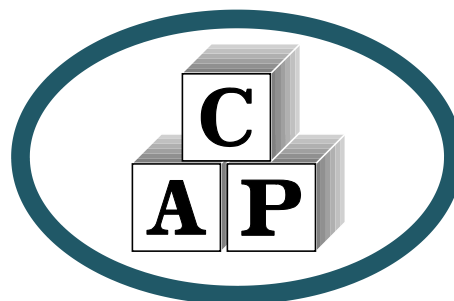


CAPS

Children and Parents Service
Manchester



CAPS Service Brochure

July 2010

“No child’s future should be predetermined by the decisions or mistakes of his or her parents, and I firmly believe every child should have the chance to succeed, regardless of their background. Intervening earlier with troubled families can not only prevent children and their parents falling into a cycle of deprivation, antisocial behaviour and poverty but can save thousands if not millions of pounds in the longer term.

This review demonstrates the importance the Government places on improving early intervention, we want to learn from the areas already pioneering a successful approach to tackling troubled families early and build on local good practice.”

Children’s Minister Sarah Teather, speaking on the
Independent Commission into Early Intervention July 2010

“If this was a government initiative it would be the best investment of finance”

Father of 2 children in Moss Side speaking about CAPS
Parent Survival Course after completion

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Executive Summary

- The Children and Parents Service (CAPS) is a multi-agency partnership between Health (CAMHS), Early Years and Play, and Family Action (formerly Family Welfare Association).
- CAPS is jointly commissioned by CAMHS, Sure Start, Extended Schools and the Think Family Grant (Parenting Early Intervention Pathfinder (PEIP) and Area Based Grant). Partnership working has led to successful provision of delivery plans including the Core Offer requirements for Parenting Support and is in line with Manchester's Think Family Strategy.
- CAPS delivered 95 effective, evidence based parent courses to approximately 760 parents of 0-12 year olds showing clinically significant improvements in both child behaviour and parental depression and stress.
- Data demonstrates that CAPS engages some of the most vulnerable families in the city with approximately 68% of families falling into clinical ranges for problem behaviour and depression; 51% having 3 or more risk factors and 94% having one or more risk factor for poor child outcome.
- Clinically significant improvements to child outcomes have been demonstrated including increased school attendance and attainment. Of those with persistent absences at pre course 75% were no longer persistently absent one term after completing the course.
- Calculations suggest substantial efficiency savings as a result of early intervention in Manchester. As an absolute minimum, the cost saving of family support and mental health input alone approximates to £6000 per family over a year for those families who have moved out of clinical ranges for problem behaviour and depression following CAPS intervention. This represents a potential cost saving of £3,558,000 (593 course completers no longer in clinical range post course x £6000)
- Within 3 months of completing a CAPS parent course 40% of parents were either employed or reported seeking employment, 20% were engaged in voluntary work and 45% had registered with a college.
- The service delivers innovative infant interventions, including work with perinatally depressed parents, in line with national guidance on the benefits of early intervention with under 2s. 16 courses have been delivered to approximately 96 parents. Of those parents considered "at risk or inept" pre-course, 85% moved to "sensitive and satisfactory" ratings post intervention. Of those in clinical ranges for depression pre-course 79% were not depressed at the end of the intervention. This work has targeted and successfully engaged

first time parents and teenage parents.

- CAPS has been successful in engaging a representative proportion of the Manchester population to all its services, including young parents (with 13% being under the age of 25 years), fathers and parents from ethnic minority backgrounds. In fact, parents from minority ethnic backgrounds were more likely to complete parent courses than those parents who describe their ethnicity as White British.
- CAPS achieved its target of asking 100% of parents whether they had registered with Sure Start and engaged 95 new Sure Start registrations, linking parents to additional support services. 15% of families had involvement from CFSC.
- Approximately, a further 41 independent evidence based parent courses were delivered by schools and agencies to approximately 300 parents of 5-8 year olds. The course leaders of these courses, trained and supported by CAPS, have increasingly attended videotape supervision and peer coaching sessions to ensure treatment fidelity.
- CAPS provides 34 pre-school psychology clinics city-wide in Sure Start Children's Centres. 261 referrals were received with an average wait time of only 4 weeks. Attendance rates were very high with 100% of children referred seen within NHS wait time targets. 23% of parents attending clinic report having a child with a disability.
- CAPS provides consultation to the Family Nurse Partnership Project and to Manchester's Complex Families Team and the newly established Early Intervention Teams.
- CAPS is committed to delivery of evidence based early interventions and has an excellent track record for evidencing its effectiveness in improving child outcomes. These interventions are cost effective and have potential substantial efficiency savings for Manchester.

The following report provides a detailed explanation of CAPS services provided, background research and rationale. The outputs and outcomes of the CAPS Pre-school and CAPSTIP services for April 2009 – March 2010. are provided in the CAPS Data Report 2010. It is recommended that for a full understanding of the service both reports are read. In Manchester the evidenced based Incredible Years Programme is known as the Parent Survival Course. For details on all the courses run please refer to the Summary of CAPS Interventions table at the back of this report.

Introduction

CAPS



Introduction

This report aims to establish the background and rationale for the services provided by the Children and Parent's Service (CAPS), Manchester; and sets the strategic context for why it is essential for the service to be supporting families in the social, emotional and behavioural development of Manchester's children and families.

Why early intervention?

Strategic Context

The *Every Child Matters* (ECM) agenda refined in the *Children's Plan: Building Brighter Futures* (DCSF, 2007) and the follow-up *Children's Plan: One Year On* (DCSF, 2008) continues to provide the strategic vision for all services for children and young people. The ECM agenda emphasises improving outcomes under the five headings: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well-being. In the *Children's Plan* (2007), the government outlined its expectations that, by 2010-11, Children's Trust Boards should have in place *"consistent high quality arrangements to provide identification and early intervention for all children and young people needing additional help in relation to their health, education, care and behaviour, including help for their parents as appropriate"*. In addition, *Healthy Lives, Brighter Futures* (DoH and DCSF, 2009) sets out plans for universal, targeted and specialist support services across the age range. In relation to pregnancy and the early years, it argues that to improve ante and post natal support for parents and to help them prepare for and adjust to parenthood, health provision should be better integrated with Sure Start Children's Centres.

Early intervention is crucial to increase safety for children and their carers and initiatives aimed at prevention will have long term cost benefits for local authorities.

Every Child Matters (2003)

A number of recent reports and policy documents have argued the importance of developing high quality early intervention services. To secure the best outcome for families *Maternity and Early Years, Making a Good Start to Family Life* (2010) makes a strong case for focusing investment in children's earliest years. *The Marmot Review* (2010) states that giving every child the best start in life is crucial to reducing health inequalities across the life course and argues that early interventions that begin in pregnancy and the first two years of life are likely to produce the greatest benefits. Last year, in his progress report on child protection, Lord Laming said that *"early intervention is vital – not only in ensuring that fewer and fewer children grow up*

in abusive or neglectful homes, but also to help as many children as possible to reach their full potential” (2009).

A growing body of evidence shows that environmental influences from birth to three years of age impact significantly on children’s academic, language, social and emotional development. Poor early life experiences can permanently impair the healthy growth of very young children’s brains; whilst positive experiences can have the opposite effect. Young children with antisocial behaviour are at a significantly higher risk of poor outcomes throughout life such as:

- poor school achievement
- youth crime
- long term unemployment
- and family breakdown in adulthood.

By preventing problems from arising in the first place and/or identifying and remedying problems as early as possible, the damage to a child’s development can be minimized. Commitment to effective early intervention has to be a long term strategy, with sufficient resources dedicated in order to ensure maximum impact and positive outcomes for children.

Research suggests that if a problem is identified early on in a child’s life and effective help is given, this can have a positive, multiplier effect as the child grows up so that the benefit is disproportionately great compared to either the ongoing problem or the scale of the help given.

Early Intervention: Securing Good Outcomes For All Children
And Young People (2010)

Within this national context, *Manchester’s Children and Young People’s Strategic Plan 2010-2012* sets out *The Children’s Board’s* vision for improving outcomes for children, young people and their families in Manchester. It outlines an aspiration for all children and young people in Manchester to have *“the self-confidence, skills, awareness and aspiration for a happy, safe and fulfilling childhood that stands them in good stead for a successful and fruitful adult life.”* The strategy details a plan for improving outcomes for children and young people, through continuing to strengthen investment in early intervention and prevention, building resilience and strengthening emotional health and well-being, raising attainment and promoting positive behaviour whilst reducing anti-social behaviour. It argues for the provision of good quality, evidence-based interventions provided by services that are easily accessible and locally based. Further, it calls for all services to work in collaboration with each other

to ensure coordinated delivery that meets the wider needs of **all** family members.

The plan states that it will achieve these improvements by *“building protective factors in the lives of children, young people and their families to increase their ability to meet the challenges they face and to reduce the impact of risk factors in their lives.”*

It goes on to identify the following attributes as key protective factors that should be fostered:

- Secure attachment
- Strong, positive and supportive parenting
- Development of good social and emotional skills, including self-awareness, motivation and empathy
- Attainment in education, having the best start in learning and the confidence and communication skills to access the curriculum at all stages of education
- A positive personal identity, which is key to self-esteem and forms the resilience that enables children to overcome setbacks and barriers.

The recent national *CAMHS review* highlights the much improved knowledge base regarding which interventions will reduce the likelihood of problems arising in relation to psychological wellbeing. Specifically, it draws attention to the evidence base for specific interventions which can help families build good attachment in infancy and improve parenting. These interventions are at the core of the clinical interventions delivered by CAPS. Early intervention is the most effective way to improve outcomes for children and their families. These improvements will be long lasting over generations and therefore will show their biggest savings over time. CAPS has a proven track record of providing effective early intervention to the most vulnerable families in Manchester.

The CAPS Service

The Children and Parents Service (CAPS) is an early intervention service. It is a multi-agency partnership between Health (Child and Adolescent Mental Health Services, CAMHS), Early Years and Play, and Family Action (formerly Family Welfare Association). The service aims to promote psychological well-being and resilience within pre-school children by providing support to families. In particular, the service aims to help parents provide the best possible environment within which their children can develop socially and emotionally to their full potential. There are two strands to the city-wide early intervention service.

1. **CAPS Pre-school** which provides a comprehensive range of effective interventions to parents of pre-school children and their families.
2. **CAPSTIP** (Children and Parents Service – Training in Partnership) supports the effective delivery of parent training programmes by other organisations.

CAPS is jointly commissioned by CAMHS, Sure Start, Extended Schools and the Area Based Grant. The service also delivers parenting interventions for parents of 8-12 year olds as part of the Parenting Early Intervention Pathfinder (PEIP) programme. CAPS reports to and has representation on Manchester's *Think Family Board*.

There are three teams across the city - north, central and south, each serving two districts and all committed to multi-agency and multi-disciplinary working. Each team comprises 3 clinical psychologists, 2 family support workers, 1 mental health practitioner/community nurse practitioner, 2 CAPSTIP co-ordinators, 1 assistant psychologist and administrative support. There are 4 additional PEIP staff (1 clinical psychologist, 2 family support workers, 1 assistant psychologist) and 3 Webster-Stratton practitioners and 1 outreach worker as part of the *Ardwick Statutory City Region Pilot*. The citywide head of service oversees the implementation and development of services across all the districts with the support of an administration manager. CAPS recognises the need to monitor and audit information to ensure a continuous high quality of service output and therefore also employs an information officer dedicated to this task.

The government's *Children and Young People's Plan – Every Child Matters* and the *National Service Framework for Children's Maternity Services* provide a framework to improve the outcomes for children through more integrated and effective services. It argues that these services should be needs led and delivered by staff with an appropriate range of skills and competencies. CAPS recognises the complex needs of many of Manchester's families. The service employs clinical psychologists with specialist skills in identifying and treating psychological problems and skills in supervising and training staff to work effectively with children and families. In order to improve the outcomes for children, CAPS delivers:

- evidence-based interventions
- based on local need
- targeted to those families most at risk.

In collaboration with key partners, the service has developed high standards of audit and evaluation with a commitment to improving services and delivering high quality interventions. These services are guided by the Core Offer for Sure Start and Extended Schools, providing effective parenting interventions, including post natal support, and facilitating access to wider, specialist services. In line with Manchester's *Think Family Strategy*, CAPS adopts a holistic approach to ensure the needs of the whole family are identified and, where necessary, appropriate support is provided in an effective and integrated manner. CAPS delivers its services in line with the guidelines set out by the *National Institute for Clinical Excellence (NICE)* for

parenting interventions.

The Sure Start practice and NICE guidelines on parent training programmes state well qualified and highly trained staff make the biggest difference to the effectiveness of an intervention. CAPS is committed to delivering evidenced based interventions and recognises that the faithful implementation of such programmes, known as 'programme fidelity', requires front line staff to be trained to the highest standards. As a service, CAPS has a long standing commitment to the continued professional development of its team. All staff are either accredited in the highly evidence based Incredible Years (IY) Programme or are actively working towards accreditation as group leaders or as peer coaches and receive regular ongoing accredited supervision. CAPS is the only service in the UK to have accredited workers in all 4 levels (trainer, mentor, peer coach and group leader) of the IY Programme, enabling successful implementation and sustainability of quality services.

CAPS recognises the importance of routine evaluation and audit of all the clinical services and training it provides to ensure the delivery of a quality service. This evaluation takes the form of standardised questionnaires that are typically completed by a parent before and after they use one of the CAPS services, as well as at three month follow-up. The questionnaires measure a range of problems that are common amongst parents of young children such as:

- parent-child relationship problems
- behaviour problems
- parental stress and anxiety
- parental depression

Parental satisfaction is also measured. This approach allows the service to continually assess the effectiveness of the interventions offered to be confident that CAPS interventions genuinely make a difference to the families served and demonstrate effective outcomes.

The following service brochure outlines the services provided by the two strands of the service; firstly those provided by CAPS Pre-school and secondly those within CAPSTIP.

CAPS

CAPS Pre-School Services



Interventions for parents of infants (0 - 12 months)

Rationale

There are a number of reasons why early intervention with **very** young children makes good sense:

Brain Development: Infancy is a time of rapid growth. A baby's brain is only 25% of an adult size brain at birth but 90% by age 3. Research in neuroscience and developmental psychology shows that interactions and experiences with caregivers in the first months of a child's life determine whether their developing brain structure will provide a strong or a weak foundation for their future health, wellbeing and psychological and social development. The most compelling evidence of this comes from brain imaging studies which show major structural differences between the brains of infants who have received good enough care and those who have been neglected.

There is more child abuse in the first year of life than at any other point. The worst single trigger is parental over-estimates of what infants understand.

Allen & Duncan-Smith, 2008

During the first years of life, the brain undergoes a series of extraordinary changes. At birth, the human brain is in a remarkably unfinished state, with most of its 100 billion neurons still unconnected. A child's experiences, good or bad, influence the wiring of the brain and the connections in their nervous system. Loving interactions with caring adults strongly stimulate a child's brain, causing synapses to grow and existing connections to get stronger. Connections used at this stage become permanent. If a child receives little stimulation early on, the synapses will not develop, and the brain will make fewer connections.

Repeated negative experiences can also influence brain chemistry and shape a child's developing brain. When a child is faced with physical or emotional stress or trauma, one of the body's stress-sensitive systems is 'turned on' by the release of the hormone cortisol. Persistently high levels of cortisol can cause brain cells to die and reduce the connections between the cells in certain areas of the brain. Babies with strong, positive emotional bonds to their caregivers show consistently lower levels of cortisol in their brains.

CAPS Interventions:

Support parents to develop strong positive emotional bonds to stimulate brain development and reduce damaging cortisol levels in infants' brains.

Secure Attachment Provides the Foundation for Psychological Well-being and Healthy Future Relationships: Early care has decisive, long-lasting effects on how people develop and learn, how they cope with stress, and how they regulate their own emotions. Early experiences and attachments with caregivers will shape a child's capacity to control their own emotional states and play a vital role in early development. A strong, secure attachment to a nurturing adult builds psychological resilience and strengthens a child's capacity to overcome challenges that they will inevitably encounter in everyday life. The quality of the early attachment relationships a baby experiences also sets the stage for how that child will interact with others throughout life. When parents and other caregivers try to read their baby's signals and respond with sensitivity and warmth, children are more likely to feel safe and secure. As well as creating happy, secure babies, research suggests that children who have experienced sensitive, responsive care as infants tend to get on better with other children, cope with difficult times more easily, and perform better in school.

"A child's first relationship acts as a template that permanently moulds an individual's capacity to enter into all later emotional relationships. There is a sensitive window for aspects of development and for emotional sensitivity and empathy it's the first 18 months."

Schore, 1989

The ability to regulate emotion and form positive, reciprocal relationships with others (e.g. parents, friends, peers, teachers, and future partners) provides life-long protection against the development of future mental health problems.

CAPS Interventions:

Promote the development of secure attachment relationships which are a protective factor against relationship conflict and marital breakdown, and mental health problems, throughout childhood and adulthood.

School Readiness - A secure base for learning: When children feel secure, they are better able to explore and learn about the world around them. A securely attached child demonstrates a set of attributes that are critical to school readiness: curiosity,

persistence, enthusiasm, the ability to listen and follow directions, to play well with other children, to focus attention on tasks, and to know when they need help and how to ask for it. Studies show that these social-emotional attributes are closely linked to later academic achievement. In contrast, infants or toddlers who do not experience caring and predictable relationships at home are likely to become pre-schoolers unable to control their behaviours and enter the foundation stage finding it difficult to engage in the process of learning.

CAPS Interventions:

Promote children's cognitive development and school readiness by supporting parents to provide a safe, secure environment in which their children are enabled to explore and learn.

Breaking the Cycle of Intergenerational Transmission: Children's earliest relationships have a powerful impact both on influencing the pattern for relationships in adult life and for the pattern of relationships their own children will have in the next generation. Researchers have shown that adults who were securely attached have a high probability (greater than 70 percent) of providing the same secure attachment to their own children.

CAPS Interventions:

Impact positively on this and the next generation of parents by supporting parents to develop secure attachment relationships with their own children, thereby increasing the likelihood that today's children will grow up to be effective parents.

Good Financial Sense: The principle of prevention, in terms of spending now to avoid the onset of social problems, which are often difficult and expensive to remedy, is widely considered to be more cost effective than addressing problems once they have developed (*Backing the Future: why investing in children is good for us all* (2009)).

CAPS Interventions:

Intervene to support parents in the earliest months of a child's life, ensuring children have the best possible start and are ready to learn at school. This means less resources are needed to support parental mental health problems and child misbehaviour at home and in school, therefore saving money for this generation and the next.

Interventions

When parents and other caregivers try to read their baby's needs and consistently respond with sensitivity and warmth, children are more likely to feel safe and secure. These early parent-child interactions form the basis for the development of a secure attachment. Contrary to popular belief, these skills do not always come naturally to many parents. Whilst all parents love their children and want the best for them, some are not able to provide the consistent, sensitive and responsive care that babies need. This has a negative impact on the baby's emerging identity and sense of security. Informed by this, CAPS has developed a range of interventions which aim to promote good infant development and well-being by supporting parents to develop sensitive and responsive relationships with their babies.

These interventions draw on a number of theoretical models and the emerging evidence base about treatment efficacy. These include attachment theory, the Incredible Years (IY) Parent and Baby programme, cognitive-behaviour therapy and Video Interaction Guidance (VIG). We offer three parenting courses to parents of infants:

- Parent Survival Course - The First Year (TFY),
- Parent Survival Course – Incredible Years Parent & Baby
- Parent Survival Course – The First Year and You (TFY&Y)

CAPS also work with individual families in the pre-school psychology clinics and are currently developing sessional input into the parent education classes provided antenatally by midwifery services.

Parent Survival Course - The First Year (TFY)

The central aim of TFY is to facilitate the building of a protective, positive relationship between the parent and the child through helping parents to better understand and respond to their baby's signals. TFY aims to normalise the challenges associated with having a baby, and to encourage healthy social and emotional development by supporting parents to develop sensitive, responsive and caring relationships with their babies. The role of play in developing healthy relationships and positive communications such as praise are also central elements. The course is grounded in attachment theory, child development, learning theory, and cognitive models. The sessions utilise a range of teaching methods to optimise learning; e.g. role play and video based feedback. Courses are evaluated to assess changes in the quality of the parent-child relationship and in parental mental health.

Parent Survival Course - Incredible Years Parent & Baby Course

The Incredible Years Parent and Baby programme is an 8 week course which

supports parents to get to know their babies, to learn how to observe and read their babies' cues and signals, and understand how to respond to crying. The course also provides an opportunity for parents to learn about babies' needs and what they are capable of at different developmental stages. Time is also spent discussing ideas about how to provide appropriate stimulation for babies, and understanding about the importance of communicating with babies and how they learn. The course differs from the TFY course in that parents attend the sessions with their babies.

Parent Survival Course - The First Year and You (TFY&Y)

Mental health problems such as anxiety and depression can mean that parents spend large parts of their day preoccupied with anxious or hopeless thoughts. This preoccupation makes parents less sensitive and responsive to their babies' needs. Parents with such problems are therefore less likely to make a secure attachment with their baby.

The first part of the TFY&Y course equips parents with cognitive behavioural skills so that they can recognise and challenge unhelpful thoughts, which would otherwise preoccupy them and interfere with parenting. Whilst intervening in perinatal depression is effective in reducing symptoms of depression, there is no direct impact on the parent-infant relationship unless it is specifically addressed. The TFY&Y course has specific components to address the parent-infant relationship. The second part of the course provides a range of parenting skills most relevant to parenting babies and very young children. The focus is on helping parents bond with their babies and make secure attachments. The course has a strong focus on strengthening relationships between parent and infant. Parents are helped to make use of social support and are also signposted to other locally available services.

Video Interaction Guidance (VIG)

This intervention is provided in the Pre-School Child Psychology Clinic. It involves working individually with parents who are experiencing difficulties with their relationships with their babies. An initial assessment of the parent-child interaction is made, which includes analysing a short video clip of the parent and infant interacting together. Depending upon this assessment, up to six sessions are offered to help the parent 'tune-in' to baby's subtle communications. The overall aim of this intervention is to improve the sensitivity and responsiveness of the parent-infant interaction. The initial video clip is used both as a baseline against which to measure improvements in the interaction, as well as a source of information to help plan the intervention. Subsequent video clips are then taken and then watched together with the parent, where feedback is given in a very specific way according to the principles of the evidence based Video Interaction Guidance.

Interventions for parents of toddlers and pre-schoolers (1 - 4 years)

Rationale

Rapid child development: Between the ages of 1 to 4 years, children's social, emotional, cognitive and motor skills develop rapidly. They become more mobile and better able to manipulate objects. Language develops significantly during this period, enabling children to communicate their needs in more sophisticated ways. Children develop a sense of themselves as autonomous individuals with their own wishes and desires. It is a time when they test out the limits of their environment, finding out what will or will not be tolerated. Children this age tend to fluctuate between needing security and affection one minute, whilst the next they need to be independent and prove they can do things by themselves. It is also a time of transition, when children start to spend less time at home and spend more time with other children and adults in pre-school settings. As children experience these conflicting needs and pressures and encounter situations where they can't have their own way, they may behave in inappropriate ways (e.g., tantrums, snatching, hitting).

For parents, these behaviours can be stressful and difficult to handle. Meeting the social and emotional needs of a mobile and verbal pre-schooler requires a new range of parenting skills. A common dilemma for parents of children this age is how to judge what their children are capable of and how much freedom versus discipline or control they need. Parents of pre-school children often describe a sense of having less control over their experiences and worry about their vulnerability and how they will cope in nursery. Behavioural problems such as aggression and non-compliance are amongst the most common concerns identified by parents of children in this age range. Other areas of difficulty typical in the pre-school years include anxieties around separation, difficulties with sleep, feeding and toileting and various forms of delayed development.

CAPS Interventions:

Support parents to adapt their parenting to meet the developmental needs of their pre-school child. Equipping parents with the skills to set limits with children and help their children respond appropriately to rules and boundaries, forms a sound basis for their entry into school.

Development of anti-social behaviour: Pre-school behavioural problems such as aggression and non-compliance are the best predictors of anti-social and criminal behaviour in adolescence and adulthood. Research suggests that as many as 15-20% of 5 year olds display such behaviour problems. If left untreated, these children are at risk of developing conduct disorder and prolonged emotional and behavioural

difficulties into adulthood. These problems include violence, drug misuse, marital breakdown and unemployment.

“Propensity to violence develops primarily from wrong treatment before the age of 3.”

Hosking & Walsh, 2005

If behavioural problems can be identified early, the development of conduct disorder and subsequent problems in adulthood can be prevented. In addition to the social costs to the individuals and the families and communities in which they live, there are also severe financial costs to society if such problems are allowed to become entrenched.

CAPS Interventions:

Tackle problem behaviour by supporting parents to interact with their children in ways which teach them how to resolve problems and express their needs using words rather than aggressive behaviour.

School Readiness - A secure base for learning: Challenging behaviour in the classroom can lead to major disruptions in children’s schooling and thus negatively impact on their potential to learn. Children who struggle with their behaviour not only struggle to learn, but also struggle to establish the positive relationships with teachers and peers that are essential for educational success. Parental attitudes to learning and achievement have also been demonstrated to have a direct link with children’s academic attainment. Children achieve more when their parents aspire for them to do well in school.

CAPS Interventions:

Help parents to understand the role they can play in supporting their child’s education and helping them to develop the social, emotional and behavioural skills that will mean they are more ready to learn when they start school.

Disrupted Parenting: Poor parenting can contribute to the establishment of conduct disorder. Many children learn, develop, or establish problem behaviours because parents lack key parenting skills or use them inconsistently. Parent training has proven to be the most effective intervention for behaviour problems and for the prevention of child abuse. The NICE guidelines identify the Incredible Years (IY)

Parent Programme as one of the few rigorously tested evidence-based programmes for the treatment and prevention of behaviour problems in young children.

“An Incredible Years Parenting Programme with children diagnosed with disruptive behaviour costs an average of £1,344 over a six month period to improve a child’s behaviour to below clinical levels of problem behaviour. Conversely it is estimated that by the age of 28, an individual with conduct disorder has cost an additional £60,000 to public services, compared to an individual without.”

Early Intervention: Securing Good Outcomes For All Children And Young People, DCSF (2010)

The Incredible Years Programme is a core component of Manchester’s Parenting Strategy. CAPS has a proven track record of delivering this programme effectively, with fidelity, engaging some of the most vulnerable families with the highest level of need across Manchester’s many and varied communities. The CAPS team are recognised national leaders in the programme with staff accredited as Incredible Years group leaders, peer coaches, mentors and trainers.

CAPS Interventions:

Support parents to develop appropriate and consistent management strategies to improve children’s behaviour.

In addition to combating the problems associated with conduct difficulties, the research literature has established that the Incredible Years Parent Programme impacts positively on the following child outcomes, presented below in line with the five key areas in Every Child Matters:

5 Key ECM Areas

Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic well-being
Reductions in behaviour problems - Conduct Disorder & Oppositional Defiant Disorder Reduced hyperactive behaviour	Increased parental involvement & responsibility Improvements in parent-child interaction Decreased rates of arrest	Improvement in school attainment & attendance Reduced behaviour problems in school Reduced inattentiveness	Reduced anti-social behaviour Increased pro-social behaviour	Reduced anti-social behaviour & criminal acts Reduced costs to services

Parental Mental Health: Parental mental difficulties can impact majorly on the development of young children as the parent is less able to respond appropriately to their child's needs due to the dominance of their own personal difficulties. Parental depression has also been shown to have clear links to poor language development. The Incredible Years Parent Programme has been shown to impact positively on aspects of parental well-being, such as maternal self esteem, maternal depression, anxiety and stress, marital satisfaction, and it also leads to increased use of positive parenting techniques.

CAPS Interventions:

Tackle parental depression and stress by addressing negative thinking patterns and, empowering parents to take control of the challenges they face, including managing their children's difficult behaviour.

Interventions

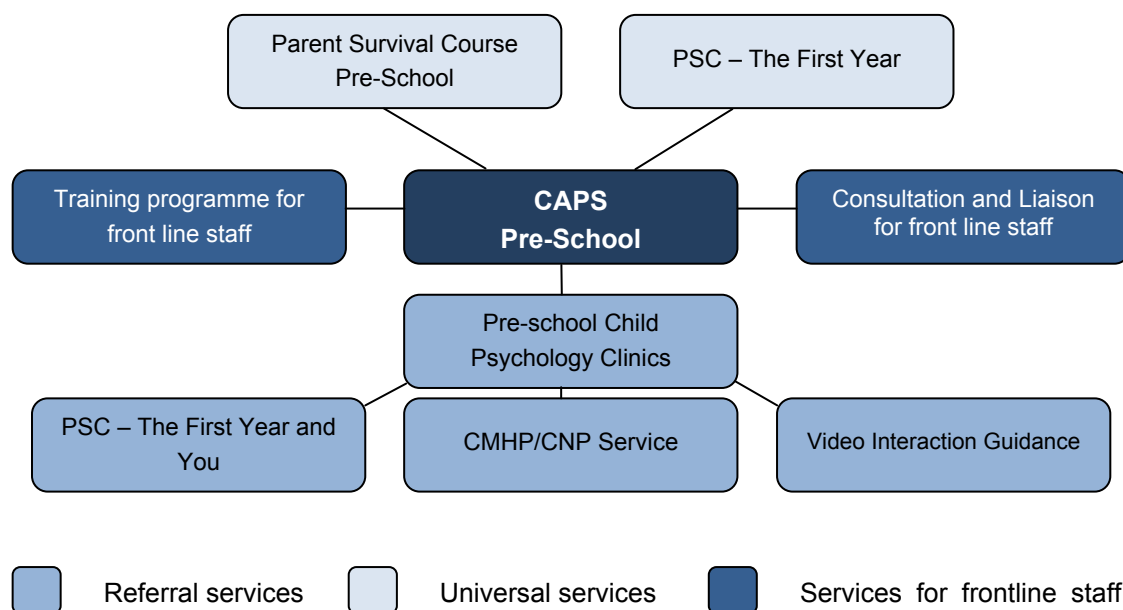
CAPS offers a range of interventions for this age range:

- Parent Survival Course – Incredible Years Parent & Toddler (PSC-IY Toddler)
- Parent Survival Course – Incredible Years (PSC-IY Pre-school)
- Working with individual families in the Pre-school Child Psychology Clinic
- Working with individual families through the Child Mental Health Practitioner (CMHP) /Community Nurse Practitioner (CNP) Service

These interventions draw on the emerging evidence base about treatment efficacy. They are informed by a number of theoretical models (including attachment theory,

cognitive-behaviour therapy and Video Interaction Guidance (VIG)). The Parent Survival Course – Incredible Years Toddler and Pre-school aim to promote positive parent-child relationships and support parents to develop effective positive parenting strategies. Interventions with individual families in the Pre-school Clinic and CMHP/CNP service are based on a comprehensive assessment of need and formulation of underlying difficulties.

CAPS Summary



Parent Survival Courses - Incredible Years Pre-school (PSC-IY)

CAPS delivers 14 week Parent Survival Courses (PSC) to parents of pre-school children, mainly through the Sure Start Children's Centres. The model used is the evidence-based Incredible Years (IY) parent training programme (Webster-Stratton). The Incredible Years Parent Programme focuses on strengthening parenting competencies and fostering parents' involvement in their children's experiences in order to promote their academic, social and emotional development and reduce behaviour problems. The PSC as delivered by CAPS complies with the best practice standards set out in the NICE Guidelines for Parenting Interventions (2006).

The DCSF paper *Early Intervention: Securing Good Outcomes For All Children And Young People* suggests that engagement of vulnerable families is a crucial aspect of successful delivery of early intervention and prevention programmes: *"A problem identified with many helpful programmes and approaches is the difficulty first of engaging children and families and second of keeping them on board; 'attrition' is a well known phenomenon, with the children and families who are most vulnerable*

particularly likely to disengage.”

CAPS offers PSCs as a universal service to all parents living in Manchester. The Service aims to ensure that those families most in need access the courses through multi-agency liaison and also targets parents who do not already use Sure Start services. CAPS key strategy for accessing hard to reach groups is the deployment of full time family support workers in a parental outreach and recruitment role. CAPS’s family support workers have received training in the Family Partnership Model and are highly skilled in engaging and building rapport with parents. Once engaged, parents are supported for the duration of the parenting course with regular phone calls and home visits. This outreach and home visiting is seen as essential in maintaining the engagement of the families who are most in need of intervention. Free crèche is provided, commissioned by Sure Start. For a combination of these reasons, annual audit data consistently show that CAPS is successful at targeting vulnerable groups of parents, such as those experiencing mental health difficulties or those living in poor environments with very limited financial resources, poor housing and limited means of transport.

Pre-school Child Psychology Clinics

The majority of the families who access the child psychology clinics have multiple and complex needs. The psychology clinics offer services to families where parents have identified concerns about their children’s social, emotional and behavioural needs and where input from universal support services has not resolved the issues of concern. Once a referral is received, the psychologist undertakes an assessment to gain an understanding of the child’s needs. This psychological formulation is shared with the parents. Where appropriate and with parents’ consent, it is also shared with other professionals involved with the child. The aim is to help parents to think about how they can best support their child and facilitate their development. Evidence suggests that the most effective method of intervening with young children is to support and skill the parents to meet the needs of their children. As a result the service works primarily with parents.

The clinical psychologists working in the Pre-school Psychology Clinic retain an administrative base within district CAMHS. As such, they are well placed to serve as a conduit to other specialist CAMHS services to ensure a comprehensive assessment and package of care. Sometimes a parent’s own needs preclude offering them this type of targeted parenting support. As Clinical Psychologists, CAPS clinicians are well placed to make clear formulations of mental health needs and accurate onward referrals to ensure families receive the most appropriate intervention to best meet their needs.

CAPS services ensure that pre-school Clinical Psychology services are more accessible for families now than they have ever been. Their community based locations within the Sure Start Children's Centres provides ideal circumstances for joint working with staff from other agencies and backgrounds. This is a fundamental part of the CAPS model for delivering clinical services. Where appropriate, psychologists work jointly to support front line staff by sharing psychological skills and therapeutic techniques, so that workers can use these skills effectively in their practice. Staff from different agencies and training backgrounds bring different perspectives and sets of skills which, when combined through professionals working together, can lead to a more comprehensive and effective service for families. In addition better co-ordination between services is what families say they want. Staff benefit too, as joint working enables skills sharing, which in turn benefits future service users.

Child Mental Health Practitioner/Community Nurse Practitioner Service

The Child Mental Health (MHP) / Community Nurse Practitioners (CNP) provide additional intensive work on a one-to-one basis where needed around psychological interventions and detailed assessment. MHPs and CNPs deliver interventions combining well-evidenced strategies into comprehensive packages of care. MHPs and CNPs work towards a multi-agency model of care, combining their input with other professionals working with the family. They have a key role in liaising with adult mental health services where there are parental mental health problems impacting on the psychological and developmental needs of the child. This work may be completed in a community setting or at the family home. The main focus of this work is to provide *in situ* coaching and intervention where it is most needed. This work is often performed with families who have a complex array of problems and who may not otherwise access services. The nature of the intervention also allow for families to be seen more intensively to support effective outcomes.

Training for frontline staff

CAPS provides a comprehensive training programme for frontline staff.

CAPS Citywide Training Programme

The CAPS Citywide training programme is open to all Sure Start Staff and tier 1 health staff and childcare providers. Training on a range of issues is delivered to provide staff with the skills to support parents. It also provides staff with knowledge on the content of the CAPS courses to enable them to support parents who attend the various CAPS courses; this helps maximise parental outcome. The experiential learning style of these workshops tap into a number of learning styles which maximises skill acquisition and worker satisfaction.

The sessions:

- Allow staff to gain a basic familiarity with the programmes delivered by CAPS, which helps support parents to access courses.
- Provide staff with information so they can talk confidently about the programme to parents, knowing what parents will be getting and so help promote uptake.
- Inform the practice of workers who have ongoing contact with group programme participants, thereby enabling them to reinforce the key principles with parents.
- Provide workers with strategies to apply directly to the children in their care.

Bespoke Training

CAPS also offers bespoke training in the form of themed workshops designed around the specific training needs of frontline professionals. These training sessions are generally provided by psychologists to particular staff groups to tailor the learning to their skill set. These sessions aim to:

- Provide a psychological perspective on a particular set of problems
- Summarise key findings from the literature and describe the main approaches to assessment, formulation and treatment
- Provide useful frameworks and models to inform practice
- Help early identification of problems and raise awareness

Topics covered to date have included:

- Sleep, feeding and toileting difficulties
- Attachment theory and intervention
- Child development
- Learning disabilities, developmental delay and autistic spectrum disorder
- Parent mental health and substance use
- Perinatal depression
- Divorce, separation and bereavement
- Working with children and families through bereavement

Specialist Skills Training - Family Partnership Model

The DCSF's, *Early Intervention: Securing Good Outcomes For All Children And Young People*, observes that *"really listening to children, young people and families and drawing the right conclusions from what they say seems simple but is in fact a professional skill that benefits from specific training."* The Family Partnership Model is a 10 week evidence-based course of 3½ hour sessions which aims to develop these professional listening skills. The training has two key elements:

- Seminars and set reading assignments to encourage participants to discover a theory of the helping process. Participants are supported to explore the skills and qualities that helpers need, the various stages in the parent-helper

relationship, and to develop a way of conceptualising parents' problems.

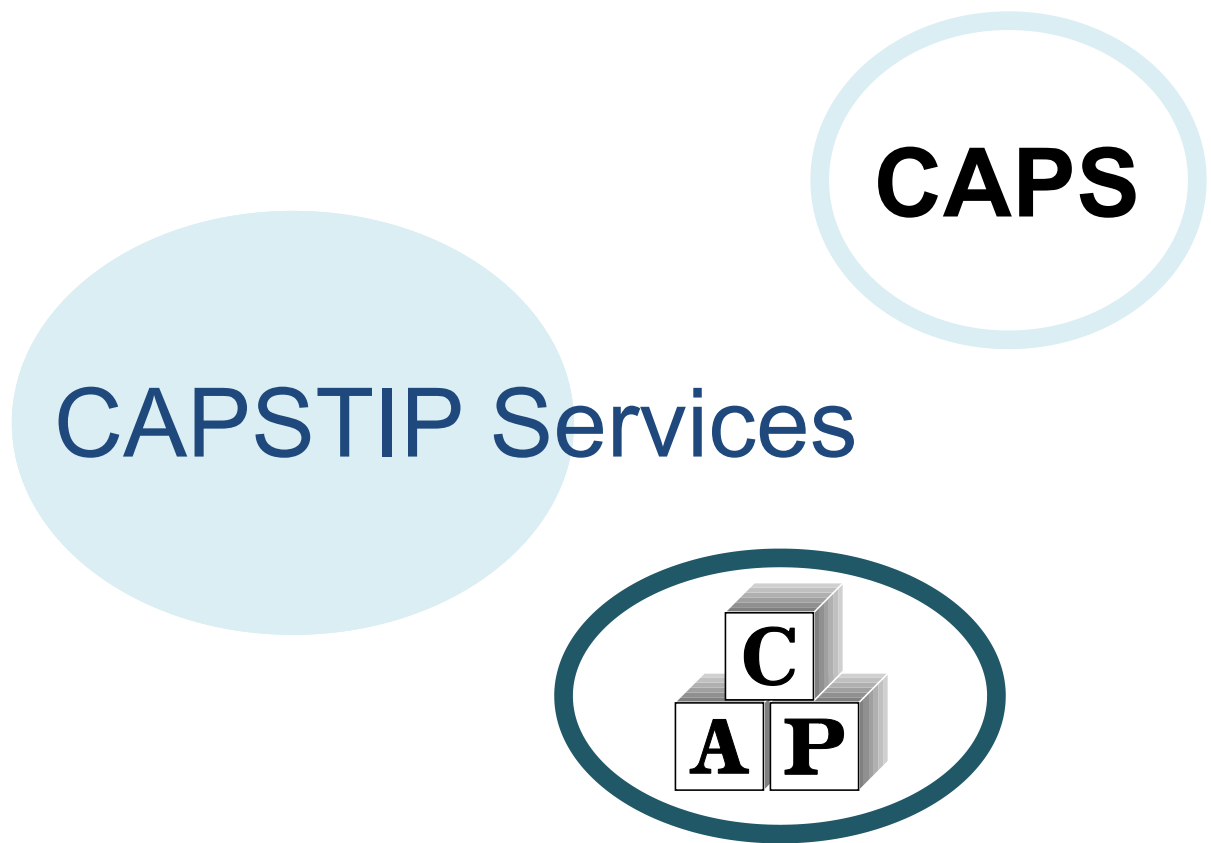
- Participants are coached in the practical skills required to help parents. These include relationship-building skills, active listening skills, exploring skills and challenging skills. This skills practice is carried out in small groups each week.

This training is offered to workers seeking to engage families and helping them to make important changes. All CAPS family support workers are also trained in this model. In order to optimise the value of this specialist training the course requires a clear commitment both from participants and their managers due to the time required to undertake the training and to put the gained skills into practice.

Consultation and liaison

Clinical psychologists have significant specialist expertise in social, emotional and behavioural problems, attachment, mental health, child development and different types of therapy. This knowledge base and skill set is unique and many frontline staff receive relatively little, if any, specialist training in these areas. Indeed, staff with the *least* specialist training often support some of the families with the *most* complex needs. The aim of case consultation is to make specialist clinical psychology expertise available to staff so they can use it to inform their own work with families. This is especially important because frontline workers, having already engaged the family and built up a trusting relationship, are often best placed to support them.

CAPS provides consultation and liaison to a wide range of professionals. Traditionally, health visitors and community nursery nurses, as well as Children's Centre staff have been the main groups taking up these consultation opportunities. With the move towards greater integration of children's services, CAPS is increasingly making case consultation available to all frontline staff who work with young children, such as Early Intervention Practitioners, Outreach Workers and Community Nursery Nurses. The service is also committed to building good working relationships with colleagues in child health, such as speech and language therapists and community paediatricians. In addition CAPS also provides specialist psychological consultation to both the Family Nurse Partnership Teams and to Manchester's Complex Families Team to support these teams' skills-base to ensure maximum success when working with some of Manchester's most complex and vulnerable families.



CAPSTIP Training In Partnership and Interventions for Parents of Children Aged 5-8 Years

Rationale

Manchester's Parenting Strategy adopted the highly evidence based Incredible Years Parent Programme (Webster-Stratton) as the main model for parent training. A major challenge for the *Think Family Board* is to ensure sufficient provision of courses to begin to impact on the prevalence of behaviour problems at a population level in addition to making a positive difference to individual families. *The Manchester Children and & Young People's Strategic Plan for 2010-2012* recognises that in order to have a significant impact on the social and financial costs of anti-social behaviour, investment in preventative interventions needs to be commissioned on "*an industrial scale over a sustained period of time to bring about larger scale improvement in outcomes and reduced call on higher cost targeted and specialist services*".

CAPSTIP was established in 2003 to address this challenge to particularly support parents of 5-8 year olds. The service is currently jointly commissioned through CAMHS and Extended Schools. The remit of the service is to:

- Increase capacity within the workforce to deliver IY parent training courses in community settings.
- Ensure that parenting courses delivered in Manchester are of a high standard and that model fidelity is maintained through videotape supervision.

CAPSTIP Interventions

Increase accessibility for parents to attend effective parent courses in their community by training local staff and providing ongoing accredited support to ensure programmes are delivered with fidelity.

The core rational for the delivery of parent course interventions has been outlined in the previous section and so will not be duplicated here.

CAPSTIP achieves success by training staff from partner agencies in the statutory and voluntary sector, in the 3 day Accredited Incredible Years Training Programme. The service also provides on-going support and accredited supervision and coaching to support staff to maintain good practice and overcome obstacles to the implementation of new practice within their agencies. CAPSTIP has worked hard to develop the infrastructure of the service to maintain a high standard of training for staff and quality control. As a result, CAPSTIP is now unique in being the only service in the UK with Incredible Years Accredited Trainer, Mentor, Peer Coach and Group Leaders and is a model of best practice for this programme. The trainer within

CAPSTIP also acts as national consultant for the Incredible Years Programme.

The Service

Each of Manchester's six districts has a CAPSTIP co-ordinator, whose role is to support staff trained in the 3-day workshop; to co-deliver their first courses with them and to provide ongoing support and supervision as a peer coach. CAPSTIP co-ordinators are accredited group leaders in the programme and are accredited peer coaches or working towards this. CAPSTIP provides support to schools working towards Full Service School status to deliver key aspects of the Extended Schools Core Offer, particularly those regarding Parenting and Family Support.

After co-delivering initial courses with an agency, CAPSTIP peer coaches provide one-to-one support and video coaching. CAPSTIP staff also maintain regular contact with trained workers via telephone and meetings. In order to encourage practice known to support *quality* provision and programme fidelity, schools and agencies that go on to deliver successful courses independently and access regular supervision are awarded certificates as part of the recently developed Incredible Years Certificate of Achievement Scheme. In addition, all schools and agencies are encouraged to collect outcome data using standardised measures and report directly to the *Think Family Board*.

CAPSTIP Incredible Years Certificate of Achievement Scheme

The Incredible Years Parent Course Achievement Scheme acknowledges and recognises those schools, agencies and individuals who are working towards the same high standards as the core CAPS team. Schools and agencies in the scheme are expected to do the following:

- Attend Accredited 3 day Incredible Years Training
- Co-deliver Incredible Years Parent Survival Course with a CAPTIP team member
- Evaluate outcomes for parents and children using standardised measures
- Videotape each parent session for review
- Attend regular Peer Coach sessions for videotape review and feedback
- Deliver independent 14 week Incredible Years Parent Survival Courses
- Attend regular Accredited Group Supervision for videotape review and feedback from Accredited Incredible Years Mentor/Trainer

Levels of accreditation are bronze, silver and gold dependent on number of courses run and number of supervisions attended. Several schools have already achieved the bronze and silver awards and one school has achieved the gold award.

CAPSTIP works in line with the Extended Schools core offer and in partnership with Manchester's Extended Schools Team. The team meets regularly on a district basis with the local Extended Schools Coordinators. This partnership has resulted in more joined-up delivery, with staff within Extended Schools clusters being supported to co-deliver PSCs together. The service also has the facility to loan the Incredible Years packs containing the resources needed to deliver a course thus overcoming one of the potential barriers to running a course.

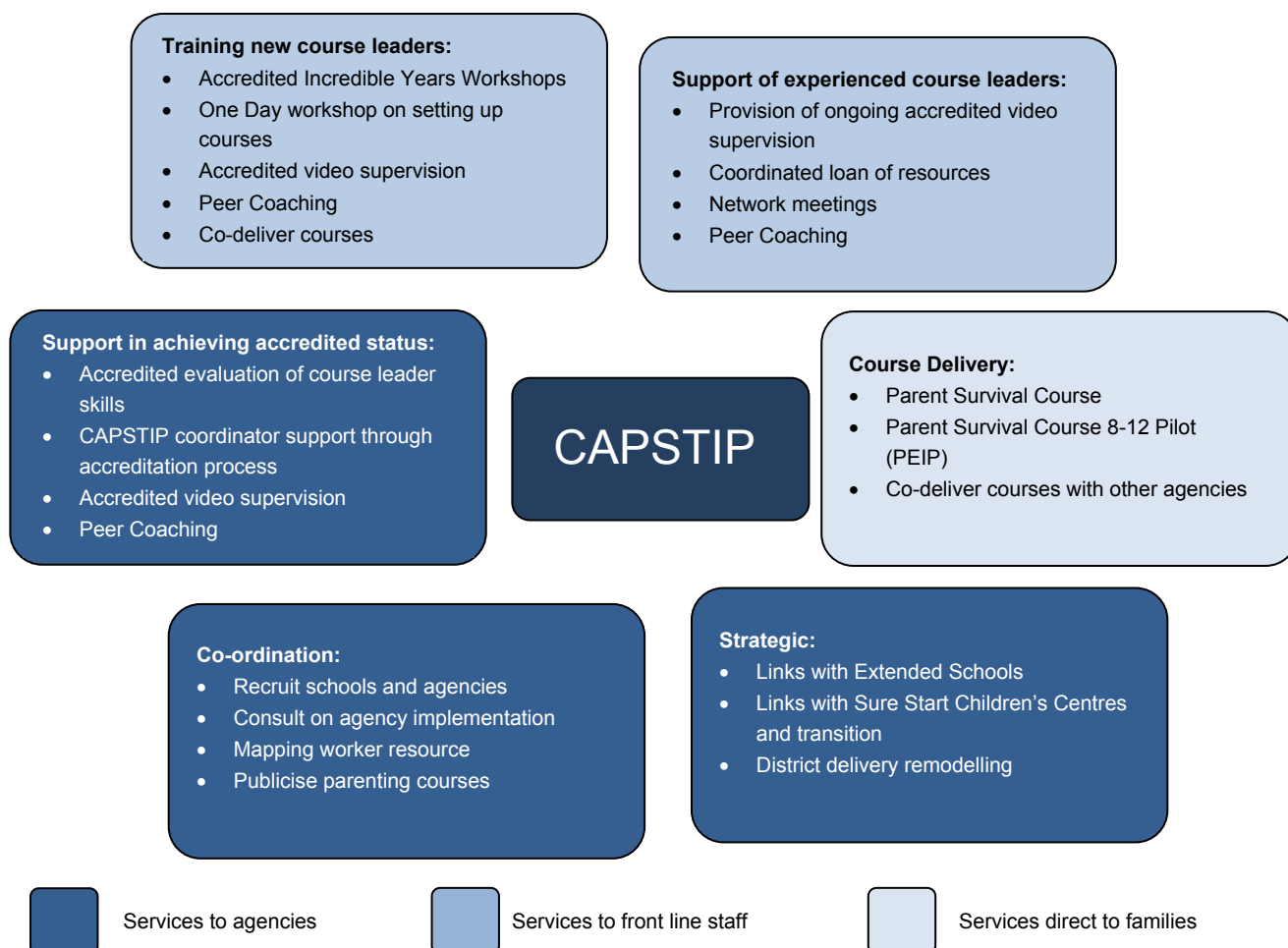
In addition to supporting individual agencies and clusters to deliver courses, CAPSTIP plays a central role in the co-ordination of courses across the city. This is achieved by:

- Recruiting schools and agencies through contacts with heads of agencies to discuss implementation.
- Establishing agreed delivery plans with Extended Schools clusters towards developing Full Service Schools.
- Mapping the level of resource within the workforce, consulting on agency implementation and using local knowledge to forge links between agencies to increase successful roll-out of the programme.
- Dissemination of information on courses being delivered across Manchester to relevant parties and agencies to aid their direct work with families and facilitate parents accessing courses within their locality.

CAPSTIP Interventions

Increase parental involvement in schools which can result in improvements in children's attainment and attendance at school.

Summary of CAPSTIP services



Specialist Training - Incredible Years Accredited Group Leader Workshop

These 3 day Incredible Years Accredited Workshops provide participants with both content and skills training to prepare them to deliver the 14 week PSC. This training is delivered by an Accredited IY Mentor/Trainer through the CAPSTIP service which also provides a follow-up one day workshop to support staff to anticipate and manage the practical issues that may arise when setting up a course.

Specialist Training - Incredible Years Accredited Peer Coach Programme

The NICE Guidelines suggest that those delivering evidenced based parent training programmes should be adequately trained and have access to ongoing support and supervision. Although universal provision, parent group leaders often find themselves working with families with complex needs and difficulties. To support group leaders in increasing their skill levels to deal with these challenges effectively, CAPS has pioneered the international development of a Peer Coach Training Programme. The role of the Peer Coach is to provide support and supervision to new and less experienced group leaders through videotape review. The training aims to:

- Highlight individuals' existing skills and enable them to provide more focussed supervision.
- Equip them with skills to address issues with their co-leaders in a supportive way.
- Help them understand the rationale for the skills within the supervisory process.

Those eligible for this training must be Accredited Parent Group Leaders in the Incredible Years Programme and must have delivered a minimum of 6 Incredible Years courses. The training develops skills in supervision and familiarises participants with the monitoring forms for supervision. Workshop participants are required to practice coaching skills and to video tape their supervision of new group leaders. They then attend a consultation day where participants will share their experiences through cued video tapes of their own supervision of new group leaders for reflection by the rest of the group. All CAPSTIP Co-ordinators are either accredited peer coaches or are working towards this.

CAPS Training:

Offers high quality, intensive support to group leaders when delivering the programme regularly resulting in a more rapid skill acquisition. This has resulted in a higher attendance at district group video supervision.

Parenting Early Intervention Pathfinder (PEIP)

Incredible Years Parent Training for parents of 8-12 year olds.

CAPS leads on Manchester's Parenting Early Intervention Pathfinder programme and was initially part of wave 1 of a national evaluation for the programme. Parents of 8 to 12 year olds received a 14 week Incredible Years parent course aimed specifically at this age range. The course focuses on supporting parents to develop stronger relationships with their children to aid communication through the difficult transition to adolescence. The course has an additional focus which aims to support

parents to develop their links with schools. Parents are helped to address issues around safety, acknowledging the challenges which children face around computer use, social networking sites and drugs and alcohol. As the programme is aimed at families with older children the presenting problems are often more entrenched. As a result the service also offers an additional 10 week Incredible Years Advanced course supporting parents to develop skills around communication, managing anger and helping their children learn to problem solve.

CAPS Interventions:

Support parents in enabling a smooth transition to adolescence, keeping young people safe.

Families accessing the Incredible Years for older children are often particularly complex and involved with large numbers of other agencies (e.g. CFSC, specialist education provision.) Providing effective interventions to these families could offer the city of Manchester significant cost savings as families become more self-sustaining and less reliant on other services.

Summary and Conclusions

CAPS has a 10 year proven track record of delivering highly effective, evidence based interventions with quality, improving outcomes for young children and their families in Manchester. The service has consistently delivered on targets set out in service level agreements and has successfully engaged some of the most vulnerable families at risk. CAPS has demonstrated, with standardised measures, significant improvements in both behaviour problems in children and in the mental health of parents living in Manchester.

Research has for many years demonstrated that early intervention is not only the most effective approach to reduce anti-social behaviour but is also the most cost effective in the long term. However, in the current financial climate there is huge pressure to make savings now. This report provides evidence that CAPS not only saves money in the long term but is also the most efficient use of resources in the short term too with immediate financial savings to many services within the local authority, including adult mental health, behaviour support services and family support services.

The service is currently jointly commissioned by CAMHS, Sure Start, Extended Schools, PEIP and the Area Based Grant. All funding, with the exception of CAMHS, is fixed term until 31st March 2011 and these fixed term grants make up approximately three quarters of CAPS funding. With limited budgets and imposed cuts, commissioners need to make difficult decisions to make the best use of resources to ensure that the children and families of Manchester receive high quality, effective services whilst also making efficiency savings. This report provides evidence to support that CAPS is cost-effective both short term and long term; and has a strong business case for continued funding to ensure the safeguarding of children in Manchester and to improve their outcomes.

"Sustainable implementation of evidence based parenting programmes can be very challenging for services. I have been impressed with the CAPS model as they have worked hard to develop an infrastructure of high quality supervision, consultation, coaching and training in regard to the delivery of the Incredible Years parenting interventions with fidelity. Such quality delivery of these programs will lead to positive and sustainable outcomes for children and families and enhance community building."

Professor Carolyn Webster-Stratton, Incredible Years Programme Developer

Summary of CAPS Interventions

CAPS Service	Target Group	Aims	Key Outcomes	Immediate Cost Saving
Parent Survival Course - The First Year (PSC-TFY) Under 1 year olds	7 week course for parents with an infant under twelve months old. A crèche is provided to enable parents to attend.	To build a protective, positive relationship between the parent and the child.	Improved parental sensitivity and support the development of secure parent-child relationships.	Family Support Services CFSC
Parent Survival Course – Incredible Years Parent & Baby (PSC-IY Baby) 6 months to 1 year	8 week course for parents with an infant under six months old at the start of the course. Parents attend with their infants as part of the course.	To help parents develop appropriate expectations of their infant's needs and of what their infant is able to do at different developmental stages.	Improved parental sensitivity and build a positive relationship.	Family Support Services CFSC
Parent Survival Course - The First Year and You (PSC - TFY&Y) Under 1 year olds	10 week course for parents with an infant under twelve months old. This is a specialist parenting intervention targeted at vulnerable parents who experience mild to moderate mental health problems, such as anxiety or depression. A crèche is provided to enable parents to attend.	To help parents cope with their mental health needs and provide parenting strategies to build a protective relationship between the parent and the child.	Improved parental mood, reduced parental anxiety, improved parental sensitivity and support the development of secure parent-child relationships.	Adult Mental Health Services Family Support Services CFSC
Pre-School Child Psychology Clinic Including Video Interactive Guidance (VIG) Under 5 year olds	Specialist accessible CAMHS access for pre-school children and their families. Families are offered an individual appointment with a clinical psychologist for assessment and intervention. This includes a specialist video interaction intervention for parents with identified relationship or bonding difficulties.	To provide assessment and interventions to deal with behavioural and emotional difficulties in pre-school children and provide swift signposting to specialist interventions. To improve parental sensitivity and responsiveness to build a protective relationship between the parent and the child.	Improved child behaviour, improved parental mood and stress, improved parent-child relationships. Improved parental sensitivity and support the development of secure parent-child relationships.	Educational Behaviour Support Services Family Support Services Adult Mental Health Services CFSC
Parent Survival Course - Incredible Years (PSC-IY) Age 2-4 (CAPS Pre-School) Age 5-8 (CAPSTIP) Age 8-12 (Pathfinder)	14 week course for parents: a parenting programme for parents experiencing mild to moderate behaviour problems with their child. A crèche is provided to enable parents to attend.	To provide effective parenting strategies to improve the parent-child relationship and provide strategies for tackling misbehaviour.	Improved child behaviour, improved parental mood and stress, improved parent-child relationships.	Educational Behaviour Support Services Family Support Services Adult Mental Health Services CFSC
CAPSTIP Training Resource	Provides accredited training and supervision in the Incredible Years Programme to staff in Manchester. Offers ongoing high quality supervision and peer coaching; and loans resources to enable schools and agencies to deliver.	To enable workers to deliver effective, high quality parent courses with fidelity within their own organisations.	Develop a sustainable infrastructure for ongoing delivery of effective, evidence based parent interventions.	Educational Behaviour Support Services Family Support Services Adult Mental Health Services CFSC

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***The Children and Parents Service (CAPS) is a multi-agency partnership
between Health (CAMHS), Early Years and Play, and Family Action.***

