



# VPG'S EVERY FAMILY PROGRAM LOGIC

## NEEDS STATEMENT:

Within the Tablelands and Cassowary Coast communities, there are higher than average numbers of children who are developmentally vulnerable in one or more areas of their development including social competence, emotional maturity, language and cognitive skills and physical health and wellbeing (AEDC, 2018). Our communities are also facing socio-economic disadvantage and a multitude of social issues (ABS, 2016). It is well documented that engagement with early education prior to school is beneficial to children (Edwards et al. 2009). Within our communities there are significant rates of children entering the school system with no prior engagement in early education; thus increasing their vulnerability.

Research shows that without early intervention these risk factors can lead to social-emotional delay in children. By providing early intervention programs and parent education to parents/carers/families in our communities, we can improve children's social-emotional development (Macvean et al 2016). Additionally, providing support to parents can enrich the development of positive parent-child interactions, which is particularly beneficial when parents are facing challenges that may compromise their parenting capacity, such as in our communities.

## OBJECTIVE:

The Every Family program offers a range of early intervention and prevention services and resources throughout the Atherton Tablelands and Cassowary Coast regions, aimed at improving children's development and wellbeing and supporting the capacity of those in a parenting role.



## INPUTS

Funding from Department of Social Services

Qualified, experienced staff

Office infrastructure

Outreach locations

Staff training and professional development

Local area knowledge and expertise

Evidence based parenting programs training

## ACTIVITY

Parenting skills and parenting support

School readiness program

Service Coordination

Peer Support Groups

Playgroup

Digital Campaign & Resources

## OUTPUTS

We will measure;

- Total number of clients who attend the services
- Numbers of clients with a disability
- Number of ATSI clients
- Number of CALD clients
- Number of sessions delivered as part of the services.

We will also measure the % of Clients reporting progress in:

- achieving individual parenting/development goals
- improvement in their circumstances
- increased/changed knowledge regarding childhood behaviour/development/transitions

## SHORT-TERM OUTCOMES

Parents/carers have increased knowledge and skills about:

- Positive parenting styles and strategies
- Childhood behaviours
- How to manage challenging behaviours in their children
- Childhood development ages and stages
- Supporting their child through key transitions
- Understanding of how to access support services

## MEDIUM-TERM OUTCOMES

Parent/carers increasing use of positive strategies to

- Respond to children's needs
- Manage difficult situations
- Have positive interactions with their children
- Support their children's social and emotional wellbeing

Improved parenting confidence and efficacy

Improved family functioning

Improved child social and emotional skills

Increased confidence and knowledge to access support networks

Utilise developing skills to improve their circumstances and family functioning and child wellbeing

## LONG-TERM OUTCOMES

Positive parenting practices

Positive parent/caregiver and child relationship

Children are socially and emotionally ready to start school

Parents/carers are equipped with tools and strategies to manage their children's needs

Parents/ carers access support networks when their family requires it

Children and families have increased resilience

Children sustain engagement with education through key transition points (prep and year 7)



## THEORY OF CHANGE STATEMENT:

The program aims to improve children's development and wellbeing, primarily by providing support and capacity building to those in a parenting role. We will achieve this by providing evidenced based programs and structured support to parents/carers and children. Within the Tablelands and Cassowary Coast communities, there are higher than average numbers of children who are developmentally vulnerable in one or more areas of their development including social competence, emotional maturity, language and cognitive skills and physical health and wellbeing (AEDC, 2018). It is well documented that parenting support improves parent self-regulation, relationship skills and parenting confidence which in turn enhances children's social-emotional development and cognitive outcomes (Jones & Prinz, 2005) (Macvean, et al 2016).

Our parenting skills, parenting support and peer support group services will be provided to enhance the wellbeing and development of children. Evidenced based parenting programs such as Circle of Security Parenting (COS-P) have been shown to enhance parents skills to understand their child/ren's needs, learn new ways of responding to these skills, improve attachment and learn to regulate their responses to their children (Kim, 2018). Additionally, the Triple P parenting program, has been evidenced as an effective intervention for improving behaviour, social and emotional outcomes for children and increasing parental adjustment and satisfaction (Sanders et al, 2014).

Vulnerable children will be provided with evidenced based, best practice group work programs and workshops to address childhood behaviour/development concerns as needed. Providing social-emotional learning within schools improves children's wellbeing (Diamond and Lee, 2011), which in turn influences their future outcomes (Shields et al, 2001).

Service Coordination interventions will increase the connection and capacity of vulnerable families in the community. By strengthening parents' social connections and access to services we are working to improve child and family wellbeing (Commerford & Robinson, 2016).

There are a range of community, family and individual factors that contribute to a child's readiness for school (Edwards et al, 2009). Children and families require information and support to navigate and achieve successful school transitions and parent education is a key element in children transitioning successfully (Elliot, 2006). By providing School Readiness support in the form of parent and child workshops to ensure a positive start to school, we are increasing the number of children who are likely to engage well in education and experience success both socially and academically within our communities (Farrer et al 2007).

Our supported playgroup service will support parents, families and children by providing structured activities and professional parenting support. This will improve child outcomes in physical health and wellbeing, social competence, emotional maturity, language, cognitive skills and school readiness (Pourliakas et al, 2016). It is known that attendance at quality early learning programs and playgroups have a positive effect on early childhood development (Edwards et al. 2009) and strengthening parenting skills and confidence in understanding their children's development (Commerford & Robinson, 2016).

The program utilises the Transtheoretical Model of Behaviour Change (TTM). TTM informs the development and process of group-based programs. Through incorporating and adapting TTMs core constructs - stages of change, processes of change, decisional balance and self-efficacy – our group parenting programs assist participants in developing the necessary skills to change parenting behaviours and improve skills (Prochaska & DiClemente, C 1992).

We actively support clients' participation in our program via an advantaged thinking approach that is strength based and non-judgmental. Our processes ensure that our program is conducting holistic assessments, considering individual need and additional requirements of the families we support.

The assumptions that we make about how our program will work include that parents will voluntarily engage positively with our service activities and have the capacity to do so, our outreach locations will continue to be available, we will have low staff turnover and training in our evidenced based programs will continue to be available.



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