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Appendix: Methodology

Overview of the evidence

This review adopted a rapid evidence assessment methodology[1] which assesses what is already known about a policy or practice issue. This methodology uses a more structured and rigorous search of available evidence than a simple literature review but is not as exhaustive and resource intensive as a systematic review. Rapid reviews draw on systematic approaches and are transparent in detailing the search, appraisal, synthesis, and analysis methods of the review, but are pragmatic for applied policy research by constraining the process (such as the types of literature, search terms and quality appraisal) and not conducting exhaustive searches. In this case, priority was given to identifying existing reviews or meta-analyses to provide a rapid overview of relevant literature.

Scoping and search strategy

In consultation with the Department for Work and Pensions and local areas, EIF identified minority ethnic parents as a particular group of interest to explore how negative parental relationships in this population can impact child outcomes, and the role of risk factors. Thus, the review focused on six areas of interest:

1. The impact of parental conflict on child outcomes in minority ethnic groups.
2. Differences in parenting across UK minority ethnic groups
3. Differences in relationship satisfaction across UK minority ethnic groups
4. The prevalence of mental health risk factors associated with parental conflict in minority ethnic parents.
5. The prevalence of financial issues associated with a higher risk of parental conflict in minority ethnic parents.
6. The prevalence of alcohol or substance abuse associated with a higher risk of parental conflict in minority ethnic parents.

Academic literature was searched using Google Scholar as the primary database (up to page 15, so as to reach theoretical saturation), supplemented by Web of Science. Grey literature was also sourced from a range of websites relevant to the topic area, including national and local government, the voluntary sector, and research organisations. Six separate searches were conducted for each of the topic areas noted above. Search terms utilised, including truncated words and * for wildcard searches, were as follows:

1. "Parental conflict" OR "Marital conflict" AND child* outcome* OR child* adjust* OR adolescen* wellbeing OR problem* behav* AND migrant* OR ethnic* OR BAM* OR Indian* OR Pakistan* OR Bangladesh* OR Asian* OR African* OR Caribbean* OR Black* AND UK

1 Grant, M. & Booth, A. (2009) A typology of reviews: an analysis of 14 review types and associated methodologies. *Health Information and Libraries Journal(26)* 2, 91–108

2. "Parenting" OR "Parental practice*" OR "Parental style*" AND migrant* OR ethnic* OR BAM* OR Indian* OR Pakistan* OR Bangladesh* OR Asian* OR African* OR Caribbean* OR Black* AND UK OR "United Kingdom" OR "England" OR "Great Britain"
3. "Relationship satisfaction" OR "Marital satisfaction" OR "Relationship quality" AND migrant* OR ethnic* OR BAM* OR Indian* OR Pakistan* OR Bangladesh* OR Asian* OR African* OR Caribbean* OR Black* AND UK OR "United Kingdom" OR "England" OR "Great Britain"
4. "Mental health" OR adjust* OR psychiat* OR Suicid* OR mood disorder* AND Father* OR Mother* OR partner* AND prevalen* OR associat* AND migrant* OR ethnic* OR BAM* OR Indian* OR Pakistan* OR Bangladesh* OR Asian* OR African* OR Caribbean* OR Black* AND UK
5. "Parental conflict" OR "Marital conflict" AND financial OR income OR unemployment OR poverty OR economic pressure OR debt AND migrant* OR ethnic* OR BAM* OR Indian* OR Pakistan* OR Bangladesh* OR Asian* OR African* OR Caribbean* OR Black* AND UK
6. "Parental conflict" OR "Marital conflict" AND Alcohol* OR drinking OR "alcohol* abuse" OR substance* OR drug* OR "substance abuse" AND migrant* OR ethnic* OR BAM* OR Indian* OR Pakistan* OR Bangladesh* OR Asian* OR African* OR Caribbean* OR Black* AND UK

A list of references from the above sources/searches was retrieved. Duplicates were removed and the titles, abstracts and tags were screened first. Where it was unclear from abstracts/titles if they should be included in the review, full texts were screened. References were given a priority score between one and three to appraise their relevance to the review's inclusion/exclusion criteria. The inclusion and exclusion criteria were as follows:

- **Types of literature:** Priority was given to systematic reviews, literature reviews and meta-analyses that provide an overview of synthesis of the evidence. Primary studies were included if relevant. Grey literature documents (e.g., policy papers, and government/VCS reports from reliable sources) were included.
- **Date:** only papers published since 1 January 2011 were included.
- **Full-text:** only papers with full text available were included.
- **Country of publication:** international papers were included, although UK (or UK comparison) studies were considered a priority.
- **Language:** only papers written in English were included.

In total, 14 articles of relevance were identified across the review categories and included in this rapid review.

Evidence assessment and extraction

The 15 identified articles included in this review were quality appraised (QA) using the Mixed Methods Appraisal Tool[2] (MMAT, 2018) to provide an indication of the methodological quality of the study. Evidence from each study was extracted and grouped according to the outcome domains measured, and in-line with the outcomes of interest discussed in the introduction.

2 Health Evidence TM (2005). Quality Assessment Tool – Review Articles
https://www.healthevidence.org/documents/our-appraisal-tools/quality-assessment-tool-dictionary-en.pdf

Light-touch programme assessment

Evidence of impact of two interventions on minority ethnic parents have been assessed for this guide. To conduct the light-touch assessment, we used the following approach:

1. We searched for impact evaluations of the selected interventions using the following search string on Google Scholar: impact OR evaluate OR evaluation OR intervention OR result OR affect OR effective OR efficacy OR efficacious OR trial OR study "intervention name".
2. At least the first five result pages were screened for relevance of title and abstract, and where applicable full text level. Where there were relevant hits on pages four or five, three further pages were searched. Only papers with a full text available in English were included. We did not include time restrictions, and both peer-reviewed articles and grey literature were included.
3. We only assessed the most robust study that included at least 40% of participants from minority ethnic groups. To select the most robust study, priority was given to impact evaluations:
    - reporting parent/interparental outcomes and also measuring child outcomes, or reporting only child outcomes
    - conducted in the most robust way (for instance, we prioritised RCTs over QEDs, or selected studies with the larger sample or those reporting information on attrition or baseline equivalence).

After having selected the most robust study underpinning each intervention, we conducted a preliminary assessment, examining the quality of the study design, sample, measurement, analysis and impact. The results of our assessment are described below in the 'Evidence' column in the table below.

Please note that the other intervention included in the light-touch assessment table has been assessed as part of the **EIF Guidebook**. You can find out more about the evidence underpinning such interventions on the corresponding Guidebook page, in the 'About the evidence' section.

Intervention	Description	Evidence	References
GenerationPMTO Oregon Model	The intervention aims to help parents strengthen families at all levels and promote parenting and social skills by preventing, reducing, and reversing the development of moderate to severe conduct problems in children and youth. Cultural adaptations have been used, including a translation of the material, change of the language spoken during the intervention and allowing only women to participate to respect cultural and religious norms.	In addition to the evidence already assessed as part of the Guidebook, GenerationPMTO has evidence of increased positive parenting and reduced harsh discipline in Somali and Pakistani mothers in Norway, and reduced conduct problems in Somali and Pakistani children. Evidence is from an RCT conducted in Norway. The conclusions that can be reached from the RCT about the intervention's impact are limited by the lack of information about equivalence of the study groups post-attrition. As yet, therefore, the evaluation evidence for the programme's effectiveness with Somali and Pakistani mothers is preliminary.	• Bjørknes, R., Kjøbli, J., Manger, T., & Jakobsen, R. (2012). Parent training among ethnic minorities: Parenting practices as mediators of change in child conduct problems. *Family Relations, 61*(1), 101-114. • Bjørknes, R., & Manger, T. (2013). Can parent training alter parent practice and reduce conduct problems in ethnic minority children? A randomized controlled trial. *Prevention science: the official journal of the Society for Prevention Research, 14*(1), 52–63.
Promoting Strong African American families (ProSAAF)	This is a targeted selective intervention designed to meet the needs of two-parent African American couples raising pre-adolescent and adolescent youth. The programme targets couple, co-caregiving, and parent-child relationship processes. Session content includes: (1) Communication; (2) Expectations, Ground rules, Listening, Support, and Conflict Resolution; (3) Problem-solving and Joint Activities; (4) Supporting Children and No-Nonsense Parenting; (5) Everyday Parenting, Helping Children Exceed In School, Protecting Against Dangerous Behaviour; (6) Encouraging Ethnic Pride and Staying Connected with Children.	The evaluation evidence for the intervention's effectiveness is from one RCT conducted in the US. ProSAAF has preliminary evidence of improved couple communication, reduced child exposure to interparental conflict and reduced child depressive symptoms. The conclusions that can be reached from the RCT about the intervention's impact are limited by the lack of information about equivalence between study drop-outs and completers, and equivalence of the study groups post-attrition. As yet, therefore, the evaluation evidence for the programme's effectiveness is preliminary.	• Barton, A. W., Beach, S. R., Kogan, S. M., Stanley, S. M., Fincham, F. D., Hurt, T. R., & Brody, G. H. (2015). Prevention effects on trajectories of African American adolescents' exposure to interparental conflict and depressive symptoms. *Journal of Family Psychology, 29*(2), 171. • Beach, S. R., Barton, A. W., Lei, M. K., Brody, G. H., Kogan, S. M., Hurt, T. R., & Stanley, S. M. (2014). The effect of communication change on long-term reductions in child exposure to conflict: Impact of the Promoting Strong African American Families (Pro SAAF) Program. *Family process, 53*(4), 580-595.

Assessment of measurement tools

Evidence of use of measurement tools with UK minority ethnic groups and evidence of consistency across ethnic groups has been assessed for this Guide.

The tables below set out the following:

- **Interparental/child measures – outcomes assessed:** This information can help you understand if the measure is capable of assessing at least one of the anticipated outcomes specified in the intervention's theory of change. If you deliver and want to evaluate one of the interventions included in the tables above, a practical way of selecting your measure(s) would be to consider what outcomes have improved according to the evidence. For instance, Promoting Strong African American families has preliminary evidence of improving couple communication and reducing child depressive symptoms, therefore if this intervention were to be tested in the UK, the Quality of Co-parental Communication Scale (QCCS) and the Mood and Feelings Questionnaire (MFQ) could be used to measure its impact.
- **Respondent – who can complete the measure:** This information can be used to understand who will complete the measure and to decide if the measure is appropriate given your population. For instance, if you are interested in measuring co-parenting for both intact and separated parents, you might choose the Parenting Alliance Measure or the Parent Problem Checklist.
- **Mode of administration:** whether the measure can be completed in-person, online or via telephone.
- **Target population:** the group or population this measure is designed to be used for.
- **Psychometric features – How valid and reliable is the measure?** This score tells you if a measure has evidence of validity, internal consistency, test-retest reliability and sensitivity to change. The evidence used to score the measures does not necessarily come from studies with minority ethnic samples, therefore alone this cannot confirm that a measure will be valid and reliable if used with minority ethnic families.
- **Implementation features – How practical is the measure?** This score tells you if a measure is brief, freely available, easy to score and used in the UK. For more information on each implementation feature, you can consult the more detailed measure reports. This information can be used to understand if the measure is appropriate given the needs of your population and practical considerations. For instance, you might decide to use the shortest measure to ensure all parents can complete it, or you might prioritise freely available measures.
- **Use with UK minority ethnic children/parents:** This information tells you if the measure has already been used in the UK with minority ethnic families.
- **Consistency across ethnic groups – Does the measure in English operate equivalently across ethnic groups?** This information tells you if a measure operates equivalently across ethnic groups, and it is important if you want to measure the impact on an intervention delivered to both White British and minority ethnic families. In such a case, it might happen that your data will show that the intervention improves outcomes – such as mental health – only in White British children, and not in minority ethnic children. In this situation you will need to understand if the intervention does work differently with these families. If you know that a measure is invariant and operates in the same way with White British and minority ethnic parents, you will be more confident that the difference is due to how the intervention works. If you are not sure about measure invariance, you will not be able to exclude that the difference in outcomes is due

to the fact that the measure operates in different ways with families, for instance being less accurate with minority ethnic children, and being less able to identify small improvements. You will notice that all parental outcome measures lack this information. Given that cultural values can influence how parental relationships are experienced and structured, it is recommended that items are carefully considered if used with minority ethnic parents. You might want to collect information on the cultural sensitivity of the measure through small tests with minority ethnic parents.

- **References:** the list of research articles used to assess use with UK minority ethnic groups and evidence of consistency across ethnic groups.

Before administering the measure, we encourage you to collect information on the cultural sensitivity and validity of the measure through small tests with minority ethnic parents.

Note: The colour coding in the table below has been based on the following ratings: 4/4 = green; 3/4 = orange; and 1/4 or 2/4 = red. Measures for which we obtained insufficient evidence to establish validity (for example MAT) have also been labelled red, irrespective of their total scoring, as validity is considered to be one of the most important psychometric features of a measure. Please note that many of these measures have items assessing more than one of the three outcomes listed on the left-hand side column. Measures have therefore been grouped according to the outcome most prevalent within the measure.

	Child outcome measures Outcomes assessed	**Respondent**	**Mode of administration**	**Target population Description**	**Psychometric features** How valid and reliable is the measure?	**Implementation features** How practical is the measure?	**Use with UK minority ethnic children**	**Invariance** Does the measure in English operate equivalently across ethnic groups?	**References**
Internalising and externalising behaviours	**Child Behaviour Checklist (CBCL/6-18)** This measure assesses the child's emotional and behavioural problems, including (but not limited to) anxiety, depression, hyperactivity and aggressive behaviour.	Parents of children aged 6–18 years	In person or online	Children aged 6–18 years	4/4	1/4	✓	N/A	Butler, S., Baruch, G., Hickey, N., & Fonagy, P. (2011). A randomized controlled trial of multisystemic therapy and a statutory therapeutic intervention for young offenders. *Journal of the American Academy of Child & Adolescent Psychiatry, 50*(12), 1220-1235.
	Strengths and Difficulties Questionnaire (SDQ) This measure assesses the child's emotional and behavioural problems, including emotional problems prosocial behaviour, hyperactivity, conduct and peer problems.	Parents of children aged 4–17 years	In person or online	Children aged 4–17 years	4/4	4/4	✓	✓ Evidence of invariance across Indian British and White British children for both the Internalising and Externalising scales	Goodman, A., Patel, V., & Leon, D. A. (2010). Why do British Indian children have an apparent mental health advantage? *Journal of Child Psychology and Psychiatry, 51*(10), 1171-1183. Iqbal, H., & Golombok, S. (2018). The generation game: Parenting and child outcomes in second-generation South Asian immigrant families in Britain. *Journal of Cross-Cultural Psychology, 49*(1), 25-43.

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Internalising behaviours	**Mood and Feelings Questionnaire (MFQ)** This measure assesses the child's feelings, thoughts and behaviours associated with depression.	Children aged 8–18 years	In person	Children aged 8–18 years	4/4	4/4	✓	✓ Evidence of invariance across Asian, African, Hispanic and White Americans.	Brown, J., Blackshaw, E., Stahl, D., Fennelly, L., McKeague, L., Sclare, I., & Michelson, D. (2019). School-based early intervention for anxiety and depression in older adolescents: A feasibility randomised controlled trial of a self-referral stress management workshop programme ("DISCOVER"). *Journal of adolescence, 71*, 150–161. Banh, M. K., Crane, P. K., Rhew, I., Gudmundsen, G., Vander Stoep, A., Lyon, A., &McCauley, E. (2012). Measurement equivalence across racial/ethnic groups of the Moodand Feelings Questionnaire for Childhood Depression. *Journal of Abnormal Child Psychology, 40*(3), 353–367

	Child outcome measures Outcomes assessed	Respondent	Mode of administration	Target population Description	Psychometric features How valid and reliable is the measure?	Implementation features How practical is the measure?	Use with UK minority ethnic children	Invariance Does the measure in English operate equivalently across ethnic groups?	References
Internalising behaviours	**Revised Child Anxiety and Depression Scale (RCADS)** This measure assesses the child's symptoms of depressive and anxiety disorders.	Children aged 8–18 years	In person or online	Children aged 8–18 years	3/4	3/4	✓	✓ Evidence of invariance in 42 out of the 47 items across African American and Caucasian children. Note: evidence suggests that African American and Caucasian children score differently on 1 item from the Social Phobia (SP) subscale, three items from the obsessive-compulsive disorder (OCD) subscale and 1 item Major Depressive Disorder (MDD) subscale..	Brown, J., Blackshaw, E., Stahl, D., Fennelly, L., McKeague, L., Sclare, I., & Michelson, D. (2019). School-based early intervention for anxiety and depression in older adolescents: A feasibility randomised controlled trial of a self-referral stress management workshop programme ("DISCOVER"). *Journal of adolescence, 71*, 150–161. Trent, L. R., Buchanan, E., Ebesutani, C., Ale, C. M., Heiden, L., Hight, T. L., & Young, J. (2013). A measurement invariance examination of the Revised Child Anxiety and Depression Scale in a southern sample: Differential item functioning between African American and Caucasian youth. *Assessment, 20*(2), 175-187.

	Child outcome measures Outcomes assessed	Respondent	Mode of administration	Target population Description	Psychometric features How valid and reliable is the measure?	Implementation features How practical is the measure?	Use with UK minority ethnic children	Invariance Does the measure in English operate equivalently across ethnic groups?	References
Internalising behaviours	**Screen for Child Anxiety Related Emotional Disorders (SCARED)** This measure assesses the child's symptoms of different anxiety disorders.	Children aged 8–18 years	In person	Children aged 8–18 years	3/4	3/4	✓	✓ Evidence of invariance across African American, Hispanic, non-Hispanic White, and Asian/Indian children.	Pile, V., Smith, P., Leamy, M., Blackwell, S. E., Meiser-Stedman, R., Stringer, D., ... & Lau, J. Y. (2018). A brief early intervention for adolescent depression that targets emotional mental images and memories: protocol for a feasibility randomised controlled trial (IMAGINE trial). *Pilot and feasibility studies, 4*(1), 1-13. Gonzalez, A., Weersing, V. R., Warnick, E., Scahill, L., & Woolston, J. (2012). Cross-ethnic measurement equivalence of the SCARED in an outpatient sample of African American and non-Hispanic white youths and parents. *Journal of Clinical Child & Adolescent Psychology, 41*(3), 361-369. Skriner, L. C., & Chu, B. C. (2014). Cross-ethnic measurement invariance of the SCARED and CES-D in a youth sample. *Psychological Assessment, 26*(1), 332.

	Child outcome measures Outcomes assessed	Respondent	Mode of administration	Target population Description	Psychometric features How valid and reliable is the measure?	Implementation features How practical is the measure?	Use with UK minority ethnic children	Invariance Does the measure in English operate equivalently across ethnic groups?	References
Externalising behaviours	**Eyberg Child Behavior Inventory (ECBI)** This measure assesses the frequency and severity of disruptive behaviours manifested by the child.	Parents of children aged 2–16 years	In person, online or via telephone	Children aged 2–16 years	3/4	2/4	✓	? Mixed evidence. Evidence of invariance across European American children and Hispanic children, evidence of variance across Non-Hispanic White and African American children.	Machado, E. (2020). Psychometric Evaluation of the Eyberg Child Behavior Inventory in an Ethnically Diverse Sample (Doctoral dissertation, Nova Southeastern University). Btler, A. M. (2013). Cross-racial measurement equivalence of the Eyberg Child Behavior Inventory factors among low-income young African American and Non-Latino White children. *Assessment, 20*(4), 484-495
	Parent Daily Report (PDR) This measure assesses negative behaviours displayed by the child at home.	Parents of children aged 4–10 years	In person, online or via telephone	Children aged 4–10 years	2/4	3/4	✗	N/A	N/A

	Interparental (couple) relationship measures Outcomes assessed	**Respondent**	**Mode of administration**	**Target population Description**	**Psychometric features** How valid and reliable is the measure?	**Implementation features** How practical is the measure?	**Used with UK minority ethnic parents**	**Invariance** Does the measure in English operate equivalently across ethnic groups?	**References**
Relationship quality	**Couples Satisfaction Index (CSI-16)** This measure assesses how satisfied a person is in their relationship and how they feel about it.	Adults in a relationship	In person or online	Intact couples	2/4	4/4	✓	N/A	Harwood, J, Kearney, L. & Kendall, N. (2020). Reducing Parental Conflict, Improving Children's Lives - An evaluation of Empowering Parents, Empowering Communities: Being a Parent Together - a parenting conflict intervention. Final Report.
	Dyadic Adjustment Scale (DAS-32) This measure assesses how satisfied a person is in their relationship, the feelings associated with the relationship, and the issues causing disagreements between partners.	Adults in a relationship	In person	Intact couples	3/4	4/4	✓	N/A	Khan, S., Lovell, K., Lunat, F. et al. Culturally-adapted cognitive behavioural therapy based intervention for maternal depression: a mixed-methods feasibility study. *BMC Women's Health 19*, 21 (2019).

	Interparental (couple) relationship measures Outcomes assessed	**Respondent**	**Mode of administration**	**Target population Description**	**Psychometric features** How valid and reliable is the measure?	**Implementation features** How practical is the measure?	**Used with UK minority ethnic parents**	**Invariance** Does the measure in English operate equivalently across ethnic groups?	**References**
Relationship quality	**Dyadic Adjustment Scale (DAS-7)** This measure assesses how satisfied a person is in their relationship and the extent of agreement or disagreement amongst the couple over important aspects of life.	Adults in a relationship	In person	Intact couples	3/4	4/4	✗	N/A	N/A
	Golombok Rust Inventory of Marital State (GRIMS) This measure assesses how a person feels about their own and their partner's behaviour within their relationship as well as their attitudes and feelings about the relationship.	Adults in a relationship	In person or online	Intact couples	2/4	4/4	✗	N/A	N/A

	Interparental (couple) relationship measures Outcomes assessed	**Respondent**	**Mode of administration**	**Target population Description**	**Psychometric features** How valid and reliable is the measure?	**Implementation features** How practical is the measure?	**Used with UK minority ethnic parents**	**Invariance** Does the measure in English operate equivalently across ethnic groups?	**References**
Relationship quality	**Marital Adjustment Test (MAT)** This measure assesses how satisfied a person is in their marital relationship and the extent of agreement or disagreement amongst the couple over important aspects of life.	Adults who are married	In person or via telephone	Intact couples (married only)	*3/4	3/4	✗	NA Note: there is evidence that MAT is valid with Muslim couples, including minority ethnic couples	Haque, A., & Davenport, B. (2009). The assessment of marital adjustment with Muslim populations: A reliability study of the Locke–Wallace Marital Adjustment Test. *Contemporary Family Therapy, 31*(2), 160-168
	Relationship Quality Index (RQI) This measure assesses how satisfied a person is in their relationship and the extent of agreement or disagreement amongst the couple over important aspects of life	Adults in a relationship	In person or or via telephone	Intact couples	3/4	4/4	✗	N/A	N/A

* insufficient evidence to establish validity

	Interparental (couple) relationship measures Outcomes assessed	**Respondent**	**Mode of administration**	**Target population Description**	**Psychometric features** How valid and reliable is the measure?	**Implementation features** How practical is the measure?	**Used with UK minority ethnic parents**	**Invariance** Does the measure in English operate equivalently across ethnic groups?	**References**
Parental conflict	**Children's Perception of Interparental Conflict Scale (CPIC)** This measure assesses parental conflict from the child's point of view, particularly in terms of the frequency, intensity resolution and perceived threat of the conflict. It also focuses on how the child responds to the conflict, including questions around self-blame and coping mechanisms.	Children aged 9–17 years with intact or separated parents	In person or online	Intact and separated couples with children	2/4	3/4	✗	N/A	N/A
	O'Leary Porter Scale (OPS) This measure assesses the frequency of couple hostility observed by the child, including quarrels, sarcasm and physical abuse.	Parents in a relationship	In person	Intact couples with children	2/4	4/4	✗	N/A	N/A

	Interparental (couple) relationship measures Outcomes assessed	**Respondent**	**Mode of administration**	**Target population Description**	**Psychometric features** How valid and reliable is the measure?	**Implementation features** How practical is the measure?	**Used with UK minority ethnic parents**	**Invariance** Does the measure in English operate equivalently across ethnic groups?	**References**
Parental conflict	**Acrimony Scale** This measure assesses relationship conflict, individual adjustment of each partner to separation, concern about child support payments, and concern about current parenting arrangements.	Parents who are separated	In person or online	Separated parents with children	2/4	3/4	✗	N/A	N/A
Co-parenting	**Parenting Alliance Measure (PAM)** This measure assesses how cooperative, communicative and mutually respectful parents are when caring for their children.	Parents who are in a relationship or are separated	In person	Intact and separated couples with children	2/4	3/4	✗	N/A	N/A

	Interparental (couple) relationship measures Outcomes assessed	**Respondent**	**Mode of administration**	**Target population Description**	**Psychometric features** How valid and reliable is the measure?	**Implementation features** How practical is the measure?	**Used with UK minority ethnic parents**	**Invariance** Does the measure in English operate equivalently across ethnic groups?	**References**
Co-parenting	**Parent Problem Checklist (PPC)** This measure assesses the extent of agreement or disagreement between the parents over child-rearing issues.	Parents who are in a relationship or are separated	In person or online	Intact and separated couples with children	2/4	4/4	✓	N/A	Harwood, J, Kearney, L. & Kendall, N. (2020). Reducing Parental Conflict, Improving Children's Lives - An evaluation of Empowering Parents, Empowering Communities: Being a Parent Together - a parenting conflict intervention. Final Report
	Quality of Co-parental Communication Scale (QCCS) This measure assesses the extent of mutual support and hostility over child-rearing issues with the former spouse.	Parents who are separated	In person	Separated couples with children	2/4	3/4	✗	N/A	N/A