

Last reviewed: July 2016

Intervention website: <http://www.cpcs.org.uk>

GUIDEBOOK INTERVENTION INFORMATION SHEET

Empowering Families, Empowering Communities

Please note that in the ‘Intervention Summary’ table below ‘child age’, ‘level of need’, and ‘race and ethnicities’ information is **as evaluated in studies**. Information in other fields describes the intervention as **offered/supported by the intervention provider**.

Intervention summary	
Description	Empowering Parents, Empowering Communities (EPEC) is a parenting intervention for disadvantaged families with concerns about their child’s behaviour. It is delivered by trained and supported peer facilitators to groups of up to 12 families via eight two-hour sessions that occur on a weekly basis.
Evidence rating	3
Cost rating	1
Child outcomes	<ul style="list-style-type: none"> Preventing crime, violence and antisocial behaviour - Improved behaviour.
Child age (population characteristic)	2 to 11 years old
Level of need (population characteristic)	Targeted Indicated
Race and ethnicities (population characteristic)	<ul style="list-style-type: none"> Black Other minoritised ethnic groups.

Foundations Guidebook – Intervention information sheet

Visit the Foundations Guidebook | www.foundations.org.uk/guidebook

Intervention summary	
Type (model characteristic)	Group
Setting (model characteristic)	<ul style="list-style-type: none">• Community Centre• Early Years Setting• School.
Workforce (model characteristic)	Trained and supervised peer facilitators.
UK available?	Yes
UK tested?	Yes

Model description

Empowering Parents, Empowering Communities (EPEC) is a parenting intervention for disadvantaged parents who are experiencing difficulties with the behaviour of a child between 2 to 11 years old. EPEC helps parents to build positive parent–child relationships, encourage positive child behaviours, and increase parenting confidence and efficacy.

EPEC is delivered in small group settings, with each group accommodating up to 12 families. Sessions are led by two trained and supervised EPEC parent facilitators, who conduct eight weekly, two-hour sessions.

During the intervention, parents learn how to develop age-appropriate expectations of their child, facilitate non-directive play, support positive parent–child interaction, establish predictable family routines, and implement age-appropriate discipline.

These positive parenting strategies are promoted through a range of activities which include group discussions, demonstrations, role-play, and homework assignments. These interactive methods help parents acquire practical strategies to improve parent–child interactions and address behavior challenges effectively.

Foundations Guidebook – Intervention information sheet

Visit the Foundations Guidebook | www.foundations.org.uk/guidebook

Target population

Age of child	2 to 11 years old
Target population	Disadvantaged families with concerns about their child's behaviour.

Please note that the information in this section on target population is as **offered/supported by the intervention provider**.



Theory of change

Why		Who	How	What		
Science-based assumption	Science-based assumption	Science-based assumption	Intervention	Short-term outcomes	Medium-term outcomes	Long-term outcomes
<p>Young children naturally exhibit challenging and non-compliant behaviours.</p> <p>Challenging child behaviours during preschool and primary school increase the risk of behavioural problems in adolescence.</p>	<p>Effective parenting behaviours help children learn how to regulate their own behaviour and reduce the risk of child behavioural problems persisting.</p> <p>Ineffective parenting behaviours can increase the risk of child behavioural problems persisting becoming entrenched.</p>	<p>Higher levels of family stress and disadvantage can increase the risk of child behavioural problems occurring and persisting.</p>	<p>Parents learn:</p> <ul style="list-style-type: none"> • Age-appropriate expectations for their child • Strategies for establishing predictable family routines • Strategies for promoting positive parent–child interaction through non-directive play • Strategies for reinforcing positive child behaviour through labelled praise • Strategies discouraging challenging child behaviour through age-appropriate discipline. 	<ul style="list-style-type: none"> • Parents implement effective parenting strategies in the home • Parents confidence increases • Parent-child interaction improves. 	<p>Children's self-regulatory capabilities and behaviour improves.</p>	<ul style="list-style-type: none"> • Children are at less risk of antisocial behaviour in adolescence • Children are more likely to engage positively with others.



Implementation requirements

Who is eligible?	Families with a child aged 2 to 11 years where the primary caregiver is seeking support for child behaviour management.
How is it delivered?	EPEC is delivered over eight sessions of two hours' duration each by two EPEC parent facilitators to groups of 12 families.
What happens during the intervention?	Parents learn strategies for improving the quality of their interactions with their child, reducing negative child behaviour and increasing their efficacy and confidence in parenting. Sessions involve group discussions, demonstrations, role-play, and homework assignments.
Who can deliver it?	EPEC is delivered by peer facilitators who have completed EPEC and have been trained in the EPEC model.
What are the training requirements?	The practitioners have 60 hours of intervention training. Booster training of practitioners is recommended.
How are practitioners supervised?	It is recommended that practitioners are supervised by one host agency supervisor) with 30 hours of intervention training.
What are the systems for maintaining fidelity?	Intervention fidelity is maintained through the following processes: <ul style="list-style-type: none"> • Training manual • Other online material • Video or DVD training • Face-to-face training • Accreditation or certification process • Supervision • Booster training • Fidelity monitoring • Supervisor observation of intervention delivery.
Is there a licensing requirement?	No



Implementation requirements (cont.)

*Contact details	<p>Contact person: Jo Nicoll</p> <p>Organisation: EPEC Project</p> <p>Email address: epecproject@slam.nhs.uk</p> <p>Website: http://www.cpcs.org.uk</p> <p>*Please note that this information may not be up to date. In this case, please visit the listed intervention website for up to date contact details.</p>
-------------------------	---

Evidence summary

Empowering Parents, Empowering Communities' most rigorous evidence comes from a single RCT conducted in the UK that is consistent with Foundations' Level 3 evidence strength threshold.

This study identified statistically significant reductions in the frequency of behaviour problems.

This means that EPEC can be described as evidence-based: it has evidence from at least one rigorously conducted RCT or QED demonstrating a statistically significant positive impact on at least one child outcome.

Child outcomes			
Outcome	Improvement index	Interpretation	Study
Reduced frequency of behaviour problems	+15	10.57-point reduction on the Eyberg Child Behaviour Inventory (Intensity Scale) Immediately after the intervention	1
Reduced number of behaviour problems	+21	4.04-point reduction on the Eyberg Child Behaviour Inventory (Problem Scale) Immediately after the intervention	1



Search and review

	Number of studies
Identified in search	4
Studies reviewed	1
Meeting the L2 threshold	0
Meeting the L3 threshold	1
Contributing to the L4 threshold	0
Ineligible	3

Individual study summary: Study 1

Study 1	
Study design	RCT
Country	United Kingdom
Sample characteristics	116 children between the ages of 2 and 11 years old (average age 5 years) from an inner London borough
Race, ethnicities, and nationalities	71% Black and other minoritised ethnic groups
Population risk factors	The intervention targeted families with increased risk factors due to socioeconomic disadvantage and existing behavioural concerns in children.
Timing	Baseline, post-intervention
Child outcomes	<ul style="list-style-type: none"> Reduced number of behavioural problems Reduced intensity of behaviour problems.



Study 1	
Other outcomes	<ul style="list-style-type: none"> Reduced parents' concern about their child Improved parenting competencies.
Study Rating	3
Citation/s	Day, C., Michelson, D., Thomson, S., Penney, C. & Draper, L. (2012) Evaluation of a peer led parenting intervention for disruptive behaviour problems in children: Community based randomised controlled trial. <i>BMJ</i> . 344, e1107.

Brief summary

Population characteristics

This study involved 116 disadvantaged families living in south London with concerns about the behaviour of a child between the ages of 2 and 11 years, with an average child age of 5 years. 59% of the children were boys.

96% of the parents were mothers with a mean age of 36.1. 71% identified as belonging to Black and other minoritised ethnic groups. Most families faced economic hardship, with incomes below the national average. 67% reported a household income corresponding with or below the lowest 20% of the national population.

Study design

59 families were randomised to EPEC and 57 to the waitlist control group. An independent trial technician used computer software to oversee the randomisation procedure. A 1:1 allocation ratio was used so that equal numbers of participants were assigned to the intervention and wait-list control groups.

Measurement

Assessments were conducted at baseline (pre-intervention) and immediately after the intervention was completed.

- Parent report** measures included the intensity subscale of the Eyberg child behaviour inventory, the Strengths and Difficulties Questionnaire and the Arnold-O'Leary parenting scale.

Study retention

90% (109) parents completed measures immediately after intervention completion, representing 92% (54) of the EPEC participants and 88% (50) of those in the wait-list control.



Results

Data-analytic plan

Analysis of covariance was used to test differences between intervention and wait-list control groups at follow-up, accounting for site as and random effect, intervention as a fixed effect, and baseline score as a covariate. Intent-to-treat analysis was used, retaining the entire sample. The methods used for imputing missing values were not reported.

Findings

The study observed significant reductions in the intensity and frequency of child behavioural problems favouring the EPEC families. EPEC also had a significantly positive effect on parenting competencies relative to the control group. However, no statistically significant benefits were reported for parenting stress or child mental health scores.

100% of the participants reported high levels of satisfaction with the EPEC model.



Study 1: Outcomes table

Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Child outcomes					
Frequency (intensity) that child disruptive behaviour problems occur	Eyberg child behaviour inventory - Intensity subscale (Parent report)	d=0.38	Yes	115	Post-intervention
Number of child disruptive behaviour problems	Eyberg child behaviour inventory - Intensity subscale (Parent report)	d=0.56	Yes	106	Post-intervention
Parents concerns about child	Eyberg child behaviour inventory – concerns about my child subscale (Parent report)	d=0.77	Yes	104	Post-intervention
Child wellbeing	Strengths and difficulties questionnaire – Total score (Parent report)	N/A	No	102	Post-intervention
Child conduct	Strengths and difficulties questionnaire (Parent report)	N/A	No	103	Post-intervention



Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Child hyperactivity/inattention	Strengths and difficulties questionnaire (Parent report)	N/A	No	102	Post-intervention
Parent outcomes					
Parenting competencies	The Arnold-O’Leary parenting scale	d=0.69	Yes	115	Post-intervention
Parenting stress	The parenting stress index-short form	N/A	No	116	Post-intervention

Other studies

The following studies were identified for this intervention but did not count towards the intervention’s overall evidence rating. An intervention receives the same rating as its most robust study or studies.

Charalambides, M. (2013) *An evaluation of peer-led parenting groups in routine practice. Service evaluation project submitted in partial fulfilment for the D.Clin.Psy. degree.* King’s College London.

Day, C., Michelson, D., Thomson, S., Penny, C. & Draper, L. (2012) Evaluation of a peer led parenting intervention for disruptive behaviour problems in children: Community based randomised controlled trial. *BMJ*. 344, p. e1107.

Day, C., Michelson, D., Thomson, S., Penney, C. & Draper, L. (2010) Innovations in practice: Empowering Parents, Empowering Communities: A pilot evaluation of a peer-led parenting programme. *Child and Adolescent Mental Health*. 17, 52–57.

—

Note on provider involvement: This provider has agreed to Foundations’ terms of reference (or the Early Intervention Foundation's terms of reference), and the assessment has been conducted and published with the full cooperation of the intervention provider.