



Parents Plus Psychology-Led Service Headline Outcomes 2022-2023

Parents Plus Psychology-Led Service is part of Cardiff Parenting (0-18). We are a multi-disciplinary team, made up of educational psychologists, a clinical psychologist, a specialist health visitor and psychology-led practitioners. All team members have a comprehensive understanding of early child development and enhanced training in theories, approaches and interventions that support early parent-infant interactions and relationships.

We work in partnership with parents who are pregnant, or who have babies, infants and young children in the early years, to support them in promoting all aspects of their child's play, early development and well-being.

Our **direct work** consists of delivering personalised, psychology-informed interventions, with the parent/s and child, in the family home. Our interventions range from providing **targeted support** (for families experiencing early difficulties whose needs cannot be met by universal services alone) to more **specialised support** (where a child's early development and well-being is most at risk due to a range of risk factors that us having an adverse impact on the parent-child relationship).

Our **indirect work** includes:

- Co-leading an Attachment, Relational and Trauma Informed Service (A.R.T.I.S.) Community of Practice.
- Co-working with colleagues to provide Joint Formulation sessions and/or Thinking Together Conversations.
- Designing and delivering psychology informed training for practitioners.
- Working at a local and national level to promote all aspects of supporting parent-infant relationships, early child development and infant mental health and well-being.

197 pieces of parent-infant work

In 2022-2023, we completed **197** personalised, psychology-informed, interventions. Out of these, **83** were completed by **fathers/significant males**.

97% of these interventions showed evidence of positive change, as measured by a standardised tool

2,435 home visits

We carried out 2,435 sessions with families. **244** of these were with families who are currently **homeless**, and **84** were carried out with the help of an **interpreter**.

252 Video Interaction Guidance Sessions were carried out with parents and infants



303 people attended our trained

303 people, within the wider organisation and partner agencies, attended our **psychology-informed training** and **talks** on topics such as; parent-infant relationships, attachment, trauma, early child development and infant mental health.

In 2022, our service won a **National Award**, from the Association for Infant Mental Health, for our innovative work in taking a psychology-led model into the heart of the community to increase access to parent-infant relational support.



Parents Plus Psychology-Led Service

Case Studies 2022 - 2023

Background

Sian is a mum who had recently moved to live back home with her parents as she had separated with Megan's father due to an allegation of sexual abuse. As a result of this event, Sian felt that the relationship between her and Megan had been ruptured. Due to the nature of the event, Sian was anxious about keeping Megan physically and emotionally safe whilst attending to her personal daily needs e.g. washing her and changing her nappy.

Assessment

The Initial Assessment Visit was carried out with a number of family members present. They were understandably protective over Sian and Megan. Sian described Megan as her “little miracle” as she had tried to conceive for a long time. Sian recognised the rupture in their relationship and was unsure how to work through this.

Targets for change co-created with with parent

The targets that were agreed during the initial assessment visit with Sian were:

- To continue to build yours and Megan's relationship through play.
- Helping you to understand and respond to Megan's behaviour.

Formulation

During the formulation meeting with the psychologist, different hypotheses around how people were making sense of and responding to the traumatic event were considered. We also thought carefully about what things were like for both Sian and Megan, roles within the family, what Sian felt needed to change and how ready, willing and able she was to make these changes and how we might help her start this journey. We also considered the psychological theories and approaches that might help mum and Megan feel more relaxed in their interactions together in order to re-build the mother-daughter relationship.

Theories and approaches that informed the intervention

- Attachment Theory
- Relational & Trauma Informed Approaches
- Solution focused & Strength Based Approaches
- Co-regulation
- Attunement/Serve and Return
- Good Enough parenting
- Video Interaction Guidance



Outcomes

Mum’s scaling against the targets increased from 8-10.

A standardised assessment showed improvements in parental satisfaction, child behaviour and, particularly, the parent-child relationship which increased from a 4 (mixed) to a 7 (extremely satisfied).

Another standardised assessment, used to measure aspects of the attachment relationship, showed a positive change from 20 (+17 is of concern) to a 4 (no concern).

Parent and Child experience:

Sian reported that her and Megan had “*bonded more*” and that she now “*understands more what she wants and how she needs it*”.

Sian reported feeling “*less stressed*” and told us how “*playing with her more helps me to understand her*”.

We asked Sian what Megan might say about how things are for her at the moment:. Sian thought she would say:

“It’s a lovely, caring environment and I love the people around me”.

Background

Yones is a single father to 2yr old Amaya who moved to Cardiff 2 years ago. Prior to this Yones lived in England where he and Amaya's mother both struggled with drug addiction on and off for around 15 years. Yones and Amaya moved to Cardiff to be closer to family and had lived in a hostel for a year and half when we started working with them.

Assessment

During the Initial Assessment Visit, Yones said that he enjoyed being a parent but also spoke about struggling to implement boundaries and consistent routines in at home. Yones spoke about how he often struggles with anxiety, and that his mental health can change from day-to-day.

Targets for change co-created with parent

- To help Yones to understand and respond to Amaya's behaviours.
- To looking at ways of supporting Amaya's emotional development.

Formulation

During the formulation meeting with the supervising educational psychologist, we thought about how Yones wanted to do his very best for Amaya, but was unable to see past what he is doing "wrong". We hypothesised that Yones struggled to implement and maintain changes due to his fluctuating mental health and feelings of guilt and shame. We thought about how Yones's family members may be impacting on his feelings around his ability to parent. We were mindful that Yones was working with various other professionals, such as housing, probation, social workers, mental health support, and preempted that he might find weekly engagement difficult due to having lots of appointments. Together we thought that a slow paced and therapeutic approach was needed to boost Yones' confidence and help him to see his strengths.

Theories and approaches that informed the intervention

- Rupture and repair
- Good enough parenting
- Motivational interviewing
- Watch, Wait and Wonder
- Video Interaction Guidance

Outcomes

A standardised assessment showed improvements in:

- Satisfaction with child behaviour – increased from 1 (extremely dissatisfied) to 4 (mixed)
- Satisfaction with self as a parent – increased from 1 to 5 (somewhat satisfied)
- Satisfaction with parent-child relationship - increased from 5 – 7 (extremely satisfied)

Parent and child experience

During our final appointment, when asked what changes had been made Yones reported:

"As a single dad I used to feel so scared and anxious about getting things wrong but I don't feel that way now. I feel more confident and comfortable as a parent. I have up and down days where I really struggle with my mental health but I can still see how far I've come. I find myself wondering what she might be thinking and feeling which I wasn't able to do before and it's helped us to connect on a deeper level. I feel emotional thinking about how strong our bond is now. I used to think that only mothers could have this kind of relationship with their child, but I was so wrong. H's speech is coming on really well. She seems to be able to express herself more, she'll take my hand and show me things instead of getting worked up. I understand her needs more, not just her physical ones but her emotions as well. I know I've got a long way to go with the help of others, but at the moment I feel really proud of us both.

...you came in to our lives at a very scary, emotional and difficult time and I am so grateful that you did. It took a while for me to get used to the fact that you weren't coming in to tell me what I need to do differently, but focused on what I was already doing well. You've helped me to see my strengths and made me realise that I am capable, even on my worst days. Seeing you play and interact with H helped me learn what she responds well to and made me want to do it for myself. You've been a helpful role model for me which has helped me learn. I struggle to find the time to play with her some days without distractions, but when I do I feel more confident in knowing how to play with her than before.

...I don't think services like yours get enough credit. I don't think I can put into words how grateful I am for your support alongside other services who have helped. I appreciate that you didn't bombard me with too much information and took things slow. You're good at knowing where I'm at mental health wise and not overloading me. I will never forget how much you've helped us"