Families and Schools Together (FAST) UK

School Evaluation Report

Victoria Lane Academy

Coundon

Bishop Auckland

County Durham

DL14 8NN, England

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Cycle 1

January – March 2016

REPORT PREPARED BY

Ms. Natalie Berger
Mr. Toby Ellmers
Dr. Adenekan Oyefeso
Dr. Carmel Clancy
Ms. Bernadette Thomas

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ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

- Victoria Lane Academy ran its first FAST Cycle between January and March 2016. The aim of this evaluation is to determine the extent to which the FAST programme was able to achieve its objectives: improvement in children's school performance, enhancement of family functioning and reduction of stress that families experience from daily life.
- FAST is delivered by a collaborative team comprising of parent, school and community partners across eight weekly sessions for 2.5 hours per week. The sessions consist of a number of core elements that are repeated each week.
- This evaluation adopts a pre- and post-test, no control group design with measures of interest taken at two points – before the eight-week programme and in the two weeks following completion. The FAST programme recruited 21 families of which 15 went on to complete the programme. Data collection involved a range of psychometric instruments that measured indicators of programme goals (which are stated later in this report). Reliable Change Index (RCI) was used to determine the magnitude of change at pre- and post- programme among respondents (teachers and parents; see Appendix 1 for more information on FAST Impact Measures).

The main evaluation findings are as follows:

(1) A highlight of this cycle was the programme's impact on the *Reduction of Stress that Families Experience in Daily Life*. One-half of parents reported improved overall social support, one-third of parents saw improvements in community social relationships and one-quarter of parents observed enhanced reciprocal support.

(2) The programme's impact on *Improvement in Academic Performance (Reduction of School Failure)* was also evident, with teachers reporting improvements in behavioural difficulties in two-thirds of pupils and in prosocial behaviours in one-third of pupils. Moreover, they reported improvements in parent involvement in education in approximately one-third of families. Overall feedback from teachers involved in this cycle was at a satisfactory level.

(3) There is evidence that the programme contributed to an *Enhancement of Family Functioning*, as one-half of parents reported observing significant improvements in parent-child relationships.

(4) Parents' satisfaction for the programme was very high (rated 9.7 out of 10). However, parent empowerment in their children's education was low during this cycle.

(5) The recruitment rate was very good.

According to the team members' qualitative comments, everyone displayed great teamwork and the FAST team also reported that the programme was administered efficiently. The school's support was also praised and team members reported that the programme helped to foster positive relationships with parents. Areas for improvement were suggested around programme organisation. More specifically, team members reported that the programme would benefit from enhanced planning of children's time and they suggested that more ideas for scribbles would help keeping families occupied. Despite these issues, all members agreed or strongly agreed that the team had confidence in itself and that no task was too difficult for the team. All team members also agreed that FAST gave them a strong sense of accomplishment.

In view of the above summary of findings, the following recommendation is thought to be of beneficial consideration for the team during future implementations of the FAST programme at this school:

(1) As suggested by team members, options to improve planning of children's time and to provide families with a wider range of scribbles ideas should be explored.

Overall, the first cycle at Victoria Lane Academy has been very encouraging, with quantitative and qualitative data suggesting a positive impact on the participating families. With the implementation of the above recommendation, subsequent cycles can continue to build on this positive impact.

INTRODUCTION

Background and Purposes of the Evaluation

Families And Schools Together (FAST) was first developed in Madison, Wisconsin, USA, in 1988 by Dr. Lynn McDonald, now Professor of Social Work Research based at Middlesex University, London, UK and Stephen Billingham. Within the UK, FAST is licensed to Middlesex University (MU), who has responsibility for training and certifying the FAST trainers and supervisors, and the evaluation, quality assurance and fidelity of the programme delivery. In 2010, Save the Children adopted FAST as its first signature programme in the UK and, in partnership with MU, is working to deliver FAST.

FAST is a holistic, multi-systemic, parental involvement and relationship-building programme with a multi-family group approach. It aims to build protective factors against stress for children, and thereby to increase their resilience, well-being and ability to learn. This community-strengthening programme is based on the social ecological theory of child development, as well as family systems theory, family stress theory, attachment theory, social learning theory, community development strategies and theories of adult education. Groups are held after school for eight weeks, with a universal invitation to all families with children in a specified year group or age range (e.g. year 1 or 3–5-year-olds). Participation is strictly voluntary.

The initial FAST weekly groups are led by a trained, multi-agency team of professionals from health, education and social care, with parents from the local school as partners. The team must be culturally representative of the families being served in the groups. The holistic, multi-systemic, relationship-building approach works to prevent poor outcomes and enable all children to achieve their potential and support the transition from nursery to primary education.

After the eight weekly sessions, the families who have participated in six sessions or more attend a graduation ceremony. Parents are partners at every level of the FAST programme – planning, training, and implementation and post graduation – and are supported to set their own agenda for 22 monthly multi-family group meetings, called FASTWORKS. The on-going meetings sustain the relationships which have been built during the eight weekly sessions. With team support, parents design the FASTWORKS agenda to maintain FAST family networks and identify community development goals. All FAST models include FASTWORKS as a voluntary component. Eighty-six percent of parents who graduate from the FAST programme report that they made a friend they continue to see regularly.

Families recruited into the FAST programme meet in groups of up to ten called "hubs". The groups are organised by the collaborative FAST team that comprises at least four members per hub: at least one, and up to three, parent partners with a child at the school (not from the identified year group) must be on each hub team; a school partner from the school running FAST; and a community-based partner(s) from health, social work, or other non-government/community based organisations. After the first FAST cycle, parents who have graduated are supported to become FAST team members during future FAST cycles. With training and support, FAST parent graduates can host the FAST groups with great effect.

Each hub meets separately. Each weekly session includes six key elements:

(1) A meal shared as a family unit
(2) Family communication games played at a family table
(3) Peer time for couples or buddies
(4) A self-help parent group
(5) One-to-one parent-child time
(6) A fixed door prize that allows every family to win once

These core components aim to strengthen the bonds within and between families, between families and the school, and to connect people within the community.

The FAST UK programme has the following goals:

1: Enhance family functioning
- Strengthen the parent-child relationship in specific and focused ways
- Empower the parents to become the primary prevention agents for their own children
- Improve child behaviour at home

2: Prevent the target child from experiencing school failure
- Improve the FAST child's behaviour and performance in school, both over the short term and long term. The Partnership focuses the delivery on 3–5-year-olds because we believe giving children the best start in primary school will prove to be significant in their attainment throughout their school career.
- Empower the parents in their role as partners in the educational process
- Increase the child's and family's feelings of affiliation toward the school
- Improve child behaviour at school

3: Reduce the stress that families experience from daily life
- Offer on-going opportunities for building social support among parents
- Link the family to appropriate community resources and services as needed
- Empower parents to establish relationships and increase their effectiveness in dealing with everyday life

More information on the FAST UK programme can be found on the following website:
www.familiesandschoolstogether.uk

Evidence of the Impact of FAST

FAST has gained status as an evidence-based programme by the United Nations (UN) in the UK and the US as a result of rigorous research on the effectiveness of the programme. To date, four large randomised controlled trials with one- or two-year follow-ups have been carried out to demonstrate that FAST helps children and their families (Abt Associates, 2001; Kratochwill *et al.*, 2004; McDonald *et al.*, 2006; Kratochwill *et al.*, 2009). Further details about each of these research studies and their findings can be found at the website stated above along with details of other relevant publications.

METHODOLOGY OF EVALUATION

The FAST evaluation uses a pre- and post-test, mixed methods evaluation design, with two independent reporters (parent and teacher) using standardised instruments with established reliability and validity. A *reliable instrument* yields consistent scores in the same person whenever it is used to measure a clearly defined attribute. A *valid instrument* is one that accurately measures the attribute for which it was developed. The parent(s) of each participating family, and the FAST child's teacher are invited to complete a questionnaire designed specifically to measure FAST programme goals before the programme commences (pre-test) and again after the eight-week cycle ends (post-test).

FAST Impact Measures

The main impact measures used in FAST UK evaluation are paper and pencil instruments with acceptable levels of psychometric properties. All standardised instruments used to evaluate programme goals are summarised in Table 1.

- Demographic data and feedback on programme satisfaction are also collected from the parents at the end of the eighth week.
- Parents answer questions about social relationships, social support, involvement in their child's education, self-efficacy, family environment, and the child's behaviour.
- Teachers complete a questionnaire about the child's behaviour and academic performance, and about the parent's involvement in the child's education.
- There are also open-ended perspectives on the experience of parents, teachers and FAST UK team members at the end of the eight weeks.

The description and psychometric characteristics of FAST impact measures are available in Appendix 1.

Table 1: FAST UK Measures and Programme Goals

Measures Used	Programme Goal		
	1:Improve Family Functioning	2: Prevent School Failure	3: Reduce Stress from Daily Life
Family Environment Scale (FES) – Family Relationship Index (Adapted from Moos & Moos, 1981)	✓	✓	✓
Parent-Child Relationship (McDonald & Moberg, 2002)	✓	✓	✓
Self-Efficacy (Adapted from Sherer, *et al.*, 1982; Spoth *et al.*, 1995; Coleman & Karraker, 2000)	✓		✓
Parental Involvement in Education (Adapted from Epstein & Salinas, 1993; Shumow *et al.*, 1996)		✓	
Academic Competence (Gresham & Elliott, 1990)		✓	
Strength and Difficulties Questionnaire (SDQ) (Goodman, 1997)		✓	✓
Community Social Relationships (McDonald & Moberg, 2002)	✓		✓
Social Support (Sherbourne & Stewart, 1991)			✓
Reciprocal Parent Support (McDonald & Moberg, 2002)		✓	✓

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Research Ethics and Confidentiality of Participants

The data presented in this evaluation was collected, stored, managed and analysed in adherence to research ethics guidelines and principles established by Middlesex University and Families and Schools Together, Inc. Middlesex University Research Ethics Committee granted ethics approval for this evaluation. All families and teachers who participated in this cycle of FAST have given signed informed consent for the completion, collection and analysis of questionnaires before and after participating in the FAST programme.

Data Collection

All schools or sites use a standard protocol to invite families to participate in the FAST programme. The FAST team at the school contact families about FAST and those families who are interested in participating in the programme receive personal contacts with, or home visits from, team members. At the one-to-one meeting, team members explain the programme, invite the parent to come and try it once, and ask the parents to complete the pre-programme questionnaire. Parents are also asked to complete an informed consent form that covers issues of confidentiality, use of responses, data anonymity, data linkage with Unique Pupil Number (England only), and permission to consult the target child's teacher. The child's teacher is asked to complete the pre-programme questionnaire after the child's parent gives informed consent. Participation in the programme and the evaluation is strictly voluntary.

In order to protect confidentiality, the FAST team member responsible for data management assigns each family with a unique identification (ID) number used on all FAST questionnaires. This number allows evaluation staff to match each parent's and teacher's pre- and post-questionnaires. Respondents seal the completed questionnaires with confidentiality stickers, and the completed questionnaires are sent for analysis to Middlesex University. Only aggregated group results are reported and no individual responses can be matched to a particular child or their parents. Only evaluation staff at Middlesex University have access to the ID numbers and names of each participant. The files are kept in a locked cabinet. Any identifying information, such as family IDs and names, is kept in secure files separate from the completed questionnaires. Furthermore, any possible identifying information at the local site is deleted from responses to open-ended questions.

Within two weeks of the programme ending, team members distribute post-programme questionnaires to parents and teachers. After the post-programme questionnaires are completed, the evaluation materials are sent to Middlesex University in London for analysis. The data is entered and analysed with the *Statistical Package for the Social Sciences* (SPSS). An independent evaluator is then recruited by Middlesex University and assigned to summarise and interpret the data.

Data Analysis

Statistical tests such as the dependent t-test are often used to test the significant difference (or change) between scores at pre- and post-test in the same individual that can be attributed to an intervention, e.g. FAST. The significant difference between two measurement points reported by such tests does not provide information on how many individuals or families benefited from an intervention or programme. Therefore, we have introduced a statistical test called the Reliable Change Index (RCI) (Jacobson & Truax, 1991) to address this shortcoming. The RCI provides the opportunity to determine the proportion of pupils and their families that have benefited from FAST in each cycle. The RCI ensures that the significant difference observed between pre- and post-FAST is not due to errors arising from the drawbacks of the instruments used, but can be attributed to FAST. An RCI of 1.96 indicates not only statistical significance at 0.05 level or 95% confidence interval, but also implies that the improvement observed following the FAST programme is reliable. Specific information regarding calculation and interpretation of the RCI is given in Appendix 3.

Interpretation of Findings

This report contains summaries of information that are designed to help the reader to understand the findings and comprehend how successful this cycle of the FAST programme has been. A star system is used to visually quantify how satisfactory the results were. Guidance to the use of stars to help readers interpret results is given below in Table 2.

Table 2: Interpretation of Findings – Meaning of Stars

Number of Stars	Interpretation
★ ★ ★	Very Good
★ ★	Satisfactory
★	Requires Review

This rating does not in any way refer to the school where the programme took place. Rather it is a description of the extent of the programme's success among participants and how well it was implemented and received by participants.

CONTEXT OF FAST PROGRAMME IN VICTORIA LANE ACADEMY

The first cycle of FAST took place in Victoria Lane Academy, which is located in Coundon, a village in County Durham, England. According to the 2011 Census data provided by Office for National Statistics (http://www.neighbourhood.statistics.gov.uk) for Data Zone County Durham 051A, which covers the school's postcode, the total neighbourhood population was 1,453. In 2011, the percentage of those of working age in the total population was 72.5%, 39.0% of whom were claiming a Key Working Age Benefit (County Durham, Unitary Authority, 20.0%; England, 15.0%). Over one-quarter of the residents (27.5%) were in full-time employment (County Durham, Unitary Authority, 37.5%; England, 38.6%), whereas the percentage of residents who were long-term unemployed was 3.7% (County Durham, Unitary Authority, 1.8%; England, 1.7%). A small percentage of the population (7.4%) reported having a degree or higher (County Durham, Unitary Authority, 21.5%; England, 27.4%), whilst over two-fifths (45.8%) of the residents aged 16 and over had no formal qualifications (County Durham, Unitary Authority, 27.5%; England, 22.5%). The large majority of the population in the neighbourhood were White British (98.2%) and over three-quarters of residents were Christian (78.0%).

At the time of FAST programme delivery (January to March 2016), 170 students were enrolled at Victoria Lane Academy. The majority of the pupils were White (98.0%), while the remaining 2.0% of pupils identified their ethnic background as 'Other'. Over one-half of pupils (58.0%) received free school meals (FSM) and approximately one-third of pupils (30.0%) had special educational needs (SEN).

FINDINGS

Implementation: Resources

This first cycle of the FAST programme took place over an 8-week period, between 27th January and 23rd March 2016. Fifteen FAST team members and 3 volunteers delivered the programme across 3 hubs.

According to the team members' qualitative comments, everyone displayed great teamwork, there was great support from the school and the programme was administered efficiently. Moreover, all team members agreed or strongly agreed that the training they received allowed them to do the FAST session well and that they had the resources and materials they needed. However, when asked about ideas for improvement, team members suggested that enhanced planning of children's time and a wider range of scribble ideas would be beneficial.

Relationship with Colleagues and Team Dynamics

The general consensus among team members was that they worked very well together and that there was great support within the team. For instance, one team member commented:

> *"Brilliantly. We all got on well, pulled together, helped each other and worked as an amazing team."*

Another team member reported:

> *"Relationships within our hubs and within whole team were excellent, everyone contributed and there was no distinction between staff, parents and community partners."*

Another member said:

> *"Working with the team has been great. We have all helped each other, e.g. Parent and Community Partners have been early to start meeting preparations while us teachers have still had a class."*

Programme Administration

Feedback regarding programme administration was very good, as team members reported being very satisfied with how programme was administered. For instance, one team member said:

> *"[The programme was administered] very well. Everything has always been well organised and all sessions ran smoothly."*

Another team member reported:

> *"Programme administered well, responsibilities were shared so all resources / raffle prizes etc. were ready for each session and well-organised."*

Another team member stated:

"FAST team met 30 minutes prior to the start to ensure everything was set out and all staff knew exactly what to expect."

Role of the School

The team members' feedback regarding the role of the school was very good and it was reported that the school fully supported the programme. For instance, one team member reported:

"The school has done an amazing job from start to finish with all the organising of everything from the beginning to the graduation."

Another team member said:

"The school always aided where possible, e.g. above and beyond for the graduation."

Yet another example:

"From the cook to the caretaker + staff not directly linked to FAST everyone facilitated the Programme."

Programme Organisation

When asked about ideas for improvement, team members suggested that the programme would benefit from enhanced planning of children's time. For instance, two team members suggested:

"A wider range of planned activities for children in Children's Time […]"

"Maybe a more structured kids time, possibly planned in advance of the start. It was quite hard to plan it well due to all the other busy happenings in a school week."

Team members also indicated that more ideas for scribbles would help keeping families occupied:

"More choice of scribbles as some families were getting through them really quick."

"A bigger range of scribbles as once families had completed all 8 we had to blow them up to A3 and use a family one which actually worked really well."

"More scribble ideas."

Implementation: Outputs

Recruitment and Retention

FAST aims to recruit up to 25 families into the programme. The school contacted 54 families and 21 of these attended one session or more, giving the programme a recruitment rate of 84%. Of the 21 families that started this cycle, 15 attended the final graduation, giving the programme a retention rate of 71%. Twelve graduating families submitted complete matching sets for evaluation. The programme started with 3 hubs and finished with the same number, with no attrition.

| Recruitment: Very Good	Retention: Satisfactory
⭐ ⭐ ⭐	⭐ ⭐

Direct Reach

A total of 69 individuals, 43 children and 26 adults, were reached by this programme.

Family Demographics

Twelve participating families submitted full or partial demographic information. The age of the pupils ranged between 4 and 7 years, with a mean age of 5 years. Of the 12 children, 8 were male and all were White. Special educational needs were reported in 5 pupils: School Action (3), School Action Plus (1) and Statement of SEN (1).

All 12 parents who submitted demographic information were the children's biological mothers and their ages ranged from 25 to 42 years, with a mean age of 31 years. All 12 parents were White, were born in the UK and reported that English was their first language. The majority of those who submitted information about their qualifications (8/11) reported having some level of educational attainment (Figure 1).

Figure 1: Family Demographics. Parents' Educational Attainment
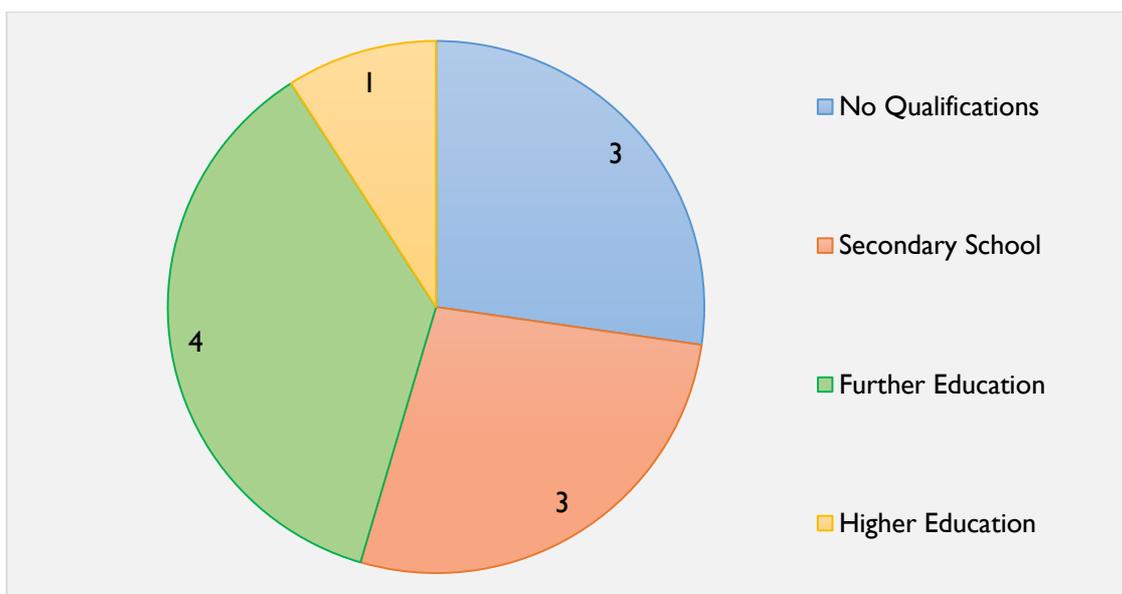
Eleven parents submitted information about their marital status and 5 of these reported that they were cohabiting. The remaining parents reported being single (4) or married (2). One-half of parents who provided the relevant information (6/12) were in employment during programme delivery (Figure 2). Of the

11 parents who provided information about their household income, 8 reported an income under £10,000, with 2 of these parents reporting an income under £5,000. Two of the remaining parents reported an income between £30,000 and £39,999. Nine parents reported living in rented accommodation, while 3 owned their home. On average, there were 4 people living in each household.

Figure 2: Family Demographics. Parents' Employment Status
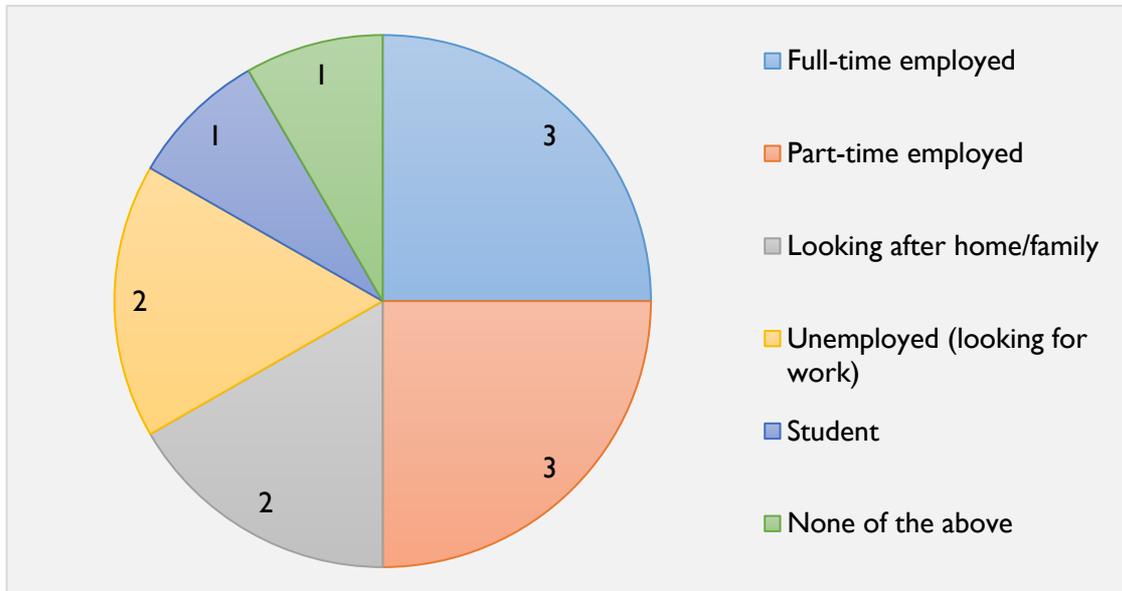
Primary Impact Level

Improvement in Child's Academic Performance (Prevention of School Failure)

Improvement in academic performance was measured against three indicators – Child Academic Competence (teacher-rated); Parental Involvement in Education (parent-rated) and Child Behaviour at School (teacher-rated).

Child Academic Competence: Eleven pupils were evaluated on this indicator of academic performance. The RCI for this indicator suggests that there was a significant positive change in academic competence for 2 pupils.

> In the teachers' opinion, a small proportion of the pupils showed a significant improvement in academic competence.

Parental Involvement in Education: Parental involvement in education was evaluated in 10 pupils and according to the RCI score, 3 families showed significant improvements. These consisted of a significant improvement in parent to school contact in 1 family, in both parent to school contact and in parent school involvement in 1 family, and in both parent school involvement and in school to parent contact in the remaining family.

> In the teachers' opinion, there was a significant improvement in overall parent involvement in education in approximately one-third of the participating families.

Child Behaviour at School: According to the RCI for this indicator, 8 of 12 pupils showed a significant reduction of behavioural difficulties. These changes consisted of improvements in both hyperactivity and emotional symptoms in 2 pupils and in both hyperactivity and conduct problems in 4 pupils. One child showed significant improvements on all of these three sub-measures, while there were incremental changes across a number of sub-measures in the remaining child.

> A significant improvement in overall behavioural difficulties at school occurred in two-thirds of the evaluated FAST pupils.

Teachers also rated the pupils' prosocial behaviours at school and the RCI for this indicator suggests that 4 pupils showed improvements at post-test.

> A significant improvement in prosocial behaviours at school occurred in one-third of the evaluated FAST pupils.

Appendix 4 Table 14 is a summary of performance against indicators of improvement in academic performance.

Teachers have reported additional information on school performance about each FAST pupil. These items are outlined in Appendix 4 Table 15.

Other Impact Levels

Enhancement of Family Functioning

There were four indicators of family functioning – Family Environment, Parent-Child Relationship, Parenting Self-Efficacy and Child Behaviour at Home. Associated measures of these indicators were completed by FAST parents at the beginning and end of the programme. The number of pupils that made significant improvement according to the RCI is reported below.

Family Environment: Twelve families were evaluated on this indicator and 2 reported a significant improvement in overall family environment. This consisted of a significant increase in family cohesion in 1 family and a reduction of family conflict in the other family.

> A small proportion of the FAST families reported significant improvements in family environment. ⭐

Parent-Child Relationship: Out of the 12 families who were evaluated on this indicator, a significant improvement was observed in 6.

> Significant improvement in parent-child relationships occurred in one-half of FAST families. ⭐ ⭐ ⭐

Parenting Self-Efficacy: Parenting self-efficacy was evaluated in 12 families and according to the RCI indicator, 2 of these showed an improvement on this measure.

> A significant improvement in parenting self-efficacy was reported by a small proportion of the FAST parents. ⭐

Child Behaviour at Home: Eleven parents provided information about their children's behaviour at home and 1 reported a significant improvement in overall behavioural difficulties. This consisted of a significant reduction of emotional problems, additionally to incremental changes across a number of sub-measures including conduct problems, hyperactivity and peer problems. A significant increase in prosocial behaviours at home was observed in another child.

> A significant improvement in child behaviour at home occurred in a small proportion of the FAST families. ⭐

Appendix 4 Table 16 is a summary of performance against indicators of enhancement of family functioning.

Reduction of Stress that Families Express in Daily Life

Four indicators of stress reduction in this programme were: Community Social Relationships; Social Support; Reciprocal Parent Support; and Social and General Self-Efficacy. FAST parents completed associate instruments at the beginning and end of the programme. The number (proportion) of parents whose difference in score between pre- and post-test exceeded the RCI is reported below.

Community Social Relationships: According to the RCI for this indicator, 4 out of 12 families reported a significant improvement in community social relationships.

> Significant improvement in community social relationships occurred in one-third of FAST families.

Social Support: Twelve parents were evaluated on this indicator and 6 reported a significant improvement in overall social support. This positive change consisted of significant improvements in emotional support in 1 parent, in tangible support in 1 parent and a significant improvement on both sub-measures in 2 parents. One of the remaining 2 parents reported significant changes in emotional and affectionate support, whilst the other reported incremental changes in affectionate and tangible support.

> Significant improvements in overall social support occurred in one-half of FAST parents.

Reciprocal Parent Support: Twelve parents were evaluated on this indicator and 3 parents reported a significant increase in reciprocal parent support. These improvements consisted of incremental changes in both support provided to other parents and support received from other parents in all 3 families.

> Significant improvement in overall reciprocal parent support was reported by one-quarter of FAST parents.

Self-Efficacy: According to the RCI for this indicator, 1 of the 12 parents who were evaluated on this measure reported a positive change in their social self-efficacy. Another parent reported a significant improvement in their general self-efficacy.

> A significant improvement in their social or general self-efficacy was reported by a small proportion of the evaluated FAST parents.

Appendix 4 Table 17 contains a summary of performance against indicators of stress reduction in families.

CONSUMER SATISFACTION

Parent Satisfaction

⭐ ⭐ ⭐

Overall, parents gave an average satisfaction rating of 9.7 (out of 10) for the programme. Satisfaction scores were particularly high for the parents' relationships with both the Parent Partners on the FAST team and with other parents, with these relationships receiving average scores of 9.4 and 9.3 out of 10, respectively. Qualitative statements such as *"I am now very close to the FAST parents from my hub"* or "*Made some good friends"* provide additional evidence for the parents' improved relationships with other parents. The parents' relationships with both the School Partners and Community Agency Partners on the FAST team also received high satisfaction scores (9.3 out of 10, respectively). The qualitative statements provided by the parents also indicate that FAST contributed to better relationships with school staff, for example – *"Feel much happier and more comfortable in school"* and *"I am now confident to approach teachers if I have a problem"*. When asked about changes in their relationships with the community partners, parents reported *"Local councillor is invaluable source of information"* and *"The councillor that was in my group was very informative & friendly"*.

The parents' relationships with their children also received a high average satisfaction score of 8.6 out of 10. When asked about what the parents valued most about FAST, qualitative statements such as *"Spending quality time with my child"* and *"Time with my child without little one"* provide further evidence for positive relationships between parents and children during FAST. Additionally, several parents reported improvements in their children's behaviour since attending the programme, for instance – *"They listen a lot better and my relationship is much better with them"*, *"Helping more. More confidence at home and school"* or *"She listens and behaves better"*. Parents also reported that their children thoroughly enjoyed the activities in the programme, some of which are now continued at home (for instance, scribbles and special play).

Questionnaire data suggested that all parents appreciated the FAST team's effort to empower them during programme delivery. All parents agreed or strongly agreed that the FAST team provided them with information, support and resources. They also agreed that the team respected them as individuals, with individual needs, wants rights and opinions, and not just part of the group. When asked about the likelihood of continuing with monthly meetings, the majority of parents (11/12) indicated that they were either likely or very likely to join monthly meetings when weekly meetings finish (Figure 3).

Figure 3: Likelihood of continuing with monthly meetings once weekly meetings finish

Legend:
- Very unlikely
- Likely
- Very likely

(Pie chart values: 1, 3, 8)
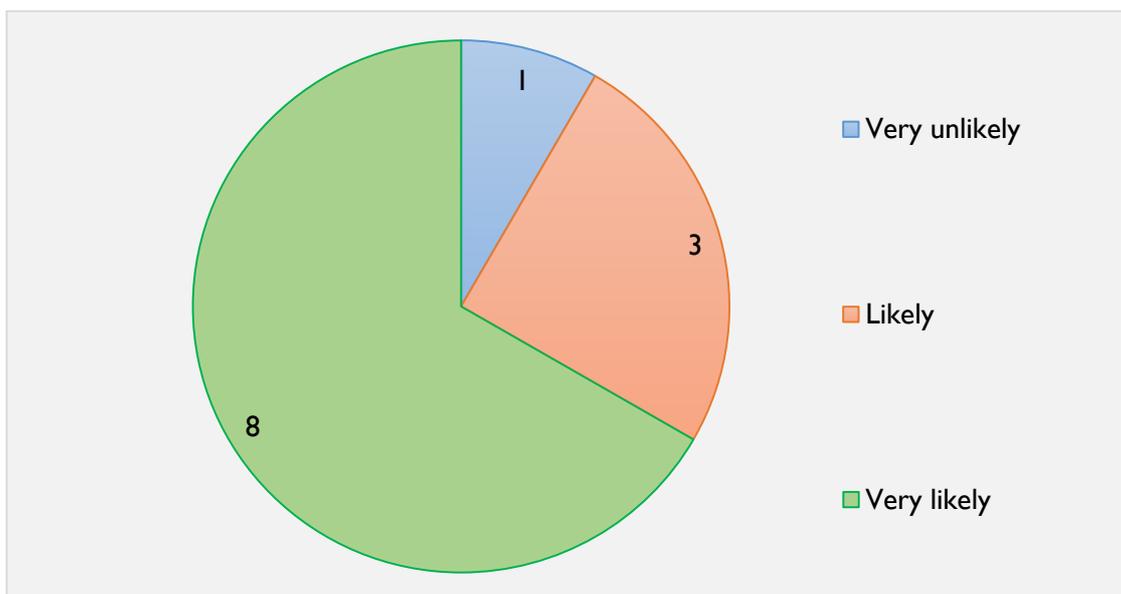
Parent Empowerment in Child's Education
⭐

For this cycle of FAST, parent empowerment in their child's education requires review. One out of 11 parents reported a significant increase on this measure. In contrast, 2 other parents reported a significant decrease in their empowerment in their child's education.

Teacher Satisfaction
⭐ ⭐

Overall, feedback from the teachers involved in this cycle was satisfactory. On average, teacher satisfaction ratings for the programme were 6.2/10. Teachers reported observing moderate levels of improvements in both the pupils' attitudes towards school (6.3/10) and in the pupils' academic performance (5.8/10). Detailed observations of behavioural changes were given in the teachers' qualitative comments that were largely very positive. Numerous comments indicated that pupils built new friendships and were more engaged, for instance – *"His behaviour towards his peers has improved dramatically. He is actively seeking new academic challenges. When faced with an issue he is now confident to approach a different member of staff for help"* or *"Her concentration, participation and social skills have improved"*. Teachers also observed that pupils showed improved motivation to perform well in school, for instance *"This child's ability to engage with lessons has really improved since starting FAST. He is much more motivated and we have seen real improvement in his academic performance […]"* and *"This child is much more motivated to succeed at school. Her behaviour is much improved (less oppositional). She has started to wear a uniform more regularly and has also completed homework and read at home more often (this happened very rarely before FAST)"*. Consequently, the benefits for the teachers from the FAST programme being in their school were given a high satisfaction rating of 8.5/10. Teachers also indicated that the parents benefited as a result from participating in FAST, giving the benefits an average rating of 7.3/10. This was also reflected in the teachers' qualitative statements such as *"[…]*

Parents less anxious than previously. Less phone calls to school. At one point, these were almost daily. Now few + far between" or *"Mum is much more engaged with the school and will now approach us and voice concerns. She also attends meetings with the SENCO which she didn't before […]"*.

FAST Team Feedback

⭐ ⭐ ⭐

For this cycle of FAST, feedback from team members was very good. All team members agreed or strongly agreed that the team had confidence in itself and that no task was too difficult for the team. Qualitative statements such as *"A fantastic experience that has impacted significantly onto children, parents, staff and community of Coundon and Leeholme!"* and *"A fabulous experience. Teachers, parents & councillors working together to facilitate families in having fun while learning to co-operate"* highlighted that the team members regarded FAST as a successful, worthwhile programme. Team members also reported that being part of the programme was a satisfactory and enjoyable experience. This was reflected in statements such as *"Very satisfactory. It has been enjoyable getting to know everyone and interact positively with other members of the community"* or *"It has been a great experience for me personally. I feel I have much more positive relationships with some parents which were previously more tense. I have also enjoyed working with other members of the community"*. In addition, feedback from the team suggested that the programme helped to establish better relationships with parents, for instance *"Very positive, good relationships were formed with parents. One mum who normally never gets a break from her baby was happy for staff to take the baby during parent time so she could enjoy special play with her Y1 child as the baby normally receives most of her attention"* or *"Many of the FAST members had not met with parents before and FAST enabled their relationships with each other"*. This coincided with the quantitative data, which showed that all team members agreed that the team respected the parents as individuals, with individual needs, wants, rights and opinions, not just part of a group.

When asked about ideas for improvement, team members highlighted two aspects of programme organisation (as discussed above under *Implementation: Resources*). Despite these issues, the team members' overall feedback suggested that they were able to deliver the programme effectively, resulting in everything running smoothly. For instance, all team members agreed that the team felt it could solve any problem it encountered and that the team used the talents, skills, and experiences of its members. Moreover, all team members also reported that the FAST gave them a strong sense of accomplishment.

LESSONS LEARNED

What Worked Well?

Significant improvements were observed on indicators for all three impact levels in a good proportion of families: *Improvement in Child's Academic Performance*, *Enhancement of Family Functioning* and *Reduction of Stress that Families Experience in Daily Life*.

Parent satisfaction for this cycle was very high. When asked about the likelihood of continuing with monthly meetings, the majority of parents indicated that they wanted the family networks to be maintained in the future.

Team members reported that strong relationships with parents were established during programme delivery and commented on positive team dynamics, efficient programme administration and good support from the school. Feedback from teachers involved in this cycle of FAST was satisfactory.

The recruitment rate was very good for this cycle.

What Needs Improving?

FAST team members mentioned areas for improvement regarding programme organisation.

CONCLUSIONS AND RECOMMENDATIONS

Overall, the first cycle at Victoria Lane Academy has been very successful. Participant satisfaction for the programme was high, with parents giving the programme a satisfaction rating of 9.7 out of 10. The recruitment rate was very good. These results suggest that FAST largely met the needs of the participating parents and children. Moreover, when asked about the likelihood of continuing with monthly meetings, the majority of parents indicated that they wanted the family networks to be maintained in the future. This further indicates that the parents viewed the programme as a positive experience and evidences the parents' motivation to continue the FAST ideology.

This cycle's contribution to the *Reduction of Stress that Families Experience in Daily Life* was a particular area of success, as significant improvements were observed for 3 indicators: One-half of parents reported improvements in overall social support, one-third of parents reported improvements in community social relationships and one-quarter of parents reported enhanced reciprocal support at the end of the programme. This is an encouraging indicator of this cycle's positive impact on social capital in the community.

There is also evidence that the programme contributed to an *Improvement in the Children's Academic Performance*, as the teacher's quantitative ratings indicated improvements in behavioural difficulties at school in two-thirds of the pupils and in prosocial behaviours in one-third of the pupils. This coincided with the teachers' qualitative statements suggesting that the pupils showed positive changes after participating in FAST, for instance in terms of improved social relationships and higher motivation to perform well in school. Teachers also commented that the programme's benefits to the parents participating in FAST were high, giving them a satisfaction rating of 8.5 out of 10. Moreover, they observed improved parent involvement in education in approximately one-third of parents.

Finally, this cycle had a positive impact on *Enhancement of Family Functioning*, as one-half of parents reported improved parent-child relationships after completing the programme. These quantitative results coincided with qualitative statements suggesting that the parents enjoyed spending time with their children and that they observed positive changes in their children since attending FAST. Overall, these results indicate that this cycle has gone a good way towards achieving all 3 FAST objectives for a good proportion of the participants.

Two areas for improvement relating to programme organisation were identified during this cycle of FAST. More specifically, team members reported that the programme would benefit from enhanced planning of children's time. They also suggested that more ideas for scribbles would help keeping families occupied. Despite these issues, overall feedback from team members was overwhelmingly positive. Everyone commented on the good working relationships within the team and team members also reported that the programme was administered efficiently and that there was good support from the school. Additionally, team members indicated that FAST helped to foster positive relationships with the participating parents and all team members agreed or strongly agreed that FAST gave them a strong sense of accomplishment.

Recommendations

In view of the above summary of findings, the following recommendation is thought to be of beneficial consideration for the team during future implementations of the FAST programme at this school:

(1) As suggested by team members, options to improve planning of children's time and to provide families with a wider range of scribbles ideas should be explored.

Overall, the first cycle at Victoria Lane Academy has been very encouraging, with quantitative and qualitative data suggesting a positive impact on the participating families. With the implementation of the above recommendation, subsequent cycles can continue to build on this positive impact.

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APPENDIX 1: FAST Impact Measures

Family Functioning

Family functioning is assessed with the *Family Relationship Index* of the *Family Environment Scale* (FES) (Moos & Moos, 1981). Completed by parents, this is a 27-item scale that rates the domains of cohesion, expressiveness and conflict. The *Family Cohesion* subscale measures the degree of commitment, help, and support family members provide for one another; the higher the score, the better the family functioning. The *Family Expressiveness* subscale measures the extent to which family members are encouraged to act openly and express their feelings directly; the higher the score, the better the family communication. Finally, the *Family Conflict* subscale measures the amount of openly expressed anger, aggression, and conflict among family members; higher scores indicate family distress.

Higher scores on cohesion and expressiveness suggest a better family functioning, whereas higher scores on the conflict subscale indicate a poorer family functioning. The *Total Family Relationship* score is obtained by adding the cohesion and expressiveness scores, and subtracting the conflict score. The total score can range from -9 to 18 with higher scores being indicative of a better family environment. The FES has demonstrated good reliability, with inter-item reliability of subscales between 0.61 and 0.78 and test-retest reliability between 0.52 and 0.91 at 2 months, 3 months and 1-year interval range. The scale has established norms for normal and distressed families. UK FAST norms for the FES and subscales are summarised below (Table 1).

Table 1: FAST UK Norm for Family Environmental Scale

	FAST UK Norm (N=1,276 - 1,367)	
Subscales	Mean	SD
Family Cohesion	7.39	1.77
Family Expressiveness	5.44	1.98
Family Conflict	2.58	2.16
Total Family Relationships	10.21	4.62

Parent-Child Relationship

Parents' relationship with their FAST child was assessed by the *Parent-Child Relationship* (PCR) subscale of the *Social Relationships Scale* (McDonald & Moberg, 2002). The eight-item PCR subscale completed by parents, measures the relationship that parents have with their FAST child. This includes how easy or difficult it is getting the child to respect, listen to or obey parents' requests, and how easy or difficult the parent finds it talking and listening to their child. Parents are asked to score each item on a scale of 1 to 10, with higher scores indicating stronger parent-child relationships. Test-retest reliability for the PCR scale is 0.94.

UK FAST norm for the PCR scale is summarised below (Table 2).

Table 2: FAST UK Norm for Parent-Child Relationship Scale

	FAST UK Norm (N=1,494)	
	Mean	SD
Parent-Child Relationship	7.69	1.66

Parenting Self-Efficacy

FAST parents completed the *Parenting Self-Efficacy* (PSE) scale (Coleman and Karraker, 2000; Spoth *et al.*, 1995) that measures the relationship between the parent's self-efficacy and their ability to support and nurture their children. Scores range from 1 to 5 where a 5 indicates the highest level of self-efficacy. Higher scores are indicative of higher levels of parenting self-efficacy. Internal consistency (Cronbach alpha) of the PSE scale is 0.64 (Bosscher & Smit, 1998). UK FAST norm for the PSE scale is summarised below (Table 3).

Table 3: FAST UK Norm for Parenting Self-Efficacy Scale

	FAST UK Norm (N=1,491)	
Subscales	Mean	SD
Parenting Self-Efficacy	4.16	0.60

Child Behaviour at Home

The child's behaviour at home was assessed with the *Strength and Difficulties Questionnaire* (SDQ) (Goodman, 1997), completed by parents. There are 25 items that fall into two dimensions or scales: strengths (pro-social behaviour) and difficulties (emotional problems, conduct problems, peer problems, and hyperactivity problems). Scores for each of the 5 subscales can range from 0 to 10. A higher score for strengths corresponds to positive behaviour whereas a higher score for difficulties corresponds to problematic behaviour. The total difficulties scale is the sum of the individual difficulties subscales, and scores can range from 0 to 40 with a lower score indicating less difficult behaviour. The inter-item reliability of the subscales ranges between 0.57 and 0.85, with test-retest reliability between 0.57 and 0.72 over 4 to 6 months.

Table 4: FAST UK Norm for Strengths and Difficulties Questionnaire (SDQ) for Parents

	FAST UK Norm (N=1,447 - 1,475)	
Subscales	**Mean**	**SD**
Pro-social Behaviours	7.53	2.02
Difficulties:		
Emotional Symptoms	2.39	2.21
Conduct Problems	2.39	1.96
Hyperactivity	4.48	2.46
Peer Problems	2.19	1.82
Total Difficulties	11.40	6.21
Impact of Difficulties	0.75	1.82

Child Academic Competence Reported by Teachers

Teachers rated the academic competence of FAST pupils using the Academic Competence (AC) Scale (Gresham & Elliott, 1999). The scale rated pupils on reading, maths, motivation and general intellectual functioning by asking teachers to compare each FAST pupil to other children at the same grade level on a scale of 1–5. A higher score indicated high academic performance. Internal consistency (Cronbach Alpha) and test-retest reliability of the AC scale is 0.95 and 0.83 respectively. UK norm for the AC scale is summarised below (Table 5).

Table 5: FAST UK Norm for Academic Competence Scale

	FAST UK Norm (N= 1,575)	
	Mean	**SD**
Child Academic Competence	3.19	1.02

Parental Involvement in Education

FAST parents' involvement in their child's education was measured using the eight-item Parental Involvement in Education (PIE) questionnaire (Shumow, Vandell & Kang, 1996). The eight questions explore parental school involvement, parent-initiated contact with teachers and school-initiated contact with parents. Scores for each of the subscales and for the total measure, range from 0 to 1 with higher scores indicating increased parental involvement in child's education. Reliability coefficients for each domain range between 0.83 and 0.96. UK norm for the PIE questionnaire and subscales is summarised below (Table 6).

Table 6: FAST UK Norm for Parental Involvement in Education Scale

	FAST UK Norm (N= 1,266 - 1,345)	
	Mean	SD
School to Parent Contact	0.26	0.37
Parent to School Contact	0.21	0.31
Parent School Involvement	0.27	0.38
Total Parent Involvement in Education	0.24	0.28

Child Behaviour at School

FAST children's behaviour at school was measured by the SDQ (Goodman, 1997) described earlier but completed by teachers. The internal consistency coefficients of the subscales among teachers range between 0.70 and 0.87, while test-retest reliability coefficients range between 0.65 and 0.82 over 4 to 6 months. The UK norm for the teacher version of the SDQ and subscales is summarised below (Table 7).

Table 7: FAST UK Norm for Strengths and Difficulties Questionnaire (SDQ) for Teachers

Teachers version	FAST UK Norm (N=1,650 - 1,670)	
Subscales	Mean	SD
Pro-social Behaviours	6.64	2.81
Difficulties:		
Emotional Symptoms	1.68	2.20
Conduct Problems	1.32	1.85
Hyperactivity	3.81	3.04
Peer Problems	1.72	1.88
Total Difficulties	8.50	6.51
Impact of Difficulties	0.75	1.82

Community Social Relationships

Parent's social relationships with the community were assessed with a subscale of the *Social Relationships Questionnaire* (McDonald & Moberg, 2002). Eleven questions measured the relationship that parents have with other people and community agencies. The score range from 1 (poor) to 10 (excellent); higher scores indicate better family community social relationships. The test-retest reliability for this subscale is 0.88. UK norm for the Community Social Relationship subscale is summarised below (Table 8).

Table 8: FAST UK Norm for Community Social Relationships Scale

	FAST UK Norm (N= 1,457)	
	Mean	**SD**
Community Social Relationships	7.84	1.46

Social Support

Four dimensions of social support were measured by the 12-item Social Support (SS) questionnaire (Sherbourne & Stewart, 1991). These are *emotional support* (expression of affect, empathic understanding and encouragement of expression of feelings); *affectionate support* (expression of love and affection); and *tangible support* (providing material aid or behavioural assistance). *Total support* is the sum of emotional, affectionate and tangible support. Scores on each item range from 0 to 3 and a higher score corresponds to stronger social support. The reliability of the SS questionnaire is 0.97; with individual subscales ranging from 0.91 to 0.96. The UK norm for the SS questionnaire is summarised below (Table 9).

Table 9: FAST UK Norm for Social Support Questionnaire

Subscales	*FAST UK Norm (N=1,650 - 1,670)*	
	Mean	**SD**
Emotional Support	2.12	0.85
Affectionate Support	2.21	0.90
Tangible Support	1.88	0.96
Total Support	**2.04**	**0.80**

Reciprocal Parent Support

Parents enrolled on FAST completed the *Reciprocal Parent Support* (RPS) questionnaire (McDonald & Moberg, 2002) that measures the level of support that parents may *receive* from or *provide* to other parents, such as help with babysitting, car sharing, sharing feelings, and getting together socially. Scores for the two subscales (*Support Received* and *Support Provided*) can range from 0 to 3. For the overall *Reciprocal Parent Support* scale, scores can range from 0-6 with a higher score corresponding to more support. Test-retest reliability is 0.90 for the Support Received scale and 0.91 for the Support Provided scale. UK norm for the RPS questionnaire is summarised below (Table 10).

Table 10: FAST UK Norm for the Reciprocal Parent Support Questionnaire

Subscales	FAST UK Norm (N=1,475 - 1,494)	
	Mean	SD
Support Provided to Other Parents	1.12	0.94
Support Received from Other parents	1.04	0.93
Total Reciprocal Support	**2.15**	**1.80**

Social and General Self-Efficacy

Parents completed the *Self-Efficacy Scale,* a shortened version of the measure developed by Sherer *et al.* (1982). Ten items measure *General Self-Efficacy (*relationship between self-efficacy and general tasks, setting goals and completing projects). Six questions measure *Social Self-Efficacy* (beliefs about parents' ability to establish and maintain friendships). Scores for both self-efficacy subscales range from 1 to 5, where higher scores are indicative of a high level of self-efficacy. The subscales have good inter-item reliability, 0.86 and 0.71 respectively. UK norm for the SE scale is summarised below (Table 11).

Table 11: FAST UK Norm for Self-Efficacy Scale (shortened version)

Subscales	FAST UK Norm (N=1,447 - 1,478)	
	Mean	SD
Social Self-Efficacy	3.31	0.69
General Self-Efficacy	3.60	0.72

APPENDIX 2: Other Measures

Parent Empowerment in Child's Education

This scale consists of four questions that were introduced in the FAST UK evaluation to evaluate parent's empowerment in relation to supporting their child in their education (McDonald, 2009). These are scored on a 5 point scale (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. Previously these items were only asked as part of the post programme questionnaires. They were recoded into 3 categories (-1) disagree or strongly disagree, (0) neither agree nor disagree, (1) agree or strongly agree. Then frequencies for each item displayed the parent's perception of changes in the last 2 months. These items are now asked before and after the programme. The four items are combined to create a "Parent Empowerment in Child's Education Score. Total scores can range from 0 to 20. Scale reliability analysis was conducted on 111 participants from 8 sites picked from Autumn 2014 FAST Cycles (see table 12). The total scale showed a good internal validity (Cronbach's Alpha = 0.87).

Table 12: Cronbach's Alpha Sample for Parent Empowerment in Child's Education

	Cronbach's Alpha Sample (N= 111)	
	Mean	**SD**
Parent Empowerment in Child's Educations	15.51	3.17

APPENDIX 3: Data Analysis

In this report, we adopted the use of the Reliable Change Index (RCI) in analysing the difference between pre- and post-test scores to see if any differences can be attributed to the FAST programme. Reliable change relies on the reliability or consistency of measurement instruments and is the difference on a measure between two time points, and of a sufficient magnitude, that would not be due to simple measurement error. Therefore, RCI is evidence that changes between pre- and post-test are real and not an artefact of measurement error. In order to calculate RCI, norms for measures must be available. We have adopted Jacobson & Truax's (1991) formula for calculating RCI. The procedure is summarised below.

$$\text{RCI} = x2 - x1/SEdiff$$

Where $x1$ is the score at time 1 (usually the initial/pre-test score) and $x2$ is the time 2 score (follow up/post-test score) of the same subject.

SEdiff is the standard error of the difference between the two test scores. It can be computed directly from the standard error of the measurement *SE*.

$$SEdiff = \sqrt{2}(SE)2$$

$$SE = SD1 \text{ x } \sqrt{(1-r)}$$

Where *SD1* is the standard deviation of the initial assessment and r is the reliability coefficient of the instrument.

When completing this calculation for each individual participant, where the RCI is greater than 1.96, it is unlikely that the post-test score is due to random measurement error and the change is reliable (*p*<.05). SPSS Version 20 and Microsoft Excel were used in data analysis. In order to complete multiple RCI calculations for all the measures used to evaluate the FAST programme, an RCI calculator was designed using Visual Basic Advance (VBA) based on an original tool developed by Dr. Clinton Irvin, US Aeromedical Research Laboratory (2011).

APPENDIX 4: Reliable Change Index Calculation and Decisions

TABLE 13: Scale Norms and Reliability for Calculating the Reliable Change Index (RCI): Victoria Lane Academy

	Sample		Cronbach Alpha	N	RCI
Subscales	Mean	SD			
Family Cohesion	7.25	1.66	0.7	12	2.52
Family Expressiveness	4.67	1.92	0.54	12	3.61
Family Conflict	3.25	1.91	0.72	12	2.8
Total Family Environment Scale	8.67	3.42	0.67	12	5.45

			Cronbach Alpha	N	RCI
	Mean	SD			
Parent-Child Relationship	6.94	1.2	0.91	12	1

			Cronbach Alpha	N	RCI
Subscales	Mean	SD			
Parenting Self-Efficacy	4.11	0.51	0.67	12	0.81

Parents Version			Cronbach Alpha	N	RCI
Subscales	Mean	SD			
Pro-social Behaviours	7.18	2.09	0.69	11	3.23
Difficulties:					
Emotional Symptoms	1.64	1.75	0.7	11	2.66
Conduct Problems	3.09	1.92	0.65	11	3.15
Hyperactivity	5.27	2.49	0.74	11	3.52
Peer Problems	1.91	2.02	0.46	11	4.11
Total Difficulties	11.91	6.71	0.72	11	9.84

Child Academic Competence			Cronbach Alpha	N	RCI
	Mean	SD			
Child Academic Competence	2.95	1.12	0.95	11	0.69

Parent Involvement in Education			Cronbach Alpha	N	RCI
	Mean	SD			
School to Parent Contact	0.15	0.34	0.62	10	0.58
Parent to School Contact	0.13	0.32	0.64	10	0.53
Parent School Involvement	0.06	0.17	0.5	9	0.33
Total Parent Involvement in Education	0.12	0.22	0.78	10	0.29

SDQ: Teachers Version			Cronbach Alpha	N	RCI
Subscales	Mean	SD			
Pro-social Behaviours	4.58	2.54	0.69	12	3.92
Difficulties:					
Emotional Symptoms	3.58	2.75	0.7	12	4.18
Conduct Problems	3.17	1.8	0.65	12	2.95
Hyperactivity	8.08	1.93	0.74	12	2.73
Peer Problems	1.42	1.51	0.46	12	3.08
Total Difficulties	16.25	4.83	0.72	12	7.08

Community Social Relationship			Cronbach Alpha	N	RCI
	Mean	SD			
Community Social Relationships	7.81	1.1	0.81	12	1.33

Social Support Questionnaire			Cronbach Alpha	N	RCI
Subscales	Mean	SD			
Emotional Support	2.29	0.87	0.92	12	0.68
Affectionate Support	2.47	0.78	0.9	12	0.68
Tangible Support	1.98	0.92	0.91	12	0.77
Total Support	2.19	0.78	**0.95**	12	0.48

Reciprocal Parent Support			Cronbach Alpha	N	RCI

Questionnaire					
Subscales	**Mean**	**SD**			
Support Provided to Other Parents	1.47	1.07	0.88	12	1.03
Support Received from Other Parents	1.28	1.02	0.87	12	1.02
Total Reciprocal Support	2.75	2.05	**0.93**	12	1.5

Self-Efficacy Scale (shortened version)			**Cronbach Alpha**	**N**	**RCI**
Subscales	**Mean**	**SD**			
Social Self-Efficacy	3.24	0.64	0.64	12	1.06
General Self-Efficacy	3.49	0.68	0.87	11	0.68

Parent Empowerment in Child's Education			**Cronbach Alpha**	**N**	**RCI**
Subscales	**Mean**	**SD**			
Empowerment in Child's Education	15.82	3.31	0.87	11	3.31

Primary Impact Levels

Table 14: Improvement in Academic Performance (Prevention of School Failure)

	N	Mean Difference	RCI	Number (Proportion) With Reliable Change
Child Academic Competence	11	0.35	0.69	2 (0.18)*
Parental Involvement In Education	10	0.15	0.29	3 (0.30)**
Child Behaviour at School				
Pro-social Behaviours	12	2	3.92	4 (0.33)**
Difficulties:				
Emotional Symptoms	12	2.13	4.18	3 (0.25)**
Conduct Problems	12	1.51	2.95	4 (0.33)**
Hyperactivity	12	1.39	2.73	10 (0.83)***
Peer Problems	12	1.57	3.08	0*
Total Difficulties	12	3.61	7.08	8 (0.67)***

Table 15: Teachers' Case Summaries of Academic Performance

Pupil	FAST: What kind of changes have you seen in the child since he/she has attended FAST?
1	Some improvements in motivation to work. - Parents less anxious than previously. Less phone calls to school. At one point, these were almost daily. Now few + far between.
2	Her concentration and general behaviour has improved. Her eagerness to complete tasks and work has grown.
3	Her concentration, participation and social skills have improved.
4	His behaviour has improved dramatically and he is beginning to expand his friendship group. His concentration levels have improved.
5	His behaviour towards his peers has improved dramatically. He is actively seeking new academic challenges. When faced with an issue he is now confident to approach a different member of staff for help.
6	His concentration levels have improved and his relationships within class have broadened.
7	I have noticed a change in this child's motivation to succeed and his academic performance. He is sometimes disciplined in the class but now it only takes one warning to come back into line. Mum is more confident to approach us.
8	This child already managed well at school and his attendance is near 100% so there was not too much to improve. He is more confident to talk to us if there is a problem and mum is also more confident to come to see us if she has a concern.
9	This child is much more motivated to succeed at school. Her behaviour is much improved (less oppositional). She has started to wear a uniform more regularly and has also completed homework and read at home more often (this happened very rarely before FAST). Mum's relationship with the school had been quite confrontational and is now much more open and positive.
10	This child manages well at school and has good attendance so not so much change seen here. He has become a little closer with his friends from FAST and also does his homework more regularly. Mum has become much more communicative. I rarely spoke to her before FAST and now she is much happier to chat and to come in if she has a concern.
11	This child's ability to engage with lessons has really improved since starting FAST. He is much

more motivated and we have seen real improvement in his academic performance. Mum is much more engaged with the school and will now approach us and voice concerns. She also attends meetings with the SENCO which she didn't before.

Other Impact Levels

Table 16: Enhancement in Family Functioning

	N	Mean Difference	RCI	Number (Proportion) With Reliable Change
Family				
Family Cohesion	12	1.29	2.52	1 (0.08)*
Family Expressiveness	12	1.84	3.61	1 (0.08)*
Family Conflict	12	1.43	2.8	1 (0.08)*
Total Family Relationships	12	2.78	5.45	2 (0.17)*
Parent-Child Relationship	12	0.51	1	6 (0.50)***
Parenting Self-Efficacy	12	0.41	0.81	2 (0.17)*
Child Behaviour at Home				
Pro-social Behaviours	15	1.44	2.82	1 (0.07)*
Difficulties:				
Emotional Symptoms	11	1.65	3.23	1 (0.09)*
Conduct Problems	11	1.36	2.66	2 (0.18)*
Hyperactivity	11	1.61	3.15	0*
Peer Problems	11	1.8	3.52	1 (0.09)*
Total Difficulties	11	2.1	4.11	0*

Table 17: Reduction in Stress that Families Express in Daily Life

	N	Mean Difference	RCI	Number (Proportion) With Reliable Change
Community Social Relationships	12	0.68	1.33	4 (0.33)**
Social Support				
Emotional Support	12	0.35	0.68	4 (0.33)**
Affectionate Support	12	0.35	0.68	1 (0.08)*
Tangible Support	12	0.39	0.77	3 (0.25)**
Total Support	12	0.25	0.48	6 (0.50)***
Reciprocal Parent Support				
Support Provided To Other Parents	12	0.52	1.03	0*
Support Received From Other Parents	12	0.52	1.02	0*
Total Reciprocal Support	12	0.77	1.5	3 (0.25)**
Social And General Efficacy				
Social Efficacy	12	0.54	1.06	1 (0.08)*
General Efficacy	11	0.35	0.68	1 (0.09)*

Participant Satisfaction

Table 18: Parent Empowerment in Child's Education

	N	Mean Difference	RCI	Number (Proportion) With Reliable Change
Parent Empowerment in Child's Education	11	1.69	3.31	1 (0.09)*

APPENDIX 5: Comments from FAST Team Members

Relationship with colleagues
- As a team we got along great. We all worked well together. At the end of FAST we are now friends!
- Brilliantly. We all got on well, pulled together, helped each other and worked as an amazing team.
- Excellent, great communication and everyone had a special role.
- Fantastic working relationships developed between members of the team.
- Great. I got to know each person better.
- Relationships within our hubs and within whole team were excellent, everyone contributed and there was no distinction between staff, parents and community partners.
- Very well. We work really well as a team and get along like we have known each other years.
- We all bonded really well enjoyed meeting them all.
- We always worked as a TEAM. Working together sharing, helping each other.
- We became a close and strong team.
- We communicated well. Always knew what we were all doing. Work really well as a team.
- We worked very well, in a culture of no blame and respect for each other.
- Well, our hub and the team as a whole worked together very well.

Views of the FAST Team
- A fabulous experience. Teachers, parents & councillors working together to facilitate families in having fun while learning to co-operate.
- FAST has been a brilliant experience. Really enjoyed the FAST song and seeing how much the FAST families' confidence grew singing louder each week.
- From Day one I was a bit unsure but now I would not have missed it. Loved every min.
- I have loved working with my FAST team as the parent helpers have become an important part of our team. A pleasure to know.
- Made fantastic progress, in the early weeks many were worried about the cooking. By the end they all wanted to.
- Very satisfactory, I feel I have made valuable friendships with all my team members. We all speak to each other as friends and not just as an individual.
- Very satisfactory, very pleased with the experience and outcome of the Programme.
- Very satisfactory. As a governor I was able to speak with staff and parents in a non-formal way.
- Very satisfactory. It has been enjoyable getting to know everyone and interact positively with other members of the community.
- Very, great chance to meet some parents.
- Very. I feel I have made friendships that will last. They are all nice, friendly members who have been a pleasure to work with.
- Working with FAST team was excellent, great to work alongside a range of colleagues from the community and parent partners. One of the community partners is now going to join the school governing body.
- Working with the team has been great. We have all helped each other, e.g. Parent and Community Partners have been early to start meeting preparations while us teachers have still had a class.

Your opinion regarding team members' relationships with parents

- All family. Was great to meet and I will keep in touch.
- All positive. All members were very respectful and the parent partners in particular were very caring, making sure everyone felt comfortable and welcome.
- Brilliant. Parents are really comfortable speaking to all members of the team.
- Excellent. Parents requesting FAST to continue and team members have been asked to join in.
- Friendly relationships. Everyone was comfortable to talk to each other.
- Great. Giving parents the opportunity to get to know the teachers and it's been a pleasure working alongside of them very relaxed feeling.
- Many of the FAST members had not met with parents before and FAST enabled their relationships with each other.
- More comfortable around them. Any problems they had they were happy to ask for assistance.
- My opinion is that all our team members have a good relationship with parents. School teachers and parent talk to them easier.
- Parents are finding it easier to approach teaching staff. Relationships have been built and we're finding large improvements in the classroom.
- Parents have become more confident as individuals as they have always had a warm, friendly welcome.
- Team members were always around to help and also let the families know they were there if they needed any help.
- Very positive, good relationships were formed with parents. One mum who normally never gets a break from her baby was happy for staff to take the baby during parent time so she could enjoy special play with her Y1 child as the baby normally receives most of her attention.

Your opinion about how the programme was administered (by agency representatives or any other administrator)
- Everything was organised prior the session.
- FAST team met 30 minutes prior to the start to ensure everything was set out and all staff knew exactly what to expect.
- Head + staff of school shared with the team all planning & preparation + all worked together.
- I thought it was very smooth and very positive.
- Julie really sold this Programme well, however I had some doubts. This has changed in 8 weeks. I have loved every bit of FAST. Julie is incredible.
- Programme administered well, responsibilities were shared so all resources / raffle prizes etc. were ready for each session and well-organised.
- Very well organised and planned out. Everything ran smoothly.
- Very well, the Programme times were set out to adapt the activities. Always organised.
- Very well.
- Very well. Everything has always been well organised and all sessions ran smoothly.
- Very well. It was competently co-ordinated by the Headteacher and all partners worked together, knowing what their roles and tasks were.
- Very well. No one wants it to end. That speaks for itself.
- Very well. People want to do it again.

Your opinion about the role of the school in this project
- Brilliantly. School and head teacher have been amazing and nothing was too much trouble.
- Everyone worked hard to maximise school performance in the Programme and ensure it was as successful as possible.
- Excellent, each week was different. During children's time we had a different activity each week for them to enjoy.

- Excellent. All required materials were made available and in their right place.
- Excellent. Everyone who attended were brilliant and the school gave 100% with the promotion of the Programme.
- From the cook to the caretaker + staff not directly linked to FAST everyone facilitated the Programme.
- I think we performed well. Most parents have commented on feeling welcome in the school.
- Parents have found it easier to approach staff. :)
- School performance was brilliant. Positive.
- The school always aided where possible, e.g. above and beyond for the graduation.
- The school did amazing from the beginning it was brilliant and by the end it was better.
- The school has been full on it's been a pleasure been involved.
- The school has done an amazing job from start to finish with all the organising of everything from the beginning to the graduation.

Were there events that occurred within the school, community, or otherwise that may have had an impact on the implementation of FAST?
- Behaviour in some pupils in class improved.
- No.
- No there weren't luckily!
- Some children have changed more quiet and listen more to other.

Improvements for the next cycle
- A bigger range of scribbles as once families had completed all 8 we had to blow them up to A3 and use a family one which actually worked really well.
- This child's ability to engage with lessons has really improved since starting FAST. He is much more motivated and we have seen real improvement in his academic performance. Mum is much more engaged with the school and will now approach us and voice concerns. She also attends meetings with the SENCO which she didn't before.
- Carry FAST on.
- Having more variety from week to week.
- Maybe a more structured kids time, possibly planned in advance of the start. It was quite hard to plan it well due to all the other busy happenings in a school week.
- More choice of scribbles as some families were getting through them really quick.
- More scribble ideas.
- None.
- Termly meeting of all FAST participants.
- To build on what has already been done.
- To have some involvement in the special play. To witness parent time.

Other comments
- A fabulous experience and programme really enjoyed it and making new friends and giving so much back to the children + families.
- A fantastic experience that has impacted significantly onto children, parents, staff and community of Coundon and Leeholme!
- An amazing experience. Definitely worth the hard work and new friendships have definitely been established.
- Brilliant programme. Thoroughly enjoyed it.

- Brilliant. Sceptical at first but very successful.
- FAST has been brilliant for Victoria Lane Academy. Parents have really had positive and enjoyable experiences.
- Great experience, where everyone grew. Everyone looked forward to a Wednesday night.
- I really enjoyed my time in FAST and I would do it again.
- I've loved every minute of this experience and worked with some amazing people who have made me feel so welcome and part of a team.
- It has been a great experience for me personally. I feel I have much more positive relationships with some parents which were previously more tense. I have also enjoyed working with other members of the community.
- My experience regarding FAST, has been brilliant. I feel it has brought a lot of people together. Huge success.
- This Programme has not only helped our parents, but myself as a professional. I have also adapted some things in the classroom. Also as a parent I have tried to use some things at home. 1:1 play. Thank you! :)

APPENDIX 6: Percentage Change in Means

	N		Mean		Percentage change in means	Direction	Result
	Pre Test	Post Test	Pre Test	Post Test			
Child Academic Competence	11	11	2.95	3.33	12.9%	↑	Positive
Parental Involvement In Education	10	10	0.12	0.4	233.3%	↑	Positive
Child Behaviour At School							
Pro-social Behaviours	12	12	4.58	6.58	43.7%	↑	Positive
Emotional Symptoms	12	12	3.58	1.33	-62.8%	↓	Positive
Conduct Problems	12	12	3.17	1	-68.5%	↓	Positive
Hyperactivity	12	12	8.08	4	-50.5%	↓	Positive
Peer Problems	12	12	1.42	0.58	-59.2%	↓	Positive
Total Difficulties	12	12	16.25	6.92	-57.4%	↓	Positive
Family Relationships							
Family Cohesion	12	12	7.25	7.25	0.0%	NA	Negative
Family Expressiveness	12	12	4.67	5.83	24.8%	↑	Positive
Family Conflict	12	12	3.25	3.25	0.0%	NA	Negative
Total Family Environment Scale	12	12	8.67	9.83	13.4%	↑	Positive
Parent-Child Relationship	12	12	6.94	7.91	14.0%	↑	Positive
Parenting Self-Efficacy	12	12	4.11	4.19	1.9%	↑	Positive

Child Behaviour At Home						
Pro-social Behaviours	11	11	7.18	8.18	13.9%	↑	Positive
Emotional Symptoms	11	11	1.64	2.18	32.9%	↑	Negative
Conduct Problems	11	11	3.09	3	-2.9%	↓	Positive
Hyperactivity	11	11	5.27	5.18	-1.7%	↓	Positive
Peer Problems	11	11	1.91	1.91	0.0%	NA	Negative
Total Difficulties	11	11	11.91	12.27	3.0%	↑	Negative
Community Social Relationships	12	12	7.81	8.64	10.6%	↑	Positive
Social Support						
Emotional Support	12	12	2.29	2.77	21.0%	↑	Positive
Affectionate Support	12	12	2.47	2.78	12.6%	↑	Positive
Tangible Support	12	12	1.98	2.4	21.2%	↑	Positive
Total Support	12	12	2.19	2.63	20.1%	↑	Positive
Reciprocal Parent Support						
Support Provided To Other Parents	12	12	1.47	1.89	28.6%	↑	Positive
Support Received From Other Parents	12	12	1.28	1.78	39.1%	↑	Positive
Total Reciprocal Support	12	12	2.75	3.67	33.5%	↑	Positive
Social And General Efficacy						
Social Efficacy	12	12	3.24	3.42	5.6%	↑	Positive
General Efficacy	11	11	3.49	3.82	9.5%	↑	Positive

Parent Empowerment in Child's Education	11	11	15.82	14.36	-9.2%		↓	Negative