

The Five Pillars of Parenting

Element 1: Who is the programme for?

PPET rating: **** *A sufficiently specified target population*

Who is the programme for?

Five Pillars of Parenting targets Muslim parents with a child between the ages of four and 11. The practitioner qualifications and programme content are appropriate for parents with these characteristics.

How old must the children be?

Between the ages of four and 11 years.

Classification Targeted Prevention

Level of need Low
Moderate

Referral and recruitment

Parents can be recruited through schools, parent support workers, health visitors, children's centres, community centres and advertising on Muslim radio stations. Parents can self-refer or be referred by a health professional or their children's teacher.

Enrolment process

The practitioner has an informal discussion with each prospective family considering enrolment in the programme. Parents also complete a monitoring form requesting information about the family characteristics. The practitioner then determines whether Five Pillars of Parenting is appropriate after completing a preliminary assessment of the family's needs. Parents with more complex needs are signposted to more appropriate services.

Are there any eligibility requirements?

Any Muslim parent, of any ethnic background is eligible to participate. Practitioners are expected to signpost families to additional services if it is clear during the initial discussion that their needs are too complex for the programme

How are the needs of parents assessed and monitored?

During the first session, parents complete a series of questionnaires that include standardised measures of child behaviour, parental stress and parental wellbeing. Parents then complete these measures again at the end of the programme.

During the programme, the practitioner informally monitors parents' needs as they participate in the various programme activities and complete the homework assignments. Any concerns about the parent are discussed first with the parent and then with the supervisor to determine if additional services would be appropriate. The programme would benefit from more detailed referral guidelines.

How are parents referred onto other services?

Practitioners are provided with a list of possible indicators that indicate whether parents may be in need of additional services. The list includes a parent who discusses an ongoing difficulty which the practitioner feels would be best addressed by another service. Additional indicators include a lack of improvement in the standardised measures completed before and after the programme. If the standardised measure shows no improvement, the measure is repeated again by a trainer who speaks the parents' language. Results are then discussed with a supervisor, and then practitioners meet with the parent to conduct an in-depth assessment of the problem. The practitioner and their supervisor finally decide on the most appropriate outcome or referral.

Element 2: What are the content and activities of the programme?

PPET rating: **** *Promising theoretical framework and content*

How is the programme delivered?

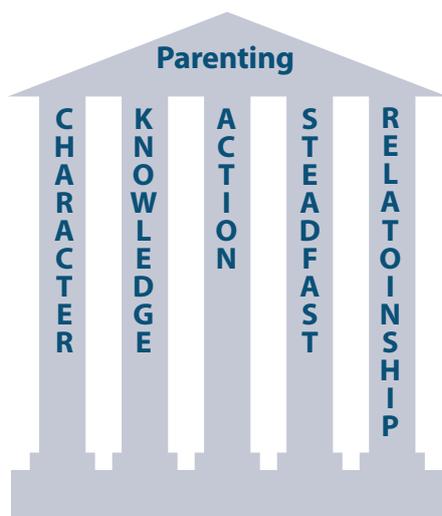
Parents attend eight weekly group sessions typically involving six to 12 parents. The sessions last approximately two hours and are delivered by a lead and co-practitioner.

Where is the programme delivered?

Five Pillars is delivered at a number of venues including faith-based centres, Sure Start Children's Centres, community centres and schools.

What do parents do during the sessions?

The content of Five Pillars combines behavioural management skills with Islamic teachings. The sessions help parents master skills within each of the 'Five Pillars' of parenting —character, knowledge, action, steadfast and relationships.



During each session, parent goals and responsibilities are linked to the Muslim faith through quotations from the Quran. Over the eight weeks, parents learn:

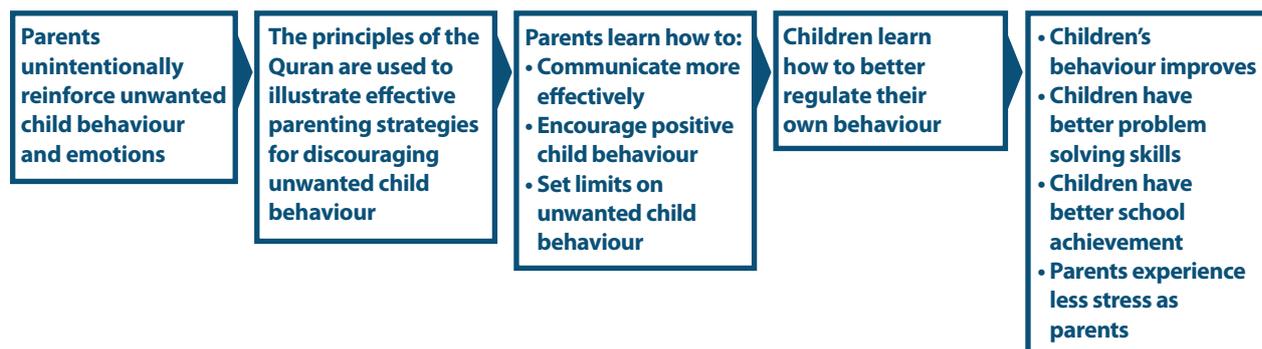
- How to communicate effectively with their child
- How to use praise to encourage positive child behaviour
- How to use reward charts
- The importance of play
- About different parenting styles
- How to manage difficult child behaviour
- How to manage parenting stress.

What is the scientific basis for the content?

Five Pillars draws on a number of scientifically proven theories of child development, including social learning theory.

How does the programme work? (What is the theory of change?)

The Five Pillars of Parenting Programme assumes that some parenting practices unintentionally reinforce children's behavioural and emotional problems. The Five Pillars of Parenting Programme aims to change ineffective parenting practices by teaching parents new strategies linked to core teachings from the Quran. Once parents master these strategies, their children's behaviour should improve at home and at school. These parenting skills will also support children's development as they grow older.



Short-term goals:

In the short term, it is expected that parents will experience:

- Improvements in parenting behaviour
- Greater parenting satisfaction
- Improved parental adjustment.

Long-term goals:

In the long-term, it is expected that:

- The child's behaviour will improve
- The child will do better at school
- The parent will experience less stress.

It is also expected that parents will set up their own parenting support group with other Muslim parents who have attended the programme. This continued support will help parents maintain their confidence and improved parenting skills.

How do parents learn during the programme?

Parents learn through practitioner presentations, group discussions, DVD clips, role-play and homework assignments. Parents review the skills they learned by playing the Five Pillars of Parenting game during the last session.

Parental engagement:

It is assumed that the relationship between Muslim teachings and parenting strategies will help keep parents engaged. Other methods for engaging parents include:

- Practitioner contact with parents prior to the start of the programme
- At the first session, the practitioners form ground rules and ask parents to commit to attending the group
- Parents have a celebration and receive a certificate during the final session
- Practitioners call parents who have missed a session and problem solve ways to make it easier for them to attend.

Element 3: How are practitioners trained and supported?

PPET rating: **** *Prepared for limited dissemination*

Practitioner qualifications:

The lead practitioner is required to have a minimum of a QCF Level 6 qualification in psychology or a related profession, as well as previous experience of working with Muslim parents. Co-practitioners should have a minimum of a QCF level 4/5 qualification in a helping profession

Practitioner training:

Practitioners attend four days of training before delivering the programme. The first day covers the core components of the Five Pillars' content, assessment criteria and group dynamics. The second day covers attending skills, the importance of play and stress management skills. Practitioners also learn to link parenting strategies to the Muslim religion. On the third day, practitioners learn how to teach skills for managing difficult behaviour, how to facilitate discussions and practice role-playing sections of the content. On the final day of training, practitioners learn how to monitor and evaluate the programme.

Training is additionally supported by a 'Trainers Pack' that includes handouts of the content covered in the training as well as an accreditation checklist.

The training would benefit from more information about the programme's underlying theories and methods for handling sensitive issues.

Accreditation:

Accreditation is awarded to practitioners at the end of the four-day training. Accreditation is only awarded if the practitioner can demonstrate competence in delivering the programme material and using the trainer manual. The practitioner must also complete written assignments during the course of the training. While the accreditation process ensures that the practitioner has some core competencies, it is less rigorous than what is typically required of parenting interventions.

Systems for maintaining fidelity and quality assurance:

Programme fidelity is supported by reflection forms completed by the practitioners after each session. However, these forms are not adequate for ensuring that the programme was delivered in the manner that it was intended. The programme would benefit from more explicit and required systems for maintaining programme fidelity.

Supervision requirements:

Practitioners are required to attend one supervision session with the programme developer at the end of the programme. Practitioners also support each other through peer supervision while delivering the programme.

Wide-scale dissemination:

There is currently no system in place for training experts who can then independently train trainers. This means that practitioners can only be trained and supervised by the programme developer.

Implementation support:

The developers provide workshops to support agencies delivering the Five Pillars of Parenting Programme to provide professionals with a better understanding of the programme. Plans have been discussed for extending support services, such as practitioner away days and booster training workshops.

Element 4: The strength of the programme's evidence

PPET rating: **** *Preliminary evidence of effectiveness*

Five Pillars of Parenting has **preliminary** evidence of improving children's behaviour and parenting practices from a single study involving the use of standardised measures completed by parents before and after attending the programme. The details of this study are provided briefly below.

Population, study design and measures

Study 1. Approachable Parenting (2011)

Seventy-five parents with a child between the ages of three and 14 completed standardised measures of child and parent behaviours before and after attending the Five Pillars of Parenting Programme.

▶ Significant outcomes

Parents reported significant improvements in their child's behaviour and the parenting style.

Additional research:

The Five Pillars of Parenting Programme routinely monitors its effectiveness through the use of standardised measures completed by parents before and after attending the programme.

References:

Roche-Nagi, K. and Hussien, H. (2011) Research Report on Five Pillars of Parenting. Approachable Parenting Report.