to [I: Mm], you know, over the course of at least maybe a month [I: Okay, yeah] or more than that [I: Yeah] ideally because otherwise you're probably not going to get them really involved in the project [I: Mm] and doing, er, doing it more naturally than if... if you're just sort of giving them something quick.
6 I: Mm.
7 R: Um. That's what I thought.
8 I: Yeah.
9 R: Mm. What was your question again (laughing)?
10 I: So, just... no, in your opinion, what... what do you think makes a parenting programme effective?
11 R: Effective. Um. It's probably also if the people that are running it are really non-judgmental (laughing) [I: Mm] um, and quite neutral and open [I: Mm] so that people can come to them without [I: Mhm] feeling, er, like... like they're being judged [I: Yeah, yeah] and (..) because it... it must be quite a hard thing to do [I: Mm] to say that you need help with parenting [I: Mhm] so, yeah, you're going to need [I: Mm] to be listened to quite openly and, yeah, [I: Yeah] for someone to be really responsive to you.
12 I: Mm.
13 R: Maybe not just people telling you what to do but [I: Mhm, mhm] people helping you practically as well [I: Yeah] would be good. Um. I'm just trying to think what else. Um. It... it probably helps when parents can see that there's other people having the same problems [I: Mm, mhm] as well so... because if you can form a bit of a network with other parents and other people then [I: Yeah] you can go forwards together and sort of create [I: Mm] a little supportive group [I: Yeah] outside of when the parenting programme is running.
14 I: Mm (...).
15 R: Um. Yeah.
16 I: Yeah.
17 R: La-, largely those things (laughing) [I: Yeah] I would have thought.
18 I: Can you tell me a bit more about, um, the dynamics in a parenting group so between the parent and the person facilitating, or between parents and other parents? So, you commented a little bit about that

What works for whom
Active learning- two way
Ongoing support
Time/duration of programmes matters
Time/duration of programmes matters
Ongoing support
non-judgmental
Parental assumption
Difficult to say you need help
parenting programmes to be sensitive and re
be listened to
helping you practically
not just people telling you what to do
Active learning- two way
parenting programmes to be sensitive a
Not the only one
Parents sharing and learning from each
Active learning- two way
Parents helping each other

Simple Coding Query (OR combination of codes)

66 I: No, no. That's fine, yeah. Yeah.
67 R: Um.
68 I: Mm.
69 R: Where were we (laughing)?
70 I: You were on, um, what makes... what it... what it is about the Holding Hands programme that... that you think makes it able to adapt or has made it able to adapt over the last (.) few years.
71 R: Yeah. Um. I guess also because it's a... it's a concept of largely around the FLIP messages [I: Yeah] and (.) once you can (.) sort of convey those [I: Mm] to the parents with enough understanding and like practice [I: Mhm] then it could be done in many different ways [I: Yeah, yeah] that best suits them really.
72 I: Mm.
73 R: Um. So, I guess it was designed and created [I: Mhm, mhm] almost in quite a... a flexible way that [I: Yeah], er, just through those simple messages [I: Mm], and I guess they've shown that through trying it out [I: Mhm, mhm] in many different [I: Yeah] ways, and I guess... I think now the... well, the plan was for it to be run in schools [I: Mm] from here, um (.) which is a good idea [I: Mm] but I'm not sure if that's really going to continue [I: Okay] by the sound of things.
74 I: Yeah.
75 R: Um.
76 I: So, what do you think is... will hinder it or stop it moving forward from this point?
77 R: Um. It seems like there isn't enough support from (.) higher up in the... [I: Mhm] in the council I suppose [I: Mhm] because, um, it's quite conflicting because they want to support early intervention [I: Mm] but it seems like Holding Hands is just being forgotten about [I: Okay] within that [I: Yeah], um (..) which is... I think it's just because of all the statutory demands [I: Mm] **Right, okay**, um, which means they can't [I: Mhm, mhm] offer as much as they used to [I: Yeah], um, but it is a real shame because (..) people sort of higher up in the council are saying they want to support [I: Mm] early intervention [I: Mhm] but it's like it isn't working its way down [I: Mm] to the... to the ground level [I: Yeah] where Holding Hands is [I: Mm], um, which is sad because (laughing)...

78 I: Do you think that, um, the needs at the ground level are known by those that operate at a... maybe a... in higher positions in the county?
79 R: Um. I think for other parts of the psychology service, it sounds like they're being recognised [I: Mm] but for Holding Hands in particular [I: Yeah], I don't think so [I: Yeah, yeah] because I think if they were fully understood then [I: Mm] there'd be more of a push to keep it going [I: Mhm, mhm] because it's, um... it's a really good programme that meets [I: Mm] that need [I: Yeah, yeah] er, where it's being lost [I: Mm] everywhere else.
80 I: Mm.
81 R: Um. I mean early intervention is... is sort of harder to come by [I: Mm], um, particularly without Holding Hands [I: Yeah, yeah] although I know the service is trying to do more [I: Mm], um, to get back to early intervention.

Developing the programme
Key/core principles
Key/core principles
Flexibility
Developing the programme
content of programmes shi
Key/core principles
Flexibility
Developing the programme
content of programmes should ve
What works for whom
Developing the programme
Back to basics
Survival
Hope
Expanding the ma
Developing the pr
Gap between
Early interven
Competing de
Forgotten/not
Competing demands
Services struggling
less resources
services have been cut
Competing demands
services have been cut
Services struggling
less resources
Gap between system li
Competing demands
Forgotten/not known
less resources

Simple Coding Query (OR combination of codes)

d2. Researcher able to see overview of nature of participant responses

Structure – Culture – Agency – Relations



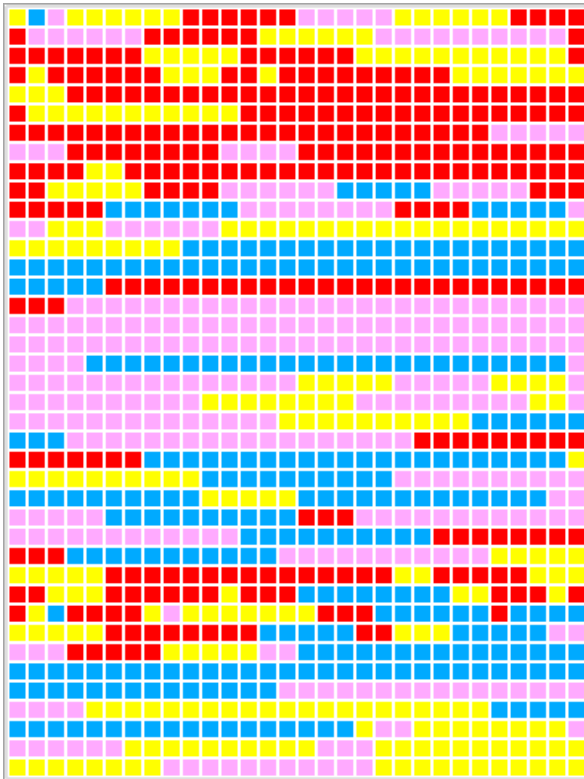
d3. Content of remaining participants

Structure – Culture – Agency – Relations

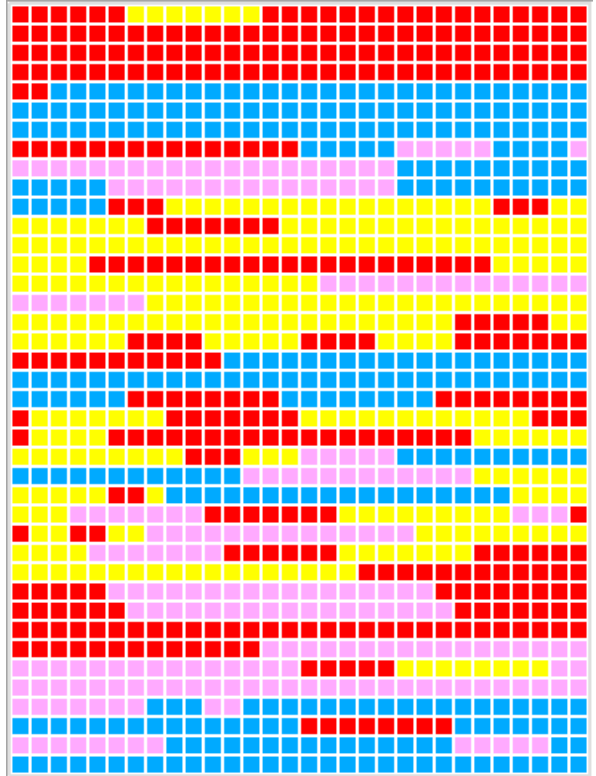
Comparisons can be made between the nature of participants' responses and their position in the system



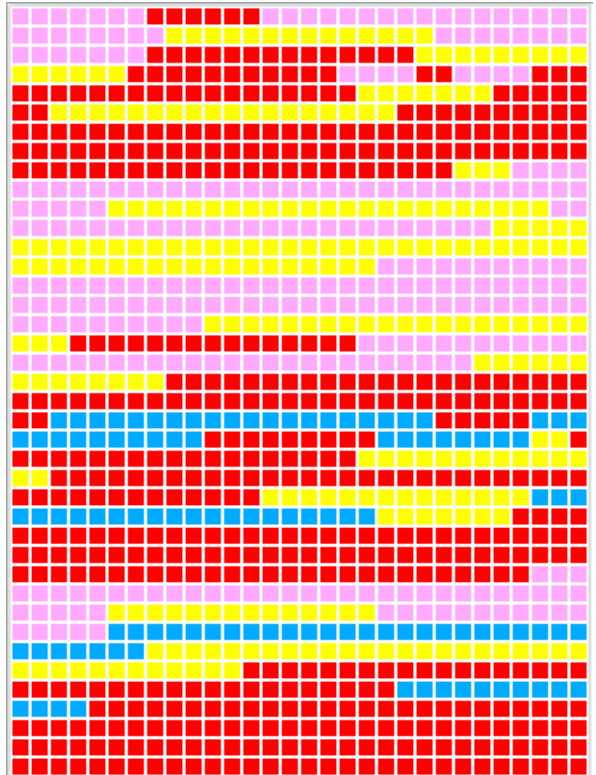
Programme recipient



Programme facilitator – community level



Programme facilitator D – service level



Programme facilitator C – service level



Programme facilitator B – service level



Programme Service and Commissioning



Programme facilitator A – service level

e. List of code names

A case for no script	I'm not the only one	programme, um, designers or developers were actively engaging
a gift that keeps on giving	idea of a normal parent	Promoting programmes
Accessibility	Idea of 'the individual'	Proving oneself
Active learning- two way	identity crisis	reaching parents
Aspects not working	In situ support	Readiness for participation
asset	Intergenerational issues	Reasons for participation
Assumptions and stigma attached	it's got real potential	Reduced stigma attached now
attrition	judged as a parent	Referral routes
Back to basics	Key/core principles	reinvent themselves
be in the moment	Language barriers	responsibility to support
be listened to	Learning from programmes	Self-realisation
Being clear about what's offered	less resources	self-reflection
Building Trust	listen to people at all levels	services have been cut
Business thinking	Local focus	Services struggling
Challenge for LAs	Lots of parenting programmes	she's always changing the way she does it
Challenging culture	Measuring progress	Stigma around EPs
champion for parents	Multiagency relationships	Survival
choice	Need for adult time	Systemic struggle
coaching works	Needing to fight for things	theory and practice
Community outcomes	Negative perception of support	They have all the skills within them
Competing demands	non-judgmental	Time/duration of programmes matters
Confidence issues	Normalising parenting programmes	matters
connected with their community	not just people telling you what to do	Uniqueness of HH
Consumerist culture	offering different options	Upholding quality
content of programmes should vary	one size fits all	VIG works
Cost-effectiveness	Ongoing support	what helps a parent change parenting programmes to be sensitive and responsive
Cycles	Open sessions helpful before commitment	Not the only one
deeper issues	Opportunity for growth in relationship	workshops do help to screen
Developing the programme	Ownership - parents take ownership	Self-sufficient
different kettle of fish	Parental assumption	programme that's owned
Difficult to say you need help	Parental relationship difficulties	perception of parent-child relationship
Difficulties communicating with child	parenting in its essence is a very natural thing	relationship
disengage quicker	Parenting on social agenda	Top-up
Doing a good job	Parents desperate for help	What works for whom
done all the courses	Parents following parents	Accountability
Evaluating programmes	Parents helping each other	immunity
everybody was doing parenting	Parents in denial	real life
Expanding the market	Parents not knowing	Forgotten/not known
expert	Parents sharing and learning from each other	Offering escape from hard situations
External pressure on parenting	Parents struggling	
Facilitator experience/skills	Parents want the help	
Family life includes stress	Participant Demographics	
Fear	Participants from same culture	
Feeling alone	Perception of fathers	
Financial implications	Practising what you preach	
Fitting into 'real life'	Primary task - idea of	
Flexibility	Problem solving	
Gap between system levels	problem-solving	
getting the right group together	Professional development	
groups effective	Professional/Expertise of EP	
helping you practically		
Hope		
I'm a bad parent		

f. Examples of text associated with codes (full overview of segments in Appendix 8.1)

<p>Flexibility</p> <p>1. "the team as a whole respond to the, er, the needs of [I: Mhm] the context that they're in [I: Yeah] so, um (..) I guess where funding is reduced or staff are lost [I: Mm], um, or there's more people that need to be supported [I: Mhm] then they... the teams are obviously responding in [I: Yeah] the best way that they can to try and still provide that service [I: Mm] to as many needing people as they can." [Interview_PA; Position: 59-59;]</p> <p>2. "it could be done in many different ways [I: Yeah, yeah] that best suits them really." [Interview_PA; Position: 71-71;]</p> <p>3. "it was designed and created [I: Mhm, mhm] almost in quite a... a flexible way" [Interview_PA; Position: 73-73;]</p>	<p>Building Trust</p> <p>1. "we've had to break that down [I: Yeah] before we could get in to do other things." [Interview_PFC; Position: 57-57;]</p> <p>2. "people are beginning to go, "Oh, okay, they're not just going to go report me to social care because I've asked for help"" [Interview_PFC; Position: 57-57;]</p> <p>3. "It's not kind of like, "You... you're doing this wrong" [I: Mm, mm], and I think parenting programme does kind of say, "You don't know what you're doing. [I: Mm] We're going to teach you how to be a parent" [I: Yeah], and I think that's quite awkward. That's quite awkward for me. I never use the word 'parenting'." [Interview_PFC; Position: 105-105;]</p>	<p>Fear</p> <p>1. "So, now, even though there's... there is help [I: Mhm], but some paren-, people are just too scared to ask." [Interview_PR; Position: 37-37;]</p> <p>2. "getting out the house, going to places [I: Mhm] is a good idea instead of having a phone call because... [I: Okay] nah [I: Yeah], because they're not going to learn that. I mean, as I say, half or the majority of them, they would probably be scared what to say because [I: Yeah], if someone is there" [Interview_PR;]</p>
<p>Reduced stigma attached now</p> <p>1. "there's not such a stigma attached to it [I: Mm] as there used to be [I: Yeah] because there's so many of them going [I: Yeah] around" [Interview_PFC; Position: 53-53;]</p> <p>2. "saying, "I'm a bad parent" [I: Mm], but it's also the fact of, "Where else would this go and who else would [I: Okay, yeah] know about it", and, "Oh, it's embarrassing that I've asked for help", whereas it doesn't seem to be the case now." [Interview_PFC; Position: 57-57;]</p>	<p>Back to basics</p> <p>1. "literally there are some people you need to go [I: Yeah] right back to basics [I: Basics, mm] with because they've missed out. So, there's a whole... [I: Mhm] there's a whole generation basically [I: Yeah, yeah] who missed out on it themselves [I: Mm] who are now kind of being taught the basics" [Interview_PFC; Position: 87-87;]</p> <p>2. "you can understand the cycles, and we are in early intervention so the idea is [I: Mm] to kind of nip it in the bud early [I: Yeah, yeah] so that we haven't got a next generation [I: Mm] whose going down that same" [Interview_PFC; Position: 89-89;]</p> <p>3. "There are other families where you literally need to teach them how to play" [Interview_PFC; Position: 171-171;]</p>	<p>Active learning- two way</p> <p>1. "lots of people asking me lots of little questions in sessions" [Interview_PFC; Position: 13-13;]</p> <p>2. "keep checking back with them to make sure that [I: Mhm] they're following up on what you suggested" [Interview_PA; Position: 3-3;]</p> <p>3. "Maybe not just people telling you what to do but [I: Mhm, mhm] people helping you practically as well" [Interview_PA; Position: 13-13;]</p>

g. Codes reviewed and grouped into similar/linked categories

Parent code	Code	Coded segments of all c %	Coded segments of all c Documents	
FLEXIBILITY VS. PROBLEM	A case for no script	13	0.75	3
RELAT. ASPECT	a gift that keeps on giving	1	0.06	1
WANT WORK	Accessibility	5	0.29	1
TRANSPARENCY	Accountability	4	0.23	1
ACTIVE LEARNING & WANT WORK	Active learning- two way	10	0.58	4
PH. AS. PARENT EXPERIENCE	Aspects not working	16	0.93	3
WANT WORK	asset	4	0.23	1
WANT WORK	Assumptions and stigma attached	4	0.23	1
WANT WORK	attribution	5	0.29	1
WANT WORK	Back to basics	4	0.23	2
WANT WORK	be in the moment	1	0.06	1
PARENTS NEEDS	be listened to	5	0.29	4
PH. AS. PARENT EXPERIENCE	Being clear about what's offered	8	0.46	2
RELATIONAL ASPECT	Building Trust	10	0.58	4
PH. AS. BUSINESS	Business thinking	16	0.93	1
PH. AS. BUSINESS	Challenge for LAs	1	0.06	1
PH. AS. BUSINESS	Challenging culture	5	0.29	3
PH. AS. BUSINESS	champion for parents	3	0.17	2
PH. AS. BUSINESS	child and parent outcomes	5	0.29	2
PH. AS. BUSINESS	choice	1	0.06	1
PH. AS. BUSINESS	coaching works	10	0.58	3
PH. AS. BUSINESS	Community outcomes	3	0.17	2
PH. AS. BUSINESS	Competing demands	5	0.29	2
PH. AS. BUSINESS	competition	3	0.17	2
PH. AS. BUSINESS	Confidence issues	4	0.23	2
PH. AS. BUSINESS	conflict of roles	1	0.06	1
PH. AS. BUSINESS	connected with their community	2	0.12	1
PH. AS. BUSINESS	Consumerist culture	1	0.06	1
PH. AS. BUSINESS	content of programmes should vary	33	1.91	6
PH. AS. BUSINESS	Cost-effectiveness	10	0.58	3
PH. AS. BUSINESS	Cycles	4	0.23	2
PH. AS. BUSINESS	deeper issues	5	0.29	2

THEME IDEAS

- * FLEXIBILITY & FIDELITY
- * ACTIVE LEARNING
- * PARENTING & STIGMA
- * BEING HEARD / PARENTS NEEDS
- * COST-EFFECTIVE
- * DEVELOPMENT OF PROGRAMME / FUTURE
- * TRY BEFORE YOU GO
- * PEER & BUSINESS
- * SURVIVAL
- * EXPERTISE VS EXPERIENCE
- * COMING UP WITHING BARRIERS COMMUNING
- * RELATIONAL ASPECT

PURVISOR	Deserves a chance	1	0.06	1
PH. AS. BUSINESS	Developing the programme	39	2.26	7
PH. AS. BUSINESS	different kettle of fish	2	0.12	1
PH. AS. BUSINESS	Difficult to say you need help	1	0.06	1
PH. AS. BUSINESS	Difficulties communicating with child	1	0.06	1
PH. AS. BUSINESS	Discourse	1	0.06	1
PH. AS. BUSINESS	disengage quicker	1	0.06	1
PH. AS. BUSINESS	Doing a good job	3	0.17	2
PH. AS. BUSINESS	done all the courses	2	0.12	1
PH. AS. BUSINESS	Early intervention	1	0.06	1
PH. AS. BUSINESS	Engagement - not really	1	0.06	1
PH. AS. BUSINESS	Evaluating programmes	10	0.58	3
PH. AS. BUSINESS	everybody was doing parenting	1	0.06	1
PH. AS. BUSINESS	Expanding the market	12	0.69	4
PH. AS. BUSINESS	expert	4	0.23	2
PH. AS. BUSINESS	External pressure on parenting	12	0.69	6
PH. AS. BUSINESS	Facilitator experience/skills	39	2.26	7
PH. AS. BUSINESS	family focus more accessible	1	0.06	1
PH. AS. BUSINESS	Family life includes stress	2	0.12	2
PH. AS. BUSINESS	Fear	8	0.35	3
PH. AS. BUSINESS	Feeling alone	6	0.35	3
PH. AS. BUSINESS	Financial implications	5	0.29	1
PH. AS. BUSINESS	Fitting into 'real life'	16	0.93	3
PH. AS. BUSINESS	Flexibility	21	1.22	6
PH. AS. BUSINESS	Forgotten/not known	5	0.29	1
PH. AS. BUSINESS	Gap between system levels	11	0.64	2
PH. AS. BUSINESS	getting the right group together	4	0.23	2
PH. AS. BUSINESS	groups effective	1	0.06	1
PH. AS. BUSINESS	helping you practically	2	0.12	2
PH. AS. BUSINESS	Hope	5	0.29	1
PH. AS. BUSINESS	I'm a bad parent	5	0.29	3
PH. AS. BUSINESS	I'm not the only one	2	0.12	2
PH. AS. BUSINESS	idea of a normal parent	1	0.06	1

* MORE & LESS

- * OUTCOMES & EVALUATION
- * HOME GROWN
- * TALKING OUT NOT COMMUNICATING (LANG. BARRIERS)
- * HELP & STIGMA
- * PARENTING & CONNECTING (CULT. ASPECT GROUPS)
- * BEING IN THE MOMENT / HERE & NOW (in situ)
- * COLLECTIVE SUPPORT (help + support for parents etc)
- * DYNAMIC NATURE OF PROGRAMMING
- * DEMOCRATIC
- * IDENTITY → * (ALREADY) EXISTING

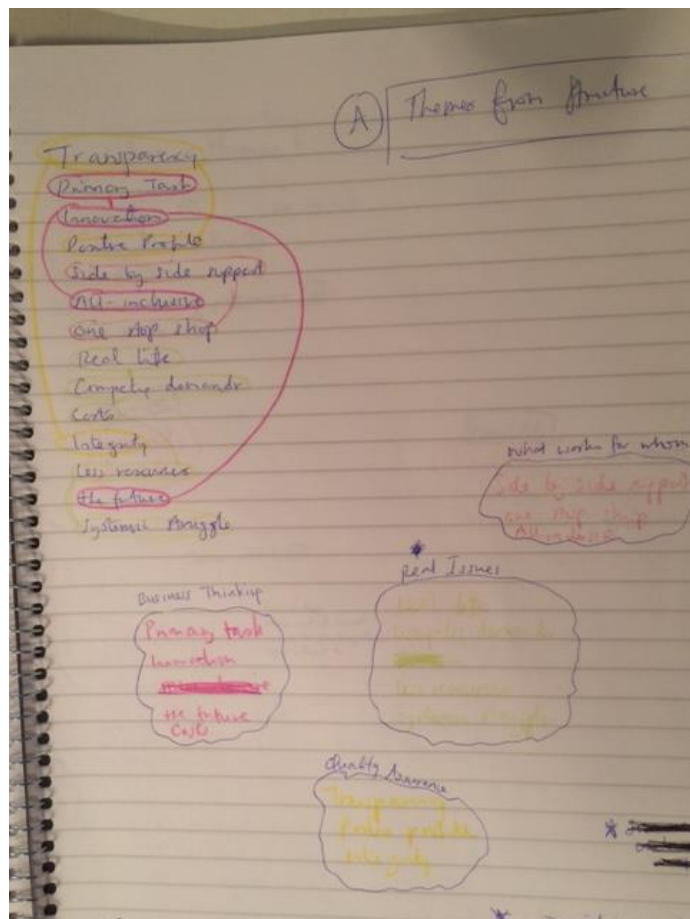
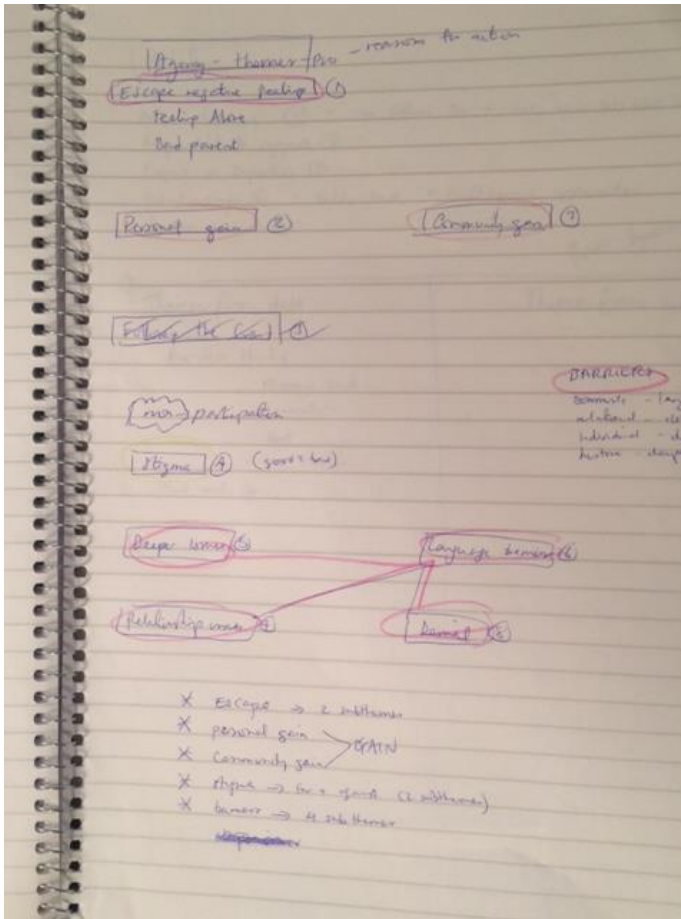
h. List of initial themes created

Transparency
Primary task
Innovation
Positive profile
Side-by-side support
All-inclusive
One-stop shop
Real life
Competing demands
Costs
Integrity
Less resources
The future
Systemic struggle

Immunity
Flexibility
Survival
Dynamic nature of programme
What works?

Feeling alone
Escape
Being a bad parent
Personal gain
Community gain
Active learning
Being listened to
Experts and expertise
Stigma
Language barriers
Relationship difficulties
Denial
Deeper issues

i. Themes grouped together to form overarching themes



j. All codes and their linked segments were reviewed and reconnected to a theme

<i>Comment</i>	Code	Segment
4	Building Trust	people are beginning to go, "Oh, okay, they're not just going to go report me to social care because I've asked for help"
	Building Trust	we've had to break that down [I: Yeah] before we could get in to do other things.
4	Building Trust	getting the connection with parents so that you're in the community, you've got an established relationship
4	Building Trust	it was necessary to help parents connect and... and develop their skills. Um. I found that those parent groups worked best when they emerged from, um, independent nurseries or independent play schemes [I: Mm] that wanted to offer a little bit extra to their parents.
4	Building Trust	working through the, um, designate... the workers who'd already got the connections [I: Okay], and also the systems in place so that parents would be coming in.
4	Building Trust	it's always really nice to work with a committed and proactive family support worker because they're the ones that have... generally have the good relationships with the parents already in that they get them through the door and it's a point of familiarity for the parents when you're doing that joined up working
3	Building Trust	they've felt like they could be really open and honest about it. They didn't feel that they were being judged. They felt that I was kind of just with them [I: Mm] and that is really important, and that's kind of the essence of the Holding Hands programme is that you aren't... we aren't like teaching as such [I: Mhm, yeah], although coaching is quite implicitly kind of embedded [I: Mm, mhm] throughout the programme. It's a... a mechanism of (.) being... letting them be heard.
3	expert	expert
3	expert	If, if you came across as an e- er, you know, to a parent that you're the expert [I: Mhm], you haven't done a very good job.

<i>Comment</i>	Code	Segment
1	Being clear about what's offered	if you put in the heart of the name (.) what it is you're tackling [I: Mm], people think, 'Yeah, I want that'
1	Being clear about what's offered	It's not kind of like, "You... you're doing this wrong" [I: Mm, mm], and I think parenting programme does kind of say, "You don't know what you're doing. [I: Mm] We're going to teach you how to be a parent" [I: Yeah], and I think that's quite awkward. That's quite awkward for me. I never use the word 'parenting'.

1	Being clear about what's offered	if you want parents to come on a group, there's no point in having some obfuscatory name [I: Mm] that they don't know what it is [I: Mhm, mhm] and then they get there and they find there's a surprise, either pleasant or unpleasant.
2	Business thinking	The biggest issue's going to be, okay, how are we going to provide [I: Yeah] that support because in other contexts, you can develop services that can at least begin to cost recover [I: Mm] and generate alternative income streams
2	Business thinking	It's very difficult to do that with parents [I: Okay, yeah] um, and particularly vulnerable parents [I: Mm], um, so the challenge is how do we keep these programmes going [I: Mm] and which programmes do we keep going [I:
3	Business thinking	there could be a lot of scope, for instance, um, with... with other professional colleagues
3	Business thinking	I think there's a lot of scope in terms of taking the principles of it, reinventing the format in order for it to be something that other professionals would value [I: Yes] and could take forward themselves.
4	Parenting on social agenda	through being there a long time [I: Mm], you, kind of, realise what people are asking for [I: Yeah], and parenting is bigger on the agenda than it used to be for parents [I: Mm], and they know to ask for help now
4	Parenting on social agenda	it went through a big trend [I: Mm] where everybody was doing parenting, um [I: Mhm], and, you know, there are some parents you'll talk to, they've done every single parenting [I: Yeah] possible but actually you shouldn't have to.

k. themes were modified and subthemes merged as appropriate to produce six overarching themes

Initial themes	Similar/linked themes grouped together	Overarching idea/name given to group of themes	Overarching idea/theme modified and subthemes discarded through merging as appropriate
Transparency Primary task Innovation Positive profile Side-by-side support All-inclusive One-stop Real life	Primary task Innovation The future Costs Transparency Positive profile Integrity	Business-thinking Quality assurance	Forward Thinking Primary task + competing demands Innovation The future Costs Survival + immunity One Size Fits Integrity + transparency Flexibility + dynamic nature of programme All-inclusive One-stop

Competing demands Costs Integrity Less resources	Side-by-side support All-inclusive One-stop shop	What works for whom	Collaboration Active learning + being listened to Side-by-side support Multiagency working/ relationships
The future Systemic struggle Immunity Flexibility Survival	Real life Competing demands Less resources Systemic struggle	Real issues	Involvement Escape Real life
Dynamic nature of programme What works? Feeling alone Escape	Immunity Flexibility Survival Dynamic nature of programme What works?	Survival	Barriers Language barriers Relationship difficulties Denial Deeper issues
Being a bad parent Personal gain Community gain Active learning Being listened to	Feeling alone Escape Being a bad parent Stigma	Negativity	Perceptions and Expectations Stigma + being a bad parent The 'expert' + power dynamics
Experts and expertise Power dynamics Stigma Language barriers	Personal gain Community gain	Benefits/gains	Systemic struggle + limited resources
Relationship difficulties Denial Deeper issues	Active learning Being listened to Experts and expertise Power dynamics	Partnership	
	Language barriers Relationship difficulties Denial Deeper issues	Barriers	

8.1 Coded Segments

Overview of coded segments related to Structure

Document name	Code	Begin	End	Segment
Interview_PFSa	real life	113	113	a lot happens in a week [I: Yeah] when you're a parent and [I: Mm] it's difficult to kind of (.) think about what you've done well [I: Mm] but also think about what's happened (laughing) [I: Yeah, yeah] even at that level, so I think it's nice to get that.
Interview_PFSb	real life	17	17	if you're highly stressed [I: Mm], you'll see beha-, the behaviour will be viewed in a different way and then it becomes this cycle because the behaviour then stresses you out, you then view the behaviour in this other way [I: Mm] which then causes the stress, and I suppose being able to look holistically at the wider picture of the family and the context with which they're in; the... their community and how they [I: Mm] perceive that child within the community
Interview_PSC	Accountability	5	5	there will be a need to ensure that those cohorts receive support.
Interview_PSC	Accountability	27	27	At the moment, the, um, commissioning... we... we receive an amount of funding from public health. At the moment, there doesn't seem to be, um, a particularly robust, um, mechanism or conduit [I: Mhm] for, um, information flow with regards [I: Mm] to, um, say for instance commissioning aren't necessarily, um, beating on my door asking me [I: Mm] for evidence of outcomes [I: Yeah] for Holding Hands [I: Mhm], um, at this stage. I think increasingly they... they will [I: Mm] which is why I'm really keen [I: Mhm] for us to develop that body of... of information [I: Yeah] and I actually don't want to wait for them to do that.
Interview_PSC	Accountability	33	33	I'm very keen to, er, make sure that we present, um, er, an outline of the intervention, rationale for the intervention, and the feedback that we receive [I: Mhm] to as many different groups as possible.
Interview_PSC	Accountability	67	67	the challenge I think is making Holding Hands look as viable as possible
Interview_PFSb	Accessibility	9	9	accessibility of a parenting programme where it's delivered with a... if it's delivered within like a community hub sort of [I: Mhm] context, um, like easily accessible, a place where parents already access so it's not something [I: Okay] that's kind of [I: Mm], um... not something that's (.) strange or unfamiliar for them

Interview_PFSb	Accessibility	25	25	the idea was for it to reach more (...) families so that it was... it was kind of rather than families having to commit (.) to a six-week programme [I: Mhm], they would be able to, um (..) engage in just a kind of one-off workshop which could reach a wide kind of number of families
Interview_PFSb	Accessibility	83	83	having the children's centres as part of a community hub.
Interview_PFSb	Accessibility	85	85	The idea is that that's actually something that people just do [I: Yeah] and they have that port of access, they have that opportunity to engage with people that have maybe [I: Mm] got some knowledge and skills and experience of supporting them with [I: Mhm] those avenues of things.
Interview_PFSb	Accessibility	87	87	it's not about taking away freedom, I think, from an individual [I: Mm], I think it's about promoting their sense of autonomy [I: Mm] as an individual, giving them the control over where they should seek things but giving them an opportunity of... of a diverse range of things they can [I: Mm] seek [I: Mhm] rather than cutting back services and actually [I: Yeah], you know, maybe some parents aren't able to do as good a job as they were doing because there isn't those services [I: Mm] that they were originally going to so they're kind of struggling, um (...) struggling as a consequence of not having access I guess
Interview_PSC	asset	17	17	asset
Interview_PSC	asset	73	73	massive asset to us
Interview_PSC	asset	73	73	we've got to keep growing it
Interview_PSC	asset	75	75	It's got huge potential.
Interview_PFC	Being clear about what's offered	95	95	if you put in the heart of the name (.) what it is you're tackling [I: Mm], people think, 'Yeah, I want that'
Interview_PFC	Being clear about what's offered	105	105	It's not kind of like, "You... you're doing this wrong" [I: Mm, mm], and I think parenting programme does kind of say, "You don't know what you're doing. [I: Mm] We're going to teach you how to be a parent" [I: Yeah], and I think that's quite awkward. That's quite awkward for me. I never use the word 'parenting'.
Interview_PFC	Being clear about what's offered	111	111	For me, mostly it is behaviour [I: Yeah] so I will talk about behaviour
Interview_PFC	Being clear about what's offered	111	111	Behaviour that you find challenging [I: Mm] as opposed to saying naughty [I: Yeah, yeah] or whatever else, um, but I never say parenting programmes.
Interview_PFC	Being clear about what's offered	113	113	that is exactly what the course was about [I: Mm] without this, there's, you know, triple P or [I: Yeah] or whatever it may be. People kind of don't want to know all those [I: Mm] jargon basically.

Interview_PFSa	Being clear about what's offered	59	59	if you want parents to come on a group, there's no point in having some obfuscatory name [I: Mm] that they don't know what it is [I: Mhm, mhm] and then they get there and they find there's a surprise, either pleasant or unpleasant.
Interview_PFSa	Being clear about what's offered	61	61	You have to be totally clear
Interview_PFSa	Being clear about what's offered	61	61	tie the title into parenting [I: Mm, definitely] but also tie into looking at... at, you know, opportunities [I: Mm] so it's not a blame [I: Mhm, yeah] type of group.
Interview_PSC	Business thinking	7	7	The biggest issue's going to be, okay, how are we going to provide [I: Yeah] that support because in other contexts, you can develop services that can at least begin to cost recover [I: Mm] and generate alternative income streams
Interview_PSC	Business thinking	7	7	It's very difficult to do that with parents [I: Okay, yeah] um, and particularly vulnerable parents [I: Mm], um, so the challenge is how do we keep these programmes going [I: Mm] and which programmes do we keep going [I:
Interview_PSC	Business thinking	7	7	ensuring that programmes that we... that we maintain and support the most viable programmes [I: Mm] which means the most clearly evidenced based [I: Okay, yeah] programmes that seem to dis-, display the most impact [I: Mm] and number two is, okay, well then how are we going to maintain those... those viable programmes going forward [I: Mm], um, and I think the key challenge is that local authorities are going to have to almost reinvent themselves and develop different sorts of relationships with some of the other stakeholders
Interview_PSC	Business thinking	9	9	an incredibly sound intervention. It's got a very, very clear [I: Mm] evidence base [I: Mm] so it's developing, um, and it can, um... I think it's got real potential [I: Mm] to be, um, developed further not just within our local authority but also there are opportunities there for us to potentially market it
Interview_PSC	Business thinking	9	9	that's perhaps where we could use (.) some of the, um... the income that we generate through those sorts of approaches [I: Mm] to further support some of the stuff that's going on in... within the county.
Interview_PSC	Business thinking	21	21	could provide us with, um (..) the basis of training programme to help support other professionals
Interview_PSC	Business thinking	23	23	there could be a lot of scope, for instance, um, with... with other professional colleagues
Interview_PSC	Business thinking	23	23	who would really, um, benefit from (.) the knowledge and skills in understanding the principles [I: Mm] of [I: Yeah] Holding Hands, um, and be able to promote those

Interview_PSC	Business thinking	25	25	I think there's a lot of scope in terms of taking the principles of it, reinventing the format in order for it to be something that other professionals would value [I: Yes] and could take forward themselves.
Interview_PSC	Business thinking	33	33	I'm very keen to, er, make sure that we present, um, er, an outline of the intervention, rationale for the intervention, and the feedback that we receive [I: Mhm] to as many different groups as possible.
Interview_PSC	Business thinking	39	39	we already are developing other approaches [I: Mm], where we can perhaps, um, target a wider audience
Interview_PSC	Business thinking	43	43	developing, um, a licenced model [I: Mm] where we could, um, licence certain professionals to become particular practitioners.
Interview_PSC	Business thinking	47	47	and then again, the re-, the income that... from that, that's almost like a gift that keeps on giving
Interview_PSC	Business thinking	47	47	, I would look at using any... any surplus income from that [I: Mm] to continue to grow the Holding Hands project within county and offer as much as we can as cheaply as we can to those who need it.
Interview_PSC	Business thinking	53	53	there are early on evaluations that... that clearly demonstrated that, um, support like Holding Hands had a significant long term positive effect [I: Mm] for families, and a significant positive long term effect on, um, on local authorities in terms of budgets [I: Mm] because it meant that families were not necessarily relying [I: Yeah] on services going forward
Interview_PSC	Business thinking	59	59	there's an... view from directors [I: Mm] that parenting and prog-, working with and being a champion for vulnerable parents [I: Mm] and their children and young people is a really... is a key... is a key, um, fundamental building block of [I: Mm] any new SEN strategy or strategy... education strategy.
Interview_PFSb	choice	5	5	self-refer [I: Mm] and they decide to come on themselves [I: Mhm] but actually (.) those parents tend to be the ones that aren't the ones that necessarily need that level of input
Interview_PFSc	coaching works	111	111	you can see on the videos and the training session how well [I: Yeah] it worked and mum felt that she had the confidence to [I: Mhm], to really work on it, um, and because we were having... it was more of a coaching role,
Interview_PFSc	coaching works	111	111	she was able to do that with that coaching [I: Mhm] and thank goodness (laughing) [I: Yeah, yeah] it all worked out and she could even see it in the videos [I: That sounds good] when we fed it back to her.

Interview_PFSb	coaching works	49	49	quality of what's delivered in those sessions. I don't think you can say, "Right, well twelve sessions is the best" [I: Mm], because actually you could do six very, very effective sessions and cover quite a lot of content [I: Mm] in a number of ways through kind of doing, you know, a short session of kind of discussion around theory and background and [I: Yeah] problem solving around the behaviour so they're modelling and coaching the parents. So, I think it completely depends on the actual style of the parenting programme [I: Mm] and what they cover [I: Mhm] as to how effective they could be
Interview_PFSd	coaching works	3	5	targeting their concerns (.) working with them, and modelling some of the strategies with their child in situ. I: Mm. R: It's just that coaching opportunity.
Interview_PFSd	coaching works	9	9	seeing that as she wants her attention, [I: Mm] it's not really anything to do with the sleeping bag, and I said to her, "Why can't you just, when she gets up in the morning..." I.. well, first, I said, "Do you want her to have it during the day?", "No, no, I don't want her to have it", and it was as simple as saying, "Well, why don't you just put it away?"
Interview_PFSd	coaching works	15	15	sometimes it's having somebody (.) that's not in that situation [I: Mm] just to, sort of, problem solve with them and then think, 'Well, why aren't you just putting it away? [I: Yeah] What is it that's stopping you?'
Interview_PFSd	coaching works	27	27	when you're ready and you've got the energy [I: Mm] to cope with a tantrum if it comes". So, I think she waited until he went home because, er, she's on her own, so he went and visited dad at the weekend. So, she waited until the Monday because she thought, 'Right, I'm going to start a fresh on Monday',
Interview_PFSd	coaching works	29	29	she's already changed in the way she's [I: Right] delivering messages so there's lots of positives. So, when it came to that, he knew that she meant business when she said that [I: Mm], and everything else has been so much more fun and he's enjoyed that relationship with her.
Interview_PFSd	coaching works	123	123	as well as helping them to see the change so actually [I: Mm] giving them the rationale for why you're saying what you are
Interview_PFSd	coaching works	143	143	you're helping them to learn to manage stressful situations [I: Yeah] or a distressful situation in a safe way [I: Mhm] so when they're not with you, they're going to be able to do that".

Interview_PA	Competing demands	77	77	It seems like there isn't enough support from (.) higher up in the... [I: Mhm] in the council I suppose [I: Mhm] because, um, it's quite conflicting because they want to support early intervention [I: Mm] but it seems like Holding Hands is just being forgotten about [I: Okay] within that [I: Yeah], um (..) which is... I think it's just because of all the statutory demands
Interview_PA	Competing demands	77	77	taking the EP's out of Holding Hands
Interview_PA	Competing demands	77	77	they can't [I: Mhm, mhm] offer as much as they used to
Interview_PA	Competing demands	77	77	people sort of higher up in the council are saying they want to support [I: Mm] early intervention [I: Mhm] but it's like it isn't working its way down [I: Mm] to the... to the ground level [I: Yeah] where Holding Hands is
Interview_PFSb	Competing demands	33	33	priorities fell in other places
Interview_PFSb	connected with their community	49	49	connected with their community
Interview_PFSb	connected with their community	49	49	other families that are kind of not as involved and not as connected with their community and maybe feel kind of less, um (..) maybe they feel less accepted, maybe they feel that they're going to be judged. They kind of disengage quicker
Interview_PFSa	Cost-effectiveness	47	47	far less, um (..) possibility about working preventatively [I: Mm] and making early intervention than there was [I: Mm] because of funding [I: Mm] cuts, and although we're all innovative [I: Mm] and trying through the Holding Hands programme, the group programme is more cost effective [I: Mm] than an individual. Trying through that to reduce costs, there's a certain element where if your funding is withdrawn, which it has been [I: Mm], you can't continue.
Interview_PFSa	Cost-effectiveness	45	45	you're always working in the political context [I: Mm], the funding context. When there's a lot of funding available, if you've got a good quality programme, which this is, you can, um, gain some funding and spread it out and you... you can work preventatively.
Interview_PFSc	Cost-effectiveness	49	49	one of the bigger drawbacks is the cost [I: Mm], um, and looking into the future, the time (laughing) which I suppose is linked to the cost as well.
Interview_PFSc	Cost-effectiveness	137	137	it's not just the need to think about the time that we've got and how much we cost, it's the children's centres as well [I: Yeah] and I know they're trying to (..) [I: Mhm] cut their budgets as well,
Interview_PFSc	Cost-effectiveness	137	137	getting some really confident family support workers [I: Okay] to work with families [I: Mm] would be a good way to go but in some way hold, you know, retain some hold

Interview_PFSc	Cost-effectiveness	173	173	it's something that the children's centres and the commissioners (.) are interested in, you know, taking things at a universal level and [I: Mm] seeing how... basically getting more [I: Yeah] for less
Interview_PFSc	Cost-effectiveness	175	175	More for less [I: Yeah], um, but it's making sure that what they're getting is actually working.
Interview_PSC	Cost-effectiveness	39	39	what we need to do is we need to make sure that we continue to look for efficiencies where it's appropriate [I: Yeah] but not at the cost of [I: Mm] undermining the rationale of the... of the programme [I: Definitely, mm] and... and the quality of the programme and quality [I: Mhm] of what we're delivering
Interview_PSC	Cost-effectiveness	39	39	which is expensive [I: Mm] but it's necessary for some
Interview_PSC	Cost-effectiveness	53	53	there are early on evaluations that... that clearly demonstrated that, um, support like Holding Hands had a significant long term positive effect [I: Mm] for families, and a significant positive long term effect on, um, on local authorities in terms of budgets [I: Mm] because it meant that families were not necessarily relying [I: Yeah] on services going forward
Interview_PFC	Developing the programme	13	13	something missing [I: Mhm, mhm] but we could do a workshop or something similar
Interview_PFC	Developing the programme	15	15	Saturday ones [I: Okay] which worked really well because we had dads coming [I: Mm] as well as mums. Everyone was getting [I: Yeah] the same... the same thing
Interview_PFC	Developing the programme	33	33	The rest of it was a little bit tedious [I: Yeah, yeah] to be honest, um, and I understand it from being the measure point of view [I: Mm] but from their point of view, it's just like [I: It's too much, yeah] it took up quite a lot of the time.
Interview_PFC	Developing the programme	37	37	I don't see how that [I: Mhm] necessarily helps [I: Yeah] and I think that's why we gradually cut it out.
Interview_PFC	Developing the programme	47	47	what we realised was the workshops are for those low scoring people anyway.
Interview_PFC	Developing the programme	51	51	I think that's another reason that the workshops weren't seen as... [I: Yeah] as... as high hitting really [I: Mm], you know, we're all about targets and they weren't really
Interview_PFC	Developing the programme	53	53	talking about developing
Interview_PA	Developing the programme	61	61	So, I guess that's how it's evolved at first [I: Mm], um, and I think that was probably some of the idea behind the universal at the time [I: Yeah] that it would I guess have less EP input [I: Mm] so it could have more, um (...) that there'd be more opportunity for... for more people to access it
Interview_PA	Developing the programme	63	63	a lot of the trained, er, [I: Okay] family support workers left
Interview_PA	Developing the	63	63	quite a big upheaval

	programme			
Interview_PA	Developing the programme	71	71	it's a concept of largely around the FLIP messages
Interview_PA	Developing the programme	71	71	it could be done in many different ways [I: Yeah, yeah] that best suits them really.
Interview_PA	Developing the programme	73	73	it was designed and created [I: Mhm, mhm] almost in quite a... a flexible way
Interview_PA	Developing the programme	73	73	simple messages
Interview_PA	Developing the programme	73	73	the plan was for it to be run in schools
Interview_PA	Developing the programme	95	95	I think the way that it's been developed shows that the concept can be [I: Mm] adapted in many different ways [I: Yeah], um, and still effectively [I: Mm] so (.) I guess the concept is still the... the most important thing
Interview_PA	Developing the programme	99	99	there's already been (.) three or four different [I: Mm, yes] ways of running it already
Interview_PA	Developing the programme	99	99	they wanted to go into maybe running it with learning support assistants
Interview_PA	Developing the programme	103	103	I'm sure if it can [I: Mm], it could come back in a different form [I: Yeah, yeah] if people take notice [I: Mm] and give it the funding and staff it [I: It needs] deserves
Interview_PFSa	Developing the programme	15	15	the idea was, again, to increase the access to a range of parents [I: Mhm] so you had a... a wide variety of parents who could come in and, um, have three different options to see what suited them [I: Mm], and also to minimise the attrition rate
Interview_PFSa	Developing the programme	21	21	I would say is that probably timing [I: Mm] of offering. The, um, setup that we offered was towards the end of the summer term and that was when you got turbulence and discontinuity of family support workers
Interview_PFSa	Developing the programme	23	23	the modifications are to try and always meet the needs of the context [I: Mm] and to make the Holding Hands programme as accessible as possible
Interview_PFSa	Developing the programme	23	23	individual was more targeted to parents who were, for whatever reason, experiencing very... quite challenging issues that needed in depth discussion [I: Mm], and the group, er, programmes were more universal and targeted at parents who, um, had... who had, um (..) a basic... who did have parenting skills but needed to improve, had... had some gaps to... to work on [I: Yeah], so I think it was the context.
Interview_PFSa	Developing the programme	67	67	you have to have high quality supervision which we did [I: Mhm] do. That was a key factor [I: Yeah] in... in maintaining the, um, standard [I: Mm] and helping the pro-, professional development of colleagues

Interview_PFSa	Developing the programme	69	69	I've worked in programmes before [I: Mm] where you're multi-professional and it was far more established after this amount of time. Um. One of the other factors is a... I think competing with Holding Hands are those programmes like, um, the Webster Stratton [I: Mm] where everything is scripted.
Interview_PFSc	Developing the programme	45	45	the idea of it being a universal programme as well is that not all [I: Mm] parents will need individual or group [I: Okay, yeah], that level of support. They'll just need, um, to go through the flip message [I: Mhm, mhm] and have a bit of a practice and then go away and [I: Yeah] they'll be fine
Interview_PFSc	Developing the programme	111	111	she's always changing the way she does it
Interview_PFSc	Developing the programme	171	171	then the workshop was going to go and then it wasn't going to work [I: Mhm] and we were doing something else and then it was back on the table again.
Interview_PFSc	Developing the programme	173	173	it's something that the children's centres and the commissioners (.) are interested in, you know, taking things at a universal level and [I: Mm] seeing how... basically getting more [I: Yeah] for less
Interview_PFSc	Developing the programme	175	175	More for less [I: Yeah], um, but it's making sure that what they're getting is actually working.
Interview_PFSb	Developing the programme	25	25	the idea was for it to reach more (...) families so that it was... it was kind of rather than families having to commit (.) to a six-week programme [I: Mhm], they would be able to, um (..) engage in just a kind of one-off workshop which could reach a wide kind of number of families
Interview_PFSb	Developing the programme	37	37	I think that even parents within schools that have school age children would be really kind of welcoming of that sort of, um, opportunity to engage with behaviour, you know [I: Mhm], anything to do with behaviour management, I think they (.) fit. I think any parent can relate to the fact that they probably have difficulties with managing behaviour
Interview_PFSb	Developing the programme	63	63	she developed it [I: Mm] so we didn't have to consult with anyone, we don't have to, um, seek kind of recognition from [I: Mm] commissioners or anything like that. We have... we are able to adapt the programme to the changing needs of the community [I: Mm] to cultural influences, um, to service delivery changes as well; thinking about how we can move it into schools
Interview_PFSb	Developing the programme	69	69	there's no reason why that programme can't be adapted to support learning support assistants, teaching assistants [I: Mhm], um (..) because it's all about that kind of relationship with that [I: Yeah] kind of key individual

Interview_PSC	Developing the programme	43	43	developing, um, a licenced model [I: Mm] where we could, um, licence certain professionals to become particular practitioners.
Interview_PSC	Developing the programme	47	47	and then again, the re-, the income that... from that, that's almost like a gift that keeps on giving
Interview_PSC	Developing the programme	47	47	, I would look at using any... any surplus income from that [I: Mm] to continue to grow the Holding Hands project within county and offer as much as we can as cheaply as we can to those who need it.
Interview_PSC	Developing the programme	73	73	I will fight to find alternative [I: Yeah] income streams to keep that going, and not just to keep it going as it is but to grow it.
Interview_PFSd	Developing the programme	111	111	the workshops will be ideal for school settings [I: Yeah], um, because it's a one off and it's [I: Mm], um... it doesn't feel a heavy commitment [I: Mhm], um, and, again, I think the workshops do help to screen [I: Yeah] and some do end up, um, [I: Mm] working on a (...) gr- on a group programme or individual [I: Mm], and also it does highlight where actually there's something over and above just the behaviour
Interview_PFC	Evaluating programmes	25	25	it's either worked or it hasn't [I: Mhm] because they're either coming to ask for more help [I: Mhm] or you never see them again
Interview_PFC	Evaluating programmes	31	31	"Oh my goodness, this is really big", it actually gave them a starting point and I find that with everything. Whenever I'm doing Holding Hands, the Eyberg looks really long [I: Mhm] but actually it's a really good conversation starter.
Interview_PFC	Evaluating programmes	33	33	The rest of it was a little bit tedious [I: Yeah, yeah] to be honest, um, and I understand it from being the measure point of view [I: Mm] but from their point of view, it's just like [I: It's too much, yeah] it took up quite a lot of the time.
Interview_PFC	Evaluating programmes	37	37	I don't see how that [I: Mhm] necessarily helps [I: Yeah] and I think that's why we gradually cut it out.
Interview_PFC	Evaluating programmes	47	47	what we realised was the workshops are for those low scoring people anyway.
Interview_PFC	Evaluating programmes	51	51	I think that's another reason that the workshops weren't seen as... [I: Yeah] as... as high hitting really [I: Mm], you know, we're all about targets and they weren't really
Interview_PFSb	Evaluating programmes	15	15	parenting programmes that look at... that kind of look at not only evaluating child outcomes but look at evaluating parental outcomes

Interview_PFSb	Evaluating programmes	17	17	evaluation of that data because obviously [I: Mm] as we know, even the most robust parenting programmes have proven to be really ineffective [I: Mhm] with, you know, millions of pounds spent on them implement- , on their implementation [I: Yeah], um, when they're not able to kind of respond to the adapting community [I: Mm] and the kind of cultural changes that [I: Mhm, mhm], you know, populations experience.
Interview_PSC	Evaluating programmes	27	27	At the moment, the, um, commissioning... we... we receive an amount of funding from public health. At the moment, there doesn't seem to be, um, a particularly robust, um, mechanism or conduit [I: Mhm] for, um, information flow with regards [I: Mm] to, um, say for instance commissioning aren't necessarily, um, beating on my door asking me [I: Mm] for evidence of outcomes [I: Yeah] for Holding Hands [I: Mhm], um, at this stage. I think increasingly they... they will [I: Mm] which is why I'm really keen [I: Mhm] for us to develop that body of... of information [I: Yeah] and I actually don't want to wait for them to do that.
Interview_PSC	Evaluating programmes	53	53	there are early on evaluations that... that clearly demonstrated that, um, support like Holding Hands had a significant long term positive effect [I: Mm] for families, and a significant positive long term effect on, um, on local authorities in terms of budgets [I: Mm] because it meant that families were not necessarily relying [I: Yeah] on services going forward
Interview_PA	Expanding the market	73	73	the plan was for it to be run in schools
Interview_PA	Expanding the market	99	99	they wanted to go into maybe running it with learning support assistants
Interview_PFSa	Expanding the market	23	23	individual was more targeted to parents who were, for whatever reason, experiencing very... quite challenging issues that needed in depth discussion [I: Mm], and the group, er, programmes were more universal and targeted at parents who, um, had... who had, um (..) a basic... who did have parenting skills but needed to improve, had... had some gaps to... to work on [I: Yeah], so I think it was the context.
Interview_PFSb	Expanding the market	25	25	the idea was for it to reach more (...) families so that it was... it was kind of rather than families having to commit (.) to a six-week programme [I: Mhm], they would be able to, um (..) engage in just a kind of one-off workshop which could reach a wide kind of number of families

Interview_PSC	Expanding the market	9	9	an incredibly sound intervention. It's got a very, very clear [I: Mm] evidence base [I: Mm] so it's developing, um, and it can, um... I think it's got real potential [I: Mm] to be, um, developed further not just within our local authority but also there are opportunities there for us to potentially market it
Interview_PSC	Expanding the market	21	21	could provide us with, um (..) the basis of training programme to help support other professionals
Interview_PSC	Expanding the market	23	23	there could be a lot of scope, for instance, um, with... with other professional colleagues
Interview_PSC	Expanding the market	23	23	who would really, um, benefit from (..) the knowledge and skills in understanding the principles [I: Mm] of [I: Yeah] Holding Hands, um, and be able to promote those
Interview_PSC	Expanding the market	39	39	we already are developing other approaches [I: Mm], where we can perhaps, um, target a wider audience
Interview_PSC	Expanding the market	43	43	developing, um, a licenced model [I: Mm] where we could, um, licence certain professionals to become particular practitioners.
Interview_PSC	Expanding the market	47	47	and then again, the re-, the income that... from that, that's almost like a gift that keeps on giving
Interview_PSC	Expanding the market	47	47	, I would look at using any... any surplus income from that [I: Mm] to continue to grow the Holding Hands project within county and offer as much as we can as cheaply as we can to those who need it.
Interview_PSC	Financial implications	3	3	local authorities are struggling with a little bit of an id-, identity crisis at the moment and are facing significant external pressures both financially and through personnel [I: Mm] and through, um, government reforms, changes to legislation, etc.
Interview_PSC	Financial implications	7	7	The biggest issue's going to be, okay, how are we going to provide [I: Yeah] that support because in other contexts, you can develop services that can at least begin to cost recover [I: Mm] and generate alternative income streams
Interview_PSC	Financial implications	7	7	It's very difficult to do that with parents [I: Okay, yeah] um, and particularly vulnerable parents [I: Mm], um, so the challenge is how do we keep these programmes going [I: Mm] and which programmes do we keep going [I:
Interview_PSC	Financial implications	33	33	as budgets become ever... ever more (.) squeezed.
Interview_PSC	Financial implications	39	39	which is expensive [I: Mm] but it's necessary for some
Interview_PA	Flexibility	57	57	["*Programme lead*]'s very flexible

Interview_PA	Flexibility	59	59	the team as a whole respond to the, er, the needs of [I: Mhm] the context that they're in [I: Yeah] so, um (..) I guess where funding is reduced or staff are lost [I: Mm], um, or there's more people that need to be supported [I: Mhm] then they... the teams are obviously responding in [I: Yeah] the best way that they can to try and still provide that service [I: Mm] to as many needing people as they can.
Interview_PA	Flexibility	71	71	it could be done in many different ways [I: Yeah, yeah] that best suits them really.
Interview_PA	Flexibility	73	73	it was designed and created [I: Mhm, mhm] almost in quite a... a flexible way
Interview_PA	Flexibility	95	95	I think the way that it's been developed shows that the concept can be [I: Mm] adapted in many different ways [I: Yeah], um, and still effectively [I: Mm] so (..) I guess the concept is still the... the most important thing
Interview_PA	Flexibility	99	99	there's already been (..) three or four different [I: Mm, yes] ways of running it already
Interview_PA	Flexibility	99	99	they wanted to go into maybe running it with learning support assistants
Interview_PFSa	Flexibility	33	33	I changed what I was offering
Interview_PFSa	Flexibility	33	33	I would change what I was offering [I: Yeah], different dynamics [I: Yeah], but ultimately you had... you... you wanted to establish a shared goal - you were there to work for the interests of the children
Interview_PFSa	Flexibility	71	71	There's this amazing certainty. You know what you're doing, and if you are working... family support workers are working in a context which is uncertain, difficult for them [I: Mm], they actually like to have that very, um, well backed programme
Interview_PFSa	Flexibility	9	9	some of them are too prescriptive
Interview_PFSa	Flexibility	73	73	it's a framework on which to hang. I use it all the time on which to hang [I: Yeah] what you're doing and why you're doing it.
Interview_PFSb	Flexibility	7	7	opportunity to coach [I: Mm], to model, to demonstrate, um, to having a level of psychoeducation, to having an element of just understanding, active listening, and demonstrating kind of those, um (..) key skills that helps peop-, helps people kind of consider where they are [I: Mm] in their kind of (..) life,
Interview_PFSb	Flexibility	17	17	integrity of its deliv-, delivery so, you know, whether or not it's manualised or being able to, kind of, be with... manualised but be, kind of, quite flexible to the individual family

Interview_PSC	Flexibility	11	11	There are clearly a few other parental [I: Mm] support [I: Yes, yes] programmes available [I: Mm], um, and some of those are sort of commercially available [I: Mhm] so it's about how do we pitch it but I think... I think Holding Hands is quite uniquely positioned in that it isn't a... it's not a commercial package [I: Mm] and I think that's... that means it's got quite a lot going for it. I think some of those too commercial package... packages [I: Yeah] can be a little bit off putting [I: Mm] or can try and present as sort of a... a one size fits all, lack of flexibility.
Interview_PFSd	Flexibility	63	63	I'm asking for it to be changed [I: Mm], if you see what I mean, that... that's the beauty of it really.
Interview_PFSd	Flexibility	81	83	the group's not working, I think the individual might work. I: Okay, yeah. R: I don't think I've ever come across anybody where they've said, "It's just not working for me".
Interview_PFSd	Flexibility	85	85	It's worked better for some than others [I: Right, yeah] and they may need a little bit more input
Interview_PFSd	Flexibility	99	99	where the family support workers are more skilled [I: Mhm] with the individual programme, the thing that is changing is sometimes they don't need the six sessions.
Interview_PFSd	Flexibility	101	101	I'm happy for them to just reduce it to four or three
Interview_PFSd	Flexibility	101	101	perhaps changing is having very clear outcomes, so identifying what needs to change; so what is it that's happening now, and what happened following the session
Interview_PFSb	groups effective	7	7	group delivery can actually be more effective
Interview_PA	Key/core principles	71	71	it's a concept of largely around the FLIP messages
Interview_PA	Key/core principles	71	71	it could be done in many different ways [I: Yeah, yeah] that best suits them really.
Interview_PA	Key/core principles	73	73	it was designed and created [I: Mhm, mhm] almost in quite a... a flexible way
Interview_PA	Key/core principles	95	95	I think the way that it's been developed shows that the concept can be [I: Mm] adapted in many different ways [I: Yeah], um, and still effectively [I: Mm] so (.) I guess the concept is still the... the most important thing
Interview_PA	Key/core principles	99	99	there's already been (.) three or four different [I: Mm, yes] ways of running it already
Interview_PA	Key/core principles	99	99	they wanted to go into maybe running it with learning support assistants
Interview_PFSd	Key/core principles	25	25	The main thing that's kept is the flip message

Interview_PFSc	Key/core principles	45	45	the idea of it being a universal programme as well is that not all [I: Mm] parents will need individual or group [I: Okay, yeah], that level of support. They'll just need, um, to go through the flip message [I: Mhm, mhm] and have a bit of a practice and then go away and [I: Yeah] they'll be fine
Interview_PFSc	Key/core principles	73	73	it's a framework on which to hang. I use it all the time on which to hang [I: Yeah] what you're doing and why you're doing it.
Interview_PFSb	Key/core principles	77	77	the FLIP messages that the [I: Mhm] programme's based on actually are... can be... are principles that can be applied [I: Anywhere] for all ages [I: Yeah], um, even to adults
Interview_PFSb	Key/core principles	87	87	they've felt like they could be really open and honest about it. They didn't feel that they were being judged. They felt that I was kind of just with them [I: Mm] and that is really important, and that's kind of the essence of the Holding Hands programme is that you aren't... we aren't like teaching as such [I: Mhm, yeah], although coaching is quite implicitly kind of embedded [I: Mm, mhm] throughout the programme. It's a... a mechanism of (.) being... letting them be heard.
Interview_PSC	Key/core principles	25	25	I think there's a lot of scope in terms of taking the principles of it, reinventing the format in order for it to be something that other professionals would value [I: Yes] and could take forward themselves.
Interview_PFSd	Key/core principles	31	31	the Holding Hands programme, at the core of it, is about the parent and child reconnecting.
Interview_PFSd	Key/core principles	45	47	the workshop is, is almost like the first session of the group programme. I: Okay. R: So, it's talking about the flip messages. It's getting a sense of what their main concerns are [I: Mm] and doing a bit of problem solving [I: Mhm], so it's sort of, er, a condensed version of looking at the flip messages [I: Yeah] in relation to (.) the concerns that they come with.
Interview_PR	Learning from programmes	81	81	learn different ideas, learn different ways of communicating with your own children because there are some kids who don't even talk to their mum and dad.
Interview_PFC	Learning from programmes	5	5	FLIP makes it really easy to [I: Mm], first of all, to... for me, to communicate to families but then also for them to remember

Interview_PA	less resources	39	39	just all of the services, um, I suppose with nationally [I: Mm] struggling, um (..) so I think that's probably having an impact on the parents. It... it's probably making them feel a bit more, er, alone and [I: Mm] desperate to get some kind of support [I: Yeah] because there's less available, um, and I guess when they go to a school and there's less available for the school so maybe they're hearing [I: Mm] from the school staff there's not that much [I: Yeah] support out there unless they really need it [I: Mm] and really fight for it. So, I would've thought locally parents are probably feeling a bit (..) alone
Interview_PA	less resources	77	77	taking the EP's out of Holding Hands
Interview_PA	less resources	77	77	they can't [I: Mhm, mhm] offer as much as they used to
Interview_PA	less resources	77	77	people sort of higher up in the council are saying they want to support [I: Mm] early intervention [I: Mhm] but it's like it isn't working its way down [I: Mm] to the... to the ground level [I: Yeah] where Holding Hands is
Interview_PA	less resources	79	79	I think for other parts of the psychology service, it sounds like they're being recognised [I: Mm] but for Holding Hands in particular [I: Yeah], I don't think so [I: Yeah, yeah] because I think if they were fully understood then [I: Mm] there'd be more of a push to keep it going
Interview_PA	less resources	79	79	it's being lost [I: Mm] everywhere else
Interview_PA	less resources	89	89	a negative thing [I: Mm] because, er, the parents are going to be missing out on [I: Mhm] that support at the earliest level [I: Yeah] where it could have been really important [I: Mm], um (..) because it seems like a lot of them with... with the feedback that we get say [I: Mm], er, that it's really helped them and that they're really confident dealing with [I: Yeah], er, the challenges now.
Interview_PFSa	less resources	37	37	politically we are in a time [I: Mm] of great change. Er. There's still been the impact of the two thousand and eight, um (..) er, rece-, you know, um, financial, er, problems which has affected all families and continues to affect them in terms of, um, reduced financial... reduced money.
Interview_PFSa	less resources	39	39	when Holding Hands first started, there was a lot of funding available [I: Mm], er, put into Sure Start. That has gradually diminished [I: Mhm, mhm] and that's had a massive impact on sustaining the programme
Interview_PFSa	less resources	45	45	you're always working in the political context [I: Mm], the funding context. When there's a lot of funding available, if you've got a good quality programme, which this is, you can, um, gain some funding and spread it out and you... you can work preventatively.

Interview_PFSa	less resources	47	47	far less, um (..) possibility about working preventatively [I: Mm] and making early intervention than there was [I: Mm] because of funding [I: Mm] cuts, and although we're all innovative [I: Mm] and trying through the Holding Hands programme, the group programme is more cost effective [I: Mm] than an individual. Trying through that to reduce costs, there's a certain element where if your funding is withdrawn, which it has been [I: Mm], you can't continue.
Interview_PFSc	less resources	49	49	one of the bigger drawbacks is the cost [I: Mm], um, and looking into the future, the time (laughing) which I suppose is linked to the cost as well.
Interview_PFSc	less resources	137	137	it's not just the need to think about the time that we've got and how much we cost, it's the children's centres as well [I: Yeah] and I know they're trying to (..) [I: Mhm] cut their budgets as well,
Interview_PFSc	less resources	137	137	getting some really confident family support workers [I: Okay] to work with families [I: Mm] would be a good way to go but in some way hold, you know, retain some hold
Interview_PFSc	less resources	159	159	I think [I: Mm] it's a stressful time for employees there [I: Mhm] covering a lot of services and then they've got the cuts coming in.
Interview_PFSc	less resources	165	165	parents are not having the access that they used to have [I: Right] just the general advice [I: Mm], um, and whether that will end up with them closing some children's centres because of the budgets [I: Mm], I don't know.
Interview_PFSb	less resources	27	27	staffing pressures and the cut to (.) the wider service implications.
Interview_PFSb	less resources	49	49	quality of what's delivered in those sessions. I don't think you can say, "Right, well twelve sessions is the best" [I: Mm], because actually you could do six very, very effective sessions and cover quite a lot of content [I: Mm] in a number of ways through kind of doing, you know, a short session of kind of discussion around theory and background and [I: Yeah] problem solving around the behaviour so they're modelling and coaching the parents. So, I think it completely depends on the actual style of the parenting programme [I: Mm] and what they cover [I: Mhm] as to how effective they could be

Interview_PFSb	less resources	87	87	it's not about taking away freedom, I think, from an individual [I: Mm], I think it's about promoting their sense of autonomy [I: Mm] as an individual, giving them the control over where they should seek things but giving them an opportunity of... of a diverse range of things they can [I: Mm] seek [I: Mhm] rather than cutting back services and actually [I: Yeah], you know, maybe some parents aren't able to do as good a job as they were doing because there isn't those services [I: Mm] that they were originally going to so they're kind of struggling, um (...) struggling as a consequence of not having access I guess
Interview_PFSb	Local focus	63	63	also we haven't had to think about rolling it out in other areas [I: Mm] so we can really just focus on [I: Mhm] [*county name*] and [I: Yeah] what the needs of the families are here [I: Mm] as opposed to kind of our focus being, "Right, it's already established here in this [I: Locality, yeah] locality and... and this delivery [I: Mhm], let's now go, you know, other places", and rather [I: Mm] than focusing on them, we can just focus on us.
Interview_PFSb	Local focus	69	69	there's no reason why that programme can't be adapted to support learning support assistants, teaching assistants [I: Mhm], um (.) because it's all about that kind of relationship with that [I: Yeah] kind of key individual
Interview_PSC	Local focus	3	3	local authorities are struggling with a little bit of an id-, identity crisis at the moment and are facing significant external pressures both financially and through personnel [I: Mm] and through, um, government reforms, changes to legislation, etc.
Interview_PSC	Local focus	5	5	one of the biggest challenges we face is with ide-, is what the future shape of local authority's going to look like [I: Mhm] and then how various services and support like support for parents fits within that [I: Yeah], um, and nobody would deny that support for parents, vulnerable parents, er, and their children and young people is really, really key [I: Mm], um, and local authorities will retain the responsibility to support and be a champion for parents
Interview_PSC	Local focus	7	7	The biggest issue's going to be, okay, how are we going to provide [I: Yeah] that support because in other contexts, you can develop services that can at least begin to cost recover [I: Mm] and generate alternative income streams
Interview_PSC	Local focus	21	21	could provide us with, um (..) the basis of training programme to help support other professionals
Interview_PSC	Local focus	23	23	there could be a lot of scope, for instance, um, with... with other professional colleagues

Interview_PSC	Local focus	23	23	who would really, um, benefit from (.) the knowledge and skills in understanding the principles [I: Mm] of [I: Yeah] Holding Hands, um, and be able to promote those
Interview_PSC	Local focus	29	29	within the local authority, um, interventions like Holding Hands, Nurture and others will be under increasing competition with other commissions [I: Yeah] to prove their viability.
Interview_PSC	Local focus	59	59	there's an...view from directors [I: Mm] that parenting and prog-, working with and being a champion for vulnerable parents [I: Mm] and their children and young people is a really... is a key... is a key, um, fundamental building block of [I: Mm] any new SEN strategy or strategy... education strategy.
Interview_PFC	Lots of parenting programmes	53	53	there's not such a stigma attached to it [I: Mm] as there used to be [I: Yeah] because there's so many of them going [I: Yeah] around
Interview_PFC	Lots of parenting programmes	79	79	it went through a big trend [I: Mm] where everybody was doing parenting, um [I: Mhm], and, you know, there are some parents you'll talk to, they've done every single parenting [I: Yeah] possible but actually you shouldn't have to.
Interview_PFC	Measuring progress	31	31	"Oh my goodness, this is really big", it actually gave them a starting point and I find that with everything. Whenever I'm doing Holding Hands, the Eyberg looks really long [I: Mhm] but actually it's a really good conversation starter.
Interview_PFC	Measuring progress	33	33	The rest of it was a little bit tedious [I: Yeah, yeah] to be honest, um, and I understand it from being the measure point of view [I: Mm] but from their point of view, it's just like [I: It's too much, yeah] it took up quite a lot of the time.
Interview_PFC	Measuring progress	37	37	I don't see how that [I: Mhm] necessarily helps [I: Yeah] and I think that's why we gradually cut it out.
Interview_PFC	Measuring progress	47	47	what we realised was the workshops are for those low scoring people anyway.
Interview_PFC	Measuring progress	51	51	I think that's another reason that the workshops weren't seen as... [I: Yeah] as... as high hitting really [I: Mm], you know, we're all about targets and they weren't really
Interview_PFSa	offering different options	15	15	the idea was, again, to increase the access to a range of parents [I: Mhm] so you had a... a wide variety of parents who could come in and, um, have three different options to see what suited them [I: Mm], and also to minimise the attrition rate
Interview_PFSa	offering different options	17	17	looking at options that might suit all parents.
Interview_PFSa	offering different options	19	19	I had a couple of parents who wanted the phone calls

Interview_PFSa	offering different options	31	31	make life as simple as possible for parents. So, there's Asian background in that context, um, also, um (...) elements of both urban white deprived (.) parents who, for whatever rea-, maybe intergenerational difficulties, didn't have the parenting skills and this was about breaking into those intergenerational patterns [I: Mhm], plus areas... side by side areas of, um, affluence where parents were time poor [I: Mm] and they didn't have time to reflect and develop their parenting skills and also had... maybe they had slipped from their role as seeing themselves as their children's friends
Interview_PFSa	offering different options	33	33	I changed what I was offering
Interview_PFSa	offering different options	33	33	I would change what I was offering [I: Yeah], different dynamics [I: Yeah], but ultimately you had... you... you wanted to establish a shared goal - you were there to work for the interests of the children
Interview_PFSc	offering different options	9	9	some of them are too prescriptive
Interview_PA	Ongoing support	3	3	ideally something that's a longer term thing [I: Okay] so that you can keep, er, sort of checking in [I: Mm] with them.
Interview_PA	Ongoing support	5	5	you could check back in with them at least maybe three times up to [I: Mm], you know, over the course of at least maybe a month
Interview_PFSa	Ongoing support	29	29	it was necessary to help parents connect and... and develop their skills. Um. I found that those parent groups worked best when they emerged from, um, independent nurseries or independent play schemes [I: Mm] that wanted to offer a little bit extra to their parents.
Interview_PFSa	Ongoing support	29	29	working through the, um, designate... the workers who'd already got the connections [I: Okay], and also the systems in place so that parents would be coming in.
Interview_PFC	Parenting on social agenda	53	53	through being there a long time [I: Mm], you, kind of, realise what people are asking for [I: Yeah], and parenting is bigger on the agenda than it used to be for parents [I: Mm], and they know to ask for help now
Interview_PFC	Parenting on social agenda	79	79	it went through a big trend [I: Mm] where everybody was doing parenting, um [I: Mhm], and, you know, there are some parents you'll talk to, they've done every single parenting [I: Yeah] possible but actually you shouldn't have to.
Interview_PSC	Parenting on social agenda	59	59	there's an.... view from directors [I: Mm] that parenting and prog-, working with and being a champion for vulnerable parents [I: Mm] and their children and young people is a really... is a key... is a key, um, fundamental building block of [I: Mm] any new SEN strategy or strategy... education strategy.

Interview_PR	Participant Demographics	7	7	the culture of the area we live in, the majority of it is all Asians
Interview_PR	Participant Demographics	19	19	the majority of these areas are five, six streets; all Asians.
Interview_PR	Participant Demographics	21	21	There's less black children, white kids, or they... Most of them is Asians.
Interview_PR	Participant Demographics	67	67	the majority of them here [I: Mm], they're all Asians.
Interview_PFC	Participant Demographics	5	5	a lot of people are put on it through social care. They say [I: Okay, yeah], "Well, as part of a plan, you must do it", um, and that's not effective
Interview_PFC	Participant Demographics	15	15	Saturday ones [I: Okay] which worked really well because we had dads coming [I: Mm] as well as mums. Everyone was getting [I: Yeah] the same... the same thing
Interview_PFC	Participant Demographics	51	51	I think that's another reason that the workshops weren't seen as... [I: Yeah] as... as high hitting really [I: Mm], you know, we're all about targets and they weren't really
Interview_PFC	Participant Demographics	47	47	what we realised was the workshops are for those low scoring people anyway.
Interview_PFC	Participant Demographics	51	51	dealing with whatever else is going on there as well which is usually depression [I: Mhm] or DV
Interview_PFC	Participant Demographics	57	57	before people were too afraid of asking for help. People were also worried about that it would go on their records [I: Mm], that it would be flagged up in schools [I: Yeah], and people get really worried about where that's going to go and actually, you know, you just say, "It's really low end. It's just that you've asked for h-, asked for some help or do some work. It's not... [I: Mm] it's not social care referral [I: Yeah] kind of thing". I think people... part of... part of all of it was breaking down our, um... as family support workers [I: Mhm], our, um, stigma as well because [I: Okay] they... everybody thought that we were part of social care [I: Mm] so they thought we would go and report everything back [I: Right, yeah] and, you know, we've had to break that down [I: Yeah] before we could get in to do other things.
Interview_PFC	Participant Demographics	121	121	I'm really aware that during the week, I'm doing all the work with the mums.
Interview_PFC	Participant Demographics	119	119	we made sure we put it on a Saturday
Interview_PFC	Participant Demographics	123	123	I've done it with a couple of dads as well [I: Mm] but they're a completely different kettle of fish. They seem to need to see it change before [I: Mm] they're on board
Interview_PFC	Participant Demographics	125	125	I do think the day of the week made a difference
Interview_PFC	Participant Demographics	139	139	victim of domestic violence

Interview_PFC	Participant Demographics	143	143	needed to move house [I: Mhm], was being kicked out, um (.) and they couldn't find another property and didn't have the money.
Interview_PFC	Participant Demographics	145	145	we stopped Holding Hands [I: Mhm, mhm] right away. I supported her with that
Interview_PFC	Participant Demographics	147	147	ninety percent of the time that I go in, it's never about behaviour. It's about [I: Mm] what the parent... whatever the parents are going through
Interview_PFSa	Participant Demographics	3	3	need a good mix, um, of... of parents so you can get a little bit of discussion.
Interview_PFSa	Participant Demographics	39	39	quite a large number of children with (.) er, disabilities and learning difficulties [I: Mhm] in this local area.
Interview_PFSc	Participant Demographics	85	85	going through a lot at home and [I: Mhm] it came out in the workshop that she was a very anxious person [I: Yeah] and that that was impacting on her son [I: Mm] and then despite being really interested in the next... in the beginning of the group [I: Mhm] because we were starting a group [I: Yeah], she didn't make it [
Interview_PFSc	Participant Demographics	95	95	at the group, all the parents felt that they could go away and do something and try something [I: Yeah], and they were all keen to come to the group to the start of the group [I: Mhm], so that immediate feedback felt really positive [I: Mhm] but then you get all the issues (laughing) of people not attending, people attending
Interview_PFSc	Participant Demographics	95	95	it's difficult working in the community. You've got quite a lot of drop off.
Interview_PFSc	Participant Demographics	99	99	only one parent's officially dropped out and that's the parent who said that they were anxious [I: Okay, yeah] and stuffs going on at home
Interview_PFSb	Participant Demographics	7	7	opportunity to engage with other parents that are finding the same situation [I: Okay, yeah] quite difficult so they're able to share and (.) recognise that they're not the only person perhaps feeling this level of difficulty
Interview_PFSb	Participant Demographics	17	17	stress [I: Okay, yeah] um, which is I think a... a key factor
Interview_PFSb	Participant Demographics	17	17	if you're highly stressed [I: Mm], you'll see beha-, the behaviour will be viewed in a different way and then it becomes this cycle because the behaviour then stresses you out, you then view the behaviour in this other way [I: Mm] which then causes the stress, and I suppose being able to look holistically at the wider picture of the family and the context with which they're in; the... their community and how they [I: Mm] perceive that child within the community
Interview_PFSb	Participant Demographics	53	53	the general population that we were ai-, targeting the programme at, actually the majority of them fell within the clinical ranges [I: Mhm] for behaviour on the measures

Interview_PFSd	Participant Demographics	65	65	known to social care.
Interview_PFSd	Participant Demographics	69	69	she has been on so many courses. She's got all of the language, all of the vocabulary. She's done incredible years. She's done... but (.) she... it only dawned on me on this... on this occasion that (..) because she's done all the courses, (.) she thinks that she's being... she's a very nurturing [I: Mm], caring, effective parent [I: Mhm] but actually she hasn't really been able to apply any of it to the child.
Interview_PFSd	Participant Demographics	77	77	the xxx mum with... she's married to an xxx man, um, and, again, struggling with sharing (..), or helping her husband to understand [I: Mm] how he needs to be supporting her and the children
Interview_PFSd	Participant Demographics	79	79	mental health issues.
Interview_PFSd	Participant Demographics	85	85	if it doesn't work for a family, it would be where there are mental health issues [I: Mhm] over and above [I: Right] what we can really [I: Mm], you know... a short programme isn't going to cut it [I: Mm], and it was never designed for those families [I: Okay, yeah], but we're getting more and more of those referrals because they've got nowhere else to go.
Interview_PFSd	Participant Demographics	87	87	where perhaps their extended family or partner's not really on board
Interview_PFSd	Participant Demographics	91	91	sometimes the excuse is the mental health
Interview_PSC	Primary task - idea of	7	7	It's very difficult to do that with parents [I: Okay, yeah] um, and particularly vulnerable parents [I: Mm], um, so the challenge is how do we keep these programmes going [I: Mm] and which programmes do we keep going [I:
Interview_PSC	Primary task - idea of	33	33	I'm very keen to, er, make sure that we present, um, er, an outline of the intervention, rationale for the intervention, and the feedback that we receive [I: Mhm] to as many different groups as possible.
Interview_PSC	Primary task - idea of	67	67	the challenge I think is making Holding Hands look as viable as possible
Interview_PSC	Problem solving	7	7	It's very difficult to do that with parents [I: Okay, yeah] um, and particularly vulnerable parents [I: Mm], um, so the challenge is how do we keep these programmes going [I: Mm] and which programmes do we keep going [I:
Interview_PSC	Problem solving	9	9	that's perhaps where we could use (.) some of the, um... the income that we generate through those sorts of approaches [I: Mm] to further support some of the stuff that's going on in... within the county.

Interview_PSC	Problem solving	11	11	There are clearly a few other parental [I: Mm] support [I: Yes, yes] programmes available [I: Mm], um, and some of those are sort of commercially available [I: Mhm] so it's about how do we pitch it but I think... I think Holding Hands is quite uniquely positioned in that it isn't a... it's not a commercial package [I: Mm] and I think that's... that means it's got quite a lot going for it. I think some of those too commercial package... packages [I: Yeah] can be a little bit off putting [I: Mm] or can try and present as sort of a... a one size fits all, lack of flexibility.
Interview_PFSb	problem-solving	11	11	problem solving approach, collegiate
Interview_PFSb	problem-solving	7	7	opportunity to be able to problem solve around that behaviour, think about how they've managed it, and then maybe demonstrate [I: Mm] ways in which it could be managed in... in a more effective way.
Interview_PFSb	problem-solving	49	49	quality of what's delivered in those sessions. I don't think you can say, "Right, well twelve sessions is the best" [I: Mm], because actually you could do six very, very effective sessions and cover quite a lot of content [I: Mm] in a number of ways through kind of doing, you know, a short session of kind of discussion around theory and background and [I: Yeah] problem solving around the behaviour so they're modelling and coaching the parents. So, I think it completely depends on the actual style of the parenting programme [I: Mm] and what they cover [I: Mhm] as to how effective they could be
Interview_PFSb	programme, um, designers or developers were actively engaging	21	21	programme, um, designers or developers were actively engaging in the programme on the ground
Interview_PFSb	programme, um, designers or developers were actively engaging	63	63	she developed it [I: Mm] so we didn't have to consult with anyone, we don't have to, um, seek kind of recognition from [I: Mm] commissioners or anything like that. We have... we are able to adapt the programme to the changing needs of the community [I: Mm] to cultural influences, um, to service delivery changes as well; thinking about how we can move it into schools
Interview_PSC	programme, um, designers or developers were actively engaging	41	41	I think whoever delivers it needs to have robust supervision in place [I: Okay] from a practitioner [I: Mm] with the sorts of knowledge and skills that an [I: Mm] EP would typically have. Um. So, whilst it doesn't... I don't think it necessarily has to be an educational psychologist, [I: Mm] I think it has to be somebody with that sort of background [I: Mhm] that, er, is able to help the, er, whoever is delivering, the practitioner who's delivering understand and interpret, er, [I: Yeah] the context in which they're working [I: Mm] and some of the dynamics that are going on.

Interview_PFSb	reaching parents	7	7	consider how to reach those really vulnerable families that maybe are quite disengaged within their community or from kind of services
Interview_PFSb	reaching parents	9	9	accessibility of a parenting programme where it's delivered with a... if it's delivered within like a community hub sort of [I: Mhm] context, um, like easily accessible, a place where parents already access so it's not something [I: Okay] that's kind of [I: Mm], um... not something that's (.) strange or unfamiliar for them
Interview_PFSb	reaching parents	25	25	the idea was for it to reach more (...) families so that it was... it was kind of rather than families having to commit (.) to a six-week programme [I: Mhm], they would be able to, um (..) engage in just a kind of one-off workshop which could reach a wide kind of number of families [I: Mhm], um, and I think that was found to be... I think the initial data was found to be quite effective, um, and then that was an opportunity to be able to signpost parents
Interview_PSC	reaching parents	47	47	, I would look at using any... any surplus income from that [I: Mm] to continue to grow the Holding Hands project within county and offer as much as we can as cheaply as we can to those who need it.
Interview_PSC	reaching parents	59	59	there's an ... view from directors [I: Mm] that parenting and prog-, working with and being a champion for vulnerable parents [I: Mm] and their children and young people is a really... is a key... is a key, um, fundamental building block of [I: Mm] any new SEN strategy or strategy... education strategy.
Interview_PSC	reinvent themselves	7	7	reinvent themselves
Interview_PSC	reinvent themselves	25	25	I think there's a lot of scope in terms of taking the principles of it, reinventing the format in order for it to be something that other professionals would value [I: Yes] and could take forward themselves.
Interview_PA	services have been cut	39	39	services have been cut
Interview_PA	services have been cut	63	63	a lot of the trained, er, [I: Okay] family support workers left
Interview_PA	services have been cut	63	63	quite a big upheaval
Interview_PA	services have been cut	77	77	taking the EP's out of Holding Hands
Interview_PA	services have been cut	77	77	they can't [I: Mhm, mhm] offer as much as they used to
Interview_PA	services have been cut	77	77	people sort of higher up in the council are saying they want to support [I: Mm] early intervention [I: Mhm] but it's like it isn't working its way down [I: Mm] to the... to the ground level [I: Yeah] where Holding Hands is

Interview_PFSa	services have been cut	37	37	politically we are in a time [I: Mm] of great change. Er. There's still been the impact of the two thousand and eight, um (..) er, rece-, you know, um, financial, er, problems which has affected all families and continues to affect them in terms of, um, reduced financial... reduced money.
Interview_PFSa	services have been cut	39	39	when Holding Hands first started, there was a lot of funding available [I: Mm], er, put into Sure Start. That has gradually diminished [I: Mhm, mhm] and that's had a massive impact on sustaining the programme
Interview_PFSa	services have been cut	45	45	you're always working in the political context [I: Mm], the funding context. When there's a lot of funding available, if you've got a good quality programme, which this is, you can, um, gain some funding and spread it out and you... you can work preventatively.
Interview_PFSa	services have been cut	47	47	far less, um (..) possibility about working preventatively [I: Mm] and making early intervention than there was [I: Mm] because of funding [I: Mm] cuts, and although we're all innovative [I: Mm] and trying through the Holding Hands programme, the group programme is more cost effective [I: Mm] than an individual. Trying through that to reduce costs, there's a certain element where if your funding is withdrawn, which it has been [I: Mm], you can't continue.
Interview_PFSc	services have been cut	137	137	it's not just the need to think about the time that we've got and how much we cost, it's the children's centres as well [I: Yeah] and I know they're trying to (..) [I: Mhm] cut their budgets as well,
Interview_PFSc	services have been cut	137	137	getting some really confident family support workers [I: Okay] to work with families [I: Mm] would be a good way to go but in some way hold, you know, retain some hold
Interview_PFSc	services have been cut	159	159	I think [I: Mm] it's a stressful time for employees there [I: Mhm] covering a lot of services and then they've got the cuts coming in.
Interview_PFSc	services have been cut	165	165	parents are not having the access that they used to have [I: Right] just the general advice [I: Mm], um, and whether that will end up with them closing some children's centres because of the budgets [I: Mm], I don't know.
Interview_PFSb	services have been cut	27	27	staffing pressures and the cut to (.) the wider service implications.
Interview_PFSd	services have been cut	115	115	they were referring as a way of getting, er, direct access to an EP
Interview_PA	Services struggling	41	41	I think social care hasn't been doing very well
Interview_PA	Services struggling	63	63	quite a big upheaval
Interview_PA	Services struggling	77	77	taking the EP's out of Holding Hands
Interview_PA	Services struggling	77	77	they can't [I: Mhm, mhm] offer as much as they used to

Interview_PA	Services struggling	77	77	people sort of higher up in the council are saying they want to support [I: Mm] early intervention [I: Mhm] but it's like it isn't working its way down [I: Mm] to the... to the ground level [I: Yeah] where Holding Hands is
Interview_PA	Services struggling	79	79	I think for other parts of the psychology service, it sounds like they're being recognised [I: Mm] but for Holding Hands in particular [I: Yeah], I don't think so [I: Yeah, yeah] because I think if they were fully understood then [I: Mm] there'd be more of a push to keep it going
Interview_PA	Services struggling	79	79	it's being lost [I: Mm] everywhere else
Interview_PA	Services struggling	81	81	early intervention is... is sort of harder to come by [I: Mm], um, particularly without Holding Hands
Interview_PA	Services struggling	89	89	a negative thing [I: Mm] because, er, the parents are going to be missing out on [I: Mhm] that support at the earliest level [I: Yeah] where it could have been really important [I: Mm], um (..) because it seems like a lot of them with... with the feedback that we get say [I: Mm], er, that it's really helped them and that they're really confident dealing with [I: Yeah], er, the challenges now.
Interview_PFSa	Services struggling	21	21	it may have been that it... it (..) ceased with the, um, the loss of the [I: Yeah] family support worker
Interview_PFSa	Services struggling	37	37	politically we are in a time [I: Mm] of great change. Er. There's still been the impact of the two thousand and eight, um (..) er, rece-, you know, um, financial, er, problems which has affected all families and continues to affect them in terms of, um, reduced financial... reduced money.
Interview_PFSa	Services struggling	39	39	when Holding Hands first started, there was a lot of funding available [I: Mm], er, put into Sure Start. That has gradually diminished [I: Mhm, mhm] and that's had a massive impact on sustaining the programme
Interview_PFSa	Services struggling	45	45	you're always working in the political context [I: Mm], the funding context. When there's a lot of funding available, if you've got a good quality programme, which this is, you can, um, gain some funding and spread it out and you... you can work preventatively.
Interview_PFSa	Services struggling	47	47	far less, um (..) possibility about working preventatively [I: Mm] and making early intervention than there was [I: Mm] because of funding [I: Mm] cuts, and although we're all innovative [I: Mm] and trying through the Holding Hands programme, the group programme is more cost effective [I: Mm] than an individual. Trying through that to reduce costs, there's a certain element where if your funding is withdrawn, which it has been [I: Mm], you can't continue.

Interview_PFSa	Services struggling	49	49	one of the bigger drawbacks is the cost [I: Mm], um, and looking into the future, the time (laughing) which I suppose is linked to the cost as well.
Interview_PFSb	Services struggling	27	27	staffing pressures and the cut to (.) the wider service implications.
Interview_PSC	Services struggling	3	3	local authorities are struggling with a little bit of an id-, identity crisis at the moment and are facing significant external pressures both financially and through personnel [I: Mm] and through, um, government reforms, changes to legislation, etc.
Interview_PSC	Services struggling	5	5	one of the biggest challenges we face is with ide-, is what the future shape of local authority's going to look like [I: Mhm] and then how various services and support like support for parents fits within that [I: Yeah], um, and nobody would deny that support for parents, vulnerable parents, er, and their children and young people is really, really key [I: Mm], um, and local authorities will retain the responsibility to support and be a champion for parents
Interview_PFSd	Services struggling	115	115	they were referring as a way of getting, er, direct access to an EP
Interview_PFSa	she's always changing the way she does it	111	111	she's always changing the way she does it
Interview_PFSd	she's always changing the way she does it	63	63	I'm asking for it to be changed [I: Mm], if you see what I mean, that... that's the beauty of it really.
Interview_PFSd	she's always changing the way she does it	101	101	I'm happy for them to just reduce it to four or three
Interview_PFSd	she's always changing the way she does it	101	101	perhaps changing is having very clear outcomes, so identifying what needs to change; so what is it that's happening now, and what happened following the session
Interview_PFSa	Systemic struggle	37	37	politically we are in a time [I: Mm] of great change. Er. There's still been the impact of the two thousand and eight, um (..) er, rece-, you know, um, financial, er, problems which has affected all families and continues to affect them in terms of, um, reduced financial... reduced money.
Interview_PFSa	Systemic struggle	39	39	when Holding Hands first started, there was a lot of funding available [I: Mm], er, put into Sure Start. That has gradually diminished [I: Mhm, mhm] and that's had a massive impact on sustaining the programme
Interview_PFSa	Systemic struggle	45	45	you're always working in the political context [I: Mm], the funding context. When there's a lot of funding available, if you've got a good quality programme, which this is, you can, um, gain some funding and spread it out and you... you can work preventatively.

Interview_PFSa	Systemic struggle	47	47	far less, um (..) possibility about working preventatively [I: Mm] and making early intervention than there was [I: Mm] because of funding [I: Mm] cuts, and although we're all innovative [I: Mm] and trying through the Holding Hands programme, the group programme is more cost effective [I: Mm] than an individual. Trying through that to reduce costs, there's a certain element where if your funding is withdrawn, which it has been [I: Mm], you can't continue.
Interview_PFSa	Systemic struggle	49	49	then the government has to [I: Yeah] take note of the dep-, cycles of deprivation [I: Mm], the increases in, um, children going to school with special educational needs [I: Mhm, yeah], the increase in later time in, um (..) er, EHCPs
Interview_PFSa	Systemic struggle	49	49	The increase in behaviour difficulties, the decrease in academic [I: Mm], you know, and attainment so all of those will then suddenly lead to a funding (..) flurry when there's [I: Yeah, yeah] extra... when the money does start rolling in which [I: Mm], you know, it will do
Interview_PFSa	Systemic struggle	53	53	the funding elements [I: Mm] are huge barriers
Interview_PFSc	Systemic struggle	49	49	one of the bigger drawbacks is the cost [I: Mm], um, and looking into the future, the time (laughing) which I suppose is linked to the cost as well.
Interview_PFSc	Systemic struggle	137	137	it's not just the need to think about the time that we've got and how much we cost, it's the children's centres as well [I: Yeah] and I know they're trying to (..) [I: Mhm] cut their budgets as well,
Interview_PFSc	Systemic struggle	137	137	getting some really confident family support workers [I: Okay] to work with families [I: Mm] would be a good way to go but in some way hold, you know, retain some hold
Interview_PFSc	Systemic struggle	157	157	it's just a pity that it's, it's, it's being driven by, first of all, the big changes in [*county name*] [I: Yeah, mhm] with going from commission to traded.
Interview_PFSc	Systemic struggle	159	159	children's centres seem to be in (..) a lot of, of upheaval
Interview_PFSc	Systemic struggle	159	159	I think [I: Mm] it's a stressful time for employees there [I: Mhm] covering a lot of services and then they've got the cuts coming in.
Interview_PFSc	Systemic struggle	165	165	parents are not having the access that they used to have [I: Right] just the general advice [I: Mm], um, and whether that will end up with them closing some children's centres because of the budgets [I: Mm], I don't know.
Interview_PFSc	Systemic struggle	171	171	then the workshop was going to go and then it wasn't going to work [I: Mhm] and we were doing something else and then it was back on the table again.

Interview_PFSc	Systemic struggle	173	173	it's something that the children's centres and the commissioners (.) are interested in, you know, taking things at a universal level and [I: Mm] seeing how... basically getting more [I: Yeah] for less
Interview_PFSc	Systemic struggle	175	175	More for less [I: Yeah], um, but it's making sure that what they're getting is actually working.
Interview_PFSb	Systemic struggle	17	17	if you're highly stressed [I: Mm], you'll see beha-, the behaviour will be viewed in a different way and then it becomes this cycle because the behaviour then stresses you out, you then view the behaviour in this other way [I: Mm] which then causes the stress, and I suppose being able to look holistically at the wider picture of the family and the context with which they're in; the... their community and how they [I: Mm] perceive that child within the community
Interview_PFSb	Systemic struggle	27	27	staffing pressures and the cut to (.) the wider service implications.
Interview_PFSb	Systemic struggle	29	29	the shift within the whole [I: Yeah], um (..) system that was kind of around the Holding Hands programme with both the children's centre and the local authority was... just meant that it was quite chaotic.
Interview_PFSb	Systemic struggle	87	87	it's not about taking away freedom, I think, from an individual [I: Mm], I think it's about promoting their sense of autonomy [I: Mm] as an individual, giving them the control over where they should seek things but giving them an opportunity of... of a diverse range of things they can [I: Mm] seek [I: Mhm] rather than cutting back services and actually [I: Yeah], you know, maybe some parents aren't able to do as good a job as they were doing because there isn't those services [I: Mm] that they were originally going to so they're kind of struggling, um (...) struggling as a consequence of not having access I guess
Interview_PSC	Systemic struggle	3	3	local authorities are struggling with a little bit of an id-, identity crisis at the moment and are facing significant external pressures both financially and through personnel [I: Mm] and through, um, government reforms, changes to legislation, etc.
Interview_PSC	Systemic struggle	7	7	The biggest issue's going to be, okay, how are we going to provide [I: Yeah] that support because in other contexts, you can develop services that can at least begin to cost recover [I: Mm] and generate alternative income streams
Interview_PSC	Systemic struggle	33	33	as budgets become ever... ever more (.) squeezed.
Interview_PSC	Systemic struggle	63	63	but other services are going to... are going to be... are going to have to go through quite significant, um, transformation I think.
Interview_PFSa	theory and practice	5	5	theoretical message into practice

Interview_PFSc	theory and practice	3	3	having some, some good theory in there.
Interview_PFSc	theory and practice	5	5	got an evidence base, meaning if it's worked previously
Interview_PFSc	theory and practice	25	25	having that opportunity to share [I: Mhm] what's concerning for them [I: Yeah], um, and having a bit of a practice.
Interview_PFSc	theory and practice	45	45	the idea of it being a universal programme as well is that not all [I: Mm] parents will need individual or group [I: Okay, yeah], that level of support. They'll just need, um, to go through the flip message [I: Mhm, mhm] and have a bit of a practice and then go away and [I: Yeah] they'll be fine
Interview_PFSb	theory and practice	7	7	opportunity to coach [I: Mm], to model, to demonstrate, um, to having a level of psychoeducation, to having an element of just understanding, active listening, and demonstrating kind of those, um (..) key skills that helps peop-, helps people kind of consider where they are [I: Mm] in their kind of (..) life,
Interview_PFSb	theory and practice	49	49	quality of what's delivered in those sessions. I don't think you can say, "Right, well twelve sessions is the best" [I: Mm], because actually you could do six very, very effective sessions and cover quite a lot of content [I: Mm] in a number of ways through kind of doing, you know, a short session of kind of discussion around theory and background and [I: Yeah] problem solving around the behaviour so they're modelling and coaching the parents. So, I think it completely depends on the actual style of the parenting programme [I: Mm] and what they cover [I: Mhm] as to how effective they could be
Interview_PFSd	theory and practice	119	119	the practice is great because we're using psychology [I: Mhm] and also we know it's evidence based because we've done quite a bit [I: Yeah, yeah] of research around it. The thing I think is our professional (..) knowledge, skills [I: Mm], daresay expertise in managing groups [I: Mm], um, being able to share information [I: Yeah], being able to deliver it in a way that's (..) understandable and jargon free

Interview_PFSd	theory and practice	119	119	just managing the dynamics of a group and looking at how [I: Yeah] a group develops and shapes, and [I: Mm] know when you're going to tackle a certain issue and... [I: Mhm] so... and, you know, the, the, the ability to build rapport with [I: Yeah] everyone, you know, it's, it's so much more complex now [I: Yeah, definitely], and being able to look at the theories that, that the Holding Hands [I: Mm] is based on, sort of the attachment. You... you'll be able to see that, okay, that parent's got quite a good bond with the younger one but not with the older one [I: Mm], or there's these other complex sort of contextual difficulties, um, so it's being able to manage [I: And hold all of that] hold all of that [I: Mm], and being able to (...) hold it in the moment as well
Interview_PR	Time/duration of programmes matters	93	93	if we go one week, I'm just saying [I: Yeah], and we're already talking about the subject, that's completely finished. We'll go to the next one [I: Mhm], but if they was to keep doing the same [I: Same thing], nah.
Interview_PR	Time/duration of programmes matters	95	95	I can't sit for too long.
Interview_PR	Time/duration of programmes matters	99	99	no one would want to sit there [I: Yeah] because everyone's got different things they want to come back home,
Interview_PR	Time/duration of programmes matters	107	107	we could, I mean, have a hand to hand six week course
Interview_PR	Time/duration of programmes matters	107	107	I don't want it to be one off. After six weeks, "Oh, we're not doing it for a whole year now".
Interview_PR	Time/duration of programmes matters	109	109	Take a little gap [I: Mm], take a three-month gap or whatever [I: Mhm, mhm], redo it again
Interview_PR	Time/duration of programmes matters	123	123	good timing is when they drop the kids off in the af-, in the morning
Interview_PR	Time/duration of programmes matters	129	129	if you're going to say, "Oh, the meeting is at eleven o'clock" [I: Mhm], they can't do much,
Interview_PFC	Time/duration of programmes matters	5	5	I've been trained in longer parenting [I: Mm] programmes and the... you don't get the results in the same way you do if it's a short but face to face with the families as a whole
Interview_PFC	Time/duration of programmes matters	21	21	It was time consuming for me
Interview_PFC	Time/duration of programmes matters	23	23	I found it really tough because they were supposed to be twenty to thirty minutes each.
Interview_PFC	Time/duration of programmes matters	25	25	I didn't have time for that
Interview_PFC	Time/duration of programmes matters	25	25	to try and catch people, to try to arrange to... for them to be able to do that on the phone [I: Yeah], you had screaming children down the end
Interview_PFC	Time/duration of programmes matters	25	25	it was so time consuming [I: Mhm] and I just thought, 'Actually, I'm not getting a lot out of this myself', like [I: Yeah] I wasn't getting good... good feedback

Interview_PFC	Time/duration of programmes matters	25	25	a quick workshop, they've come because it's quick [I: Yeah] without that then [I: Yeah, yeah], "Right, okay, we're actually going to add on this, we're actually going to add on that".
Interview_PFC	Time/duration of programmes matters	27	27	they didn't want to be okay with thirty minutes [I: Yeah] on the phone which nor was I to be perfectly honest [I: Yeah, yeah], don't have the time.
Interview_PFC	Time/duration of programmes matters	121	121	I'm really aware that during the week, I'm doing all the work with the mums.
Interview_PFC	Time/duration of programmes matters	119	119	we made sure we put it on a Saturday
Interview_PFC	Time/duration of programmes matters	125	125	I do think the day of the week made a difference
Interview_PFC	Time/duration of programmes matters	127	127	We were going to do an evening one
Interview_PA	Time/duration of programmes matters	3	3	ideally something that's a longer term thing [I: Okay] so that you can keep, er, sort of checking in [I: Mm] with them.
Interview_PA	Time/duration of programmes matters	5	5	you could check back in with them at least maybe three times up to [I: Mm], you know, over the course of at least maybe a month
Interview_PFSa	Time/duration of programmes matters	21	21	I would say is that probably timing [I: Mm] of offering. The, um, setup that we offered was towards the end of the summer term and that was when you got turbulence and discontinuity of family support workers
Interview_PFSc	Time/duration of programmes matters	7	7	having a programme that (.) really allows you to listen to what the people are... the people at the group are talking about and telling you, and [I: Mhm] being able to respond to them [I: Yeah] flexibly so it's not too (...) prescriptive
Interview_PFSc	Time/duration of programmes matters	7	7	not something too long
Interview_PFSc	Time/duration of programmes matters	9	9	I've heard other people say [I: Yeah, yeah], some parenting programmes are too long
Interview_PFSc	Time/duration of programmes matters	21	21	comments that it is quite long.
Interview_PFSc	Time/duration of programmes matters	23	23	It's a long time to commit to
Interview_PFSc	Time/duration of programmes matters	23	23	some parents would manage that length of time but I don't know if [I: Mhm], if all of them would
Interview_PFSc	Time/duration of programmes matters	23	23	would a, a really vulnerable parent [I: Yeah] be able to access [I: Mm] and attend for eight to twelve weeks [I: Yeah, yeah], I don't know.
Interview_PFSb	Time/duration of programmes matters	25	25	the idea was for it to reach more (...) families so that it was... it was kind of rather than families having to commit (.) to a six-week programme [I: Mhm], they would be able to, um (..) engage in just a kind of one-off workshop which could reach a wide kind of number of families
Interview_PFSb	Time/duration of programmes matters	39	39	the length of time of the programme [I: Mhm] as well, um, and that like less is actually

				more.
Interview_PFSb	Time/duration of programmes matters	45	45	some families that do need longer term input but maybe from a more clinical level
Interview_PFSb	Time/duration of programmes matters	47	47	less is more
Interview_PFSb	Time/duration of programmes matters	47	47	perhaps that's because more families would engage for that shorter length of time
Interview_PFSb	Time/duration of programmes matters	47	47	that's a realistic time to ask [I: Mm] parents to commit to something for.
Interview_PFSb	Time/duration of programmes matters	49	49	perhaps having shorter sessions as it enables parents to, um, feel like they can commit to something that's a relatively, you know, [I: Mm] short period of time
Interview_PFSb	Time/duration of programmes matters	49	49	quality of what's delivered in those sessions. I don't think you can say, "Right, well twelve sessions is the best" [I: Mm], because actually you could do six very, very effective sessions and cover quite a lot of content [I: Mm] in a number of ways through kind of doing, you know, a short session of kind of discussion around theory and background and [I: Yeah] problem solving around the behaviour so they're modelling and coaching the parents. So, I think it completely depends on the actual style of the parenting programme [I: Mm] and what they cover [I: Mhm] as to how effective they could be
Interview_PSC	Uniqueness of HH	11	11	There are clearly a few other parental [I: Mm] support [I: Yes, yes] programmes available [I: Mm], um, and some of those are sort of commercially available [I: Mhm] so it's about how do we pitch it but I think... I think Holding Hands is quite uniquely positioned in that it isn't a... it's not a commercial package [I: Mm] and I think that's... that means it's got quite a lot going for it. I think some of those too commercial package... packages [I: Yeah] can be a little bit off putting [I: Mm] or can try and present as sort of a... a one size fits all, lack of flexibility.
Interview_PSC	Uniqueness of HH	13	13	I like the way the Holding Hands programme is very, very flexible and very, very dynamic
Interview_PSC	Uniqueness of HH	25	25	I think there's a lot of scope in terms of taking the principles of it, reinventing the format in order for it to be something that other professionals would value [I: Yes] and could take forward themselves.
Interview_PSC	Uniqueness of HH	73	73	massive asset to us
Interview_PSC	Uniqueness of HH	73	73	we've got to keep growing it
Interview_PSC	Uniqueness of HH	75	75	It's got huge potential.
Interview_PFSd	Uniqueness of HH	53	53	it is because it's focusing on their concerns [I: Mm], not on the programme.
Interview_PFSd	Uniqueness of HH	55	55	It's not like a parenting programme where the script is written for you.

Interview_PFSd	Uniqueness of HH	57	57	There is no real script. The script is (.) each parent/child dyad [I: Mhm] and, (.) and the flip messages are, um, transferred to that... [I: Mm] each, each, er, situation.
Interview_PFSd	Uniqueness of HH	61	61	the programme [I: Yeah] is sort of led by the parents [I: Mhm] and that's why the flip messages [I: Yeah] were always intended to be (..) um, it... it's the concept, the framework [I: Mm] but that's what it is and I deliberately didn't want a script [I: Mhm] because (..) having run previous parenting programmes, I know the script always changes [I: Yeah, yeah] so why put a script [I: Mm] if you know it's going to change [I: Yeah], and that's why the... that's why the Holding Hands programme works.
Interview_PFSd	Uniqueness of HH	63	63	I'm asking for it to be changed [I: Mm], if you see what I mean, that... that's the beauty of it really.
Interview_PFSd	Uniqueness of HH	81	83	the group's not working, I think the individual might work. I: Okay, yeah. R: I don't think I've ever come across anybody where they've said, "It's just not working for me".
Interview_PFSd	Uniqueness of HH	85	85	It's worked better for some than others [I: Right, yeah] and they may need a little bit more input
Interview_PSC	Upholding quality	39	39	what we need to do is we need to make sure that we continue to look for efficiencies where it's appropriate [I: Yeah] but not at the cost of [I: Mm] undermining the rationale of the... of the programme [I: Definitely, mm] and... and the quality of the programme and quality [I: Mhm] of what we're delivering
Interview_PSC	Upholding quality	39	39	which is expensive [I: Mm] but it's necessary for some
Interview_PSC	Upholding quality	39	39	We can't undermine the whole rationale. That would [I: Mhm, yeah] be very short sighted I think.
Interview_PSC	Upholding quality	41	41	I think whoever delivers it needs to have robust supervision in place [I: Okay] from a practitioner [I: Mm] with the sorts of knowledge and skills that an [I: Mm] EP would typically have. Um. So, whilst it doesn't... I don't think it necessarily has to be an educational psychologist, [I: Mm] I think it has to be somebody with that sort of background [I: Mhm] that, er, is able to help the, er, whoever is delivering, the practitioner who's delivering understand and interpret, er, [I: Yeah] the context in which they're working [I: Mm] and some of the dynamics that are going on.
Interview_PFSc	VIG works	111	111	she was able to do that with that coaching [I: Mhm] and thank goodness (laughing) [I: Yeah, yeah] it all worked out and she could even see it in the videos [I: That sounds good] when we fed it back to her.

Interview_PFSc	what helps a parent change	79	79	I think it's just that ability to cotton on quite quickly to [I: Mhm] what the messages are [I: Yeah, yeah] um (.) and if a parent feels that they like the message and want to do a bit more practice with it then they can...
Interview_PFSb	what helps a parent change	37	37	the shift changes from managing behaviour to actually how they manage... how their perception to the behaviour and, you know
Interview_PFSd	what helps a parent change	3	5	targeting their concerns (.) working with them, and modelling some of the strategies with their child in situ. I: Mm. R: It's just that coaching opportunity.
Interview_PFSd	workshops do help to screen	111	111	workshops do help to screen
Interview_PFSd	workshops do help to screen	113	113	signposting
Interview_PFSd	workshops do help to screen	115	115	the reason why a bit of the workshop was created was, one, because of family support workers saying, "I've got some families that just need a little bit of an idea

Overview of coded segments related to Culture

Document name	Code	Begin	End	Segment
Interview_PA	Forgotten/not known	77	77	It seems like there isn't enough support from (.) higher up in the... [I: Mhm] in the council I suppose [I: Mhm] because, um, it's quite conflicting because they want to support early intervention [I: Mm] but it seems like Holding Hands is just being forgotten about [I: Okay] within that [I: Yeah], um (.) which is... I think it's just because of all the statutory demands
Interview_PA	Forgotten/not known	77	77	people sort of higher up in the council are saying they want to support [I: Mm] early intervention [I: Mhm] but it's like it isn't working its way down [I: Mm] to the... to the ground level [I: Yeah] where Holding Hands is
Interview_PA	Forgotten/not known	79	79	I think for other parts of the psychology service, it sounds like they're being recognised [I: Mm] but for Holding Hands in particular [I: Yeah], I don't think so [I: Yeah, yeah] because I think if they were fully understood then [I: Mm] there'd be more of a push to keep it going
Interview_PA	Forgotten/not known	79	79	it's being lost [I: Mm] everywhere else
Interview_PA	Forgotten/not known	81	81	early intervention is... is sort of harder to come by [I: Mm], um, particularly without Holding Hands

Interview_PFSb	immunity	63	63	she developed it [I: Mm] so we didn't have to consult with anyone, we don't have to, um, seek kind of recognition from [I: Mm] commissioners or anything like that. We have... we are able to adapt the programme to the changing needs of the community [I: Mm] to cultural influences, um, to service delivery changes as well; thinking about how we can move it into schools
Interview_PFSb	immunity	63	63	I think the reason why it's been able to develop quite quickly over such a short space of time I think is bec-, because there hasn't been any (.) other permissions to seek
Interview_PFSb	immunity	77	77	the FLIP messages that the [I: Mhm] programme's based on actually are... can be... are principles that can be applied [I: Anywhere] for all ages [I: Yeah], um, even to adults [
Interview_PR	content of programmes should vary	93	93	if we go one week, I'm just saying [I: Yeah], and we're already talking about the subject, that's completely finished. We'll go to the next one [I: Mhm], but if they was to keep doing the same [I: Same thing], nah.
Interview_PFC	content of programmes should vary	85	85	you literally go back to basics
Interview_PFC	content of programmes should vary	87	87	literally there are some people you need to go [I: Yeah] right back to basics [I: Basics, mm] with because they've missed out. So, there's a whole... [I: Mhm] there's a whole generation basically [I: Yeah, yeah] who missed out on it themselves [I: Mm] who are now kind of being taught the basics
Interview_PFC	content of programmes should vary	87	87	people who, because they didn't have it themselves [I: Yeah], they're going off and having children and then kind of going [I: Yeah], "Okay, I didn't know
Interview_PFC	content of programmes should vary	121	121	I'm really aware that during the week, I'm doing all the work with the mums.
Interview_PFC	content of programmes should vary	119	119	we made sure we put it on a Saturday
Interview_PFC	content of programmes should vary	145	145	we stopped Holding Hands [I: Mhm, mhm] right away. I supported her with that
Interview_PFC	content of programmes should vary	147	147	ninety percent of the time that I go in, it's never about behaviour. It's about [I: Mm] what the parent... whatever the parents are going through
Interview_PFC	content of programmes should vary	167	167	I've never done two the same
Interview_PFC	content of programmes should vary	171	171	there are other parenting courses and things that I've done [I: Mhm] where you get given planning for each week [I: Yeah, yeah], "This is what you must talk about, this is what you must do", [I: Mm] and you can't do that.

Interview_PFC	content of programmes should vary	173	173	it changes every single week
Interview_PFC	content of programmes should vary	175	175	people find that really tricky having been trained in other things [I: Yeah] to... to actually be allowed the freedom
Interview_PFC	content of programmes should vary	177	177	we're trusted as professionals [I: Mhm] to know how to do it [I: Yeah] which is the best thing of all [I: Mm] that you are just left. You're not left because you do get a lot of support [I: Yeah] but you are left to kind of (.) understand [I: Mm] and use your own professional judgement [I: Mhm, mhm] and experience
Interview_PA	content of programmes should vary	57	57	[Programme lead*]'s very flexible
Interview_PA	content of programmes should vary	59	59	the team as a whole respond to the, er, the needs of [I: Mhm] the context that they're in [I: Yeah] so, um (..) I guess where funding is reduced or staff are lost [I: Mm], um, or there's more people that need to be supported [I: Mhm] then they... the teams are obviously responding in [I: Yeah] the best way that they can to try and still provide that service [I: Mm] to as many needing people as they can.
Interview_PA	content of programmes should vary	71	71	it could be done in many different ways [I: Yeah, yeah] that best suits them really.
Interview_PA	content of programmes should vary	73	73	it was designed and created [I: Mhm, mhm] almost in quite a... a flexible way
Interview_PFSc	content of programmes should vary	69	69	the workshop is a good programme for parents who are already doing, you know, are already parenting in a good way [I: Okay, yeah] and they're just looking for the... that little bit extra.
Interview_PFSc	content of programmes should vary	111	111	she's always changing the way she does it
Interview_PFSc	content of programmes should vary	111	111	you can see on the videos and the training session how well [I: Yeah] it worked and mum felt that she had the confidence to [I: Mhm], to really work on it, um, and because we were having... it was more of a coaching role,
Interview_PFSb	content of programmes should vary	7	7	opportunity to coach [I: Mm], to model, to demonstrate, um, to having a level of psychoeducation, to having an element of just understanding, active listening, and demonstrating kind of those, um (..) key skills that helps peop-, helps people kind of consider where they are [I: Mm] in their kind of (..) life,
Interview_PFSb	content of programmes should vary	17	17	integrity of its deliv-, delivery so, you know, whether or not it's manualised or being able to, kind of, be with... manualised but be, kind of, quite flexible to the individual family

Interview_PFSb	content of programmes should vary	25	25	the idea was for it to reach more (...) families so that it was... it was kind of rather than families having to commit (.) to a six-week programme [I: Mhm], they would be able to, um (..) engage in just a kind of one-off workshop which could reach a wide kind of number of families
Interview_PFSd	content of programmes should vary	53	53	it is because it's focusing on their concerns [I: Mm], not on the programme.
Interview_PFSd	content of programmes should vary	55	55	It's not like a parenting programme where the script is written for you.
Interview_PFSd	content of programmes should vary	57	57	There is no real script. The script is (.) each parent/child dyad [I: Mhm] and, (.) and the flip messages are, um, transferred to that... [I: Mm] each, each, er, situation.
Interview_PFSd	content of programmes should vary	61	61	the programme [I: Yeah] is sort of led by the parents [I: Mhm] and that's why the flip messages [I: Yeah] were always intended to be (..) um, it... it's the concept, the framework [I: Mm] but that's what it is and I deliberately didn't want a script [I: Mhm] because (.) having run previous parenting programmes, I know the script always changes [I: Yeah, yeah] so why put a script [I: Mm] if you know it's going to change [I: Yeah], and that's why the... that's why the Holding Hands programme works.
Interview_PFSd	content of programmes should vary	63	63	I'm asking for it to be changed [I: Mm], if you see what I mean, that... that's the beauty of it really.
Interview_PFSd	content of programmes should vary	81	83	the group's not working, I think the individual might work. I: Okay, yeah. R: I don't think I've ever come across anybody where they've said, "It's just not working for me".
Interview_PFSd	content of programmes should vary	85	85	It's worked better for some than others [I: Right, yeah] and they may need a little bit more input
Interview_PFSd	content of programmes should vary	99	99	where the family support workers are more skilled [I: Mhm] with the individual programme, the thing that is changing is sometimes they don't need the six sessions.
Interview_PFSd	content of programmes should vary	101	101	I'm happy for them to just reduce it to four or three
Interview_PFSd	content of programmes should vary	101	101	perhaps changing is having very clear outcomes, so identifying what needs to change; so what is it that's happening now, and what happened following the session
Interview_PSC	it's got real potential	9	9	it's got real potential
Interview_PSC	it's got real potential	13	13	I like the way the Holding Hands programme is very, very flexible and very, very dynamic

Interview_PSC	it's got real potential	25	25	I think there's a lot of scope in terms of taking the principles of it, reinventing the format in order for it to be something that other professionals would value [I: Yes] and could take forward themselves.
Interview_PSC	it's got real potential	67	67	the challenge I think is making Holding Hands look as viable as possible
Interview_PSC	it's got real potential	75	75	It's got huge potential.
Interview_PFSd	it's got real potential	111	111	the workshops will be ideal for school settings [I: Yeah], um, because it's a one off and it's [I: Mm], um... it doesn't feel a heavy commitment [I: Mhm], um, and, again, I think the workshops do help to screen [I: Yeah] and some do end up, um, [I: Mm] working on a (..) gr- on a group programme or individual [I: Mm], and also it does highlight where actually there's something over and above just the behaviour
Interview_PR	Aspects not working	23	23	they've got interpreters and everything, but it's still not the same thing
Interview_PR	Aspects not working	23	23	because some parents are shy even to talk to the interpreters.
Interview_PFC	Aspects not working	21	21	It was time consuming for me
Interview_PFC	Aspects not working	23	23	I found it really tough because they were supposed to be twenty to thirty minutes each.
Interview_PFC	Aspects not working	25	25	I didn't have time for that
Interview_PFC	Aspects not working	25	25	to try and catch people, to try to arrange to... for them to be able to do that on the phone [I: Yeah], you had screaming children down the end
Interview_PFC	Aspects not working	25	25	it was so time consuming [I: Mhm] and I just thought, 'Actually, I'm not getting a lot out of this myself', like [I: Yeah] I wasn't getting good... good feedback
Interview_PFC	Aspects not working	25	25	a quick workshop, they've come because it's quick [I: Yeah] without that then [I: Yeah, yeah], "Right, okay, we're actually going to add on this, we're actually going to add on that".
Interview_PFC	Aspects not working	27	27	they didn't want to be okay with thirty minutes [I: Yeah] on the phone which nor was I to be perfectly honest [I: Yeah, yeah], don't have the time.
Interview_PFC	Aspects not working	77	77	then it was realised that actually if you put it as part of a plan [I: Mhm] for a child protection plan, they don't do it [I: Yeah, okay], or they might do it but they don't really put a hundred percent and they're literally there [I: Mm] because they (.) feel they must
Interview_PFC	Aspects not working	139	139	they've been forced to do it
Interview_PFC	Aspects not working	139	139	it's one thing on a long pile of things that they feel that they can't quite do at the moment

Interview_PFC	Aspects not working	161	161	but her block is already, "I've done everything. [I: Mm] She's definitely got ADHD", [I: Yeah] you know. She's kind of a bit like that, and she won't... she's like, "I've looked it all up, I've done this, I've done that", "Okay, I'm not here to tell you that your parenting is not [I: Mhm, mhm] working", you know, that's the difficulty [I: Mm] is they don't want to be told that they're a bad parent [I: Yeah] really. Unfortunately, it does usually come down to the parenting which is [I: Yeah] quite tricky but they get there themselves. They realise it themselves. You don't [I: Mm] actually have to say it.
Interview_PFSd	Aspects not working	85	85	if it doesn't work for a family, it would be where there are mental health issues [I: Mhm] over and above [I: Right] what we can really [I: Mm], you know... a short programme isn't going to cut it [I: Mm], and it was never designed for those families [I: Okay, yeah], but we're getting more and more of those referrals because they've got nowhere else to go.
Interview_PFSd	Aspects not working	87	87	where perhaps their extended family or partner's not really on board
Interview_PFSd	Aspects not working	91	91	sometimes the excuse is the mental health
Interview_PR	What works for whom	29	29	because a lot of them love doing food stuff [I: Yeah], baking cakes [I: Mm] or bre-, you know [I: Mhm], because they understand, 'Alright, this is how much we need to put', so they can make them at home with their kids [I: Mm] (.) instead of writing because they're not... they can't write [I: Right] and they can't read.
Interview_PR	What works for whom	31	31	doing activities [I: Mm] like cooking, I don't know, playdoh's or whatever [I: Mhm], there's more understanding
Interview_PR	What works for whom	67	67	making sure the, the lady who does speaks [I: Mm], you know, these languages,
Interview_PR	What works for whom	73	73	Opportunities to meet the other parents as well [I: Yeah], just to meet the staff
Interview_PR	What works for whom	95	95	I can't sit for too long.
Interview_PR	What works for whom	103	103	It's a thing to get out [I: Yeah, yeah], get out of the house [I: Mm], you know, less stress.
Interview_PR	What works for whom	105	105	Just for... you know, just for them to sit, just to talk, just to have that fresh air thinking, 'Oh my god, I'm out of the house for one hour'
Interview_PR	What works for whom	107	107	we could, I mean, have a hand to hand six week course
Interview_PR	What works for whom	129	129	if you're going to say, "Oh, the meeting is at eleven o'clock" [I: Mhm], they can't do much,
Interview_PR	What works for whom	123	123	good timing is when they drop the kids off in the af-, in the morning

Interview_PFC	What works for whom	3	3	It's effective if they want to do it.
Interview_PFC	What works for whom	5	5	It works if they're ready and able
Interview_PFC	What works for whom	5	5	a lot of people are put on it through social care. They say [I: Okay, yeah], "Well, as part of a plan, you must do it", um, and that's not effective
Interview_PFC	What works for whom	5	5	Short messages
Interview_PFC	What works for whom	5	5	not a whole heap of things that they've got to try and remember
Interview_PFC	What works for whom	5	5	FLIP makes it really easy to [I: Mm], first of all, to... for me, to communicate to families but then also for them to remember
Interview_PFC	What works for whom	5	5	I've been trained in longer parenting [I: Mm] programmes and the... you don't get the results in the same way you do if it's a short but face to face with the families as a whole
Interview_PFC	What works for whom	15	15	Saturday ones [I: Okay] which worked really well because we had dads coming [I: Mm] as well as mums. Everyone was getting [I: Yeah] the same... the same thing
Interview_PFC	What works for whom	47	47	what we realised was the workshops are for those low scoring people anyway.
Interview_PFC	What works for whom	51	51	I think that's another reason that the workshops weren't seen as... [I: Yeah] as... as high hitting really [I: Mm], you know, we're all about targets and they weren't really
Interview_PFC	What works for whom	57	57	one of the nice things about the groups because you weren't doing it on your own
Interview_PFC	What works for whom	121	121	I'm really aware that during the week, I'm doing all the work with the mums.
Interview_PFC	What works for whom	119	119	we made sure we put it on a Saturday
Interview_PFC	What works for whom	127	127	We were going to do an evening one
Interview_PFC	What works for whom	125	125	I do think the day of the week made a difference
Interview_PFC	What works for whom	139	139	they've been forced to do it
Interview_PFC	What works for whom	139	139	it's one thing on a long pile of things that they feel that they can't quite do at the moment
Interview_PFC	What works for whom	141	141	She was ready to do it and she changed her whole life [I: Yeah] through the Holding Hands, but you can't just go flying in.
Interview_PA	What works for whom	3	3	quite clear guidance and quite clear sort of ideas and advice for what... what they can do [I: Mm], um, but also a lot of consistent support so that you don't just tell them once [I: Mm] and then you leave them.
Interview_PA	What works for whom	33	33	parents seem to be really like happy with how approachable [I: Mm], um, the Holding Hands team are

Interview_PA	What works for whom	33	33	they don't feel like they're being told what to do [I: Yeah, yeah] or like they're being judged
Interview_PA	What works for whom	73	73	simple messages
Interview_PFSa	What works for whom	23	23	individual was more targeted to parents who were, for whatever reason, experiencing very... quite challenging issues that needed in depth discussion [I: Mm], and the group, er, programmes were more universal and targeted at parents who, um, had... who had, um (..) a basic... who did have parenting skills but needed to improve, had... had some gaps to... to work on [I: Yeah], so I think it was the context.
Interview_PFSc	What works for whom	7	7	having a programme that (.) really allows you to listen to what the people are... the people at the group are talking about and telling you, and [I: Mhm] being able to respond to them [I: Yeah] flexibly so it's not too (...) prescriptive
Interview_PFSc	What works for whom	79	79	I think it's just that ability to cotton on quite quickly to [I: Mhm] what the messages are [I: Yeah, yeah] um (..) and if a parent feels that they like the message and want to do a bit more practice with it then they can...
Interview_PFSb	What works for whom	17	17	integrity of its deliv-, delivery so, you know, whether or not it's manualised or being able to, kind of, be with... manualised but be, kind of, quite flexible to the individual family
Interview_PFSb	What works for whom	45	45	evidence says that from a post-evaluation that the majority of families will fall on the scales that we've used
Interview_PFSb	What works for whom	49	49	some parents come along and really enjoy that aspect of meeting a new group and becoming [I: Mm] connected with their community
Interview_PFSb	What works for whom	53	53	the general population that we were ai-, targeting the programme at, actually the majority of them fell within the clinical ranges [I: Mhm] for behaviour on the measures
Interview_PFSd	What works for whom	3	5	targeting their concerns (.) working with them, and modelling some of the strategies with their child in situ. I: Mm. R: It's just that coaching opportunity.
Interview_PFSd	What works for whom	89	89	we don't offer to... the programme to a parent who doesn't want it [I: Mm], so really we probably wouldn't know the ones who [I: Yeah] just don't want it [I: Mm, mm] because we know we get change from the people that are looking [I: Mm] for help or looking for support.
Interview_PFSc	Top-up	69	69	the workshop is a good programme for parents who are already doing, you know, are already parenting in a good way [I: Okay, yeah] and they're just looking for the... that little bit extra.

Interview_PFSc	Top-up	121	121	there was one family I think where their concerns were more general but then I had two people there who had one issue each [I: Yeah], very specific issue, which could have been, you know, responded to without a workshop
Interview_PFSc	Top-up	131	131	there was a family that approached the leader of the children's centre saying that they wanted some parenting support
Interview_PFSc	Top-up	143	143	parents who (.) are struggling with behaviour management, um, or with interacting with their child, to a milder degree probably [I: Mm], would benefit from it as well as parents who maybe just want a little bit more information
Interview_PFSc	Top-up	143	145	you can read books about it [I: Mhm] but you never think you're doing a good job. I: Mm. R: Um. You just think you're winging it and any information is good [I: Okay, yeah] in terms of parenting. So, I think those parents would benefit from a one stop shop
Interview_PFSb	Top-up	25	25	the idea was for it to reach more (...) families so that it was... it was kind of rather than families having to commit (.) to a six-week programme [I: Mhm], they would be able to, um (..) engage in just a kind of one-off workshop which could reach a wide kind of number of families
Interview_PSC	Self-sufficient	9	9	that's perhaps where we could use (.) some of the, um... the income that we generate through those sorts of approaches [I: Mm] to further support some of the stuff that's going on in... within the county.
Interview_PSC	Self-sufficient	13	15	if we did roll it out, we wouldn't be necessarily rolling it out in order to make surplus income. I: Mhm. R: We would be using any income that we generate from it [I: Yeah] to continue to run it within county [I: Mm] as cheaply as possible.
Interview_PSC	Self-sufficient	17	17	I think it's got a lot of strengths [I: Mhm] and a lot of potential
Interview_PSC	Self-sufficient	67	67	I'd like to get in a situation where if the local authority says, "You've got no more funding for Holding Hands" [I: Mm], we could still make it work.
Interview_PFSb	programme that's owned	61	61	programme that's owned
Interview_PFSb	programme that's owned	63	63	I think the reason why it's been able to develop quite quickly over such a short space of time I think is bec-, because there hasn't been any (.) other permissions to seek

Interview_PFSa	perception of parent-child relationship	33	33	I am still convinced, unless I know differently, that all the parents that I was working with wanted the best for their children [I: Mm] and wanted their children to have a better life than they had
Interview_PFSb	perception of parent-child relationship	11	11	giving them that opportunity to (...) build on their relationship with their child [I: Mm] because I think that's, you know, obviously what the Holding Hands programme focuses on [I: Yeah] is developing that kind of early childhood relationship with their parents [I: Mhm] with the idea that that would shape [I: Mm] how they perceive their behaviour.
Interview_PFSb	perception of parent-child relationship	17	17	if you're highly stressed [I: Mm], you'll see beha-, the behaviour will be viewed in a different way and then it becomes this cycle because the behaviour then stresses you out, you then view the behaviour in this other way [I: Mm] which then causes the stress, and I suppose being able to look holistically at the wider picture of the family and the context with which they're in; the... their community and how they [I: Mm] perceive that child within the community
Interview_PFSb	perception of parent-child relationship	17	17	being able to adapt and be responsive to cultural (.) um, approaches to behaviours [I: Mm], um, and looking at, you know, the... the cultural influences on parents and how cu-, different cultures would approach behaviour in childhood in different ways.
Interview_PFSb	perception of parent-child relationship	37	37	the shift changes from managing behaviour to actually how they manage... how their perception to the behaviour and, you know
Interview_PFSd	perception of parent-child relationship	123	123	provide the (.) language and the knowledge for it [I: Mm], if you see what I mean, to [I: Yeah, yeah] tell that mind set change [I: Yeah] to help that behaviour change.
Interview_PA	parenting programmes to be sensitive and responsive	11	11	you're going to need [I: Mm] to be listened to quite openly and, yeah, [I: Yeah] for someone to be really responsive to you.
Interview_PA	parenting programmes to be sensitive and responsive	13	13	Maybe not just people telling you what to do but [I: Mhm, mhm] people helping you practically as well
Interview_PFSa	parenting programmes to be sensitive and responsive	23	23	individual was more targeted to parents who were, for whatever reason, experiencing very... quite challenging issues that needed in depth discussion [I: Mm], and the group, er, programmes were more universal and targeted at parents who, um, had... who had, um (..) a basic... who did have parenting skills but needed to improve, had... had some gaps to... to work on [I: Yeah], so I think it was the context.

Interview_PFSa	parenting programmes to be sensitive and responsive	31	31	make life as simple as possible for parents. So, there's Asian background in that context, um, also, um (...) elements of both urban white deprived (.) parents who, for whatever rea-, maybe intergenerational difficulties, didn't have the parenting skills and this was about breaking into those intergenerational patterns [I: Mhm], plus areas... side by side areas of, um, affluence where parents were time poor [I: Mm] and they didn't have time to reflect and develop their parenting skills and also had... maybe they had slipped from their role as seeing themselves as their children's friends
Interview_PFSa	parenting programmes to be sensitive and responsive	57	57	Once you get that context, that climate, [I: Mhm] you create that group discussion [I: Yeah] then people feel comfortable. They just want to feel comfortable to talk [I: Mm] and they can think about things, and there's a no blame, um, culture
Interview_PFSc	parenting programmes to be sensitive and responsive	7	7	having a programme that (.) really allows you to listen to what the people are... the people at the group are talking about and telling you, and [I: Mhm] being able to respond to them [I: Yeah] flexibly so it's not too (...) prescriptive
Interview_PFSc	parenting programmes to be sensitive and responsive	25	25	having that opportunity to share [I: Mhm] what's concerning for them [I: Yeah], um, and having a bit of a practice.
Interview_PFSb	parenting programmes to be sensitive and responsive	3	3	recognising (.) a need
Interview_PFSb	parenting programmes to be sensitive and responsive	17	17	being able to adapt and be responsive to cultural (.) um, approaches to behaviours [I: Mm], um, and looking at, you know, the... the cultural influences on parents and how cu-, different cultures would approach behaviour in childhood in different ways.
Interview_PFSb	parenting programmes to be sensitive and responsive	49	49	quality of what's delivered in those sessions. I don't think you can say, "Right, well twelve sessions is the best" [I: Mm], because actually you could do six very, very effective sessions and cover quite a lot of content [I: Mm] in a number of ways through kind of doing, you know, a short session of kind of discussion around theory and background and [I: Yeah] problem solving around the behaviour so they're modelling and coaching the parents. So, I think it completely depends on the actual style of the parenting programme [I: Mm] and what they cover [I: Mhm] as to how effective they could be

Interview_PFSb	parenting programmes to be sensitive and responsive	63	63	she developed it [I: Mm] so we didn't have to consult with anyone, we don't have to, um, seek kind of recognition from [I: Mm] commissioners or anything like that. We have... we are able to adapt the programme to the changing needs of the community [I: Mm] to cultural influences, um, to service delivery changes as well; thinking about how we can move it into schools
Interview_PFSd	parenting programmes to be sensitive and responsive	53	53	it is because it's focusing on their concerns [I: Mm], not on the programme.
Interview_PFSd	parenting programmes to be sensitive and responsive	55	55	It's not like a parenting programme where the script is written for you.
Interview_PFSd	parenting programmes to be sensitive and responsive	57	57	There is no real script. The script is (.) each parent/child dyad [I: Mhm] and, (.) and the flip messages are, um, transferred to that... [I: Mm] each, each, er, situation.
Interview_PFSd	parenting programmes to be sensitive and responsive	61	61	the programme [I: Yeah] is sort of led by the parents [I: Mhm] and that's why the flip messages [I: Yeah] were always intended to be (..) um, it... it's the concept, the framework [I: Mm] but that's what it is and I deliberately didn't want a script [I: Mhm] because (..) having run previous parenting programmes, I know the script always changes [I: Yeah, yeah] so why put a script [I: Mm] if you know it's going to change [I: Yeah], and that's why the... that's why the Holding Hands programme works.
Interview_PFSd	parenting programmes to be sensitive and responsive	63	63	I'm asking for it to be changed [I: Mm], if you see what I mean, that... that's the beauty of it really.
Interview_PFSd	parenting programmes to be sensitive and responsive	99	99	where the family support workers are more skilled [I: Mhm] with the individual programme, the thing that is changing is sometimes they don't need the six sessions.
Interview_PFSd	parenting programmes to be sensitive and responsive	101	101	I'm happy for them to just reduce it to four or three
Interview_PFSd	parenting programmes to be sensitive and responsive	101	101	perhaps changing is having very clear outcomes, so identifying what needs to change; so what is it that's happening now, and what happened following the session
Interview_PFC	A case for no script	171	171	there are other parenting courses and things that I've done [I: Mhm] where you get given planning for each week [I: Yeah, yeah], "This is what you must talk about, this is what you must do", [I: Mm] and you can't do that.
Interview_PFC	A case for no script	173	173	it changes every single week
Interview_PFC	A case for no script	175	175	people find that really tricky having been trained in other things [I: Yeah] to... to actually be allowed the freedom

Interview_PFC	A case for no script	177	177	we're trusted as professionals [I: Mhm] to know how to do it [I: Yeah] which is the best thing of all [I: Mm] that you are just left. You're not left because you do get a lot of support [I: Yeah] but you are left to kind of (.) understand [I: Mm] and use your own professional judgement [I: Mhm, mhm] and experience
Interview_PFSc	A case for no script	55	55	there was a sense that the family support workers, it was a step too far for them [I: Mm], um, but I know that family support workers run Incredible Years [I: Mm] so I don't know whether if that's a more prescriptive programme because Holding Hands is a bit more flexible [I: Mm] and think on your feet and [I: Mhm] um, just go with the flow [I: Yeah] a little. It's got some structure but not... it's not set in stone.
Interview_PFSc	A case for no script	57	57	I don't know whether that's a little bit [I: Possibly, yeah] anxiety provoking for them [I: Yeah, mm], but I think... I think if, you know... if they've had some practice at it, they were familiar with it and they felt [I: Mhm] confident, I think that they, they probably could deliver a good programme [I: Yeah, yeah] because they do the individual Holding Hands in the home [I: Mm] and we get really good results with that so they've got the skills
Interview_PFSd	A case for no script	53	53	it is because it's focusing on their concerns [I: Mm], not on the programme.
Interview_PFSd	A case for no script	55	55	It's not like a parenting programme where the script is written for you.
Interview_PFSd	A case for no script	57	57	There is no real script. The script is (.) each parent/child dyad [I: Mhm] and, (.) and the flip messages are, um, transferred to that... [I: Mm] each, each, er, situation.
Interview_PFSd	A case for no script	61	61	the programme [I: Yeah] is sort of led by the parents [I: Mhm] and that's why the flip messages [I: Yeah] were always intended to be (..) um, it... it's the concept, the framework [I: Mm] but that's what it is and I deliberately didn't want a script [I: Mhm] because (.) having run previous parenting programmes, I know the script always changes [I: Yeah, yeah] so why put a script [I: Mm] if you know it's going to change [I: Yeah], and that's why the... that's why the Holding Hands programme works.
Interview_PFSd	A case for no script	63	63	I'm asking for it to be changed [I: Mm], if you see what I mean, that... that's the beauty of it really.
Interview_PFSd	A case for no script	101	101	I'm happy for them to just reduce it to four or three
Interview_PFSd	A case for no script	101	101	perhaps changing is having very clear outcomes, so identifying what needs to change; so what is it that's happening now, and what happened following the session

Interview_PSC	Challenge for LAs	7	7	ensuring that programmes that we... that we maintain and support the most viable programmes [I: Mm] which means the most clearly evidenced based [I: Okay, yeah] programmes that seem to dis-, display the most impact [I: Mm] and number two is, okay, well then how are we going to maintain those... those viable programmes going forward [I: Mm], um, and I think the key challenge is that local authorities are going to have to almost reinvent themselves and develop different sorts of relationships with some of the other stakeholders
Interview_PR	Challenging culture	83	85	Even young kids, I've realised [I: Mm, mm] because they know if we say anything, mum's going to slap or dad's going to slap. I: Mm, yeah. R: So, we need to break that part as well
Interview_PFC	Challenging culture	57	57	before people were too afraid of asking for help. People were also worried about that it would go on their records [I: Mm], that it would be flagged up in schools [I: Yeah], and people get really worried about where that's going to go and actually, you know, you just say, "It's really low end. It's just that you've asked for h-, asked for some help or do some work. It's not... [I: Mm] it's not social care referral [I: Yeah] kind of thing". I think people... part of... part of all of it was breaking down our, um... as family support workers [I: Mhm], our, um, stigma as well because [I: Okay] they... everybody thought that we were part of social care [I: Mm] so they thought we would go and report everything back [I: Right, yeah] and, you know, we've had to break that down [I: Yeah] before we could get in to do other things.
Interview_PFC	Challenging culture	105	105	It's not kind of like, "You... you're doing this wrong" [I: Mm, mm], and I think parenting programme does kind of say, "You don't know what you're doing. [I: Mm] We're going to teach you how to be a parent" [I: Yeah], and I think that's quite awkward. That's quite awkward for me. I never use the word 'parenting'.
Interview_PFSb	Challenging culture	85	85	The idea is that that's actually something that people just do [I: Yeah] and they have that port of access, they have that opportunity to engage with people that have maybe [I: Mm] got some knowledge and skills and experience of supporting them with [I: Mhm] those avenues of things.

Interview_PFSb	Challenging culture	87	87	it's not about taking away freedom, I think, from an individual [I: Mm], I think it's about promoting their sense of autonomy [I: Mm] as an individual, giving them the control over where they should seek things but giving them an opportunity of... of a diverse range of things they can [I: Mm] seek [I: Mhm] rather than cutting back services and actually [I: Yeah], you know, maybe some parents aren't able to do as good a job as they were doing because there isn't those services [I: Mm] that they were originally going to so they're kind of struggling, um (...) struggling as a consequence of not having access I guess
Interview_PFC	Consumerist culture	65	65	You have to really sell it to people.
Interview_PFC	different kettle of fish	123	123	different kettle of fish
Interview_PFC	different kettle of fish	127	127	you hear a completely different side of things
Interview_PFSc	idea of a normal parent	151	151	Parents who just want to always try and do a better job or [I: Mm] do a good job, a good enough job
Interview_PR	Idea of 'the individual'	89	89	Everyone's different
Interview_PFC	Multiagency relationships	57	57	professionals are referring. I think the more... the better the relationship that you've got with the professionals in your area [I: Mhm], the easier it is.
Interview_PFC	Multiagency relationships	59	59	I've been working really hard for the last five years on building up the relationships [I: Mm] in the area, so they all refer.
Interview_PFC	Multiagency relationships	61	61	We've done some in schools [I: Yeah], um, and done workshops and things in... in other places [I: Mm] so it... it helps. It's kind of [I: Mm] everywhere in [local area] [I: Supported], wherever you go, everyone hears about it
Interview_PFSa	Multiagency relationships	29	29	it was necessary to help parents connect and... and develop their skills. Um. I found that those parent groups worked best when they emerged from, um, independent nurseries or independent play schemes [I: Mm] that wanted to offer a little bit extra to their parents.
Interview_PFSc	Multiagency relationships	51	51	nice to do joined up working [I: Mm] with other agencies,
Interview_PFSc	Multiagency relationships	51	51	it's always really nice to work with a committed and proactive family support worker because they're the ones that have... generally have the good relationships with the parents already in that they get them through the door and it's a point of familiarity for the parents when you're doing that joined up working
Interview_PFSc	Multiagency relationships	51	51	it's just nice to work with [I: Mm] other people professionally
Interview_PSC	Multiagency relationships	23	23	there could be a lot of scope, for instance, um, with... with other professional

				colleagues
Interview_PSC	Multiagency relationships	23	23	who would really, um, benefit from (.) the knowledge and skills in understanding the principles [I: Mm] of [I: Yeah] Holding Hands, um, and be able to promote those
Interview_PSC	Multiagency relationships	43	43	developing, um, a licenced model [I: Mm] where we could, um, licence certain professionals to become particular practitioners.
Interview_PSC	Multiagency relationships	47	47	and then again, the re-, the income that... from that, that's almost like a gift that keeps on giving
Interview_PA	Needing to fight for things	39	39	just all of the services, um, I suppose with nationally [I: Mm] struggling, um (..) so I think that's probably having an impact on the parents. It... it's probably making them feel a bit more, er, alone and [I: Mm] desperate to get some kind of support [I: Yeah] because there's less available, um, and I guess when they go to a school and there's less available for the school so maybe they're hearing [I: Mm] from the school staff there's not that much [I: Yeah] support out there unless they really need it [I: Mm] and really fight for it. So, I would've thought locally parents are probably feeling a bit (.) alone
Interview_PA	Needing to fight for things	79	79	I think for other parts of the psychology service, it sounds like they're being recognised [I: Mm] but for Holding Hands in particular [I: Yeah], I don't think so [I: Yeah, yeah] because I think if they were fully understood then [I: Mm] there'd be more of a push to keep it going
Interview_PA	Needing to fight for things	79	79	it's being lost [I: Mm] everywhere else
Interview_PA	Needing to fight for things	89	89	a negative thing [I: Mm] because, er, the parents are going to be missing out on [I: Mhm] that support at the earliest level [I: Yeah] where it could have been really important [I: Mm], um (..) because it seems like a lot of them with... with the feedback that we get say [I: Mm], er, that it's really helped them and that they're really confident dealing with [I: Yeah], er, the challenges now.
Interview_PA	Needing to fight for things	89	89	it will really help them to (..) develop their parenting style [I: Mm] to not need as much support [I: Later on, yeah] later on
Interview_PSC	Needing to fight for things	73	73	I will fight to find alternative [I: Yeah] income streams to keep that going, and not just to keep it going as it is but to grow it.
Interview_PSC	one size fits all	11	11	one size fits all
Interview_PFSd	one size fits all	53	53	it is because it's focusing on their concerns [I: Mm], not on the programme.
Interview_PFSd	one size fits all	55	55	It's not like a parenting programme where the script is written for you.

Interview_PFSd	one size fits all	57	57	There is no real script. The script is (.) each parent/child dyad [I: Mhm] and, (.) and the flip messages are, um, transferred to that... [I: Mm] each, each, er, situation.
Interview_PFSd	one size fits all	61	61	the programme [I: Yeah] is sort of led by the parents [I: Mhm] and that's why the flip messages [I: Yeah] were always intended to be (..) um, it... it's the concept, the framework [I: Mm] but that's what it is and I deliberately didn't want a script [I: Mhm] because (.) having run previous parenting programmes, I know the script always changes [I: Yeah, yeah] so why put a script [I: Mm] if you know it's going to change [I: Yeah], and that's why the... that's why the Holding Hands programme works.
Interview_PFSd	one size fits all	63	63	I'm asking for it to be changed [I: Mm], if you see what I mean, that... that's the beauty of it really.
Interview_PFSd	one size fits all	81	83	the group's not working, I think the individual might work. I: Okay, yeah. R: I don't think I've ever come across anybody where they've said, "It's just not working for me".
Interview_PFSd	one size fits all	85	85	It's worked better for some than others [I: Right, yeah] and they may need a little bit more input
Interview_PR	Open sessions helpful before commitment	13	13	we've had a few, you know, er, getting parents involved with stuff but that's the only... because we had an opening like session [I: Okay, yeah] where all the parents, after school, came with their kids in to, um, start seeing different stuff that they were using in school right now [I: Mm] and how to progress
Interview_PFC	Open sessions helpful before commitment	15	15	people don't always want to sign up for six weeks [I: Okay], or even a group four weeks [I: Yeah] without really understanding it.
Interview_PFC	Open sessions helpful before commitment	17	17	screening process really.
Interview_PFC	Open sessions helpful before commitment	19	19	breaks the ice a little bit
Interview_PFSc	Open sessions helpful before commitment	41	41	a workshop allows parents who are maybe not sure about Holding Hands
Interview_PFSc	Open sessions helpful before commitment	43	43	not sure whether [I: Yeah] they want to commit to it, um, but they do accept that they want a bit of support. It's kind of more of a 'let's, let's go and have a look and see what... [I: Mm] see what it's all about
Interview_PFSc	Open sessions helpful before commitment	145	145	some parents who have got a few more generalised concerns would benefit maybe in terms of finding out what it is [I: Yeah] and then moving on to [I: Okay, yeah, yeah] a group if they felt they needed it.
Interview_PFSb	parenting in its	83	83	parenting in its essence is a very natural

	essence is a very natural thing			thing
Interview_PR	Perception of fathers	55	55	Forget the men because they're all a waste of time.
Interview_PR	Perception of fathers	57	57	They wouldn't come
Interview_PR	Perception of fathers	61	61	for the first time, he went with me for parents evening
Interview_PR	Perception of fathers	63	63	and taking my own husband with me, the... they... it encouraged more fathers, Asians as well, to come with their wives
Interview_PR	Perception of fathers	65	65	"Look, you coming today made a few other [I: Mm] fathers to follow", even if they don't know the... I mean, you know, they can sit and they can listen what's going on.
Interview_PFC	Perception of fathers	15	15	Saturday ones [I: Okay] which worked really well because we had dads coming [I: Mm] as well as mums. Everyone was getting [I: Yeah] the same... the same thing
Interview_PA	Survival	95	95	I think the way that it's been developed shows that the concept can be [I: Mm] adapted in many different ways [I: Yeah], um, and still effectively [I: Mm] so (.) I guess the concept is still the... the most important thing
Interview_PA	Survival	99	99	there's already been (.) three or four different [I: Mm, yes] ways of running it already
Interview_PA	Survival	99	99	they wanted to go into maybe running it with learning support assistants
Interview_PA	Survival	73	73	the plan was for it to be run in schools
Interview_PA	Survival	103	103	I'm sure if it can [I: Mm], it could come back in a different form [I: Yeah, yeah] if people take notice [I: Mm] and give it the funding and staff it [I: It needs] deserves
Interview_PSC	Survival	7	7	It's very difficult to do that with parents [I: Okay, yeah] um, and particularly vulnerable parents [I: Mm], um, so the challenge is how do we keep these programmes going [I: Mm] and which programmes do we keep going [I:
Interview_PSC	Survival	7	7	ensuring that programmes that we... that we maintain and support the most viable programmes [I: Mm] which means the most clearly evidenced based [I: Okay, yeah] programmes that seem to dis-, display the most impact [I: Mm] and number two is, okay, well then how are we going to maintain those... those viable programmes going forward [I: Mm], um, and I think the key challenge is that local authorities are going to have to almost reinvent themselves and develop different sorts of relationships with some of the other stakeholders
Interview_PSC	Survival	73	73	I will fight to find alternative [I: Yeah] income streams to keep that going, and not just to keep it going as it is but to grow it.

Interview_PFSd	Survival	63	63	I'm asking for it to be changed [I: Mm], if you see what I mean, that... that's the beauty of it really.
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Overview of coded segments related to Agency

Document name	Code	Begin	End	Segment
Interview_PA	Not the only one	13	13	it probably helps when parents can see that there's other people having the same problems [I: Mm, mhm] as well so... because if you can form a bit of a network with other parents and other people then [I: Yeah] you can go forwards together and sort of create [I: Mm] a little supportive group [I: Yeah] outside
Interview_PA	Not the only one	39	39	just all of the services, um, I suppose with nationally [I: Mm] struggling, um (..) so I think that's probably having an impact on the parents. It... it's probably making them feel a bit more, er, alone and [I: Mm] desperate to get some kind of support [I: Yeah] because there's less available, um, and I guess when they go to a school and there's less available for the school so maybe they're hearing [I: Mm] from the school staff there's not that much [I: Yeah] support out there unless they really need it [I: Mm] and really fight for it. So, I would've thought locally parents are probably feeling a bit (.) alone
Interview_PFSd	Not the only one	49	49	just listening to them (.) and for them to be able to share it with others and think, 'Oh gosh, it's not just me'.
Interview_PFSd	Not the only one	51	51	gives them a chance to just reflect on it [I: Mm], just on that... on that situation [I: Yeah], and where else will they have the time to do that [I: Mm], and also when... maybe when we've got both parents there (.), it's both of them being in the same room and hearing [I: Mm] and talking about it, and one parent thinking, 'Oh, I didn't realise you thought that',
Interview_PR	Offering escape from hard situations	43	43	having an Asian groups [I: Mm], even doing any sort of basic stuff; learning about kids or whatever, [I: Mm] or even help with, you know, there's [lowers voice: violence in [I: Mm] relationsh-], just to get them that bit of help or secure that [I: Mm] coming to these areas [I: Mm], we maybe could get out of domestic violence.
Interview_PR	Offering escape from hard situations	103	103	It's a thing to get out [I: Yeah, yeah], get out of the house [I: Mm], you know, less stress.
Interview_PR	Offering escape from hard situations	105	105	Just for... you know, just for them to sit, just to talk, just to have that fresh air thinking, 'Oh my god, I'm out of the house for one hour'

Interview_PR	Offering escape from hard situations	119	119	getting out the house, going to places [I: Mhm] is a good idea instead of having a phone call because... [I: Okay] nah [I: Yeah], because they're not going to learn that. I mean, as I say, half or the majority of them, they would probably be scared what to say because [I: Yeah], if someone is there
Interview_PFC	Assumptions and stigma attached	93	93	We went literally to behaviour workshop [I: Okay] and the reason for that is the minute you put 'parenting' whatever [I: Mhm], it's kind of questioning them as a parent [I: Mm] and people don't like that.
Interview_PFC	Assumptions and stigma attached	95	95	they must think I'm a bad parent
Interview_PFC	Assumptions and stigma attached	105	105	It's not kind of like, "You... you're doing this wrong" [I: Mm, mm], and I think parenting programme does kind of say, "You don't know what you're doing. [I: Mm] We're going to teach you how to be a parent" [I: Yeah], and I think that's quite awkward. That's quite awkward for me. I never use the word 'parenting'.
Interview_PFC	Assumptions and stigma attached	161	161	but her block is already, "I've done everything. [I: Mm] She's definitely got ADHD", [I: Yeah] you know. She's kind of a bit like that, and she won't... she's like, "I've looked it all up, I've done this, I've done that", "Okay, I'm not here to tell you that your parenting is not [I: Mhm, mhm] working", you know, that's the difficulty [I: Mm] is they don't want to be told that they're a bad parent [I: Yeah] really. Unfortunately, it does usually come down to the parenting which is [I: Yeah] quite tricky but they get there themselves. They realise it themselves. You don't [I: Mm] actually have to say it.
Interview_PFSc	attrition	95	95	at the group, all the parents felt that they could go away and do something and try something [I: Yeah], and they were all keen to come to the group to the start of the group [I: Mhm], so that immediate feedback felt really positive [I: Mhm] but then you get all the issues (laughing) of people not attending, people attending
Interview_PFSc	attrition	95	95	it's difficult working in the community. You've got quite a lot of drop off.
Interview_PFSc	attrition	99	99	only one parent's officially dropped out and that's the parent who said that they were anxious [I: Okay, yeah] and stuffs going on at home
Interview_PFSc	attrition	103	103	I think they said they'd spoken to eight or nine families [I: Yeah], in the end three showed up
Interview_PFSc	attrition	105	105	but, um, it's, yeah, frustrating
Interview_PFSb	be in the moment	71	71	be in the moment

Interview_PR	Community outcomes	67	67	"This is the sort of stuff we need where we can get all of the community involved doing stuff" [I: Mm], not just one [I: Yeah, yeah] but the whole lot [I: Yeah], because there would be less abuse as well [I: Mm], racism as well [I: Mhm], because they will understand what is going on
Interview_PR	Community outcomes	73	73	having this sort of stuff around would help the community as well
Interview_PFSa	Community outcomes	57	57	Once you get that context, that climate, [I: Mhm] you create that group discussion [I: Yeah] then people feel comfortable. They just want to feel comfortable to talk [I: Mm] and they can think about things, and there's a no blame, um, culture
Interview_PR	Confidence issues	23	23	because some parents are shy even to talk to the interpreters.
Interview_PR	Confidence issues	25	25	They won't because they think [I: Yeah, yeah], 'Oh, they're going to probably think we're stupid or something
Interview_PR	Confidence issues	37	37	So, now, even though there's... there is help [I: Mhm], but some paren-, people are just too scared to ask.
Interview_PFC	Confidence issues	57	57	saying, "I'm a bad parent" [I: Mm], but it's also the fact of, "Where else would this go and who else would [I: Okay, yeah] know about it", and, "Oh, it's embarrassing that I've asked for help", whereas it doesn't seem to be the case now.
Interview_PFSb	Cycles	17	17	if you're highly stressed [I: Mm], you'll see beha-, the behaviour will be viewed in a different way and then it becomes this cycle because the behaviour then stresses you out, you then view the behaviour in this other way [I: Mm] which then causes the stress, and I suppose being able to look holistically at the wider picture of the family and the context with which they're in; the... their community and how they [I: Mm] perceive that child within the community
Interview_PFSd	Cycles	95	95	if there's been a history of the way in which that parenting has occurred
Interview_PFSd	Cycles	159	159	otherwise it's just a vicious cycle. It just gets worse and worse.
Interview_PFSd	Cycles	157	157	we know from research [I: Yeah, yeah. Mm] those long term outcomes [I: Mm] and hopefully we'll do some follow up as well but [I: Definitely, yes] nevertheless, you know, [I: Mm] they, they, they are feeling a lot better [I: Yeah] about themselves and about their child,
Interview_PFC	deeper issues	88	88	it's a bigger issue rather than parents need to have classes. It's another [R: Yeah, that... it's huge] deeper...
Interview_PFC	deeper issues	147	147	ninety percent of the time that I go in, it's never about behaviour. It's about [I: Mm] what the parent... whatever the parents are going through

Interview_PFSd	deeper issues	93	93	there's other layers that [I: Mm] you need to tap into
Interview_PFSd	deeper issues	93	93	Six, seven isn't going to really cut it [I: Mm, mhm], it's much deeper than that.
Interview_PFSd	deeper issues	95	95	if there's been a history of the way in which that parenting has occurred
Interview_PA	Difficult to say you need help	11	11	t must be quite a hard thing to do [I: Mm] to say that you need help with parenting
Interview_PR	Difficulties communicating with child	109	109	there are parents that do find hard sometimes to communicate with their own kid
Interview_PFSb	disengage quicker	49	49	disengage quicker
Interview_PFSb	Doing a good job	83	83	there's a lot of parents out there that do a very, very good job [I: Mhm] and there are a lot of parents out there that try to do a very good job (.) but have a lot of other barriers that they have to face in the process of being a parent [I: Mm] and I think kind of managing all of the, um (...) you know, with changes in technology and changes in culture and changes in the community [I: Mm], it's difficult to keep up with everything
Interview_PFSd	Doing a good job	149	149	I think they sometimes judge themselves as being mean or (.), you know, they're probably judging themselves all the time as a parent [I: Mm] and others are judging them all the time
Interview_PFSd	Doing a good job	151	151	and particularly if they've got children with challenging behaviours [I: Mhm], then there's even more judgement (laughing) being made.
Interview_PFSd	done all the courses	69	69	done all the courses
Interview_PFSd	done all the courses	71	71	her view of, 'Well, I'm caring for my child. I feed her [I: Mm], you know. This is what a caring mum would be doing so the authorities can't say that I'm not
Interview_PFC	everybody was doing parenting	79	79	everybody was doing parenting
Interview_PR	Family life includes stress	103	103	It's a thing to get out [I: Yeah, yeah], get out of the house [I: Mm], you know, less stress.
Interview_PFSb	Family life includes stress	17	17	if you're highly stressed [I: Mm], you'll see beha-, the behaviour will be viewed in a different way and then it becomes this cycle because the behaviour then stresses you out, you then view the behaviour in this other way [I: Mm] which then causes the stress, and I suppose being able to look holistically at the wider picture of the family and the context with which they're in; the... their community and how they [I: Mm] perceive that child within the community
Interview_PR	Fear	37	37	So, now, even though there's... there is help [I: Mhm], but some paren-, people are just too scared to ask.

Interview_PR	Fear	119	119	getting out the house, going to places [I: Mhm] is a good idea instead of having a phone call because... [I: Okay] nah [I: Yeah], because they're not going to learn that. I mean, as I say, half or the majority of them, they would probably be scared what to say because [I: Yeah], if someone is there
Interview_PFC	Fear	57	57	before people were too afraid of asking for help. People were also worried about that it would go on their records [I: Mm], that it would be flagged up in schools [I: Yeah], and people get really worried about where that's going to go and actually, you know, you just say, "It's really low end. It's just that you've asked for h-, asked for some help or do some work. It's not... [I: Mm] it's not social care referral [I: Yeah] kind of thing". I think people... part of... part of all of it was breaking down our, um... as family support workers [I: Mhm], our, um, stigma as well because [I: Okay] they... everybody thought that we were part of social care [I: Mm] so they thought we would go and report everything back [I: Right, yeah] and, you know, we've had to break that down [I: Yeah] before we could get in to do other things.
Interview_PFC	Fear	57	57	saying, "I'm a bad parent" [I: Mm], but it's also the fact of, "Where else would this go and who else would [I: Okay, yeah] know about it", and, "Oh, it's embarrassing that I've asked for help", whereas it doesn't seem to be the case now.
Interview_PFSb	Fear	9	9	obviously, as we know, that, you know, parents often would feel quite anxious about [I: Yeah] engaging in a programme by, I don't know, a number of fears; maybe that they feel that it's an avenue [I: Mm] for children to be taken away or
Interview_PFSb	Fear	81	81	they're quite apprehensive about working with me [I: Mhm] because they see psychologists and they kind of automatically do kind of take that [I: Mm] back seat thinking, 'Oh, gosh, I'm going to be judged as a parent' [I: Mhm], um (...) but other parents are really readily to engage with... with you and [I: Mm] want to work with you and see you as a source of help, and I think actually my... part of my role is overcoming those barriers [I: Mm] and it is to help and support the parent to understand that this is a team and [I: Mm], you know, no one in this team is (...) um, the expert.

Interview_PA	Feeling alone	39	39	just all of the services, um, I suppose with nationally [I: Mm] struggling, um (..) so I think that's probably having an impact on the parents. It... it's probably making them feel a bit more, er, alone and [I: Mm] desperate to get some kind of support [I: Yeah] because there's less available, um, and I guess when they go to a school and there's less available for the school so maybe they're hearing [I: Mm] from the school staff there's not that much [I: Yeah] support out there unless they really need it [I: Mm] and really fight for it. So, I would've thought locally parents are probably feeling a bit (.) alone
Interview_PA	Feeling alone	79	79	I think for other parts of the psychology service, it sounds like they're being recognised [I: Mm] but for Holding Hands in particular [I: Yeah], I don't think so [I: Yeah, yeah] because I think if they were fully understood then [I: Mm] there'd be more of a push to keep it going
Interview_PA	Feeling alone	79	79	it's being lost [I: Mm] everywhere else
Interview_PA	Feeling alone	81	81	early intervention is... is sort of harder to come by [I: Mm], um, particularly without Holding Hands
Interview_PFSb	Feeling alone	165	165	parents are not having the access that they used to have [I: Right] just the general advice [I: Mm], um, and whether that will end up with them closing some children's centres because of the budgets [I: Mm], I don't know.
Interview_PFSb	Feeling alone	49	49	other families that are kind of not as involved and not as connected with their community and maybe feel kind of less, um (..) maybe they feel less accepted, maybe they feel that they're going to be judged. They kind of disengage quicker
Interview_PFC	I'm a bad parent	57	57	I'm a bad parent
Interview_PFC	I'm a bad parent	95	95	they must think I'm a bad parent
Interview_PFSb	I'm a bad parent	143	145	you can read books about it [I: Mhm] but you never think you're doing a good job. I: Mm. R: Um. You just think you're winging it and any information is good [I: Okay, yeah] in terms of parenting. So, I think those parents would benefit from a one stop shop
Interview_PFSd	I'm a bad parent	149	149	I think they sometimes judge themselves as being mean or (.), you know, they're probably judging themselves all the time as a parent [I: Mm] and others are judging them all the time
Interview_PFSd	I'm a bad parent	151	151	and particularly if they've got children with challenging behaviours [I: Mhm], then there's even more judgement (laughing) being made.
Interview_PFC	I'm not the only one	57	57	I'm not the only one

Interview_PFSb	I'm not the only one	7	7	opportunity to engage with other parents that are finding the same situation [I: Okay, yeah] quite difficult so they're able to share and (.) recognise that they're not the only person perhaps feeling this level of difficulty
Interview_PSC	identity crisis	3	3	identity crisis
Interview_PSC	identity crisis	5	5	one of the biggest challenges we face is with ide-, is what the future shape of local authority's going to look like [I: Mhm] and then how various services and support like support for parents fits within that [I: Yeah], um, and nobody would deny that support for parents, vulnerable parents, er, and their children and young people is really, really key [I: Mm], um, and local authorities will retain the responsibility to support and be a champion for parents
Interview_PFSb	judged as a parent	81	81	judged as a parent
Interview_PR	Language barriers	9	9	Some are really shy, can't speak English [I: Yeah], and, um, there are things, um, they get stuck with the stuff.
Interview_PR	Language barriers	15	15	the majority of the small kids that are, as I said, because they speak only Punjabi or Urdu [I: Yeah] because their parents can't speak English [I: Yeah], so in school, it's basically... [I: Mm] and when... so it's very hard [I: Yeah] to communicate
Interview_PR	Language barriers	19	19	I think they need to do more of these in Ur-, different languages,
Interview_PR	Language barriers	23	23	they've got interpreters and everything, but it's still not the same thing
Interview_PR	Language barriers	23	23	because some parents are shy even to talk to the interpreters.
Interview_PR	Language barriers	35	35	my mum never spoke English [I: Yeah], um, even though at this stage, she does [I: Mm], and in those days it was very hard for my mum as well [I: Mhm], so... because they didn't have that much help in the old days.
Interview_PR	Language barriers	41	41	there's groups going on and it's Asian groups [I: Mm] where they speak... because if they say, "We're going but the language is English", they're going to say, "No [I: Okay], because you don't understand it"
Interview_PR	Language barriers	51	51	It's always English and, as I said, no...
Interview_PR	Language barriers	67	67	making sure the, the lady who does speaks [I: Mm], you know, these languages,
Interview_PFSa	Language barriers	27	27	I worked with parent groups with, um (..) er, parents, mothers mainly, yeah, mothers from Asian backgrounds who did not speak... who had very little English
Interview_PFSa	Language barriers	27	27	they were quite happy to meet in a group [I: Mhm], um, and... and because of the nature of the programme, the modelling of what was being done was, un (...) helpful. It might not have been... it wasn't sufficient.

Interview_PFSa	Language barriers	31	31	make life as simple as possible for parents. So, there's Asian background in that context, um, also, um (...) elements of both urban white deprived (.) parents who, for whatever rea-, maybe intergenerational difficulties, didn't have the parenting skills and this was about breaking into those intergenerational patterns [I: Mhm], plus areas... side by side areas of, um, affluence where parents were time poor [I: Mm] and they didn't have time to reflect and develop their parenting skills and also had... maybe they had slipped from their role as seeing themselves as their children's friends
Interview_PFC	Need for adult time	81	81	I think it's just because they enjoy the... the crèche side of things. I know that sounds awful [I: Okay] but they do, you know, there is that thing of actually having some adult time
Interview_PFC	Need for adult time	83	83	they enjoyed the adult time
Interview_PR	Parental assumption	23	23	because some parents are shy even to talk to the interpreters.
Interview_PR	Parental assumption	25	25	They won't because they think [I: Yeah, yeah], 'Oh, they're going to probably think we're stupid or something
Interview_PFC	Parental assumption	57	57	before people were too afraid of asking for help. People were also worried about that it would go on their records [I: Mm], that it would be flagged up in schools [I: Yeah], and people get really worried about where that's going to go and actually, you know, you just say, "It's really low end. It's just that you've asked for h-, asked for some help or do some work. It's not... [I: Mm] it's not social care referral [I: Yeah] kind of thing". I think people... part of... part of all of it was breaking down our, um... as family support workers [I: Mhm], our, um, stigma as well because [I: Okay] they... everybody thought that we were part of social care [I: Mm] so they thought we would go and report everything back [I: Right, yeah] and, you know, we've had to break that down [I: Yeah] before we could get in to do other things.
Interview_PA	Parental assumption	11	11	the people that are running it are really non-judgmental (laughing) [I: Mm] um, and quite neutral and open
Interview_PFSc	Parental assumption	143	145	you can read books about it [I: Mhm] but you never think you're doing a good job. I: Mm. R: Um. You just think you're winging it and any information is good [I: Okay, yeah] in terms of parenting. So, I think those parents would benefit from a one stop shop
Interview_PFSd	Parental assumption	149	149	I think they sometimes judge themselves as being mean or (.), you know, they're probably judging themselves all the time as

				a parent [I: Mm] and others are judging them all the time
Interview_PFSd	Parental assumption	151	151	and particularly if they've got children with challenging behaviours [I: Mhm], then there's even more judgement (laughing) being made.
Interview_PFC	Parental relationship difficulties	123	123	he mums were finding it difficult because they then had to go and tell the dads this [I: Mm], that and the other
Interview_PFC	Parental relationship difficulties	125	125	Sometimes the parents say, or the mums say, "Oh, you know, I... I tell him that but he just says, "That's mean and it's wrong""
Interview_PFC	Parental relationship difficulties	133	133	"I'm not here for marriage guidance
Interview_PFSd	Parental relationship difficulties	77	77	the xxx mum with... she's married to an xxx man, um, and, again, struggling with sharing (..), or helping her husband to understand [I: Mm] how he needs to be supporting her and the children
Interview_PA	Parents desperate for help	39	39	just all of the services, um, I suppose with nationally [I: Mm] struggling, um (..) so I think that's probably having an impact on the parents. It... it's probably making them feel a bit more, er, alone and [I: Mm] desperate to get some kind of support [I: Yeah] because there's less available, um, and I guess when they go to a school and there's less available for the school so maybe they're hearing [I: Mm] from the school staff there's not that much [I: Yeah] support out there unless they really need it [I: Mm] and really fight for it. So, I would've thought locally parents are probably feeling a bit (.) alone
Interview_PR	Parents following parents	39	39	because everyone knows who I am [I: Mm], um, I just say, "Let's go
Interview_PR	Parents following parents	41	41	there's groups going on and it's Asian groups [I: Mm] where they speak..." because if they say, "We're going but the language is English", they're going to say, "No [I: Okay], because you don't understand it"
Interview_PR	Parents following parents	63	63	and taking my own husband with me, the... they... it encouraged more fathers, Asians as well, to come with their wives
Interview_PR	Parents following parents	65	65	"Look, you coming today made a few other [I: Mm] fathers to follow", even if they don't know the... I mean, you know, they can sit and they can listen what's going on.
Interview_PR	Parents helping each other	11	11	I can't do much but I still do as much... because I either tell them to come here then I ring the school
Interview_PR	Parents helping each other	29	29	there's a few courses go around, as I said, in... and I make sure I go and I make sure I bring a few other parent-, mothers in as well

Interview_PR	Parents helping each other	39	39	because everyone knows who I am [I: Mm], um, I just say, "Let's go
Interview_PR	Parents helping each other	41	41	there's groups going on and it's Asian groups [I: Mm] where they speak... because if they say, "We're going but the language is English", they're going to say, "No [I: Okay], because you don't understand it"
Interview_PA	Parents helping each other	13	13	it probably helps when parents can see that there's other people having the same problems [I: Mm, mhm] as well so... because if you can form a bit of a network with other parents and other people then [I: Yeah] you can go forwards together and sort of create [I: Mm] a little supportive group [I: Yeah] outside
Interview_PFC	Parents in denial	151	151	Sometimes it's that, um, a parent isn't willing to accept that it might be the parenting that's the issue so they want to... they want a diagnosis
Interview_PFC	Parents in denial	155	155	That parent is looking for that diagnosis rather than accepting that actually [I: Yeah] you need to knuckle down and do something with the behaviour
Interview_PFC	Parents in denial	157	157	I've got one right now who basically says she's tried everything [I: Mm] already, so I know she's going to... (laughing) and she's already said to me, "I'm telling you now, I won't do it [I: Yeah] if I don't want to".
Interview_PFC	Parents in denial	161	161	but her block is already, "I've done everything. [I: Mm] She's definitely got ADHD", [I: Yeah] you know. She's kind of a bit like that, and she won't... she's like, "I've looked it all up, I've done this, I've done that", "Okay, I'm not here to tell you that your parenting is not [I: Mhm, mhm] working", you know, that's the difficulty [I: Mm] is they don't want to be told that they're a bad parent [I: Yeah] really. Unfortunately, it does usually come down to the parenting which is [I: Yeah] quite tricky but they get there themselves. They realise it themselves. You don't [I: Mm] actually have to say it.
Interview_PFSd	Parents in denial	69	69	she has been on so many courses. She's got all of the language, all of the vocabulary. She's done incredible years. She's done... but (.) she... it only dawned on me on this... on this occasion that (..) because she's done all the courses, (.) she thinks that she's being... she's a very nurturing [I: Mm], caring, effective parent [I: Mhm] but actually she hasn't really been able to apply any of it to the child.
Interview_PFSd	Parents in denial	71	71	her view of, 'Well, I'm caring for my child. I feed her [I: Mm], you know. This is what a caring mum would be doing so the authorities can't say that I'm not

Interview_PFSd	Parents in denial	75	75	She hasn't attuned [I: Mm] to her daughter as well'. She's doing what she thinks she needs to show to other professionals [I: Okay] and it's not really about her connecting [I: Mm] with her daughter.
Interview_PR	Parents not knowing	11	11	most of these parents don't know.
Interview_PFC	Parents not knowing	87	87	ple who, because they didn't have it themselves [I: Yeah], they're going off and having children and then kind of going [I: Yeah], "Okay, I didn't know
Interview_PA	Parents struggling	89	89	a negative thing [I: Mm] because, er, the parents are going to be missing out on [I: Mhm] that support at the earliest level [I: Yeah] where it could have been really important
Interview_PFSd	Parents struggling	95	95	if there's been a history of the way in which that parenting has occurred
Interview_PFC	Parents want the help	53	53	through being there a long time [I: Mm], you, kind of, realise what people are asking for [I: Yeah], and parenting is bigger on the agenda than it used to be for parents [I: Mm], and they know to ask for help now
Interview_PFSc	Parents want the help	131	131	there was a family that approached the leader of the children's centre saying that they wanted some parenting support
Interview_PFSb	Parents want the help	5	5	self-refer [I: Mm] and they decide to come on themselves [I: Mhm] but actually (.) those parents tend to be the ones that aren't the ones that necessarily need that level of input
Interview_PFSd	Parents want the help	89	89	we don't offer to... the programme to a parent who doesn't want it [I: Mm], so really we probably wouldn't know the ones who [I: Yeah] just don't want it [I: Mm, mm] because we know we get change from the people that are looking [I: Mm] for help or looking for support.
Interview_PR	Participants from same culture	7	7	the culture of the area we live in, the majority of it is all Asians
Interview_PR	Participants from same culture	19	19	the majority of these areas are five, six streets; all Asians.
Interview_PR	Participants from same culture	41	41	there's groups going on and it's Asian groups [I: Mm] where they speak..." because if they say, "We're going but the language is English", they're going to say, "No [I: Okay], because you don't understand it"
Interview_PR	Participants from same culture	43	43	having an Asian groups [I: Mm], even doing any sort of basic stuff; learning about kids or whatever, [I: Mm] or even help with, you know, there's [lowers voice: violence in [I: Mm] relationsh-.], just to get them that bit of help or secure that [I: Mm] coming to these areas [I: Mm], we maybe could get out of domestic violence.
Interview_PR	Participants from same culture	67	67	the majority of them here [I: Mm], they're all Asians.

Interview_PR	Participants from same culture	75	75	Because when they go... when they... when we all sit in a place, we talk about our kids, so when we're talking in our language [I: Mhm], even if we're not sure, we can say, "Right, our son does this, our daughter, so how do we...?"
Interview_PFSa	Participants from same culture	3	3	need a good mix, um, of... of parents so you can get a little bit of discussion.
Interview_PFSa	Participants from same culture	27	27	I worked with parent groups with, um (...) er, parents, mothers mainly, yeah, mothers from Asian backgrounds who did not speak... who had very little English
Interview_PFSa	Participants from same culture	27	27	they were quite happy to meet in a group [I: Mhm], um, and... and because of the nature of the programme, the modelling of what was being done was, un (...) helpful. It might not have been... it wasn't sufficient.
Interview_PFSd	Proving oneself	71	71	her view of, 'Well, I'm caring for my child. I feed her [I: Mm], you know. This is what a caring mum would be doing so the authorities can't say that I'm not
Interview_PFSd	Proving oneself	75	75	She hasn't attuned [I: Mm] to her daughter as well'. She's doing what she thinks she needs to show to other professionals [I: Okay] and it's not really about her connecting [I: Mm] with her daughter.
Interview_PFC	Readiness for participation	139	139	So, you, kind of, go, "Okay, I'm not going to do Holding Hands with you right now. I will support you as a person [I: Mhm] to actually build you up a bit and then we'll re-address"
Interview_PFC	Readiness for participation	141	141	She was ready to do it and she changed her whole life [I: Yeah] through the Holding Hands, but you can't just go flying in.
Interview_PFC	Readiness for participation	143	143	needed to move house [I: Mhm], was being kicked out, um (...) and they couldn't find another property and didn't have the money.
Interview_PFSc	Readiness for participation	131	131	there was a family that approached the leader of the children's centre saying that they wanted some parenting support
Interview_PFSd	Readiness for participation	89	89	we don't offer to... the programme to a parent who doesn't want it [I: Mm], so really we probably wouldn't know the ones who [I: Yeah] just don't want it [I: Mm, mm] because we know we get change from the people that are looking [I: Mm] for help or looking for support.
Interview_PR	Reasons for participation	39	39	It gets them out of the house.
Interview_PR	Reasons for participation	43	43	having an Asian groups [I: Mm], even doing any sort of basic stuff; learning about kids or whatever, [I: Mm] or even help with, you know, there's [lowers voice: violence in [I: Mm] relationsh-], just to get them that bit of help or secure that [I: Mm] coming to these areas [I: Mm], we maybe could get out of domestic violence.

Interview_PR	Reasons for participation	63	63	and taking my own husband with me, the... they... it encouraged more fathers, Asians as well, to come with their wives
Interview_PR	Reasons for participation	65	65	"Look, you coming today made a few other [I: Mm] fathers to follow", even if they don't know the... I mean, you know, they can sit and they can listen what's going on.
Interview_PR	Reasons for participation	103	103	It's a thing to get out [I: Yeah, yeah], get out of the house [I: Mm], you know, less stress.
Interview_PR	Reasons for participation	105	105	Just for... you know, just for them to sit, just to talk, just to have that fresh air thinking, 'Oh my god, I'm out of the house for one hour'
Interview_PFC	Reasons for participation	53	53	because it's been going on for so long in [local area] [I: Mhm] that they now know about it, so they [I: Okay] are coming and asking for it.
Interview_PFC	Reasons for participation	3	3	It's effective if they want to do it.
Interview_PFC	Reasons for participation	77	77	then it was realised that actually if you put it as part of a plan [I: Mhm] for a child protection plan, they don't do it [I: Yeah, okay], or they might do it but they don't really put a hundred percent and they're literally there [I: Mm] because they (.) feel they must
Interview_PFC	Reasons for participation	81	81	I think it's just because they enjoy the... the crèche side of things. I know that sounds awful [I: Okay] but they do, you know, there is that thing of actually having some adult time
Interview_PFSb	Reasons for participation	9	9	social care referral [I: Mm], parents often engage but only for the purpose of having to fill the agreement [I: Yeah, mm] for the... for the plan as opposed to wanting to actively seek that support
Interview_PFC	Reduced stigma attached now	53	53	there's not such a stigma attached to it [I: Mm] as there used to be [I: Yeah] because there's so many of them going [I: Yeah] around
Interview_PFC	Reduced stigma attached now	57	57	saying, "I'm a bad parent" [I: Mm], but it's also the fact of, "Where else would this go and who else would [I: Okay, yeah] know about it", and, "Oh, it's embarrassing that I've asked for help", whereas it doesn't seem to be the case now.
Interview_PFC	Reduced stigma attached now	105	105	It's not kind of like, "You... you're doing this wrong" [I: Mm, mm], and I think parenting programme does kind of say, "You don't know what you're doing. [I: Mm] We're going to teach you how to be a parent" [I: Yeah], and I think that's quite awkward. That's quite awkward for me. I never use the word 'parenting'.

Interview_PFSa	Reduced stigma attached now	3	3	parents are coming along with the view that this is a time to reflect and think about their skills and to enh-, to improve to... to improve what they're doing [I: Mm] rather than picking them out as problem parents who need it.
Interview_PFSc	Reduced stigma attached now	131	131	there was a family that approached the leader of the children's centre saying that they wanted some parenting support
Interview_PFSb	Reduced stigma attached now	85	85	The idea is that that's actually something that people just do [I: Yeah] and they have that port of access, they have that opportunity to engage with people that have maybe [I: Mm] got some knowledge and skills and experience of supporting them with [I: Mhm] those avenues of things.
Interview_PFSb	Reduced stigma attached now	87	87	it's not about taking away freedom, I think, from an individual [I: Mm], I think it's about promoting their sense of autonomy [I: Mm] as an individual, giving them the control over where they should seek things but giving them an opportunity of... of a diverse range of things they can [I: Mm] seek [I: Mhm] rather than cutting back services and actually [I: Yeah], you know, maybe some parents aren't able to do as good a job as they were doing because there isn't those services [I: Mm] that they were originally going to so they're kind of struggling, um (...) struggling as a consequence of not having access I guess
Interview_PFC	Self-realisation	161	161	but her block is already, "I've done everything. [I: Mm] She's definitely got ADHD", [I: Yeah] you know. She's kind of a bit like that, and she won't... she's like, "I've looked it all up, I've done this, I've done that", "Okay, I'm not here to tell you that your parenting is not [I: Mhm, mhm] working", you know, that's the difficulty [I: Mm] is they don't want to be told that they're a bad parent [I: Yeah] really. Unfortunately, it does usually come down to the parenting which is [I: Yeah] quite tricky but they get there themselves. They realise it themselves. You don't [I: Mm] actually have to say it.
Interview_PFC	Self-realisation	163	163	they get there themselves so it's not so bad
Interview_PFSd	Self-realisation	35	35	they see the behaviour change in their children [I: Mm] and quite often they realise, 'Oh, it, it was me. I wasn't actually doing that'.

Interview_PFSd	Self-realisation	37	37	it's nothing to do with the child, it's actually [I: Mm] when they get to that stage, then they know that they have that control [I: Yeah] to be able to change things. Yeah, you'll have days when it just doesn't work for you or whatever [I: Mm] but nevertheless, the majority of the time... and it's helping them to (.) um (.) helping them to recognise that they are the parent [I: Mm], they do have a responsibility. Like this mum that we've got at the moment in the group who has twins, she's started to feel mean [I: Mm] and I said, "Well, there's nothing mean about helping your child to self-regulate, to be able to enjoy the activities that were on, you know. You're doing them a favour. [I: Yeah] It's not being mean [I: Mm]. Who else is going to do that?"
Interview_PFSd	Self-realisation	49	49	just listening to them (.) and for them to be able to share it with others and think, 'Oh gosh, it's not just me'.
Interview_PFSd	Self-realisation	51	51	gives them a chance to just reflect on it [I: Mm], just on that... on that situation [I: Yeah], and where else will they have the time to do that [I: Mm], and also when... maybe when we've got both parents there (.), it's both of them being in the same room and hearing [I: Mm] and talking about it, and one parent thinking, 'Oh, I didn't realise you thought that',
Interview_PFSd	Self-realisation	137	137	helping them to see it as well.
Interview_PFSd	Self-realisation	141	141	Reflecting and helping them to reframe some of the dif-, [I: Mm] some of the difficulties
Interview_PFSd	Self-realisation	143	143	you're helping them to learn to manage stressful situations [I: Yeah] or a distressful situation in a safe way [I: Mhm] so when they're not with you, they're going to be able to do that".
Interview_PR	self-reflection	89	89	tomorrow I don't know what holds for me [I: Yeah, yeah] but at this stage, you know, they're doing well in their school
Interview_PFSb	self-reflection	7	7	opportunity to be able to problem solve around that behaviour, think about how they've managed it, and then maybe demonstrate [I: Mm] ways in which it could be managed in... in a more effective way.

Interview_PFSd	self-reflection	37	37	it's nothing to do with the child, it's actually [I: Mm] when they get to that stage, then they know that they have that control [I: Yeah] to be able to change things. Yeah, you'll have days when it just doesn't work for you or whatever [I: Mm] but nevertheless, the majority of the time... and it's helping them to (.) um (.) helping them to recognise that they are the parent [I: Mm], they do have a responsibility. Like this mum that we've got at the moment in the group who has twins, she's started to feel mean [I: Mm] and I said, "Well, there's nothing mean about helping your child to self-regulate, to be able to enjoy the activities that were on, you know. You're doing them a favour. [I: Yeah] It's not being mean [I: Mm]. Who else is going to do that?"
Interview_PFSd	self-reflection	39	39	I think it's changing their mind set [I: Yeah, yeah] and actually getting them to reflect, and I think the group programme gives them that opportunity to spend an hour just thinking about it.
Interview_PFSd	self-reflection	41	41	Where else in their day would they have that [I: No, yeah] opportunity to do that [I: Mm], and then to be with their children and really be with them [I: Mm], because even the activity that's set, set up, it's about them and their child.
Interview_PFSd	self-reflection	141	141	Reflecting and helping them to reframe some of the dif-, [I: Mm] some of the difficulties
Interview_PFSd	self-reflection	143	143	you're helping them to learn to manage stressful situations [I: Yeah] or a distressful situation in a safe way [I: Mhm] so when they're not with you, they're going to be able to do that".
Interview_PFSd	They have all the skills within them	131	131	They have all the skills within them
Interview_PFSd	They have all the skills within them	135	135	giving them the confidence
Interview_PFSd	They have all the skills within them	143	143	you're helping them to learn to manage stressful situations [I: Yeah] or a distressful situation in a safe way [I: Mhm] so when they're not with you, they're going to be able to do that".

Overview of coded segments related to Relations

Document name	Code	Begin	End	Segment
Interview_PSC	a gift that keeps on giving	47	47	a gift that keeps on giving
Interview_PFC	Active learning- two way	13	13	lots of people asking me lots of little questions in sessions
Interview_PA	Active learning- two way	3	3	keep checking back with them to make sure that [I: Mhm] they're following up on what

				you suggested
Interview_PA	Active learning- two way	13	13	Maybe not just people telling you what to do but [I: Mhm, mhm] people helping you practically as well
Interview_PA	Active learning- two way	13	13	it probably helps when parents can see that there's other people having the same problems [I: Mm, mhm] as well so... because if you can form a bit of a network with other parents and other people then [I: Yeah] you can go forwards together and sort of create [I: Mm] a little supportive group [I: Yeah] outside
Interview_PA	Active learning- two way	23	23	it's not, er, like a power thing [I: Mhm] where the educational psychologist is telling them what to do. It's more like a bit of advice but they're still listening [I: Yeah] and it's more of a two-way, almost equal [I: Mm] kind of relationship rather than just, um, them feeling like they have to do what they're being told to do
Interview_PA	Active learning- two way	25	25	I think the advice that they give or the support that... that they provide is also based on (.) the input from the parents
Interview_PFSb	Active learning- two way	3	3	having parents that are kind of actively being able to engage within the programme.
Interview_PFSb	Active learning- two way	83	83	We all have our own bits to bring and (.) it's about kind of facilitating that (.) process I guess and (.) empowering that parent or carer to be the best parent and carer they can be.
Interview_PFSb	Active learning- two way	87	87	they've felt like they could be really open and honest about it. They didn't feel that they were being judged. They felt that I was kind of just with them [I: Mm] and that is really important, and that's kind of the essence of the Holding Hands programme is that you aren't... we aren't like teaching as such [I: Mhm, yeah], although coaching is quite implicitly kind of embedded [I: Mm, mhm] throughout the programme. It's a... a mechanism of (.) being... letting them be heard.
Interview_PFSd	Active learning- two way	61	61	the programme [I: Yeah] is sort of led by the parents [I: Mhm] and that's why the flip messages [I: Yeah] were always intended to be (..) um, it... it's the concept, the framework [I: Mm] but that's what it is and I deliberately didn't want a script [I: Mhm] because (.) having run previous parenting programmes, I know the script always changes [I: Yeah, yeah] so why put a script [I: Mm] if you know it's going to change [I: Yeah], and that's why the... that's why the Holding Hands programme works.
Interview_PFC	Back to basics	171	171	There are other families where you literally need to teach them how to play

Interview_PFC	Back to basics	87	87	literally there are some people you need to go [I: Yeah] right back to basics [I: Basics, mm] with because they've missed out. So, there's a whole... [I: Mhm] there's a whole generation basically [I: Yeah, yeah] who missed out on it themselves [I: Mm] who are now kind of being taught the basics
Interview_PFC	Back to basics	89	89	you can understand the cycles, and we are in early intervention so the idea is [I: Mm] to kind of nip it in the bud early [I: Yeah, yeah] so that we haven't got a next generation [I: Mm] whose going down that same
Interview_PA	Back to basics	73	73	simple messages
Interview_PA	be listened to	11	11	be listened to
Interview_PFSa	be listened to	57	57	Once you get that context, that climate, [I: Mhm] you create that group discussion [I: Yeah] then people feel comfortable. They just want to feel comfortable to talk [I: Mm] and they can think about things, and there's a no blame, um, culture
Interview_PFSb	be listened to	87	87	they've felt like they could be really open and honest about it. They didn't feel that they were being judged. They felt that I was kind of just with them [I: Mm] and that is really important, and that's kind of the essence of the Holding Hands programme is that you aren't... we aren't like teaching as such [I: Mhm, yeah], although coaching is quite implicitly kind of embedded [I: Mm, mhm] throughout the programme. It's a... a mechanism of (.) being... letting them be heard.
Interview_PFSd	be listened to	49	49	just listening to them (.) and for them to be able to share it with others and think, 'Oh gosh, it's not just me'.
Interview_PFSd	be listened to	51	51	gives them a chance to just reflect on it [I: Mm], just on that... on that situation [I: Yeah], and where else will they have the time to do that [I: Mm], and also when... maybe when we've got both parents there (.), it's both of them being in the same room and hearing [I: Mm] and talking about it, and one parent thinking, 'Oh, I didn't realise you thought that',
Interview_PFC	Building Trust	57	57	people are beginning to go, "Oh, okay, they're not just going to go report me to social care because I've asked for help"
Interview_PFC	Building Trust	57	57	we've had to break that down [I: Yeah] before we could get in to do other things.
Interview_PFC	Building Trust	105	105	It's not kind of like, "You... you're doing this wrong" [I: Mm, mm], and I think parenting programme does kind of say, "You don't know what you're doing. [I: Mm] We're going to teach you how to be a parent" [I: Yeah], and I think that's quite awkward. That's quite awkward for me. I never use the word 'parenting'.

Interview_PFC	Building Trust	161	161	but her block is already, "I've done everything. [I: Mm] She's definitely got ADHD", [I: Yeah] you know. She's kind of a bit like that, and she won't... she's like, "I've looked it all up, I've done this, I've done that", "Okay, I'm not here to tell you that your parenting is not [I: Mhm, mhm] working", you know, that's the difficulty [I: Mm] is they don't want to be told that they're a bad parent [I: Yeah] really. Unfortunately, it does usually come down to the parenting which is [I: Yeah] quite tricky but they get there themselves. They realise it themselves. You don't [I: Mm] actually have to say it.
Interview_PFSa	Building Trust	3	3	getting the connection with parents so that you're in the community, you've got an established relationship
Interview_PFSa	Building Trust	3	3	parents are coming along with the view that this is a time to reflect and think about their skills and to enh-, to improve to... to improve what they're doing [I: Mm] rather than picking them out as problem parents who need it.
Interview_PFSa	Building Trust	29	29	it was necessary to help parents connect and... and develop their skills. Um. I found that those parent groups worked best when they emerged from, um, independent nurseries or independent play schemes [I: Mm] that wanted to offer a little bit extra to their parents.
Interview_PFSa	Building Trust	29	29	working through the, um, designate... the workers who'd already got the connections [I: Okay], and also the systems in place so that parents would be coming in.
Interview_PFSc	Building Trust	51	51	it's always really nice to work with a committed and proactive family support worker because they're the ones that have... generally have the good relationships with the parents already in that they get them through the door and it's a point of familiarity for the parents when you're doing that joined up working
Interview_PFSb	Building Trust	87	87	they've felt like they could be really open and honest about it. They didn't feel that they were being judged. They felt that I was kind of just with them [I: Mm] and that is really important, and that's kind of the essence of the Holding Hands programme is that you aren't... we aren't like teaching as such [I: Mhm, yeah], although coaching is quite implicitly kind of embedded [I: Mm, mhm] throughout the programme. It's a... a mechanism of (.) being... letting them be heard.
Interview_PSC	champion for parents	5	5	champion for parents

Interview_PSC	champion for parents	59	59	there's an ... view from directors [I: Mm] that parenting and prog-, working with and being a champion for vulnerable parents [I: Mm] and their children and young people is a really... is a key... is a key, um, fundamental building block of [I: Mm] any new SEN strategy or strategy... education strategy.
Interview_PFSd	champion for parents	101	101	perhaps changing is having very clear outcomes, so identifying what needs to change; so what is it that's happening now, and what happened following the session
Interview_PFSb	expert	81	81	expert
Interview_PFSd	expert	129	129	If, if you came across as an e- er, you know, to a parent that you're the expert [I: Mhm], you haven't done a very good job.
Interview_PFSd	expert	131	131	they're looking to you anyway [I: Yeah] but nevertheless you need to make... help them feel the... all the skills [I: Mm] and they do. They have all the skills within them [I: Mhm] and the skill that they... the way they can deliver it with their child, no one else [I: Mm] in this world would be able to do it.
Interview_PFSd	expert	137	137	helping them to see it as well.
Interview_PFC	External pressure on parenting	71	71	I don't think politics [I: Mhm], not for our... if, you know... if you're going down to our parenting, it [I: Mm] probably is, um (...) education probably.
Interview_PFC	External pressure on parenting	77	77	I think it used to be (.) social care, for instance
Interview_PFC	External pressure on parenting	77	77	then it was realised that actually if you put it as part of a plan [I: Mhm] for a child protection plan, they don't do it [I: Yeah, okay], or they might do it but they don't really put a hundred percent and they're literally there [I: Mm] because they (.) feel they must
Interview_PFC	External pressure on parenting	105	105	It's not kind of like, "You... you're doing this wrong" [I: Mm, mm], and I think parenting programme does kind of say, "You don't know what you're doing. [I: Mm] We're going to teach you how to be a parent" [I: Yeah], and I think that's quite awkward. That's quite awkward for me. I never use the word 'parenting'.
Interview_PA	External pressure on parenting	45	45	there's less space to do so
Interview_PFSa	External pressure on parenting	31	31	make life as simple as possible for parents. So, there's Asian background in that context, um, also, um (...) elements of both urban white deprived (.) parents who, for whatever rea-, maybe intergenerational difficulties, didn't have the parenting skills and this was about breaking into those intergenerational patterns [I: Mhm], plus areas... side by side areas of, um, affluence where parents were time poor [I: Mm] and they didn't have time to reflect and develop their parenting skills and also had... maybe

				they had slipped from their role as seeing themselves as their children's friends
Interview_PFSa	External pressure on parenting	37	37	politically we are in a time [I: Mm] of great change. Er. There's still been the impact of the two thousand and eight, um (..) er, rece-, you know, um, financial, er, problems which has affected all families and continues to affect them in terms of, um, reduced financial... reduced money.
Interview_PFSc	External pressure on parenting	143	145	you can read books about it [I: Mhm] but you never think you're doing a good job. I: Mm. R: Um. You just think you're winging it and any information is good [I: Okay, yeah] in terms of parenting. So, I think those parents would benefit from a one stop shop
Interview_PFSb	External pressure on parenting	17	17	if you're highly stressed [I: Mm], you'll see beha-, the behaviour will be viewed in a different way and then it becomes this cycle because the behaviour then stresses you out, you then view the behaviour in this other way [I: Mm] which then causes the stress, and I suppose being able to look holistically at the wider picture of the family and the context with which they're in; the... their community and how they [I: Mm] perceive that child within the community
Interview_PFSb	External pressure on parenting	83	83	there's a lot of parents out there that do a very, very good job [I: Mhm] and there are a lot of parents out there that try to do a very good job (.) but have a lot of other barriers that they have to face in the process of being a parent [I: Mm] and I think kind of managing all of the, um (...) you know, with changes in technology and changes in culture and changes in the community [I: Mm], it's difficult to keep up with everything
Interview_PFSd	External pressure on parenting	149	149	I think they sometimes judge themselves as being mean or (.), you know, they're probably judging themselves all the time as a parent [I: Mm] and others are judging them all the time
Interview_PFSd	External pressure on parenting	151	151	and particularly if they've got children with challenging behaviours [I: Mhm], then there's even more judgement (laughing) being made.
Interview_PFC	Facilitator experience/skills	5	5	I've been trained in longer parenting [I: Mm] programmes and the... you don't get the results in the same way you do if it's a short but face to face with the families as a whole
Interview_PFC	Facilitator experience/skills	7	7	I literally would do it every day [I: Mm] all day if I could [I: Mhm] but (..) my experience is I've gone from (..) that first time when you go in and feel petrified because you're going into a home visit [I: Mm] to just feeling so relaxed with it

Interview_PFC	Facilitator experience/skills	33	33	The rest of it was a little bit tedious [I: Yeah, yeah] to be honest, um, and I understand it from being the measure point of view [I: Mm] but from their point of view, it's just like [I: It's too much, yeah] it took up quite a lot of the time.
Interview_PFC	Facilitator experience/skills	37	37	I don't see how that [I: Mhm] necessarily helps [I: Yeah] and I think that's why we gradually cut it out.
Interview_PFC	Facilitator experience/skills	51	51	you could tell. You could tell if... if you needed to follow it up
Interview_PFC	Facilitator experience/skills	53	53	I'm... because I'm so confident in it, I'm probably talking to them more about it and if they say, "Oh, we're having a few problems with this, this and this"
Interview_PFC	Facilitator experience/skills	53	53	through being there a long time [I: Mm], you, kind of, realise what people are asking for [I: Yeah], and parenting is bigger on the agenda than it used to be for parents [I: Mm], and they know to ask for help now
Interview_PFC	Facilitator experience/skills	57	57	before people were too afraid of asking for help. People were also worried about that it would go on their records [I: Mm], that it would be flagged up in schools [I: Yeah], and people get really worried about where that's going to go and actually, you know, you just say, "It's really low end. It's just that you've asked for h-, asked for some help or do some work. It's not... [I: Mm] it's not social care referral [I: Yeah] kind of thing". I think people... part of... part of all of it was breaking down our, um... as family support workers [I: Mhm], our, um, stigma as well because [I: Okay] they... everybody thought that we were part of social care [I: Mm] so they thought we would go and report everything back [I: Right, yeah] and, you know, we've had to break that down [I: Yeah] before we could get in to do other things.
Interview_PFC	Facilitator experience/skills	57	57	professionals are referring. I think the more... the better the relationship that you've got with the professionals in your area [I: Mhm], the easier it is.
Interview_PFC	Facilitator experience/skills	59	59	I've been working really hard for the last five years on building up the relationships [I: Mm] in the area, so they all refer.
Interview_PFC	Facilitator experience/skills	61	61	We've done some in schools [I: Yeah], um, and done workshops and things in... in other places [I: Mm] so it... it helps. It's kind of [I: Mm] everywhere in [local area] [I: Supported], wherever you go, everyone hears about it
Interview_PFC	Facilitator experience/skills	65	65	You have to really sell it to people.
Interview_PFC	Facilitator experience/skills	77	77	then it was realised that actually if you put it as part of a plan [I: Mhm] for a child protection plan, they don't do it [I: Yeah, okay], or they might do it but they don't really put a hundred percent and they're

				literally there [I: Mm] because they (.) feel they must
Interview_PFC	Facilitator experience/skills	105	105	It's not kind of like, "You... you're doing this wrong" [I: Mm, mm], and I think parenting programme does kind of say, "You don't know what you're doing. [I: Mm] We're going to teach you how to be a parent" [I: Yeah], and I think that's quite awkward. That's quite awkward for me. I never use the word 'parenting'.
Interview_PFC	Facilitator experience/skills	147	147	ninety percent of the time that I go in, it's never about behaviour. It's about [I: Mm] what the parent... whatever the parents are going through
Interview_PFC	Facilitator experience/skills	147	147	when you're one to one and working with people, a lot does come out
Interview_PFC	Facilitator experience/skills	171	171	there are other parenting courses and things that I've done [I: Mhm] where you get given planning for each week [I: Yeah, yeah], "This is what you must talk about, this is what you must do", [I: Mm] and you can't do that.
Interview_PFC	Facilitator experience/skills	175	175	people find that really tricky having been trained in other things [I: Yeah] to... to actually be allowed the freedom
Interview_PFC	Facilitator experience/skills	177	177	we're trusted as professionals [I: Mhm] to know how to do it [I: Yeah] which is the best thing of all [I: Mm] that you are just left. You're not left because you do get a lot of support [I: Yeah] but you are left to kind of (.) understand [I: Mm] and use your own professional judgement [I: Mhm, mhm] and experience
Interview_PA	Facilitator experience/skills	23	23	open and approachable and non-judgmental
Interview_PA	Facilitator experience/skills	59	59	the team as a whole respond to the, er, the needs of [I: Mhm] the context that they're in [I: Yeah] so, um (..) I guess where funding is reduced or staff are lost [I: Mm], um, or there's more people that need to be supported [I: Mhm] then they... the teams are obviously responding in [I: Yeah] the best way that they can to try and still provide that service [I: Mm] to as many needing people as they can.
Interview_PFSa	Facilitator experience/skills	3	3	getting the connection with parents so that you're in the community, you've got an established relationship
Interview_PFSa	Facilitator experience/skills	29	29	working through the, um, designate... the workers who'd already got the connections [I: Okay], and also the systems in place so that parents would be coming in.
Interview_PFSa	Facilitator experience/skills	67	67	you have to have high quality supervision which we did [I: Mhm] do. That was a key factor [I: Yeah] in... in maintaining the, um, standard [I: Mm] and helping the pro-, professional development of colleagues

Interview_PFSa	Facilitator experience/skills	71	71	There's this amazing certainty. You know what you're doing, and if you are working... family support workers are working in a context which is uncertain, difficult for them [I: Mm], they actually like to have that very, um, well backed programme
Interview_PFSc	Facilitator experience/skills	3	3	having a well-trained facilitator (laughing) [I: Mhm] who knows what they're going to, um, present and, and talk about,
Interview_PFSc	Facilitator experience/skills	7	7	having a programme that (.) really allows you to listen to what the people are... the people at the group are talking about and telling you, and [I: Mhm] being able to respond to them [I: Yeah] flexibly so it's not too (...) prescriptive
Interview_PFSc	Facilitator experience/skills	51	51	it's always really nice to work with a committed and proactive family support worker because they're the ones that have... generally have the good relationships with the parents already in that they get them through the door and it's a point of familiarity for the parents when you're doing that joined up working
Interview_PFSc	Facilitator experience/skills	53	53	I think that they would possibly get the same outcome whether it was a psychologist or a family support worker but it would depend on the family support worker's skills and their confidence at being able to deliver it.
Interview_PFSc	Facilitator experience/skills	61	61	I don't think it would matter to the parents
Interview_PFSc	Facilitator experience/skills	63	64	I have had some feedback that, "Oh, if the EP tells them it, they'll do it", or [I: Mm], "because it's coming from the EP" [I: Mhm], but I'm not sure. I wouldn't like to think that just because someone's an EP [I: Mm] then what they say is [I: Yeah] worth more I think. I don't know. I think... I think a family support... a good family support worker could do it [I: Mm]; confident, experienced, yeah. I
Interview_PFSc	Facilitator experience/skills	137	137	getting some really confident family support workers [I: Okay] to work with families [I: Mm] would be a good way to go but in some way hold, you know, retain some hold
Interview_PFSc	Facilitator experience/skills	139	139	there are some family support workers that are really pro-Holding Hands [I: Mm] and they do it a lot and they swear by it. They use the flip message in all of the work they do [I: Yeah] and it's really capturing their energy [I: Mhm] and helping them to develop as well [I: Yeah] because I think they can do it [I: Mm] it's... yeah, it's helping them to do it.

Interview_PFSb	Facilitator experience/skills	17	17	programme implementer having to be obviously, you know, trained [I: Mhm] so that they feel competent [I: Yeah] and confident in being able to deliver it, and having that level of supervision where they can... able... where they're able to seek advice and support if they do... if it's outside their realms of competence.
Interview_PFSb	Facilitator experience/skills	87	87	they've felt like they could be really open and honest about it. They didn't feel that they were being judged. They felt that I was kind of just with them [I: Mm] and that is really important, and that's kind of the essence of the Holding Hands programme is that you aren't... we aren't like teaching as such [I: Mhm, yeah], although coaching is quite implicitly kind of embedded [I: Mm, mhm] throughout the programme. It's a... a mechanism of (.) being... letting them be heard.
Interview_PSC	Facilitator experience/skills	41	41	I think whoever delivers it needs to have robust supervision in place [I: Okay] from a practitioner [I: Mm] with the sorts of knowledge and skills that an [I: Mm] EP would typically have. Um. So, whilst it doesn't... I don't think it necessarily has to be an educational psychologist, [I: Mm] I think it has to be somebody with that sort of background [I: Mhm] that, er, is able to help the, er, whoever is delivering, the practitioner who's delivering understand and interpret, er, [I: Yeah] the context in which they're working [I: Mm] and some of the dynamics that are going on.
Interview_PFSd	Facilitator experience/skills	99	99	where the family support workers are more skilled [I: Mhm] with the individual programme, the thing that is changing is sometimes they don't need the six sessions.
Interview_PFSd	Facilitator experience/skills	101	101	I'm happy for them to just reduce it to four or three
Interview_PFSd	Facilitator experience/skills	101	101	perhaps changing is having very clear outcomes, so identifying what needs to change; so what is it that's happening now, and what happened following the session
Interview_PA	Gap between system levels	77	77	It seems like there isn't enough support from (.) higher up in the... [I: Mhm] in the council I suppose [I: Mhm] because, um, it's quite conflicting because they want to support early intervention [I: Mm] but it seems like Holding Hands is just being forgotten about [I: Okay] within that [I: Yeah], um (..) which is... I think it's just because of all the statutory demands
Interview_PA	Gap between system levels	77	77	people sort of higher up in the council are saying they want to support [I: Mm] early intervention [I: Mhm] but it's like it isn't working its way down [I: Mm] to the... to the ground level [I: Yeah] where Holding Hands is

Interview_PA	Gap between system levels	79	79	I think for other parts of the psychology service, it sounds like they're being recognised [I: Mm] but for Holding Hands in particular [I: Yeah], I don't think so [I: Yeah, yeah] because I think if they were fully understood then [I: Mm] there'd be more of a push to keep it going
Interview_PA	Gap between system levels	79	79	it's being lost [I: Mm] everywhere else
Interview_PA	Gap between system levels	81	81	early intervention is... is sort of harder to come by [I: Mm], um, particularly without Holding Hands
Interview_PA	Gap between system levels	89	89	a negative thing [I: Mm] because, er, the parents are going to be missing out on [I: Mhm] that support at the earliest level [I: Yeah] where it could have been really important [I: Mm], um (.) because it seems like a lot of them with... with the feedback that we get say [I: Mm], er, that it's really helped them and that they're really confident dealing with [I: Yeah], er, the challenges now.
Interview_PA	Gap between system levels	103	103	I'm sure if it can [I: Mm], it could come back in a different form [I: Yeah, yeah] if people take notice [I: Mm] and give it the funding and staff it [I: It needs] deserves
Interview_PSC	Gap between system levels	51	51	I've not had any direct
Interview_PSC	Gap between system levels	53	53	there are early on evaluations that... that clearly demonstrated that, um, support like Holding Hands had a significant long term positive effect [I: Mm] for families, and a significant positive long term effect on, um, on local authorities in terms of budgets [I: Mm] because it meant that families were not necessarily relying [I: Yeah] on services going forward
Interview_PSC	Gap between system levels	63	63	I don't think at the moment directors really [I: Mm] fully know. Um. Within this local authority, there is a huge agenda around, um, financial, um, red-, reductions in budgets
Interview_PSC	Gap between system levels	63	63	but other services are going to... are going to be... are going to have to go through quite significant, um, transformation I think.
Interview_PFSc	getting the right group together	7	7	the setting up [I: Mm] of a group, um, and it's something that you can often like not pay a lot of attention to but actually it can make or break [I: Mm] any sort of group,
Interview_PFSc	getting the right group together	15	15	having the right parents there
Interview_PFSc	getting the right group together	21	21	comments that it is quite long.
Interview_PFSb	getting the right group together	7	7	opportunity to engage with other parents that are finding the same situation [I: Okay, yeah] quite difficult so they're able to share and (.) recognise that they're not the only person perhaps feeling this level of difficulty
Interview_PA	helping you practically	13	13	helping you practically

Interview_PFSc	helping you practically	9	9	opportunity to do some practicing
Interview_PA	Hope	95	95	I think the way that it's been developed shows that the concept can be [I: Mm] adapted in many different ways [I: Yeah], um, and still effectively [I: Mm] so (.) I guess the concept is still the... the most important thing
Interview_PA	Hope	99	99	there's already been (.) three or four different [I: Mm, yes] ways of running it already
Interview_PA	Hope	99	99	they wanted to go into maybe running it with learning support assistants
Interview_PA	Hope	73	73	the plan was for it to be run in schools
Interview_PA	Hope	103	103	I'm sure if it can [I: Mm], it could come back in a different form [I: Yeah, yeah] if people take notice [I: Mm] and give it the funding and staff it [I: It needs] deserves
Interview_PFSb	listen to people at all levels	21	21	listen to people at all levels
Interview_PA	Negative perception of support	43	43	you feel like there's a bit of a negative [I: Mm] perception of, er, how well supported they... they might be
Interview_PFSb	Negative perception of support	97	97	even if I think about parenting programme in its name, I would think, you know, you come as... into a group of... and be told what to do.
Interview_PA	non-judgmental	11	11	non-judgmental
Interview_PA	non-judgmental	23	23	open and approachable and non-judgmental
Interview_PA	non-judgmental	23	23	it's not, er, like a power thing [I: Mhm] where the educational psychologist is telling them what to do. It's more like a bit of advice but they're still listening [I: Yeah] and it's more of a two-way, almost equal [I: Mm] kind of relationship rather than just, um, them feeling like they have to do what they're being told to do
Interview_PA	non-judgmental	33	33	they don't feel like they're being told what to do [I: Yeah, yeah] or like they're being judged
Interview_PFSa	non-judgmental	57	57	Once you get that context, that climate, [I: Mhm] you create that group discussion [I: Yeah] then people feel comfortable. They just want to feel comfortable to talk [I: Mm] and they can think about things, and there's a no blame, um, culture
Interview_PFSc	non-judgmental	11	11	having some non-judgmental approach
Interview_PFSb	non-judgmental	87	87	they've felt like they could be really open and honest about it. They didn't feel that they were being judged. They felt that I was kind of just with them [I: Mm] and that is really important, and that's kind of the essence of the Holding Hands programme is that you aren't... we aren't like teaching as such [I: Mhm, yeah], although coaching is quite implicitly kind of embedded [I: Mm, mhm] throughout the programme. It's a... a mechanism of (.) being... letting them be heard.

Interview_PFC	Normalising parenting programmes	97	97	It's just another one of those so it... in our timetables
Interview_PFSa	Normalising parenting programmes	29	29	it was necessary to help parents connect and... and develop their skills. Um. I found that those parent groups worked best when they emerged from, um, independent nurseries or independent play schemes [I: Mm] that wanted to offer a little bit extra to their parents.
Interview_PFSb	Normalising parenting programmes	9	9	accessibility of a parenting programme where it's delivered with a... if it's delivered within like a community hub sort of [I: Mhm] context, um, like easily accessible, a place where parents already access so it's not something [I: Okay] that's kind of [I: Mm], um... not something that's (.) strange or unfamiliar for them
Interview_PFSb	Normalising parenting programmes	85	85	The idea is that that's actually something that people just do [I: Yeah] and they have that port of access, they have that opportunity to engage with people that have maybe [I: Mm] got some knowledge and skills and experience of supporting them with [I: Mhm] those avenues of things.
Interview_PFSb	Normalising parenting programmes	87	87	it's not about taking away freedom, I think, from an individual [I: Mm], I think it's about promoting their sense of autonomy [I: Mm] as an individual, giving them the control over where they should seek things but giving them an opportunity of... of a diverse range of things they can [I: Mm] seek [I: Mhm] rather than cutting back services and actually [I: Yeah], you know, maybe some parents aren't able to do as good a job as they were doing because there isn't those services [I: Mm] that they were originally going to so they're kind of struggling, um (...) struggling as a consequence of not having access I guess
Interview_PA	not just people telling you what to do	13	13	not just people telling you what to do
Interview_PA	not just people telling you what to do	23	23	it's not, er, like a power thing [I: Mhm] where the educational psychologist is telling them what to do. It's more like a bit of advice but they're still listening [I: Yeah] and it's more of a two-way, almost equal [I: Mm] kind of relationship rather than just, um, them feeling like they have to do what they're being told to do
Interview_PA	not just people telling you what to do	33	33	they don't feel like they're being told what to do [I: Yeah, yeah] or like they're being judged
Interview_PA	not just people telling you what to do	35	35	almost like them being told off [I: Mm] or a bit more, er, telling them exactly what to do [I: Yeah, yeah], er, rather than someone listening and [I: Mm] supporting

Interview_PFSc	not just people telling you what to do	7	7	having a programme that (.) really allows you to listen to what the people are... the people at the group are talking about and telling you, and [I: Mhm] being able to respond to them [I: Yeah] flexibly so it's not too (...) prescriptive
Interview_PFSb	not just people telling you what to do	3	3	having parents that are kind of actively being able to engage within the programme.
Interview_PFSb	not just people telling you what to do	7	7	having the children present rather than it being kind of a lecture or seminar approach
Interview_PFSb	not just people telling you what to do	87	87	they've felt like they could be really open and honest about it. They didn't feel that they were being judged. They felt that I was kind of just with them [I: Mm] and that is really important, and that's kind of the essence of the Holding Hands programme is that you aren't... we aren't like teaching as such [I: Mhm, yeah], although coaching is quite implicitly kind of embedded [I: Mm, mhm] throughout the programme. It's a... a mechanism of (.) being... letting them be heard.
Interview_PFSb	not just people telling you what to do	91	91	You don't want someone to turn up to your house and be like, "Well, this is what you've got to do"
Interview_PFSb	Opportunity for growth in relationship	11	11	giving them that opportunity to (...) build on their relationship with their child [I: Mm] because I think that's, you know, obviously what the Holding Hands programme focuses on [I: Yeah] is developing that kind of early childhood relationship with their parents [I: Mhm] with the idea that that would shape [I: Mm] how they perceive their behaviour.
Interview_PA	Ownership - parents take ownership	25	25	I think the advice that they give or the support that... that they provide is also based on (.) the input from the parents
Interview_PR	Parents sharing and learning from each other	73	73	Opportunities to meet the other parents as well [I: Yeah], just to meet the staff
Interview_PR	Parents sharing and learning from each other	75	75	Because when they go... when they... when we all sit in a place, we talk about our kids, so when we're talking in our language [I: Mhm], even if we're not sure, we can say, "Right, our son does this, our daughter, so how do we...?"
Interview_PR	Parents sharing and learning from each other	79	79	getting ideas from different, different parents
Interview_PR	Parents sharing and learning from each other	81	81	learn different ideas, learn different ways of communicating with your own children because there are some kids who don't even talk to their mum and dad.
Interview_PR	Parents sharing and learning from each other	119	119	it's something getting out the house and learning more from different parents [I: Yeah], getting different ideas [I: Mhm] instead of sitting at home
Interview_PFC	Parents sharing and learning from each	57	57	one of the nice things about the groups because you weren't doing it on your own

	other			
Interview_PA	Parents sharing and learning from each other	13	13	it probably helps when parents can see that there's other people having the same problems [I: Mm, mhm] as well so... because if you can form a bit of a network with other parents and other people then [I: Yeah] you can go forwards together and sort of create [I: Mm] a little supportive group [I: Yeah] outside
Interview_PFSa	Parents sharing and learning from each other	57	57	Once you get that context, that climate, [I: Mhm] you create that group discussion [I: Yeah] then people feel comfortable. They just want to feel comfortable to talk [I: Mm] and they can think about things, and there's a no blame, um, culture
Interview_PFSb	Parents sharing and learning from each other	7	7	opportunity to engage with other parents that are finding the same situation [I: Okay, yeah] quite difficult so they're able to share and (.) recognise that they're not the only person perhaps feeling this level of difficulty
Interview_PFSd	Parents sharing and learning from each other	49	49	just listening to them (.) and for them to be able to share it with others and think, 'Oh gosh, it's not just me'.
Interview_PFSd	Parents sharing and learning from each other	51	51	gives them a chance to just reflect on it [I: Mm], just on that... on that situation [I: Yeah], and where else will they have the time to do that [I: Mm], and also when... maybe when we've got both parents there (.), it's both of them being in the same room and hearing [I: Mm] and talking about it, and one parent thinking, 'Oh, I didn't realise you thought that',
Interview_PFSc	Practising what you preach	75	75	if I think that my little boy's playing up, I'll think, 'What can I be doing? What, what will the flip message be telling me to do' [I: Yeah, yeah], and I'll just run through it and think, 'Oh, I could try this, I could try this', and the only way that... in a way, the only way that I know that what I'm doing is okay [I: Mhm] is because I can think, 'Oh, this is the evidence, this... I know that this works' [I: Mhm, mhm], and that would be an 'L' [I: Yeah] or that would be a 'P' [I: Yeah], so I'll give it a go [I: Yeah] and I think it would work for a parent at that level.
Interview_PFSa	Professional development	67	67	you have to have high quality supervision which we did [I: Mhm] do. That was a key factor [I: Yeah] in... in maintaining the, um, standard [I: Mm] and helping the pro-, professional development of colleagues
Interview_PFSa	Professional development	67	67	and some additional training really
Interview_PFSc	Professional development	139	139	training and the supervision [I: Okay], um, maybe some joint working initially

Interview_PFSb	Professional development	17	17	programme implementer having to be obviously, you know, trained [I: Mhm] so that they feel competent [I: Yeah] and confident in being able to deliver it, and having that level of supervision where they can... able... where they're able to seek advice and support if they do... if it's outside their realms of competence.
Interview_PSC	Professional development	21	21	could provide us with, um (..) the basis of training programme to help support other professionals
Interview_PSC	Professional development	23	23	there could be a lot of scope, for instance, um, with... with other professional colleagues
Interview_PSC	Professional development	23	23	who would really, um, benefit from (.) the knowledge and skills in understanding the principles [I: Mm] of [I: Yeah] Holding Hands, um, and be able to promote those
Interview_PSC	Professional development	25	25	I think there's a lot of scope in terms of taking the principles of it, reinventing the format in order for it to be something that other professionals would value [I: Yes] and could take forward themselves.
Interview_PSC	Professional development	41	41	I think whoever delivers it needs to have robust supervision in place [I: Okay] from a practitioner [I: Mm] with the sorts of knowledge and skills that an [I: Mm] EP would typically have. Um. So, whilst it doesn't... I don't think it necessarily has to be an educational psychologist, [I: Mm] I think it has to be somebody with that sort of background [I: Mhm] that, er, is able to help the, er, whoever is delivering, the practitioner who's delivering understand and interpret, er, [I: Yeah] the context in which they're working [I: Mm] and some of the dynamics that are going on.
Interview_PR	Professional/Expertise of EP	113	115	Having a psychologist [I: Okay] will boost the parent to say, "Right, your child is behind on certain things or needs a bit of help", they will know where to go to [I: Okay] and get the help [I: Yeah] because, as I said, they won't know until they [I: Mm] have tried it, so this way they will know that, okay, my child is behind on certain things [I: Mhm], or there's something wrong, the help is there. I: Okay, yeah. R: Because most of the majority of people won't know.
Interview_PR	Professional/Expertise of EP	117	117	is there a chance you could sit and talk as a psycho-, [I: Mhm, mhm] becau-, and you could give them a feedback saying, "Right, your child is here, there's the problem",
Interview_PFSa	Professional/Expertise of EP	5	5	The parents are still able to, er, reflect and talk amongst themselves and have (.) um, access to colleagues with the right skillset, both the EP and the family support worker.
Interview_PFSa	Professional/Expertise of EP	5	5	parents prefer to have an EP in and I think EPs do have the skillset for [I: Mm]

				presentation, um, facilitation of discussion
Interview_PFSc	Professional/Expertise of EP	53	53	I think that they would possibly get the same outcome whether it was a psychologist or a family support worker but it would depend on the family support worker's skills and their confidence at being able to deliver it.
Interview_PFSc	Professional/Expertise of EP	63	64	I have had some feedback that, "Oh, if the EP tells them it, they'll do it", or [I: Mm], "because it's coming from the EP" [I: Mhm], but I'm not sure. I wouldn't like to think that just because someone's an EP [I: Mm] then what they say is [I: Yeah] worth more I think. I don't know. I think... I think a family support... a good family support worker could do it [I: Mm]; confident, experienced, yeah. I
Interview_PFSc	Professional/Expertise of EP	61	61	I don't think it would matter to the parents
Interview_PFSb	Professional/Expertise of EP	17	17	programme implementer having to be obviously, you know, trained [I: Mhm] so that they feel competent [I: Yeah] and confident in being able to deliver it, and having that level of supervision where they can... able... where they're able to seek advice and support if they do... if it's outside their realms of competence.
Interview_PSC	Professional/Expertise of EP	41	41	I think whoever delivers it needs to have robust supervision in place [I: Okay] from a practitioner [I: Mm] with the sorts of knowledge and skills that an [I: Mm] EP would typically have. Um. So, whilst it doesn't... I don't think it necessarily has to be an educational psychologist, [I: Mm] I think it has to be somebody with that sort of background [I: Mhm] that, er, is able to help the, er, whoever is delivering, the practitioner who's delivering understand and interpret, er, [I: Yeah] the context in which they're working [I: Mm] and some of the dynamics that are going on.
Interview_PFSd	Professional/Expertise of EP	111	111	the workshops will be ideal for school settings [I: Yeah], um, because it's a one off and it's [I: Mm], um... it doesn't feel a heavy commitment [I: Mhm], um, and, again, I think the workshops do help to screen [I: Yeah] and some do end up, um, [I: Mm] working on a (..) gr- on a group programme or individual [I: Mm], and also it does highlight where actually there's something over and above just the behaviour

Interview_PFSd	Professional/Expertise of EP	119	119	the practice is great because we're using psychology [I: Mhm] and also we know it's evidence based because we've done quite a bit [I: Yeah, yeah] of research around it. The thing I think is our professional (..) knowledge, skills [I: Mm], daresay expertise in managing groups [I: Mm], um, being able to share information [I: Yeah], being able to deliver it in a way that's (.) understandable and jargon free
Interview_PFSd	Professional/Expertise of EP	119	119	just managing the dynamics of a group and looking at how [I: Yeah] a group develops and shapes, and [I: Mm] know when you're going to tackle a certain issue and... [I: Mhm] so... and, you know, the, the, the ability to build rapport with [I: Yeah] everyone, you know, it's, it's so much more complex now [I: Yeah, definitely], and being able to look at the theories that, that the Holding Hands [I: Mm] is based on, sort of the attachment. You... you'll be able to see that, okay, that parent's got quite a good bond with the younger one but not with the older one [I: Mm], or there's these other complex sort of contextual difficulties, um, so it's being able to manage [I: And hold all of that] hold all of that [I: Mm], and being able to (..) hold it in the moment as well
Interview_PFSd	Professional/Expertise of EP	125	125	actually if you're a skilled psychologist, no one else knows that you've even done it.
Interview_PFSd	Professional/Expertise of EP	129	129	If, if you came across as an e-er, you know, to a parent that you're the expert [I: Mhm], you haven't done a very good job.
Interview_PFSd	Professional/Expertise of EP	131	131	they're looking to you anyway [I: Yeah] but nevertheless you need to make... help them feel the... all the skills [I: Mm] and they do. They have all the skills within them [I: Mhm] and the skill that they... the way they can deliver it with their child, no one else [I: Mm] in this world would be able to do it.
Interview_PFSd	Professional/Expertise of EP	137	137	helping them to see it as well.
Interview_PFC	Promoting programmes	55	55	we make a big deal about talking about it and we put it out to all the people.
Interview_PFC	Promoting programmes	55	55	all the parents are passing it on.
Interview_PFC	Promoting programmes	57	57	one of the nice things about the groups because you weren't doing it on your own

Interview_PFC	Promoting programmes	57	57	before people were too afraid of asking for help. People were also worried about that it would go on their records [I: Mm], that it would be flagged up in schools [I: Yeah], and people get really worried about where that's going to go and actually, you know, you just say, "It's really low end. It's just that you've asked for h-, asked for some help or do some work. It's not... [I: Mm] it's not social care referral [I: Yeah] kind of thing". I think people... part of... part of all of it was breaking down our, um... as family support workers [I: Mhm], our, um, stigma as well because [I: Okay] they... everybody thought that we were part of social care [I: Mm] so they thought we would go and report everything back [I: Right, yeah] and, you know, we've had to break that down [I: Yeah] before we could get in to do other things.
Interview_PFC	Promoting programmes	57	57	professionals are referring. I think the more... the better the relationship that you've got with the professionals in your area [I: Mhm], the easier it is.
Interview_PFC	Promoting programmes	59	59	I've been working really hard for the last five years on building up the relationships [I: Mm] in the area, so they all refer.
Interview_PFC	Promoting programmes	61	61	We've done some in schools [I: Yeah], um, and done workshops and things in... in other places [I: Mm] so it... it helps. It's kind of [I: Mm] everywhere in [local area] [I: Supported], wherever you go, everyone hears about it
Interview_PFC	Promoting programmes	65	65	You have to really sell it to people.
Interview_PSC	Promoting programmes	33	33	as budgets become ever... ever more (.) squeezed.
Interview_PSC	Promoting programmes	59	59	there's an...view from directors [I: Mm] that parenting and prog-, working with and being a champion for vulnerable parents [I: Mm] and their children and young people is a really... is a key... is a key, um, fundamental building block of [I: Mm] any new SEN strategy or strategy... education strategy.
Interview_PSC	Promoting programmes	67	67	the challenge I think is making Holding Hands look as viable as possible
Interview_PFC	Referral routes	53	53	because it's been going on for so long in [local area] [I: Mhm] that they now know about it, so they [I: Okay] are coming and asking for it.
Interview_PFC	Referral routes	3	3	It's effective if they want to do it.
Interview_PFC	Referral routes	5	5	a lot of people are put on it through social care. They say [I: Okay, yeah], "Well, as part of a plan, you must do it", um, and that's not effective

Interview_PFC	Referral routes	57	57	before people were too afraid of asking for help. People were also worried about that it would go on their records [I: Mm], that it would be flagged up in schools [I: Yeah], and people get really worried about where that's going to go and actually, you know, you just say, "It's really low end. It's just that you've asked for h-, asked for some help or do some work. It's not... [I: Mm] it's not social care referral [I: Yeah] kind of thing". I think people... part of... part of all of it was breaking down our, um... as family support workers [I: Mhm], our, um, stigma as well because [I: Okay] they... everybody thought that we were part of social care [I: Mm] so they thought we would go and report everything back [I: Right, yeah] and, you know, we've had to break that down [I: Yeah] before we could get in to do other things.
Interview_PFC	Referral routes	57	57	professionals are referring. I think the more... the better the relationship that you've got with the professionals in your area [I: Mhm], the easier it is.
Interview_PFC	Referral routes	77	77	then it was realised that actually if you put it as part of a plan [I: Mhm] for a child protection plan, they don't do it [I: Yeah, okay], or they might do it but they don't really put a hundred percent and they're literally there [I: Mm] because they (.) feel they must
Interview_PFC	Referral routes	139	139	they've been forced to do it
Interview_PFSa	Referral routes	9	9	I think that the referral route that we had needed improvement. It needed to be much more open access, it needed to have a higher profile,
Interview_PFSa	Referral routes	9	9	there was a kind of conflict of role; [I: Mm] family support workers were both, um, gatekeepers to the, er, programme, and also recruiters, the active recruiters [I: Mm] of parents. Those roles should have been completely separate.
Interview_PFSb	Referral routes	5	5	self-refer [I: Mm] and they decide to come on themselves [I: Mhm] but actually (.) those parents tend to be the ones that aren't the ones that necessarily need that level of input
Interview_PFSb	Referral routes	9	9	accessibility of a parenting programme where it's delivered with a... if it's delivered within like a community hub sort of [I: Mhm] context, um, like easily accessible, a place where parents already access so it's not something [I: Okay] that's kind of [I: Mm], um... not something that's (.) strange or unfamiliar for them

Interview_PFSd	Referral routes	89	89	we don't offer to... the programme to a parent who doesn't want it [I: Mm], so really we probably wouldn't know the ones who [I: Yeah] just don't want it [I: Mm, mm] because we know we get change from the people that are looking [I: Mm] for help or looking for support.
Interview_PSC	responsibility to support	5	5	responsibility to support
Interview_PSC	responsibility to support	13	15	if we did roll it out, we wouldn't be necessarily rolling it out in order to make surplus income. I: Mhm. R: We would be using any income that we generate from it [I: Yeah] to continue to run it within county [I: Mm] as cheaply as possible.
Interview_PSC	responsibility to support	39	39	which is expensive [I: Mm] but it's necessary for some
Interview_PSC	responsibility to support	47	47	, I would look at using any... any surplus income from that [I: Mm] to continue to grow the Holding Hands project within county and offer as much as we can as cheaply as we can to those who need it.
Interview_PSC	responsibility to support	59	59	there's an ...view from directors [I: Mm] that parenting and prog-, working with and being a champion for vulnerable parents [I: Mm] and their children and young people is a really... is a key... is a key, um, fundamental building block of [I: Mm] any new SEN strategy or strategy... education strategy.
Interview_PFSd	responsibility to support	87	87	we will try to work with them as well [I: Okay] because if it doesn't work, it's those sort of things that might get in the way
Interview_PFSd	responsibility to support	101	101	perhaps changing is having very clear outcomes, so identifying what needs to change; so what is it that's happening now, and what happened following the session
Interview_PA	Stigma around EPs	35	35	I think sometimes there's a bit of a stigma around [I: Mm], particularly educational psychologists
Interview_PA	Stigma around EPs	35	35	almost like them being told off [I: Mm] or a bit more, er, telling them exactly what to do [I: Yeah, yeah], er, rather than someone listening and [I: Mm] supporting
Interview_PFSd	Stigma around EPs	63	64	I have had some feedback that, "Oh, if the EP tells them it, they'll do it", or [I: Mm], "because it's coming from the EP" [I: Mhm], but I'm not sure. I wouldn't like to think that just because someone's an EP [I: Mm] then what they say is [I: Yeah] worth more I think. I don't know. I think... I think a family support... a good family support worker could do it [I: Mm]; confident, experienced, yeah. I

Interview_PFSb	Stigma around EPs	81	81	<p>they're quite apprehensive about working with me [I: Mhm] because they see psychologists and they kind of automatically do kind of take that [I: Mm] back seat thinking, 'Oh, gosh, I'm going to be judged as a parent' [I: Mhm], um (..) but other parents are really readily to engage with... with you and [I: Mm] want to work with you and see you as a source of help, and I think actually my... part of my role is overcoming those barriers [I: Mm] and it is to help and support the parent to understand that this is a team and [I: Mm], you know, no one in this team is (...) um, the expert.</p>
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