

2014

Evaluation of *jigsaw whanganui's*  
White Water Years Parenting  
Programme



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November 2014

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## 1. SUMMARY

This report presents the results of a small scale process and outcomes evaluation of *jigsaw Whanganui's*<sup>1</sup> White Water Years Parenting Programme carried out during 2014 and funded through a Lottery Grants Board Community Sector Research Grant. The White Water Years Parenting Programme was developed locally by *jigsaw whanganui*. It is facilitated in a series of nine consecutive weekly sessions with small groups of up to 12 voluntary participants. It aims to strengthen the parenting skills and knowledge of those parenting adolescents.

## EVALUATION AIM, OBJECTIVES & APPROACH

The aim of the White Water Years evaluation was to determine who the Programme works for and why it works. Evaluation objectives were to:

- Assess the quality of Programme Facilitator **relationship building and maintenance** with participants;
- Assess the quality of **Programme delivery** activity;
- Assess success in:
  - Increasing **clarity of participant expectations** of the Programme;
  - Strengthening participant / provider **engagement**;
  - Enhancing **participant awareness of personal parenting beliefs and behaviours**;
  - Increasing **participant knowledge of positive parenting skills and strategies**; and,
  - Increasing **participant use of positive parenting skills and strategies**.

The evaluation also sought to take into account the quality and success of the Programme, as outlined above, with respect to addressing the cultural needs of Māori participants.

## METHODOLOGY

The evaluation utilised research methods described in Western research literature and took a primarily qualitative approach. Engagement, data collection and interpretation of the data were carried out taking into consideration a Māori worldview. Methods used included key informant interviews carried out with Programme participants, referral agents and staff as well as

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<sup>1</sup> *jigsaw whanganui* is the trading name of the Family Support Services Whanganui Trust. Jigsaw is a non-governmental organisation (NGO) and provider of a range of social services targeting whānau and families in the Whanganui rohe. These include social work services in homes and schools along with delivery of behaviour change programmes primarily focussing on parenting knowledge and skill development.

document review. A Programme logic model was developed to guide the evaluation work along with a set of rubrics tables which were used to inform assessment of Programme quality and success.

## **RESULTS**

### **Relationship building & maintenance (activity)**

The approach Facilitators used to build and maintain relationships worked well for Programme participants, both Māori and non-Māori. Participants reported being satisfied with relationships formed as a result. A planned and documented needs assessment process was being implemented by Programme Facilitators at intake with participant needs being recognised and considered during the course of Programme delivery. Using the rubrics tables noted above, relationship building and maintenance activity were therefore rated as **good**.

### **Programme delivery (activity)**

Participants, both Māori and non-Māori, invariably described the learning environment as being safe and positive. There was ample evaluation evidence that Programme delivery was routinely being effectively managed with learning being successfully facilitated for almost all participants as a result. Informants commonly considered that the Programme delivery style, which included a broad mix of learning facilitation methods, had overall been a good fit with the way that they preferred to learn. In light of the success factors outlined here, and with reference to the pre-determined rubrics, Programme delivery was rated as **excellent**.

### **Clarity of participant expectations (short term outcome)**

Expectations with respect to the approach to Programme delivery as well as content were frequently clarified with participants. Even when participants' initial Programme expectations were not met they recognised and valued the learning they had engaged in. The endeavours of Programme staff to ensure clarity around participant expectations, through surfacing and addressing these in the course of pre-Programme relationship building, had met with some level of success. Programme performance in this area was rated as **good**.

### **Enhanced participant engagement (medium term outcome)**

Attendance rates were considered important by Programme staff who believed that participants were more likely to be engaged both in the learning and with the group if they were regularly present at sessions. Participants described the efforts Facilitators made to provide "catch ups"

when sessions were missed. It appeared however, that resources to adequately support “catch up” and engagement work outside programmed sessions were limited. It was noted that, in response to this, Facilitators were actively exploring ways of enhancing participant engagement which required minimal resourcing and agency support. Recent establishment of closed Facebook groups to sit alongside Programmes was an example of a low-cost support mechanism being trialled.

Programme performance with respect to enhancing engagement was rated as **satisfactory**. The rating took in to account levels of attendance as well as Facilitator monitoring of barriers to attendance and engaging participants in building solutions to overcome these barriers.

### **Increased understanding of parenting beliefs & behaviours (short term outcome)**

Facilitators provided examples of results achieved through supporting parents to critically reflect on their own parenting beliefs and behaviours as a precursor to taking on board alternative approaches to parenting. Participants described shifts which had occurred in their thinking and awareness in relation to parenting styles and, in particular, their expectations of their children. Increased Participant understanding of personal parenting beliefs and behaviours was also noted by referral agent key informants.

Most participants were able to identify a number of their own parenting beliefs and/or behaviours they had decided to change. In some instances they could also explain why they had decided to make these changes. Performance with respect to the success of the Programme in increasing participants understanding of their parenting beliefs and behaviours was rated as **good**.

### **Increased knowledge of positive parenting skills and strategies (short term outcome)**

Over the course of Programme delivery, participants commonly built their practical knowledge base with respect to positive parenting of their adolescent. Increased knowledge of positive parenting skills and strategies was reflected in the contributions made by parents /caregivers during Programme sessions. Facilitators observed these developments which were also noted by other key informants. Participants who contributed to the Programme evaluation were, in some instances, able to identify and describe newly acquired parenting skills or strategies and how they could be used.

In light of the success factors outlined above, and with reference to the pre-determined rubrics, increased knowledge of positive parenting skills and strategies was rated as **good**.

### **Using positive parenting skills and strategies (medium term outcome)**

Staff described learning about changes occurring in participants' parenting behaviour primarily through observing their input during Programme sessions. Over the course of the Programme, there were participants who were increasingly able to share stories about their attempts to use new parenting skills and practices and to critically reflect on these attempts in the Programme group setting. Other key informants too noted participants increased use of positive parenting skills and strategies.

Programme participant were commonly able to identify and describe at least one example of how they were using, or had used, a specific positive parenting skill or strategy they had been taught by Programme Facilitators. In some instances skills and strategies were being used on a regular basis.

Programme performance with respect to successfully increasing participant use of positive parenting skills and strategies was rated as **satisfactory** in light of the success factors outlined above, and with reference to the pre-determined rubrics.

Activity and outcomes evaluation ratings overviewed above are summarised below in Table 1.

TABLE 1		
Activities and outcomes evaluated	Rating assigned	Description of rating
Relationship Building & Maintenance	<b>Good</b>	<ul style="list-style-type: none"> <li>• Rapport and trust building are <b>prioritised and culturally appropriate</b></li> <li>• Needs, including cultural needs, are identified through a planned needs assessment process</li> <li>• Programme intent, delivery style and content focus are <b>fully explained</b></li> <li>• <b>Most</b> participant needs, as identified above, are addressed</li> </ul>
Programme Delivery	<b>Excellent</b>	<ul style="list-style-type: none"> <li>• A safe and positive learning environment is created and maintained for <b>almost all</b> participants with group “ways of working” being <b>co-operatively developed</b>, agreed and implemented.</li> <li>• Group building activity is <b>prioritised</b> and is relevant to the needs of <b>almost all</b> participants</li> <li>• Facilitators <b>consistently</b> model a broad range of positive relationship management processes and skills</li> <li>• Delivery is effectively managed at <b>almost all</b> times with learning being successfully facilitated for <b>almost all</b> participants.</li> </ul>
Clarity of Participant Expectations	<b>Good</b>	<ul style="list-style-type: none"> <li>• <b>Most</b> participants consider that they are <b>generally</b> informed with respect to Programme expectations.</li> </ul>
Enhanced Participant Engagement	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• <b>Many</b> participants are present <b>for at least half</b> of the sessions.</li> <li>• <b>Many</b> participants take an active part in sessions (taking into account the diversity of preferred learning styles).</li> <li>• Facilitators monitor barriers to participation <b>from time to time</b></li> </ul>
Increased participant understanding of their own parenting beliefs and behaviours	<b>Good</b>	<ul style="list-style-type: none"> <li>• Following Programme participation <b>most</b> participants are able to identify <b>at least 2</b> of their own parenting beliefs and/or behaviours they decided to change and why</li> </ul>
Increased knowledge of Positive parenting skills and strategies	<b>Good</b>	<ul style="list-style-type: none"> <li>• After completing the Programme <b>most</b> participants are able to: <ul style="list-style-type: none"> <li>- <b>identify and describe at least 2</b> positive parenting skills and strategies; and,</li> <li>- <b>describe</b> how they could successfully implement these.</li> </ul> </li> </ul>
Using positive parenting skills and strategies	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• <b>Many</b> participants are using <b>1</b> or more positive parenting skill or strategy at <b>least some days of the week</b></li> </ul>

## DISCUSSION

*Jigsaw whanganui* has indicated a particular interest in determining how well it's White Water Years Programme is "working" for Māori participants and their whānau. There is no question that the White Water Years Programme is underpinned by Western science methodologies. Being designed, developed and delivered by non-Māori it makes no pretense at being a Kaupapa Māori, or even a Māori-centred, Programme. The team does however, make committed attempts to culturally enhance (Sturrock & Gray, 2013) the Programme through, for example, the practice of elements of manaakitanga. Evaluation results suggest that these efforts largely address the needs of Māori who currently elect to take part in the Programme.

Consideration as to how the Programme might be developed to better suit, and be more acceptable to an even wider sector of the Māori community however may go some way towards further resourcing that community. *jigsaw whanganui* is very well aware of this and has, during 2014, devoted agency-wide time to exploring what Māori-centred parenting programmes might look like under its umbrella. An important outcome of this has been the piloting in the latter part of 2014 of a *jigsaw whanganui* funded Practical Parenting Programme. Co-facilitated by Māori and non-Māori kaimahi, the Māori-centred Pilot Programme is unique to Whanganui. It has successfully recruited primarily Māori participants and has maintained high rates of participation as it has progressed.

Currently White Water Years Programme resources, and in particular human resources, are concentrated around the delivery of weekly sessions. There appear to be much more limited resources available to support participants and their parenting development outside programmed sessions. The evaluation results suggest though that contact with Facilitators and other members of the group, along with regular session attendance, are important factors in cementing their engagement with the Programme.

*jigsaw whanganui* is actively exploring ways of strengthening engagement including through the use of social media and through fostering a more seamless relationship between facilitated programmes and dedicated social work services. An example of the latter is the partnering of a member of the programme facilitation team with a member of the social work team in the delivery of the Practical Parenting Pilot Programme referred to above. The agency recognises that kaimahi with generic skills, including empowerment and advocacy as well as facilitation, are well-placed to work alongside whānau to address a broader range of needs.



The White Water Years Programme is a locally tailored response to addressing gaps in the parenting knowledge, skill and approach of parents / caregivers of adolescents. As far as can be ascertained there is no other White Water Years parenting programme being delivered in New Zealand. It is however, likely that similar programmes are operating. Identifying these programmes, along any opportunities to learn and share with others developing and / or delivering them, is important to promote growth. Confining critical reflection on practice to the local level and within the team may, over time, arguably reduce the effectiveness of that reflection promoting a more insular perspective.

*Jigsaw whanganui* and its White Water Years Programme team have, in addition to putting in place processes for supporting robust practice, routinely collected and reviewed Programme participant feedback data. The data has primarily been used to inform critical reflection on the conduct and outcome of Programmes. It has also been used to inform reporting to funders. Currently the utility of data collected is to some degree compromised because it is often incomplete. How much of an issue this is depends upon how *jigsaw whanganui* may want to use that data in the future; for example, for internal evaluation purposes or to support funding bids.

## CONCLUSION

This study sought to provide *jigsaw whanganui* with information on the extent to which its White Water Years Parenting Programme is “working”, for which participants and why. These overarching evaluation questions were addressed through the consideration of seven Programme dimensions; the quality of two activities and the success of five short to medium term anticipated outcomes.

Overall it is considered that, at least in relation to the seven dimensions noted above, the White Water Years Programme is “working” to varying degrees. It is “working” for both Māori and non-Māori participants, for parents of both genders and for a range of household and family types.

## RECOMMENDATIONS

In the light of the evaluation results a number of recommendations are made with respect to the further development of *jigsaw whanganui's* White Water Years Programme. These recommendations are:

**Recommendation 1:** The evaluation results suggest that the current Programme is acceptable to those Māori parents who register. There may however, be opportunities to “widen the net” in

terms of meeting the needs of an even wider sector of the Māori community. We therefore applaud the work that *jigsaw whanganui* has been doing during 2014 with respect to development and delivery of its Practical Parenting Māori-centred Pilot Programme. It is recommended that the agency continue its commitment to the evolution of that Programme and ensures that “lessons learnt” as a result in turn inform delivery of other parenting programmes offered under the agency’s umbrella.

**Recommendation 2:** That *jigsaw whanganui* continues to appropriately invest resources to support strengthening relationship building, relationship maintenance and participant engagement with the Programme. The evaluation results suggest that having the capacity to be able to spend adequate time with participants outside programmed sessions where necessary could better support attendance and Programme engagement.

**Recommendation 3:** That consideration is given to using additional Programme team capacity to also provide guidance for self-facilitated small groups during the course of each Programme. This could contribute to strengthening participant Programme engagement. It is noted that the agency is exploring ways of supporting participants whilst working to promote independence. The establishment of closed Facebook groups is one example of this allowing Facilitators to offer guidance without taking an active lead in group interaction outside Programme sessions.

**Recommendation 4:** That ways continue to be explored for the White Water Years Programme team to work together more closely with other *jigsaw whanganui* services (such as home based social work service / Social Workers in Schools) where clients are shared (or could potentially be shared). Attendance and participation may be further supported through an increasingly closely coordinated way of working. The recently launched Practical Parenting Pilot Programme, co-facilitated by members of the White Water Years Programme team and the Social Work Team, offers a good example of closer co-ordination in practice.

**Recommendation 5:** That *jigsaw whanganui* identifies adolescent parenting programmes being delivered in New Zealand, determines where opportunities may exist for shared learning and development alongside those programmes and initiates that activity;

**Recommendation 6:** That *jigsaw whanganui* continues to progress development of its centralised client information management system ensuring the more effective capture of White Water Years Programme participant data and outcomes in the process.

## 2. BACKGROUND AND EVALUATION AIMS

Late in 2013, *jigsaw whanganui* was successful in an application to the Lottery Grants Board for the award of a Community Sector Research Grant. The application to the Board sought funding for the evaluation of the organisation's White Water Years Parenting Programme. Subsequent to this, early in 2014, *jigsaw whanganui* contracted Whakauae Research for Māori Health and Development<sup>2</sup> to carry out the evaluation research.

### WHITE WATER YEARS PROGRAMME OVERVIEW

The White Water Years Parenting Programme was developed locally by *jigsaw whanganui* staff more than ten years ago. It has since been routinely delivered by the agency which understands that no other agency either within Whanganui or further afield has delivered, or is delivering, the Programme. Delivery is funded by the Ministry of Social Development.

Strengthening positive adolescent parenting skills and knowledge as well as contributing to building healthy relationships within whānau and families are key Programme objectives. *jigsaw whanganui* documentation additionally describes the intention of the White Water Years Programme as being “to raise parents' awareness of parenting teens while building tools for guiding teens decisions and relationships” (*jigsaw whanganui*: 2013).

The Programme is targeted at the parents / primary caregivers of adolescents, aged ten – 16 years and is open to the community at no cost. Participation is voluntary and participants must be either primary care-givers or closely involved with the care of their child/ children on at least a weekly basis. Most of those who join the Programme are self-referred, though a range of agencies locally also make referrals including *jigsaw whanganui* social workers.

A small team of four trained Facilitators currently delivers Programme sessions with each session being co-delivered by two Facilitators. A Programme Co-ordinator oversees Programme practice, management and administration. She observes session delivery, on a regular basis, and provides feedback to Facilitators as part of practice supervision. The Programme team meets each term for the purposes of training and critical review on practice. Additionally, following delivery of each Programme session, Facilitators complete a short report to the Co-ordinator

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<sup>2</sup> Whakauae Research for Māori Health and Development is a Ngāti Hauiti owned research centre. Established in 2005, Whakauae has a successful record of delivering investigator led health and social services research as well as research and evaluation commissioned by agencies which include a number of North Island district health boards as well as Te Puni Kōkiri, the Families Commission and the former Alcohol Advisory Council of New Zealand.

which includes reflection on the co-facilitator relationship, processes that went well, anything that didn't go well, child safety / care and protection issues, any "magic moments", issues to be followed up in Supervision and issues to be followed up by the Co-ordinator.

The Programme is facilitated with groups of up to 12 in two – three hourly weekly sessions over a consecutive period of nine weeks<sup>3</sup>. There is no Programme Facilitation Manual as such. However, a range of resources have been developed by staff since the Programme's inception and a structure and guidelines for delivery are used. The current focus of each weekly Programme session is listed below:

### **White Water Years Programme – Weekly Session Topics**

**Week 1:** Working together and setting the scene

**Week 2:** Quality time

**Week 3:** Praise and encouragement

**Week 4:** Self control

**Week 5:** Communication

**Week 6:** Rules, boundaries and effective commands

**Week 7:** Consequences and incentives (managing misbehaviour without shame)

**Week 8:** Button pushing and purposes of misbehaviour

**Week 9:** Problem solving (helping teens prepare for their future)

In any one term, Programmes are generally offered both in the evening and during the day in order to best meet the needs of the community.

### **EVALUATION OF THE PROGRAMME**

During the period the Programme has been running, internal review processes have resulted in ongoing enhancements being made. However, no structured and formal evaluation of the Programme has ever been carried out. An opportunity to formally evaluate the White Water Years Programme was identified by the Programme Co-ordinator during 2013. This was

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<sup>3</sup> In 2014, the Programme was re-framed as a nine week programme. Prior to this it had, for some time, been delivered over a 12 week period. The change to nine weeks was instigated in response to participant feedback and to better align with the nine – 10 week primary school term. Participant attendance at Programme sessions was expected to be better supported as a result of the change in Programme duration.

subsequent to the Co-ordinator's involvement with a Jigsaw Northern commissioned evaluation of another parenting programme, Anger Change for Mothers, carried out during 2012 – 2013<sup>4</sup>. That evaluation, in common with *jigsaw whanganui's* White Water Years Parenting Programme, was funded by Lotteries.

## EVALUATION AIM AND OBJECTIVES

The aim of the White Water Years evaluation was to determine who the Programme works for and why it works. Evaluation objectives were to:

- Assess the quality of Programme Facilitator relationship building and relationship maintenance with participants;
- Assess the quality of Programme delivery activity;
- Assess success in:
  - Increasing clarity of participant expectations of the Programme;
  - Strengthening participant / provider engagement;
  - Enhancing participant awareness of personal parenting beliefs and behaviours;
  - Increasing participant knowledge of positive parenting skills and strategies; and,
  - Increasing participant use of positive parenting skills and strategies.

The evaluation also sought to take into account the quality and success of the Programme, as outlined above, with respect to addressing the cultural needs of Māori participants. The Programme has been developed, and is delivered, within a mainstream or Pākeha context. However, a significant proportion of Programme participants identify as Māori. *jigsaw whanganui* indicated a strong interest in determining the extent to which the Programme was addressing the needs of Māori participants given that it had not been specifically designed for that audience.

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<sup>4</sup> The Anger Change for Mothers Programme was developed in New Zealand in 1990 by Parentline Manawatu, as a specialised therapeutic intervention for mothers who were abusing their children or believed that they were at risk of doing so. In more recent times, the Programme has been being delivered by Jigsaw in four New Zealand regions; Whangarei, Hawkes Bay, Timaru and Whanganui (Darkins, 2013).

### 3. METHODOLOGY

A general formative, process and outcomes evaluation approach to the study was taken drawing on formative, process and outcomes literature and best practice (Moewaka Barnes, 2009; Patton, 2002). Complementing this, a mana-enhancing and strengths-based approach to engaging with evaluands was utilised.

#### PLANNING & FORMATIVE EVALUATION

The White Water Years Programme evaluation design and methods were finalised, in consultation with *jigsaw whanganui*, following a series of hui with the evaluators. In December 2013, *jigsaw whanganui* representatives and Whakauae researchers met to discuss *jigsaw whanganui's* successful research proposal to the Lottery Grants Board. Whakauae indicated at this hui that, for several reasons, the proposed research design required re-assessment and further refinement. For example, collecting data from the children of participants around their impressions of the impact of Programme participation was initially envisaged. It was considered likely that a full application for ethics approval would be required to facilitate data collection from this vulnerable group of potential key informants. The time necessary to prepare and process an ethics application would however, conceivably extend beyond that available to complete the evaluation work itself.

The use of Photo-voice had also been proposed as an evaluation data collection method. Whakauae consulted colleague, Dr Glenis Mark around the use of this method in small scale evaluation work given her extensive use of Photo-voice in her post-doctoral work. Dr Mark advocated for the use of alternative methods, in preference to Photo-voice, primarily because of:

- the complexity of the evaluation subject matter (i.e. impacting behaviour change through Programme participation) from a conceptual perspective;
- the challenges around training evaluation participants in the use of cameras to record impacts on behaviour change;
- negotiating the likely time consuming challenges around working with two whānau members (parent and dependent) to co-operatively use equipment;
- the costs of camera equipment given the limited resources available to carry out the evaluation; and,
- the time intensive nature of the method in relation to the limited resources available to carry out the evaluation.

Given the issues identified by Dr Mark as noted above, the researchers concurred that the Photo-voice method was less well suited to carrying out the evaluation work than had been initially anticipated.

At the December hui preparation of a draft evaluation plan was agreed. Whakauae additionally recommended development of a programme logic model to guide the evaluation work. Related methods issues were further discussed with the White Water Years Programme Co-ordinator at a later meeting in December 2013.

In January 2014, Whakauae again met with *jigsaw whanganui* staff with evaluation plan and logic model preparation being included in discussion. Both the plan and the logic model were then developed by Whakauae as agreed with the plan being finalised in March 2014. The plan detailed evaluation aims, objectives, methods, consideration of ethical issues, an evaluation budget, evaluation implementation timeframes, data sources, data collection and data analysis approaches along with risk identification and risk mitigation strategies.

The draft logic model developed was reviewed by *jigsaw whanganui* management and White Water Years Programme staff during April 2014 amended and finalised. The White Water Years Programme Logic Model is reproduced below. During May 2014 a set of draft quality and success measurement tables, derived from the Logic Model, were prepared and shared with *jigsaw whanganui*. These quality and success rubrics tables were later used to inform preparation of data collection tools. The rubrics tables are further discussed below.

Hui with White Water Years Programme staff during April 2014 focussed on consultation around the development of evaluation data collection tools and processes as well as the Logic Model. Data collection tools were then finalised and key informant data collection begun in May 2014. Table 2 below summarises the planning and formative evaluation activity described here.

**Table 2: Developmental & Formative Evaluation Activity Timeline**

<b>Date</b>	<b>Activity</b>	<b>Participants</b>
December 2013	Hui: Initial evaluation planning	<i>jigsaw whanganui</i> (management & White Water Years Programme Co-ordinator) & Whakauae Research team
December 2013	Hui: Evaluation design / White Water Years Programme profiling	White Water Years Programme Co-ordinator & Whakauae lead evaluator
January 2014	Hui: evaluation contract and further evaluation planning	<i>jigsaw whanganui</i> (management & White Water Years Programme Co-ordinator) & Whakauae team
March 2014	Preparation of draft evaluation plan & programme logic model	Whakauae team
April 2014	Hui: data collection planning	White Water Years Programme Co-ordinator & Whakauae lead evaluator
April 2014	Hui: review and finalising of evaluation plan and logic model. Data collection planning.	<i>jigsaw whanganui</i> (White Water Years Programme team) / Whakauae team
April 2014	Email: review and finalising of evaluation plan and logic model.	<i>jigsaw whanganui</i> (management)
May 2014	Rubrics Tables developed and finalised.	White Water Years Programme Co-ordinator & Whakauae team.

## **WHITE WATER YEARS PROGRAMME LOGIC MODEL**

As previously noted, a programme logic model was developed as part of the White Water Years Programme evaluation work. Logic models are intended to capture the aim, context, assumptions, activities and intended outcomes of programmes of intervention (Oakden, 2013).



The modelling process clarifies shared thinking around how programmes operate and their intentions. Logic models produced as a result are commonly used to communicate programme parameters simply and diagrammatically to a range of key audiences including funders, referral sources, existing and new Programme staff. Additionally, programme logic models provide frameworks for evaluation. The White Water Years Programme Logic Model is reproduced below.

## **White Water Years Programme aim**

The White Water Years Parenting Programme aims to strengthen parenting skills and knowledge as well as to contribute to building healthy whānau and family relationships.

## **Context**

The Programme was developed locally by *jigsaw whanganui* over a decade ago and has since been regularly delivered, over a number of years, by the organisation. The Programme is targeted at parents / primary caregivers of adolescents aged 10–16 years.

## **Programme assumptions include that:**

- Parenting knowledge and skills can be successfully developed for all participants through:
  - a co-facilitated, group-based Programme delivered on a weekly basis over a period of 9 weeks (up until early 2014, the Programme was delivered over a 12 week period. It was re-designed as a 9 week Programme to better fit with the primary school term in response to participant feedback and staff reflection on practice);
  - co-facilitation by practitioners who have regular access to reflective supervision;
  - access to expertise and support offered as part of services delivered by *jigsaw whanganui* alongside the Programme.
- Demand exists in the community for the Programme.
- Programme delivery mode and style is relevant to the needs of parents across the community.

## **Inputs / resources (things which Programme delivery relies on) include:**

- Successful recruitment and retention of a competent coordinator and facilitators who have access to ongoing training and support / mentorship;

- Effective internal agency collaboration; and,
- Positive relationships with external agencies which refer parents to the Programme.

White Water Years Programme **activities** and **outcomes** (short-term, medium term and long-term) are identified in Diagram 1 below.



The evaluation focusses on **two** Programme Logic Model **activities** (1) building and maintaining relationships with parents /participants (including recruitment) and (2) Programme delivery (including building a group and “sense of belonging”). The two purple boxes in the activities column of the Logic Model diagram represent these activities.

Five **outcomes** were additionally evaluated and these too are represented by purple boxes. They are included in the **short term outcomes** and **medium term outcomes** columns of the Logic Model diagram. The three short term outcomes evaluated were (1) increased clarity around Programme expectations (2) increased participant understanding of their parenting beliefs and behaviours and (3) increased participant knowledge of positive parenting skills and strategies. The two medium term outcomes evaluated were (1) strengthened participant / provider engagement and (2) increased participant use of positive parenting skills and strategies.

## **WHITE WATER YEARS PROGRAMME RUBRICS (MEASURING QUALITY & SUCCESS)**

Whakauae developed an initial draft set of rubrics tables which was intended to make explicit how evaluative judgments would be reached about the quality of White Water Years Programme activities and the success of the intended short – medium term Programme outcomes. Rubrics are a useful tool to surface values about what stakeholders think is important and what is less so when assessing the performance and worth of a programme (King, McKegg, Oakden & Wehipeihana, 2013). Rubrics generally comprise both evaluation criteria and rating measures (Oakden, 2013). They link back to programme logic model activities and outcomes.

To enhance the relevance and usefulness of the measures developed, *jigsaw whanganui* staff were encouraged to review and refine the tables. The final version of the rubrics tables adopted is included here as Appendix 1.

## **EVALUATION DESIGN & METHODS**

Whakauae’s overall evaluation design adopted an inclusive research framework with an emphasis on understanding the perspectives of Programme stakeholders. A collaborative and participatory approach was taken with an emphasis on “evaluation with” rather than “evaluation of” the Programme provider.

The evaluation design utilised research methods described in Western research literature drawing primarily on qualitative approaches. However, engagement, data collection and interpretation of the data were carried out taking into consideration a Māori worldview.

The study used a largely qualitative mixed methods design. A key component of the design was pre and post-Programme key informant interviews carried out with six White Water Years Programme participants. Complementing this were key informant interviews carried out with a small number of past Programme participants, Programme staff and referral agents. A rich and detailed account of Programme implementation and impact was drawn together as a result of mining these narratives.

Additional qualitative data was collected through Programme participant self-administered evaluation feedback forms, developed by the evaluators, and through the review of participant pre and post-Programme self-assessment sheets routinely used by the Programme Facilitators. Quantitative data was also collected via collation of participant self-assessment sheets which had been archived by *jigsaw whanganui* over the period February 2012 – July 2014.

Process and outcomes evaluation study data collection activity included:

- Two cycles of in-depth, *kanohi ki te kanohi*<sup>5</sup> interviews with Term 2 2014 Programme participants (pre and post participation);
- A single cycle of in-depth interviews with participants who had completed the Programme prior to Term 2 2014;
- PATH<sup>6</sup> diagrams with several Programme participant key informants;
- Interviews with Programme staff;
- A single cycle of interviews with referral agents;
- Evaluation feedback sheets completed by 15 Programme participants during Terms 2 and 3, 2014;
- Self-assessment sheets completed by parents / caregivers who had taken part in the Programme at some point during the period 2012 – 2014; and,
- Observation.

Programme participant data was gathered in four ways: through formal pre and post Programme interviews which were transcribed and then analysed in accordance with the

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<sup>5</sup> Face-to-face

<sup>6</sup> PATH is an acronym for planning alternative tomorrows with hope (Pearpoint, O'Brien & Forest: 1991).

process described below, through the creation, in most instances at the time of these interviews, of a modified PATH diagram, through the use of standard feedback forms developed and routinely administered by *jigsaw whanganui* and through the more detailed post Programme evaluation form specifically developed by Whakauae and administered by *jigsaw whanganui*, These data collection activities are described below along with all other evaluation data collection.

## **Key informant interviews**

Participant information sheets (refer Appendix Two) were prepared and given to those invited to take part in key informant interviews. After reviewing the information sheet with potential informants a consent form (Appendix Three) was completed prior to interviews being carried out. Interview schedules specific to each key informant group (Appendix Four) were developed with reference to the Rubrics Tables described above. The Rubrics Tables provided a guide as to relevant information to collect in order to inform evaluative judgements about the Programme.

A total of 17 key informants took part in interviews which were carried out during the period May - August 2014. Programme participants, staff, referral agents and, in a single instance, a whānau member of a past participant were interviewed. Pre and post Term Two 2014 White Water Years Programme delivery, six informants were interviewed. A staff member was interviewed three times; once as part of the Programme staff group interview and twice in individual interviews. The remaining ten informants took part in only one interview each.

Of the 17 key informants, nine were Māori and eight were non-Māori. Of the nine Programme participants interviewed, six of these were Māori. Referral agents interviewed included two Māori and one non-Māori. Of the 17 key informants, 14 were women and three were men. Table 3 below summarises key informant group by number of interviews carried out and type of interview conducted.

**Table 3: Key informant group by number of interviews and interview type**

Key informant group	Number of key informants	Type of interview
Pre-Programme participants (Term 2 2014)	6	4 x individual interviews 1 x tandem interview
Post-Programme participants (Term 2 2014)	6	4 x individual interviews 1 x tandem interview
Programme staff	4 1	1 x small group interview 2 x individual interviews
Previous Programme participants (2013- Term 1 2014)	3	3 x individual interviews
Whānau of previous Programme participants (2013- Term 1 2014)	1	1 x individual interview
Referral Agents	3	3 x individual interviews

Participants who completed pre and post-Programme interviews received koha, following each interview, of a \$20 Warehouse voucher in recognition of their contributions to the research of time and information. Similarly those interviewed who had participated in the Programme prior to Term 2 2014 also each received a koha of a \$20 Warehouse voucher.

Key informant groups were identified, in line with the evaluation design, and purposively sampled with specific sampling criteria determined for each group (Patton, 2002). Term 2 2014 Programme participant sampling, for example, included ethnicity and gender criteria to help ensure the sample mix would reflect a cross-section of participants as well as address *jigsaw whanganui's* particular interest in capturing the perspectives of Māori participants.

Term 2 2014 Programme participants were advised that the Programme was in the process of being externally evaluated. A written invitation to contribute to the evaluation, through taking

part in interviews, was drafted and reviewed during a hui with Programme staff during which a recruitment briefing also took place. The interview invitation, included here as Appendix Five, outlined what the evaluation was seeking to ascertain. It also provided an opportunity to 'opt in' to being directly contacted by Whakauae to discuss the possibility of interview participation. Staff were asked to share the invitation with all participants in both Term 2 2014 Programmes.

Whakauae compiled a list of all those who consented to being directly contacted. A convenience sample, reflecting a gender and ethnicity cross-section, was then drawn from the list and participants were contacted by telephone call and / or text message. Whakauae assigned a Māori researcher to carry out interviews with Māori participants and a non-Māori researcher to carry out the remaining interviews.

In the case of those who had participated in Programmes prior to Term 2 2014, a similar process was carried out. An invitation to contribute to the evaluation was prepared (refer Appendix Five) and staff were asked to distribute this. A list of those willing to participate in interviews was compiled and a sample drawn as above.

Whakauae attempted to recruit whānau members of past participants to the evaluation; their children over the age of 16 years, partners and others either resident in the household or otherwise. The possibility of speaking with whānau members was raised with past Programme participants immediately following interviews carried out with this group of informants. It was intended that, through discussion with the whānau of past participants, changes in the parenting approaches of those participants could be further explored. Attempts to recruit whānau members were however, largely unsuccessful with only one being subsequently interviewed.

## **Modified PATH Diagrams**

Complementary participant data was collected during pre and post-Programme interviews using a modified PATH diagram. The PATH planning tool was originally developed by Canadians, Pearpoint and Forest during the 1990s informed by their work in the area of person-centred planning (Pearpoint & Forest, 1991). The creative planning tool they developed was later adapted for use in strategic and community development planning activity.

In 2000, Katarina Pipi observed the use of the PATH planning tool in an indigenous Canadian social services delivery setting. She refined the tool (PATH Planning Tool, 2014) and has since used it extensively in her marae and whānau planning activity (Pipi, 2010). In 2013 Whakauae



Community Researcher, Gill Potaka-Osborne further refined the tool developing a diagram template and using this to support key informant data collection in Whānau Ora Programme research (Potaka-Osborne & Boulton, 2014).

Potaka-Osborne's modified PATH diagram is a methodological innovation which allows both participants and researchers to develop together a visual representation of the journey whānau have undergone in the period leading up to participation in Whānau Ora Programmes and the outcomes associated as a result of participation. The diagram has been used in a similar way to support collection of White Water Years Programme evaluation data with the whānau change journey being usefully identified and captured. The creation of modified PATH diagrams generally took place during the evaluation interview process. An example of a PATH diagram completed alongside one Programme participant is included here as Appendix Six.

### **Programme participant evaluation feedback forms**

A Programme feedback form (refer Appendix Seven) was developed by Whakauae specifically to gather additional, and primarily qualitative, data from participants in both of the White Water Years Programmes delivered by *jigsaw whanganui* during Term 2 2014. Data was also gathered, using this form, from participants in one of the two Programmes delivered during Term 3 2014.

As the evaluation lacked the resources to carry out in-depth pre and post-Programme interviews with all participants, the evaluation feedback form provided an opportunity for wider input albeit in a limited way. Feedback forms were distributed by Facilitators during the final Programme session and were self-administered by participants.

### **Programme participant self-assessment sheets**

Historical and largely quantitative data has routinely been collected by *jigsaw whanganui* pre and post Programme participation. Data collected during the period February 2012 – July 2014 included participant self-assessment of changes in parenting knowledge, skill and confidence.

Staff generally use the self-assessment sheets to inform reflection on Programme delivery with a view to further strengthening practice. Reflection, critique and planning for change are routinely carried out both in the Facilitator peer group setting and in Facilitator practice supervision with the Programme Co-ordinator. Following completion of a Programme, and subsequent critical reflection on delivery, participant feedback is archived.

The pre and post self-assessment sheet used by staff was subject to several minor amendments during the period February 2012 – July 2014 as an outcome of staff critique and a process of continuous improvement. The data sets described here form a potentially rich source of Programme information. With this in mind, Whakauae collated available data from all Programmes delivered over the February 2012 – July 2014 in an attempt to identify any emerging broad Programme trends.

## **Observation**

Observation is a well recognised qualitative research technique (Patton, 2002) and was used to a limited extent in the evaluation study. Examples of use included observations made by researchers during key informant interviews, and recorded in interview notes, and an observation of the Programme delivery setting which was also formally recorded for evaluation purposes.

## **Document review**

In addition to Programme participant self-assessment sheets, *jigsaw whanganui* provided Whakauae with a range of other Programme related documents including Programme session outlines, session delivery resource material, Facilitator session delivery reflection material and performance monitoring reports to the Programme funder. This material was reviewed and used to inform evaluation findings.

## **ANALYSIS**

### **Key informant interviews**

Interview notes only were taken during the conduct of three key informant interviews with the consent of participants; these were a small group interview and two interviews conducted via telephone. During the small group interview, one researcher facilitated discussion and took brief notes. Another researcher meanwhile took detailed notes, including recording direct quotes where relevant. She also completed an interview observation record. Detailed interview notes were also taken during two telephone interviews carried out. All other interviews were audio recorded and transcribed prior to input into Dedoose<sup>7</sup>. As is Whakauae's standard process, after each interview, researchers recorded their own field notes which have been incorporated as an additional form of data.

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<sup>7</sup> Dedoose is a cross-platform application for analysing text, video, and spreadsheet data (analysing qualitative, quantitative and mixed methods research).

Interview transcripts were initially reviewed by two of the researchers working on the study. A coding system was then developed identifying key elements of relevance to the research. The researchers independently reassessed all interview transcripts applying these codes and expanding the coding system where necessary. As a result of this work, both researchers initially identified key themes from the data. Using the rōpū method (Boulton & Kingi, 2011) findings were then shared with the analysis being further refined and key messages determined.

Consistent with the focus on taking a participatory evaluation approach, the voices of key informants are heard throughout the Results and Discussion section of the report. Direct quote is used where relevant to highlight key evaluation findings.

### **Programme participant evaluation feedback forms & self-assessment sheets**

Simple statistical analysis was used in the review of both Programme participant evaluation feedback forms and self-assessment sheets combined with the use of thematic analysis to interpret qualitative data collected.

### **ETHICS**

Formal ethics review and approval was not sought for the evaluation research because the study design involved conducting low risk, observational research with fully informed participant consent. Taking into account the definition of the scope of Health and Disability Ethics Committee (HDEC) review<sup>8</sup>, Whakauae concluded that formal ethics review was unnecessary. This conclusion was confirmed through email consultation (27 January 2014) with the HDECs Advisor who we briefed regarding the proposed research design.

It is also noted that the evaluation study design was broadly consistent with that implemented in the *jigsaw Northern* commissioned evaluation of the Anger Change for Mothers Programme (Darkin, 2013) previously described in the Background section of this report. Darkins (2013:35) notes that “the Northern X Ethics Committee Chairperson deemed that Ethics Approval was not required (07 June, 2012)” for that *jigsaw Northern* study. In our view, the Chairperson’s stated position on ethics review requirements in relation to that study further confirms our decision

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<sup>8</sup> This is contained at section 3 of the Standard Operating Procedures for HDECs along with the flowchart developed to assist researchers to determine whether or not a particular study requires HDEC review (HDEC, 2014).

not to seek formal ethics approval for conducting evaluation of the White Water Years Parenting Programme.

## LIMITATIONS

This was a small scale study carried out on a single Programme delivery site over a brief timeframe of approximately eight months. The study design was influenced by the limited time available to carry out the research and by the other resource constraints including budget. The study findings reflect these limitations.

One of the biggest gaps in the study is that the voices captured are largely confined to those of Programme participants and staff along with referral agents. Despite a variety of approaches being taken to successfully engage the wider whānau of Programme participants in the evaluation work these met with little success. The voices of the adolescents whose parent / caregiver had taken part in the Programme, in particular, are missing as previously noted.

It should be noted too that almost all Programme participant key informants reported having previously taken part, at some point, in the Incredible Years Parenting Programme<sup>9</sup>. This Programme has a focus on strengthening the parenting of pre-adolescent children. Though the Incredible Years Programme content differs from that of the White Water Years Programme there are some areas of commonality particularly in relation to the focus on child / parent relationship building and in relation to the development of specific skills. It is arguably problematic to therefore attempt to attribute change in parenting approach and impact on the relationship between caregiver and child primarily to the influence of White Water Years Programme participation. Additionally, participants commonly reported having also attended other parenting programmes offered by various agencies both across the Whanganui community and further afield. The influence of these programmes too cannot be discounted.

A limitation of the study, with respect to collection of data from Programme referral agents, was identified as being the often scant knowledge these informants had of Programme outcomes. Typically their contact with those they had referred to the Programme was either intermittent

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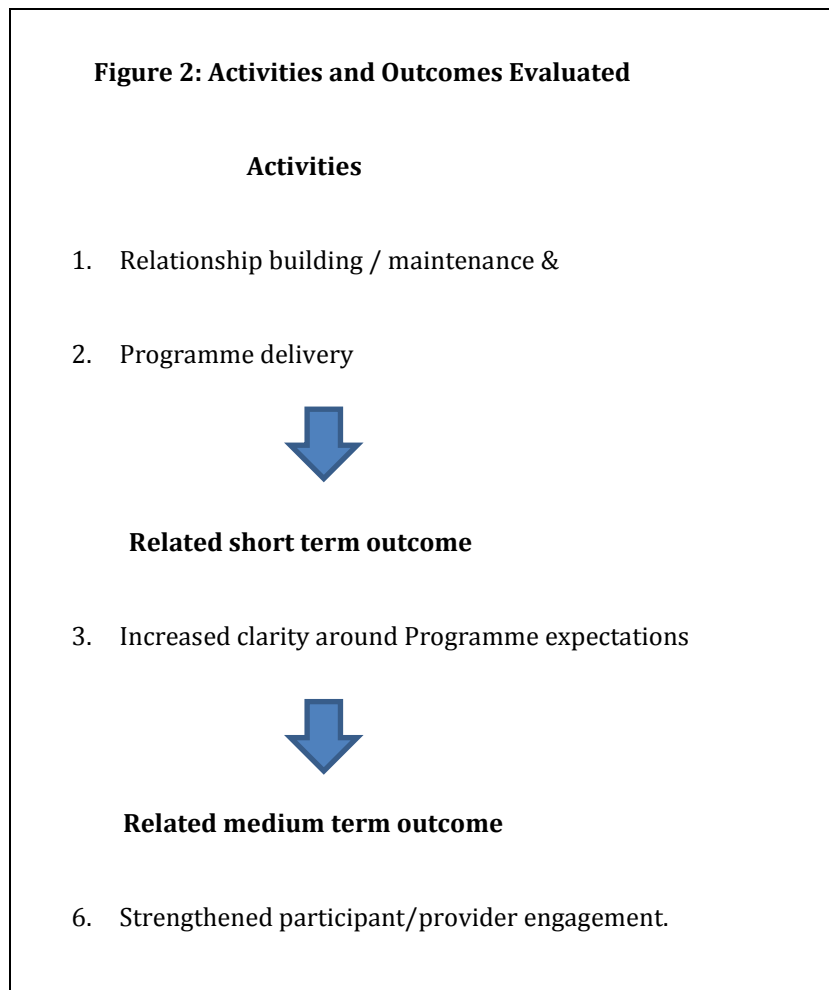
<sup>9</sup> The Incredible Years Parenting Programme “is a parent management training programme developed for parents of children with conduct problems” (Sturrock & Gray, 2013:4). In marked contrast to the White Water Years Programme, the Incredible Years training series “has been developed over the last 30 years at the University of Washington by Carolyn Webster-Stratton and her associates”(Sturrock & Gray, 2013:9) and has been widely implemented both within the United States and internationally including in New Zealand.

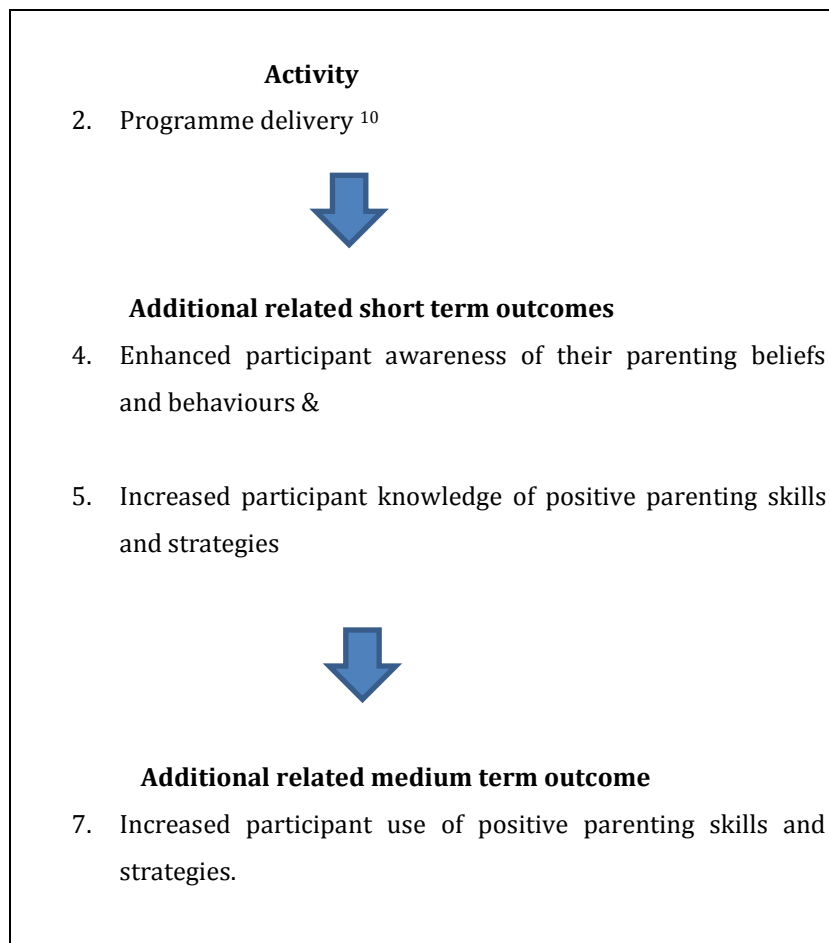
or not ongoing. As a result of this lack of contact, referral agents were unable to offer detailed information regarding progress made by many of their clients. Despite this, referral agents uniformly spoke positively of the Programme and were strongly supportive of the opportunities provided for participants to enhance their parenting skills and knowledge and, in turn, the wellbeing of their whānau.

A final study limitation concerns the use made by the evaluators of the historical and largely quantitative data routinely collected from Programme participants by *jigsaw whanganui* and archived by the agency. Several broad trends have been identified and noted in this report as a result of the analysis of this data. It is important however, to be aware of the limitations around the interpretation of that trend data. For example, it should be noted that there were several changes in what data *jigsaw whanganui* has collected, including over the period analysed. Whilst some data collected remains broadly comparable other data is less so. Additionally, in the case of several Programmes delivered incomplete data was collected. For example, pre Programme self-assessment was not necessarily carried out by all those registered as having taken part in a Programme. Similarly not all those registered completed post self-assessments.

## 4. RESULTS

In this section of the report evaluation results and analysis are presented. The White Water Years Programme Logic Model activities and outcomes selected as the focus of the evaluation are used as headings providing the structure for presentation of results and analysis. As previously documented in this report, these activities and their related outcomes were:





The experience of Māori participants, within the context of the evaluation foci listed above, was of particular interest to the Programme provider.

Key informant interview data is referenced under each of the seven evaluation focus headings above. As previously noted in the Methodology section of this report emphasis has been placed on ensuring the voices of key informants are heard in preference to simply being summarised and reported. Direct quotes have therefore been used extensively in this section of the report where relevant. Data collected through participant Programme evaluation forms, participant self-assessment sheets, document review and observation are interwoven with this key informant data where relevant. Collation and synthesis of all data is therefore presented providing an overall analysis of results.

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<sup>10</sup> Activity (1) Relationship building and maintenance and Activity (2) Programme delivery share two intended outcomes which are (3) Increased clarity around Programme expectations and (4) Strengthened participant / provider engagement.

Activity (2) however, is also independently linked to outcomes (5) – (7). Activity (2) is included twice in the above list of evaluation foci in order to highlight the relationship between this activity and all of the intended outcomes included in the evaluation.

## **RELATIONSHIP BUILDING & MAINTENANCE (ACTIVITY)**

The building and maintaining of relationships with Programme participants is one of six key White Water Years Programme activities included in the Programme Logic Model. Programme staff who took part in a small group interview reported that their relationship building work, which they regarded as being critical, began at the participant recruitment stage; laying the foundations for positive relationships at the first opportunity. Invariably the initial point of contact with potential Programme participants, be it *kanohi ki te kanohi* or by telephone, provided this opportunity.

Facilitators described routinely using their listening and reflecting skills to build rapport with potential Programme participants. Encouraging potential participants to be specific about what it was they were looking for from the Programme was also considered important. Facilitators described using some culturally relevant processes when working with Māori such as ensuring a focus on *whakawhanaungatanga*; exploring shared social networks and experiences in order to help build rapport. Facilitators considered that the same skills used to build relationships with participants were equally critical to relationship maintenance throughout the Programme delivery period. They were able to offer examples of how these skills were used in their practice on an ongoing basis.

Spending time ‘one on one’ with caregivers prior to Programme commencement, either via a home visit, an agency appointment or by telephone, was generally considered necessary by staff. This pre-Programme contact provided an opportunity to establish a relationship as well as to systematically assess the needs of potential participants. The parameters of the Programme were explained by Facilitators at this time including in relation to intent, delivery mechanisms and content. Caregivers could also ask questions and check how relevant the Programme might be for them in terms of addressing their needs. At this early point of contact too, Facilitators described placing an emphasis on canvassing any possible barriers to participation with potential participants. Barriers identified, such as transport or childcare issues, would be discussed with potential participants and solutions explored.

Facilitator relationship building and communication of Programme intent were also discussed with six key informants in interviews carried out prior to them joining the Programme and again after the Programme concluded. Additionally, these elements were discussed with three informants who had taken part in the Programme prior to Term Two 2014.



It was apparent from the interviews carried out that informants generally considered Programme staff worked to build rapport with participants and to brief them about the nature of the Programme. Most participants described feeling comfortable and informed about the Programme as a result. Staff reportedly took the time to explain aspects of the Programme, such as delivery style, to potential participants. Several informants, for example, noted having been made aware by staff that providing opportunities to learn from sharing experiences with other participants would be a key element of delivery. One of these key informants reported being informed that there would likely be:

*...different things that I'd probably get from other parents. I think that was one thing that they said, you know? Drawing from others. Like what they've used.*

Similarly another observed that:

*Listening to other people's, you know, I wouldn't say problems but their situations would probably help me because if they've found a way then at least I can take that in my own way [and learn something from that] (KI03A).*

As the above excerpts highlight, potential participants were made aware that, rather than being “expert” led, the Programme would facilitate adult learning through a process of active group participation.

## **Rating**

Programme performance with respect to the quality of relationship building and maintenance was rated as **good** (refer Rubrics Table 1, Appendix 1). The **good** rating was selected as being the closest Programme performance match for several reasons. Firstly, there was evidence that rapport and trust building were routinely being included in Facilitator interaction with participants. Secondly, participant needs assessment generally appeared to be included in Programme intake work. Thirdly, key aspects of Programme intent, delivery style and content focus were also routinely outlined with potential participants. Fourthly, participant needs were being identified through a planned and documented needs assessment process. A needs assessment tool had been developed by *jigsaw whanganui*, specifically for use with the agency's suite of parenting programmes. Facilitators were familiar with that tool and routinely made use of it in their practice.

Finally, there was less evidence available that rapport and trust building were consistently culturally appropriate though it is noted that both Māori and non-Māori participants reported satisfaction with the nature of relationships established with the Programme Facilitators.

## **PROGRAMME DELIVERY (ACTIVITY)**

In most instances, the White Water Years Programme is delivered on site at the premises of *jigsaw whanganui*. Staff described placing emphasis on ensuring that the venue used for Programme delivery is as comfortable and inviting as possible for participants, both Māori and non-Māori. Physical setting is recognised by Programme staff as being an important factor contributing to the creation and maintenance of a positive and safe learning environment for participants. The efforts of staff to ensure provision of a setting conducive to learning were clearly apparent. For example, in an observation record an evaluator described the Programme venue commenting that:

*I felt very comfortable being Māori and going into the room. It reminded me of a marae setting. There were lots of comfy seats, pillows, bean bags. It was light and bright with lots on the wall. There was tea and coffee available that we could help ourselves to at any time. There was a large desk area at one end with chairs all the way around. This did not detract from a feeling of openness and felt inviting and conducive to whakawhanaungatanga (Observation Record 1).*

Programme staff who took part in a small group interview believed that the work that they were doing to ensure provision of an environment conducive to adult learning was being done “quite well” (KI07). When asked to explain how they arrived at this positive assessment of their work around the establishing and maintaining of a safe and positive learning environment, staff commented that “the buzz” (KI08) in the room and “the responsiveness” (KI09) of participants provided clear indicators. The willingness of participants to openly share their ideas and experiences as well as the extent of participant disclosure was equally attributed to the existence of a safe and positive learning environment. As one key informant explained, Facilitators consider that “*emotions are important and we validate people’s experiences*” (KI09) setting up an environment within which it is safe to share thoughts and feelings. In this way too, group building and maintenance is enhanced.

It was apparent from interviews with Programme participants that delivery was considered to be of a high standard. Informants invariably described the learning environment as being safe

and positive for them and generally, at least in their view, equally safe for other participants. One key informant reported, for example, that:

*I felt safe. I felt safe enough to talk about what I wanted to talk about. It was hard for me, the first [session] because I turned up and then there was a woman in there that, we're not actually, we don't hate each other but we don't, you know, we're not friends...So I was a bit "oh, no, what's going to happen here"? But besides that, I got over that and that was really important too so, yeah, I found that it was very safe (KI16).*

It was noted by informants, both Māori and non-Māori that Programme staff helped to ensure participants felt at ease in the group setting. In the words of one informant *"They make you feel comfortable and when you first meet everyone [they make it easy]"* (KI05B). In order to further enhance participant safety the Facilitators also made it clear that:

*"If there's anything that you don't want to disclose in front of anyone" they could always just pop in and chat with them later so we always had that as well (KI06B).*

A participant key informant endorsed the view that Facilitators provided a safe learning environment for her as a Māori mother adding that:

*For me, Māoridom wise [the Programme felt safe because] everybody was open and that's what I liked about it...To listen to everybody else's opinions and how they bring their kids up (KI03B).*

The same key informant explained that, from a Māori perspective, she felt comfortable attending Programme sessions partly because of the work the Facilitators did in:

*Setting up, preparing before we got there. Being welcoming and hospitable to everybody walking through the door. Giving a "heads-up" about what's going to be said prior to the class (KI03B).*

The manaakitanga extended by the Facilitators was an important factor in ensuring the comfort of this participant. Similarly, another Māori key informant made reference to the role of the manaakitanga of Facilitators in enhancing her experience of Programme participation commenting that:

*I enjoyed everything. I enjoyed spending time with the group and getting to know the people around. I enjoyed...what you'd call a smoko break because they always provided chippies, biscuits, cakes...kai and a coffee (KI02B).*

Other Māori key informants commented that the Programme had been delivered in a way that they too found comfortable. The Facilitators had, in the words of one of these informants, been “mindful of all cultures in the group” (KI14).

Referral agents offered perspectives on issues related to the acceptability of the Programme for Māori. One of these informants, for example, suggested that the name of the Programme was a potential draw card with its emphasis on elements of the outdoor environment and on engaging in activity which was positive, team focussed, physical and challenging:

*I think White Waters is a neat name. I like the name because it's quite effective because it's different. I immediately think of surf and water, you know, and canoes and...water sports. Active (KI12).*

Another informant observed that the clients she referred to the Programme were “predominantly European” rather than Māori. This was because, in her view:

*It's not so much about culturally being appropriate. Its Māori being too whakamā<sup>11</sup> to actually go in and be part of those services....The whānau ... normally try to resource that knowledge from one another, you know? They try to get that support within their own whānau. And if they were to go on such a programme it's ...because they aren't connected to their whānau and they want that support (KI13).*

Programme staff described the work they carried out with respect to determining group “ways of working” or “group rules”. Being explicit about the expected behaviour of participants in the group setting was considered important to the establishment of a positive learning environment. Rather than staff imposing group “rules”, the development of such “rules” was “shared with the group” (KI07). Programme participants agreed that group rules were co-operatively developed. One informant, who had taken part in two White Water Years Programmes over a period of time, briefly overviewed the group rule development process used by Facilitators noting that:

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<sup>11</sup> Ashamed, shy, bashful, embarrassed (The Te Aka Māori-English Dictionary and Index On-line, 2014).

*When we do the introductions we go over some of the house rules and we make up some of our own house rules so everything more or less stays in, in the four walls, yeah.... we do our own house rules as well as their house rules (KI05B).*

Staff were of the view that these co-operatively developed “rules” were useful tools to guide group interaction given the more likely “buy in” to these when participants had had an active role in their formulation.

Successful Facilitator management of group interaction was reported by a number of key informants. One for example, noted the “*good leadership*” (KI06B) which the Facilitators demonstrated and the efforts which they made:

*To make sure that ...the conversation wasn't being taken over. Or one person got a lot of personal [air time], because it gets so personal. You could go on about your teenager picking up towels for an hour but they make sure you didn't get stuck on things like that (KI06B).*

Similarly, another commented that:

*There were people that liked to have their say and stuff. But [the Facilitators] were really good at asking everybody which was really, really good because for a little while I was a little bit back because I am a shy person...they definitely made sure that everybody got to participate and have their say (KI16).*

Informants commonly considered that the Programme delivery style had overall been a good fit with the way that they preferred to learn. One key informant described this close match between delivery style and her preferred way of learning:

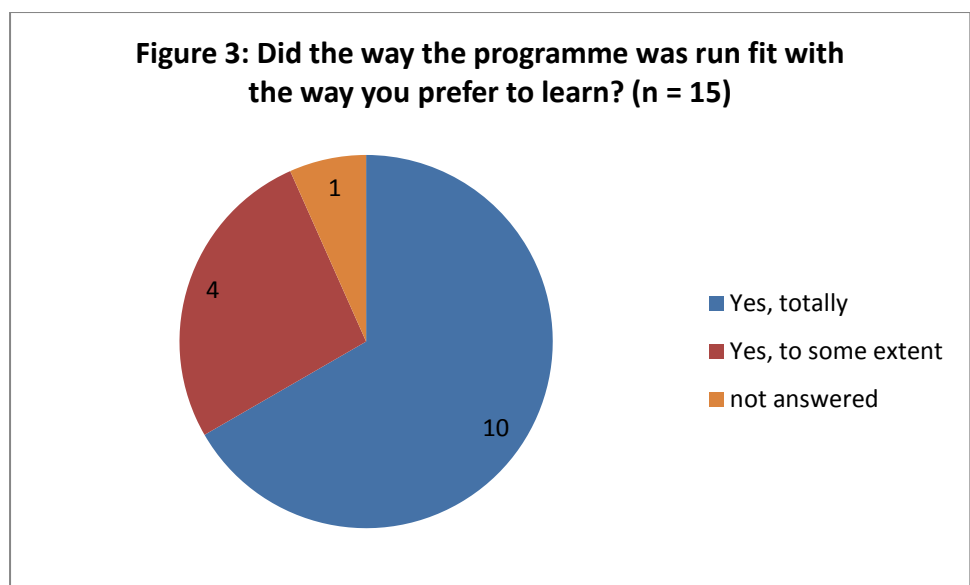
*I normally learn by doing so I'm definitely a doer ...and I liked how there were different ways of learning....I liked how we would do group things and we'd get up and we'd stand in a certain position of where we thought we were....And then discussing it cos it felt like you, I got to see where I was at as well...Even when they like drew, there was like a thermometer that they drew on the board and stuff, that was really visual to me so it was, I'm visual and, yeah [that worked for me].... and we would like brainstorm together (KI16).*

Similarly, other key informants reported that Programme delivery style, which included a mix of methods, had suited their learning preferences because:

*You're getting ideas off the other people that are there...it's great... sometimes their kids are older and had the same problems, or sometimes they're the same age and got the same problems but it's great to bounce off each other as well as...the people that are running the course (KI05A).*

Role play had also been used as a Programme learning facilitation method. For one informant this has been *"a little bit uncomfortable but [I] just did it because I knew it was part of the Programme (KI15)*. She was aware however, that role play appeared to be challenging for other Programme participants and in her view *"a lot of parents kind of had issues" (KI15)* with taking part in role play activity. Another informant shared the view that role play could be challenging commenting that *"it comes across quite daunting ...because I'm a bit shy" (KI16)*. Despite this however, the informant concluded that role play had been an effective way of learning. It had been *"fun ...and I got a lot out of it and watching other people's [role plays]" (KI16)*.

Approaches to Programme delivery were also canvassed with participants via self-administered evaluation feedback sheets. The collection of this data has previously been described in the Methodology section of this report. Figure 3 below represents responses to a question around delivery style and match with participants preferred way of learning.



Two thirds of respondents indicated, at the conclusion of the Programme, that delivery style had been a very good fit with the way that they preferred to learn. Close to the remaining third of respondents reported that delivery style had, to some extent, fitted with the way they liked to learn.

The reasons why respondents believed that Programme delivery style had been effective for them included because of the “rules put in place at [the] beginning”, because they “felt comfortable to be able to share experiences”, “enjoyed hearing examples from other parents” and because there had been “lots of interaction”. Other respondents noted the use of learning facilitation methods that had worked well for them citing for example “practices, hands on and group discussion”, “hand-outs [which] are great to go back over. Visual aids were awesome e.g. sticky jumper and getting up and moving about”. One respondent stated that “I am tactile and a visual learner so it fitted”.

Though respondents were largely positive about the style of Programme delivery, at least one noted reservations with respect to the use of role play admitting that “[I] hate role play”. Another noted that it “felt different interacting with others - outside my comfort zone”. Despite these reservations alluded to by only a small minority, the Programme learning environment was universally considered safe and positive by respondents. A number made reference to factors contributing to building this safe and positive environment noting that being in a “small group felt comfortable”, commending “the ease with which Facilitators engaged [with] each other and the group” and the “excellent environment and excellent and caring tutors.”

Several informants also noted that co-facilitation of the Programme had worked well and enhanced their learning. Informants valued, for example, that co-facilitation allowed Facilitators to “*draw on their own experiences which are completely different*” (KI01B) and to use these differences as a teaching tool. Co-facilitation too allowed the modelling of “*a really good working relationship*” (KI01B).

Additionally, several key informants commented on the value they saw in having Programme delivery co-facilitated by a woman and a man. Some women, particularly those who were sole caregivers, appreciated finding out how a man might interpret some parenting challenges. One of these informants considered, for example, that it can be “*sometimes interesting to get a man’s perspective on things*” (KI01B). Having a man co-facilitating the Programme provided this kind of input. Another informant suggested that gender differences are significant and that therefore gender co-facilitation is valuable highlighting often opposing perspectives on a range of issues.

## Rating

Programme performance with respect to the quality of Programme delivery was rated as **excellent** (refer Rubrics Table 2, Appendix 1). A rating of excellent was selected as being the closest Programme performance match for several reasons. Firstly, there was evidence that a safe and positive learning environment was being created and maintained for almost all participants as described above. Group “ways of working” were also being co-operatively developed, agreed and implemented in the process of Programme delivery.

Secondly, group building activity was being prioritised by Facilitators and appeared to be well matched with the needs of Programme participants. Thirdly, Facilitators reportedly modelled a positive relationship management processes and skills. Finally, there was ample evaluation evidence that Programme delivery was routinely being effectively managed with learning being successfully facilitated for almost all participants as a result.

## CLARITY OF PARTICIPANT EXPECTATIONS (SHORT TERM OUTCOME)

Key informants commonly reported having discussed their expectations of the Programme with Facilitators. Several held out high hopes that the Programme would, in the words of one, “*perform miracles*” (KI01A). However, these informants were equally aware that despite their high hopes, the Programme was not going to offer them “*a magic wand*” (KI06A). Discussion with Facilitators prior to Programme participation had reiterated the reality that no simple and easy solutions were on offer as a result of participation.

One key informant described having an initial meeting with a Programme staff member and going in to that meeting assuming to be told that the Programme would “*prepare [her] for what could get worse*” (KI03A) in terms of parenting her adolescent. Instead this expectation proved to be erroneous and she came away from the meeting feeling “*like it might not get there, you know, won’t get there so for me now. I’m expecting more of a change in me*” (KI03). For this informant a new expectation had been raised which included learning to better recognise and assume responsibility for the outcomes of her parenting behaviours.

Another informant, interviewed prior to the Programme beginning, described her experience with Programme recruitment commenting that although she “*... had an interview with somebody ... that wasn’t recently. That was some time last year*” (KI01). The Facilitator had gone “*in to great detail but I couldn’t tell you what she told me. It was a while ago*” (KI01). The informant could



not recollect refresher information having been provided in tandem with confirmation of her registration on the soon to begin Programme observing that there had been *“nothing really this time”* (KI01).

Though it appeared that Programme expectations and participant needs had been canvassed initially, for this participant the lack of refresher information was problematic. For example, she identified reservations she had in relation to how the Programme might be delivered. Her reservations included dealing with the possibility of having *“to do...silly role playing because I really don't like doing that”* (KI01). Exacerbating reluctance to take part in role play, should such participation be expected, was the informant's assertion that she really did not:

*...want to go [to Programme sessions]. I mean, I don't know, meeting new people and you know how when you first go to these things you have to stand up and tell people stuff about you* (KI01).

It appeared that whatever information this key informant may have been provided with about the nature of Programme delivery, some time prior to joining the Programme, had not successfully addressed her concerns about taking part. Her concerns about the requirements of Programme participation may have been able to be allayed if she had been offered, or availed herself of, the opportunity to talk about expectations with a Facilitator closer to the time the Programme was due to begin.

Expectations around Programme delivery, including sharing experiences and learning from each other were frequently met. In the words of one informant:

*...that first class was straight away it everybody hit everything on the head. Everybody was outspoken, open about their situations. There was no, yeah, there was absolutely no holding back or anything, it was just awesome. And then everyone else's experiences were pretty much similar to what I'm working up to now, they're already in it, you know?* (KI03B).

Several other informants however, had a different view. One commented that Programme content had not really been *“what I had in my mind”* (KI14). Despite this she added that she had *“learned a lot through it”* which she was able to then apply to her own unique parenting challenges. Another informant had expected that *“there'd be more stuff around rewards and*

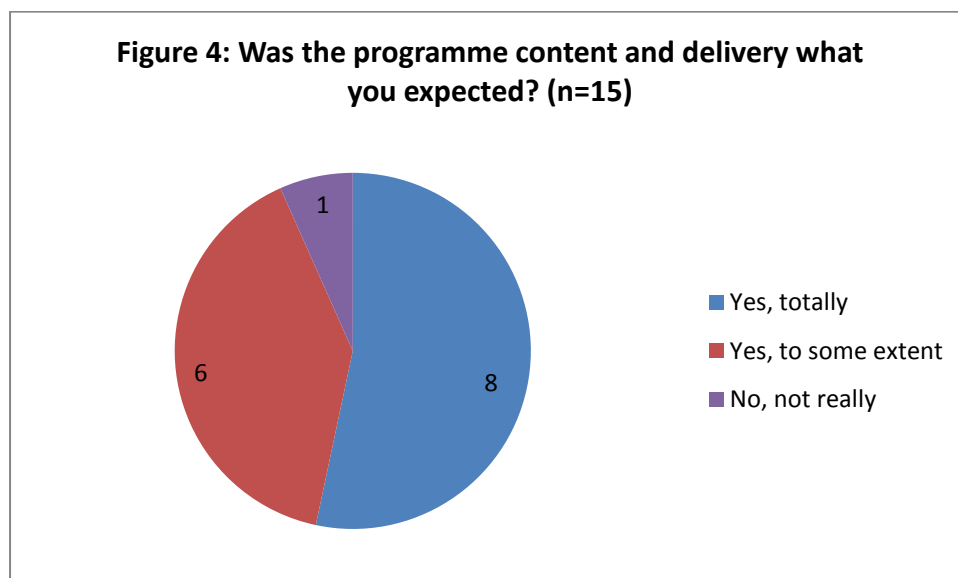
consequences and you know more practical information” (KI06B). Even so this informant added that:

*It may not seem... helpful at the time in the first few sessions but as we worked through a bit more it was, you know, a bit more understandable....You still feel like a bit of dread. You know – “how am I going to do this and that?” But, you know, by the third and fourth sessions it kind of settled down and, yeah, instilled what you were going to get from it (KI06B).*

Despite the Programme not being fully consistent with the above informant’s expectations it is noted that she continued to attend sessions up until the Programme ended. Importantly she also reported useful learning taking place along with the implementation of specific parenting skills and strategies on a regular basis.

In the final analysis it was considered important that participant expectations of the Programme, surfaced and refined through relationship and group building activities, were realised with participants consistently “getting what they are coming for” (KI08).

Expectations of Programme content and delivery were also canvassed with participants via self-administered evaluation forms as has previously been described in the Methodology section of this report. Most respondents indicated, at the conclusion of the Programme, that the Programme content and delivery had been either totally consistent or in part consistent with their expectations. Figure 4 below illustrates the range of responses to a question around Programme expectations.



Responses suggest at least some measure of success in the endeavours of Programme staff to ensure clarity around participant expectations through surfacing and addressing these in the course of pre-Programme relationship building. However, there also remain opportunities to further enhance the match between expectations and reality through a greater focus on clarification at pre-Programme contact stage. One respondent, for example, reported that she had come on to the Programme expecting “*simplistic answers such as [those offered by] the Incredible Years Programme*”. Though initially disappointed when early Programme sessions did not deliver what she had hoped, this informant chose to stay with the Programme and later came to appreciate that the challenges of parenting teens required a different approach both to parenting and to parenting programmes.

## Rating

Programme performance with respect to clarity around expectations of participants was rated as **good** (refer Rubrics Table 3, Appendix 1). A ‘good’ rating was selected as being the closest Programme performance match because participants commonly considered that Facilitators had discussed their expectations around what they might gain as a result of taking part in the Programme. Additionally, there was evidence that participants were made aware of how the Programme would be delivered. Participants therefore generally knew what to expect prior to joining the Programme.

Finally, through the process of determining group rules of interaction in the early stages of Programme delivery, as previously discussed in this report, expectations of participants were further clarified.

## **ENHANCED PARTICIPANT ENGAGEMENT (MEDIUM TERM OUTCOME)**

Relationship building, relationship maintenance and Programme group building activities, such as shared development of ‘group rules’, previously discussed in this report were expected to contribute to the achievement of several outcomes. In the short term, these activities were expected to help ensure participants would have clear and accurate expectations of the Programme and that these expectations would be realised. Clarity of participant expectations is discussed in the previous section of the report.

In turn it was anticipated that if participants expectations of the Programme were clear and accurate, and those expectations were being realised, it was more likely that participants would engage with the Programme. In this section of the report enhanced participant engagement is

discussed. Factors taken into account in assessing participant engagement include rates of attendance at Programme sessions and level of participation in those sessions.

Programme staff concurred that participants tended to be “*more engaged if they [came] every week*” (KI07). Missing sessions meant that there would then more likely be gaps in participant knowledge coupled with the loss of opportunities to practice new skills in a group setting. Equally importantly, participants who missed sessions also missed out on the group interaction critical to maintaining relationships. It could “*take a little while to feel part of the group*” (KI10) again after a period of absence.

Efforts made by Programme staff to support participants to attend sessions on a regular basis were therefore canvassed with key informants. These efforts began, as previously noted in this report, with the early identification by Facilitators and participants of possible barriers to attendance. Addressing barriers to Programme attendance was also taken into account at an early point of contact as reported by informants.

Despite these efforts however, it was not uncommon for unexpected issues to arise for participants during the course of the Programme which made attendance problematic. Several informants explained for example that illness, their own or that of dependents, had precluded attendance on occasion. The illness or unexpected unavailability of babysitters for other reasons had also been an issue for at least one informant. Another informant explained that “*family, personal and family problems and health*” (KI03B) had resulted in her missing a number of Programme sessions.

Generally informants noted that on those occasions when they had not attended sessions, for whatever reason, Facilitators had made some effort to provide “catch up” information. One informant, for example, described how her Programme Facilitator had addressed her absence by:

*Just making sure I had all the hand outs and, and I just touched on it, you know, had a quick conversation with [the Facilitator] afterwards. And then it followed on to the next thing so it wasn't a big miss (KI06B).*

Another informant however, commented that the work she had missed out on doing, as a result of absence from Programme sessions, had yet to be carried out:

[The Facilitator] *said that we could do some one-on-one and she'd give me all the handouts and stuff. But we haven't got around to doing that yet* (KI06B).

It was unclear from the available data whether lack of follow up as described above could be attributed to the unavailability of the informant, the unavailability of the Facilitator or some other reason.

It appeared that the “catch up” efforts Facilitators were resourced to make with participants were not sufficient to allow any more than the brief summarising of material covered in missed sessions. There was no evidence, for example, of intensive one-on-one learning facilitation being available where this may have potentially “bridged the gap” for those participants whose attendance was wavering for whatever reason. Opportunities for maintaining the link both with the group, with Facilitators and with Programme material appeared limited beyond those offered through the structured Programme sessions.

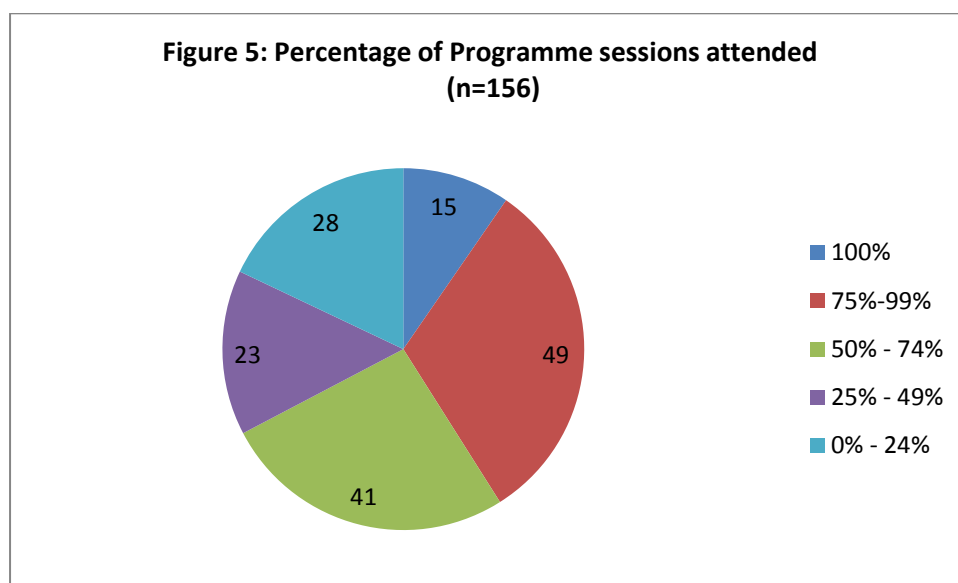
Attendance was impacted for a number of participants, often as an outcome of the unexpected and unavoidable demands of everyday life. Facilitators were actively seeking to address the implications of non-attendance wherever possible as well as exploring low cost opportunities to enhance engagement. An example of this solution building is the establishment, during the latter part of 2014, of closed Facebook groups sitting alongside two White Water Years programmes facilitated. Initial impressions were that utilising social media in this way was contributing to group building, “sense of belonging” and Programme engagement.

Attendance data, in relation to Programmes delivered over the two and a half year period spanning February 2012 – July 2014, was reviewed by Whakauae. This data was included in the historical Programme material collected and archived by *jigsaw whanganui* as previously described in the Methods section of the report. As has previously been noted in the Methods section of the report, the data collected by *jigsaw whanganui* over the period 2012-2014 allowed for determination of participant gender. It did not however, include demographic information such as ethnicity, age, parental, educational or employment status of participants.

There were 13 Programmes delivered and a total of 156 White Water Years Programme registrations over the period noted above. Though a few of these were repeat registrations the available data does not confirm the exact number of such registrations. Women (119) made up the majority of those who registered to take part in the Programme during the period February

2012 – July 2014 with men representing approximately one fifth of those who registered (30). The gender of a small number of those who registered (7) was not specified.

Figure 5 below highlights that few parents attended all Programme sessions. Whilst well over a third attended at least 75% of sessions another third attended fewer than half. Differences in attendance rate by gender have not been calculated.



### Rating

Programme performance with respect to enhancing engagement was rated as **satisfactory** (refer Rubrics Table 6, Appendix 1). The satisfactory rating was selected as being the closest Programme performance match for several reasons. Firstly, almost two thirds of participants attended at least half of Programme sessions as noted above. This level of attendance is broadly consistent with the agreed ‘satisfactory’ rating which specified that ‘many participants (two thirds in this case) would be present for at least half of all Programme sessions.

Secondly there was some evidence that Facilitators monitored barriers to attendance and engaged participants in building solutions to overcome these barriers, at least in the needs assessment phase of contact. This evidence has been referenced above. It appeared however, that the best efforts of Facilitators to support participant attendance were to some degree hampered by lack of resources such as time to follow up with participants where necessary. Similarly, lack of resourcing meant that Facilitators were unable to offer much more than rudimentary support to participants between Programme sessions.

In one respect however, Programme performance around enhancing engagement more closely matched the agreed 'good' rating rather than the 'satisfactory'. This was in relation to parents / caregivers taking an active part in Programme sessions. There was evidence, detailed in previous sections of the report that generally participants were able to successfully engage with Facilitators, other group members and the Programme material (taking into account the diversity of preferred learning styles).

## **INCREASED UNDERSTANDING OF PARENTING BELIEFS & BEHAVIOURS (SHORT TERM OUTCOME)**

The White Water Years Programme includes an initial focus on assisting participants to critically reflect on their parenting beliefs and behaviours. Increased awareness may in turn provide a foundation for positive change; identifying parenting challenges, planning how to approach these and putting plans into action.

One key informant, a referral agent, reported often being faced in her work with:

*Parents that are stressing out majorly about their teenagers ...they don't know how to communicate with them. They've got unrealistic expectations.... basically it's around the whole understanding [that] they're teenagers. It's around communicating with teenagers. It's around negotiating with teenagers. The parents that I talk to ... [are] not willing to change their behaviours in order to be able to negotiate and work alongside their teenagers...They don't know how the brains wired for teenagers (KI13).*

Lack of parental understanding of how to manage and communicate effectively with their adolescent, in the view of this informant, could usefully be addressed by supporting parents to examine their expectations, beliefs and parenting behaviours. The White Water Years Programme provided that opportunity for participants along with the opportunity to increase knowledge around the adolescent stage of human development and its influence on behaviour.

Programme staff were confident that participants commonly increased their understanding of their own parenting beliefs and behaviours during the course of the Programme. For many participants trying out the parenting strategies and skills they learned about on the Programme in turn led to changes in beliefs with respect to how best to parent. In particular seeing results in terms of improvements in their relationships with their children fuelled participant willingness to critically review their previously held beliefs about parenting.

Generally Facilitators observed that shifts in participant understanding took place by “*about session three or four*” (KI09). An indicator of this shift occurring, in the view of staff, was when participants stopped blaming their children for what was going wrong in the context of family life. Participants were then more inclined to “say ‘it’s me’ ” (KI08) who is the problem or at least a significant part of the problem. They became more open to accepting some responsibility for changing their own behaviour in order to achieve improved outcomes.

Participants described this shift occurring. One, for example, commented that:

*What I found through doing White Water Years is that it wasn't my kids that was the problem. It was me that had the problem....then I started to implement things. It took a while though. It didn't just happen overnight, it was a process (KI11).*

Others too confirmed that the Programme had given them cause to re-think their styles of parenting and the impact of these. One informant, for example, admitted “*I didn't realise that what I've done around him over the years. Like not bad things but, you know [it was less than ideal in terms of parenting]*” (KI03). Another informant became aware, after taking part in early Programme sessions, that:

*...it pays to be a lot more open minded because you expect so much from your kids. You didn't give them a chance to even try, you know what I mean?... We actually put so much pressure on our kids. I believe I did (KI02).*

A similar view was expressed by another key informant who described re-thinking her expectations of her children placing emphasis on:

*...being more open-minded and more accepting.... [taking] the onus off of them [and examining] my expectations (KI06B).*

This acceptance of a different way of understanding and approaching parenting, as illustrated above, was in sharp contrast to what had gone before. Commonly there had been the tendency amongst participants to “blame” the child, as noted above, and / or to assume that Facilitators would provide easy answers when, in the words of one Facilitator:



*...it's not about us providing the answers. It's about meeting with a group of parents and resourcing them [to make the changes they need to make] (KI08).*

Increased understanding of personal parenting beliefs and behaviours was also observed by a referral agent. She provided an example of this shift in the case of two of her clients who had taken part in the Programme following referral commenting that:

*Afterwards, probably about, I think even about the first two sessions that they went to the mother was really happy because they gained some awareness about [how she and her partner were parenting] her son and [the father] backed off a little bit and this boy did build some confidence (KI12).*

### **Rating**

Programme performance with respect to the success of the Programme in increasing participants understanding of their parenting beliefs and behaviours was rated as **good** (refer Rubrics Table 4, Appendix 1). A rating of good was selected as being the closest Programme performance match. This was because after participating in the Programme most participants were apparently able to identify a number of their own parenting beliefs and/or behaviours they had decided to change. In some instances they could also explain why they had decided to make these changes as noted above.

### **INCREASED KNOWLEDGE OF POSITIVE PARENTING SKILLS AND STRATEGIES (SHORT TERM OUTCOME)**

White Water Years Programme staff observed that, over the course of Programme delivery, participants commonly built their practical knowledge base with respect to positive parenting of their adolescent. Once a broad understanding of their own parenting beliefs and behaviours, and of the adolescent stage of human development, had been established participants were better placed to take on board new learning with respect to parenting approaches.

In the view of staff increased knowledge of positive parenting skills and strategies was reflected in the contributions made by parents /caregivers during Programme sessions. Participants were, for example, increasingly able to describe situations where their existing approaches to dealing with their adolescent could be substituted with the alternative skills and strategies they were learning about. They were able to talk about ways of “*doing things differently*” (KI10). A

referral agent observed too that, in the case of her clients who had taken part in the Programme, it had been *“a stepping stone in to the parents knowing “what do I do about my child”?* (KI112).

Programme participants described new parenting strategies they were learning about. For example, one informant reported that:

*[The Facilitator] was really good and... explained ...“when you just barge in the door and you say “come on. You need to go and do the dishes” - instant reaction! But if you walked in the door and you said “Hi son. We’re finished dinner. Could you come and help me with the dishes?” It just gave us a better, gave me a better way of dealing with that [KI16].*

Another noted learning about various new strategies and, in reflecting on this learning, observed how that *“consequences worked with one child whereas rewards would work with the other...you’d do the rewards and the star charts and things like that”* (KI15). This informant went on to report that after Programme sessions:

*I took a lot of the information home and I shared it with my children. So my big one was old enough to understand a lot of the reasons why I was trying to implement things in the home. We had a semi safe box. That was one of the big [strategies we learned about on the Programme] that I really loved (KI15).*

A whānau member of a participant commented on skills her child’s father had acquired:

*What I think is the way that [he] would parent is the way he was parented. So he didn’t really have any other skills and I think that through doing the White Water Years he picked up some new things on how to deal with our teenage son. And it was noticed by our son (KI11).*

## **Rating**

Programme performance with respect to success in increasing participant knowledge of positive parenting skills and strategies was rated as **good** (refer Rubrics Table 5, Appendix 1). The ‘good’ rating was selected as being the closest Programme performance match for several reasons. Firstly, there was evidence as referenced above that generally participants increased their knowledge of positive parenting skills and strategies during the course of the Programme.

Some also identified and described these skills or strategies and how they could be implemented.

## **USING POSITIVE PARENTING SKILLS AND STRATEGIES (MEDIUM TERM OUTCOME)**

Staff were satisfied that the Programme was successfully contributing to increased participant use of positive parenting skills and strategies. They described learning about changes occurring in participants' parenting behaviour primarily through observing their input during Programme sessions. Over the course of the Programme, there were participants who were increasingly able to share stories about their attempts to use new parenting skills and practices and to critically reflect on these attempts in the Programme group setting. A staff informant commented that *"you can see the changes in relationships between parent and child"* (KI09) occurring as an outcome of taking different approaches to parenting. Parent / caregiver narratives commonly showcased these relationship transitions highlighting the roles played by the use of White Water Years skills and strategies.

A whānau member of a Programme participant observed these kinds of changes occurring noting that the participant now:

*Talks more to [his son] compared to not talking in his disciplining....instead of him...telling [his son] how to live his life. And I think that's been a positive thing (KI11).*

A referral agent key informant believed that there were participants she had referred to the Programme who had made positive changes in their approaches to parenting though she was unable to describe the nature of these changes in approach in any detail. However, when asked how she could be sure that participants had taken new parenting skills and strategies on board she asserted that:

*One way in seeing evidence that there has been change [is] because they're not ringing me up, you know, sort of going on about their kids or anything. We aren't getting Truancy ...Truancy aren't ringing us from school. The behaviour of the children would normally have settled down at school. So that's, that's a good base....I've had parents that their communication ...has improved.... [They are] understanding their teenagers more (KI13).*

These parents, in the view of the informant, had found the White Water Years Programme “really, really beneficial to them” (KI13). Another agency key informant too noted that parents she had referred to the Programme “were able to change...their focus” (KI12) and become more child-centred as a result.

Programme participant key informants were commonly able to identify and describe at least one example of how they were using, or had used, a specific positive parenting skill or strategy they had been taught by Programme Facilitators. One informant commented that she was now using her new skills and strategies on an almost daily basis doing such things as:

*Praising more often...also not being on my son's back. So not saying “come on, get up. Come on, get up. Come on, get up”. Just saying, telling him to get up and giving him that opportunity to get up.... giving him ...incentives... “If you do this you're going get this” and this is what you want so why wouldn't you just do it the right way?...I don't know where I would be if I hadn't done the course...We would probably still be having tension in our house. But because I did the course and learned to just change the way that we all think in the household it's definitely been well worth doing (KI16).*

Another informant reported making changes to her parenting approach as the following example illustrates:

*I think I'm more adaptable. I'm more willing. I'd probably put myself as I would've been a sergeant major kind of - like things done my way and straight away. So it's made me a bit more adaptable I think in that area. It's definitely given me tools to work with....[I focus now on] understanding their point of view as well now, my children. So I try to give them a voice [KI15].*

The same key informant described using the ‘safe box’ strategy she learned on the White Water Years Programme as well as further developing interpersonal communication skills as a result:

*We had a box and we, anyone could put in things that, whatever they wanted to and we would open it at like tea time and so if someone was annoyed with someone they could pop it in there and it was safe to read it out because it took the heat away from the moment....Now we just talk about those things that come up [KI15].*

Other informants too described skills and strategies, covered in the White Water Years Programme, which they were using in parenting their adolescent, often on a regular basis. At least one participant noted however, that she would have found it even more helpful if the Programme had included a broader range of formulaic and practical tools which she could modify and apply to specific parenting situations.

### **Rating**

Programme performance with respect to successfully increasing participant use of positive parenting skills and strategies was rated as **satisfactory** (refer Rubrics Table 7, Appendix 1). A satisfactory rating was selected as being the closest Programme performance match for several reasons. Firstly, there was evidence that many participants were using **at least one** of the parenting skills or strategies they learned about during Programme sessions. Secondly, there was also evidence that these participants were using at least one of these skills or strategies on **at least some days** of the week.

There was insufficient data collected to evidence that **most** participants were using a **wider** range of skills on a **more regular** basis than this. However, clearly some participants, as referenced above, were reportedly using a comprehensive range of skills and strategies on an almost daily basis.

## 5. DISCUSSION AND CONCLUSION

*Jigsaw whanganui* has indicated a particular interest in determining how well it's White Water Years Programme is "working" for Māori participants and their whānau. One of the reasons for this interest is that more than thirty percent of Programme participants are Māori (*Jigsaw whanganui*, 2013). The evaluation sought to canvass the perspectives of Māori participants with respect to acceptability of the Programme as well as its contribution to positive parenting and whānau outcomes.

There is no question that the White Water Years Programme is underpinned by Western science methodologies. Being designed, developed and delivered by non-Māori it makes no pretense at being a Kaupapa Māori, or even a Māori-centred, Programme. The team does however, make committed attempts to culturally enhance (Sturrock & Gray, 2013) the Programme through, for example, the practice of elements of manaakitanga. Evaluation results suggest that these efforts largely address the needs of Māori who currently elect to take part in the Programme. Participants, including Māori participants, indicated being satisfied with both Programme delivery style and content.

Similarly, the Programme was apparently making a contribution to Māori participants' development of knowledge, skills and positive parenting approaches as has been noted previously in the results section of the report. Consideration as to how the Programme might be developed to better suit, and be more acceptable to an even wider sector of the Māori community however may go some way towards further resourcing that community. *jigsaw whanganui* is very well aware of this and has, during 2014, devoted agency-wide time to exploring what Māori-centred parenting programmes might look like under its umbrella. An important outcome of this has been the piloting in the latter part of 2014 of a *jigsaw whanganui* funded Practical Parenting Programme. Co-facilitated by Māori and non-Māori kaimahi, the Māori-centred Pilot Programme is unique to Whanganui. It has successfully recruited primarily Māori participants and has maintained high rates of participation as it has progressed.

Currently White Water Years Programme resources, and in particular human resources, are concentrated around the delivery of weekly sessions and, to a lesser extent, session preparation, session review and overall Programme co-ordination. There appear to be more limited resources directed towards, or available to directly support, participants and their parenting development outside programmed sessions. The evaluation results suggest that contact with Facilitators and other members of the group, along with regular session attendance, are

important factors in cementing their engagement with the Programme. When sessions are missed engagement is more likely to be compromised with attendance rate correspondingly dropping.

*jigsaw whanganui* is actively exploring ways of strengthening engagement including through the use of social media and through fostering a more seamless relationship between facilitated programmes and dedicated social work services. An example of the latter is the partnering of a member of the programme facilitation team with a member of the social work team in the delivery of the Practical Parenting Pilot Programme referred to above. The agency recognises that kaimahi with generic skills, including empowerment and advocacy as well as facilitation, are well-placed to work alongside whānau to address a broader range of needs.

The White Water Years Programme is a locally tailored response to addressing gaps in the parenting knowledge, skill and approach of parents / caregivers of adolescents. It has developed organically over more than ten years informed by participant feedback, community demand, reference to the content and delivery of other parenting programmes and intensive, critical reflection on practice. The Programme is unique to *jigsaw whanganui* though it shares commonalities with other more well-known parenting programmes particularly in relation to many of the parenting tools and strategies it utilises. In common with other parenting Programmes too, it is group based recognising the value of sharing learning and experience as well as opportunities to practise new skills in a group setting.

As far as can be ascertained there is no other White Water Years parenting programme being delivered in New Zealand. It is however, likely that similar programmes are operating. The apparently limited knowledge about the existence of any such programmes in turn means limited opportunity to share experience, practice wisdom, session delivery observation and feedback and programme development goals with other Facilitators. The valuable learning that could eventuate from this sharing, contributing to further strengthening White Water Years Programme processes and outcomes, may not therefore be being fully tapped.

It is readily apparent that the Programme team routinely critically review the way things are done and why they are done. Local knowledge and practice wisdom are of course important. However, taking advantage of opportunities to learn and share with others developing and / or delivering adolescent parenting programmes elsewhere is equally important. Confining critical reflection on practice to the local level and within the team may, over time, arguably reduce the effectiveness of that reflection promoting a more insular perspective.

*Jigsaw whanganui* and its White Water Years Programme team have, in addition to putting in place processes for supporting robust practice, routinely collected and reviewed Programme participant feedback data. The data has primarily been used to inform critical reflection on the conduct and outcome of each Programme delivered shortly after completion. It has also been used to inform reporting to funders.

Currently the utility of data collected is to some degree compromised however, because it is often incomplete. How much of an issue this is depends upon how *jigsaw whanganui* may want to use that data in the future; for example, for internal evaluation purposes or to support funding bids. Examples of data gaps include inconsistencies in the collection of participant Programme self-assessment sheets; post-Programme sheets for each participant may be on record in the absence of corresponding pre-Programme sheets and vice versa. There does not appear to be any systematic process for linking each participant's pre and post-Programme self-assessments making tracking participant progress using such a process particularly challenging. Similarly there does not appear to be any administrative system in place for collating Programme data, checking gaps and addressing these prior to archiving.

It is noted that *jigsaw whanganui* is currently working on the development of a centralised client information management system. This system will go some way towards ensuring the more effective capture of White Water Years Programme participant data and outcomes.

## **CONCLUSION**

This study sought to provide *jigsaw whanganui* with information on the extent to which its White Water Years Parenting Programme is “working”, for which participants and why. These overarching evaluation questions were addressed through the consideration of seven Programme dimensions; the quality of two activities and the success of five short to medium term anticipated outcomes.

Overall it is considered that, at least in relation to the seven dimensions noted above, the White Water Years Programme is “working” to varying degrees. It is “working” for both Māori and non-Māori participants, for parents of both genders and for a range of household and family types. The reasons why the Programme is “working”, with respect to each of the seven identified dimensions, have already been documented in the results section of the report. Corresponding Programme performance rating with respect to each of the seven dimensions included in the evaluation are summarised in Table 5 below.



**Table 5: Programme dimensions evaluated and performance ratings assigned**

<b>Activities &amp; outcomes evaluated</b>	<b>Rating assigned</b>
Relationship building and maintenance	Good
Programme delivery	Excellent
Clarity of participant expectations	Good
Enhanced participant engagement	Satisfactory
Increased participant understanding of their own parenting beliefs and behaviours	Good
Increased knowledge of positive parenting skills and strategies	Good
Using positive parenting skills and strategies	Satisfactory

## **RECOMMENDATIONS**

In the light of the results, discussion and summary points included in the above sections of the report, a number of recommendations are made with respect to the further development of *jigsaw whanganui's* White Water Years Programme. These recommendations are:

**Recommendation 1:** That *jigsaw whanganui* continues to seriously consider how to best position the Programme with respect to meeting the needs of Māori communities. The evaluation results suggest that the current Programme is acceptable to those Māori parents who register. There may however, be opportunities to “widen the net” in terms of meeting the needs of an even wider sector of the Māori community. We therefore applaud the work that *jigsaw whanganui* has been doing during 2014 with respect to development and delivery of its Practical Parenting Māori-centred Pilot Programme. It is recommended that the agency continue its commitment to the evolution of that Programme and ensures that “lessons learnt” as a result in turn inform delivery of other parenting programmes offered under the agency’s umbrella.

**Recommendation 2:** That *jigsaw whanganui* continues to appropriately invest resources to support strengthening relationship building, relationship maintenance and participant engagement with the Programme. Currently, the Facilitator resource is focussed around session delivery. The evaluation results suggest that having the capacity to be able to spend adequate time with participants outside programmed sessions where necessary could better support attendance and Programme engagement. Additional capacity could be used to, for example, provide intensive one-on-one or small group “catch ups” when sessions are missed as well as to monitor and address individual participants’ needs, Programme expectations and barriers to attendance.

**Recommendation 3:** That consideration is given to using additional Programme team capacity to also provide guidance for self-facilitated small groups during the course of each Programme. This could contribute to strengthening participant Programme engagement. It is noted that the agency is exploring ways of supporting participants whilst working to promote independence. The establishment and trialling of closed Facebook groups is one example of a way forward allowing Facilitators to offer guidance without taking an active lead in group interaction outside Programme sessions.

**Recommendation 4:** That ways continue to be explored for the White Water Years Programme team to work together more closely with other *jigsaw whanganui* services (such as home based social work service / Social Workers in Schools) where clients are shared (or could potentially be shared). Attendance and participation may be further supported through an increasingly closely coordinated way of working. The recently launched Practical Parenting Pilot Programme, co-facilitated by members of the White Water Years Programme team and the Social Work Team, offers a good example of closer co-ordination in practice.

**Recommendation 5:** That *jigsaw whanganui* identifies adolescent parenting programmes being delivered in New Zealand, determines where opportunities may exist for shared learning and development alongside those programmes and initiates that activity;

**Recommendation 6:** That *jigsaw whanganui* continues to progress development of its centralised client information management system ensuring the more effective capture of White Water Years Programme participant data and outcomes in the process. We additionally recommend the tightening up of simple mechanical processes (such as stapling each participant’s pre and post-Programme assessment forms together and identifying forms consistently whether it is with a name or a code). Stream-lining the current pre and post-Programme participation forms being used to ensure these are consistent and comparable across Programmes will also be important.

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## 8. APPENDICES

### APPENDIX ONE: RUBRICS TABLES

#### Quality of Programme Activities

TABLE 1 Activity 1 - *Building and maintaining relationships with parents /participants (including in the recruiting phase)*

Rating	Evaluative criteria (how quality is determined)
Excellent	<ul style="list-style-type: none"> <li>• rapport and trust building are <b>prioritised and culturally appropriate</b></li> <li>• needs, including cultural needs, are <b>clearly</b> identified through a planned needs assessment process</li> <li>• the <b>match</b> between identified needs and Programme capability <b>is explored</b></li> <li>• <b>all most all</b> participant needs, as identified above, are <b>consistently</b> addressed</li> <li>• Programme intent, delivery style and content focus are <b>clearly communicated from the outset</b></li> </ul>
Good	<ul style="list-style-type: none"> <li>• rapport and trust building are <b>prioritised and culturally appropriate</b></li> <li>• needs, including cultural needs, are identified through a planned needs assessment process</li> <li>• programme intent, delivery style and content focus are <b>fully explained</b></li> <li>• <b>most</b> participant needs, as identified above, are addressed</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• rapport and trust building are <b>included in interaction</b></li> <li>• needs are identified</li> <li>• programme intent, delivery style and content focus are <b>outlined</b></li> <li>• <b>some</b> participant needs, as identified above, are addressed</li> </ul>
Poor	<ul style="list-style-type: none"> <li>• limited rapport and trust building are <b>included in interaction</b></li> <li>• needs are only broadly identified</li> <li>• few participant needs are addressed</li> </ul>

**TABLE 2 Activity 2 – Programme delivery (including building a group and sense of belonging)**

Rating	Evaluative criteria (how quality is determined)
Excellent	<ul style="list-style-type: none"> <li>• A safe and positive learning environment is created and maintained for <b>almost all</b> participants with group “ways of working” being <b>co-operatively developed</b>, agreed and implemented.</li> <li>• Group building activity is <b>prioritised</b> and is relevant to the needs of <b>almost all</b> participants</li> <li>• Facilitators <b>consistently</b> model a broad range of positive relationship management processes and skills.</li> <li>• Delivery is effectively managed at <b>almost all</b> times with learning being successfully facilitated for <b>almost all</b> participants.</li> </ul>
Good	<ul style="list-style-type: none"> <li>• A safe and positive learning environment is created and maintained for <b>most</b> participants with group “ways of working” being <b>co-operatively developed</b>, agreed and implemented.</li> <li>• Group building activity is <b>included</b> and is relevant to the needs of <b>most</b> participants</li> <li>• Facilitators <b>regularly</b> model a range of positive relationship management processes and skills</li> <li>• Delivery is effectively managed at <b>most times</b> with learning successfully facilitated for <b>most</b> participants.</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• A safe and positive learning environment is created and <b>generally</b> maintained for participants with group “ways of working” being developed <b>with participant input</b>.</li> <li>• Group building is addressed and is relevant to the needs of <b>many</b> participants</li> <li>• facilitators model some positive relationship management processes and skills</li> <li>• Delivery is effectively managed on <b>many</b> occasions with learning successfully facilitated for <b>many</b> participants;</li> </ul>
Poor	<ul style="list-style-type: none"> <li>• Creating and maintaining a safe and positive learning environment is <b>intermittently</b> addressed. Group “rules” are <b>implicit</b></li> <li>• There is <b>limited evidence</b> of group building activity occurring relevant to the needs of participants</li> <li>• Facilitators intermittently model relationship management processes and skills.</li> <li>• Delivery is <b>sporadically</b> managed with learning successfully facilitated for only some participants.</li> </ul>

**Outcomes Successes****TABLE 3 Short Term Outcome 1: Increased clarity around the expectations of both participants and the Programme provider**

Rating	Evaluative criteria (what will a successful outcome look like?)
Excellent	<ul style="list-style-type: none"> <li>• <b>Almost all</b> participants consider that they are <b>fully</b> informed with respect to the expectations of Programme participation.</li> </ul>
Good	<ul style="list-style-type: none"> <li>• <b>Most</b> participants consider that they are <b>generally</b> informed with respect to the expectations of Programme participation.</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• <b>Many</b> participants consider that they are <b>basically</b> informed about the expectations of Programme participation.</li> </ul>
Poor	<ul style="list-style-type: none"> <li>• <b>Few</b> participants consider that they are informed about the expectations of Programme participation.</li> </ul>



**TABLE 4** *Short Term Outcome 2: Increased participant understanding of their own parenting beliefs and behaviours*

Rating	Evaluative criteria (what will a successful outcome look like?)
Excellent	<ul style="list-style-type: none"> <li>Following Programme participation <b>almost all</b> participants are able to identify <b>at least 3</b> of their own parenting beliefs and/or behaviours they have decided to change and why.</li> </ul>
Good	<ul style="list-style-type: none"> <li>Following Programme participation <b>most</b> participants are able to identify <b>at least 2</b> of their own parenting beliefs and/or behaviours they decided to change and why.</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>Following Programme participation <b>most</b> participants are able to identify <b>at least 1</b> of their own parenting beliefs and/or behaviours they decided to change and why.</li> </ul>
Poor	<ul style="list-style-type: none"> <li>Following Programme participation <b>some</b> participants are able to identify a minimum of 1 of their own parenting beliefs and/or behaviours they decided to change and why.</li> </ul>

**TABLE 5** *Short Term Outcome 3: Increased participant knowledge of positive parenting skills and strategies*

Rating	Evaluative criteria (what will a successful outcome look like?)
Excellent	<ul style="list-style-type: none"> <li>• After completing the Programme <b>almost all</b> participants are able to:               <ul style="list-style-type: none"> <li>- <b>identify and describe at least 3</b> positive parenting skills and strategies; and,</li> <li>- <b>describe, in some detail</b>, how they could successfully implement these.</li> </ul> </li> </ul>
Good	<ul style="list-style-type: none"> <li>• After completing the Programme <b>most</b> participants are able to:               <ul style="list-style-type: none"> <li>- <b>identify and describe at least 2</b> positive parenting skills and strategies; and,</li> <li>- <b>describe</b> how they could successfully implement these.</li> </ul> </li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• After completing the Programme <b>most</b> participants are able to:               <ul style="list-style-type: none"> <li>- <b>identify at least 2</b> positive parenting skill or strategy; and,</li> <li>- <b>outline</b> how they could successfully implement these.</li> </ul> </li> </ul>
Poor	<ul style="list-style-type: none"> <li>• After completing the Programme <b>some</b> participants are able to:               <ul style="list-style-type: none"> <li>- identify at least 1 positive parenting skill or strategy; and,</li> <li>- outline how they could successfully implement this.</li> </ul> </li> </ul>

**Table 6** *Medium Term Outcome 1 - Strengthened participant / provider engagement (follows on from Short Term Outcome 1)*

<b>Rating</b>	<b>Evaluative criteria (what will a successful outcome look like?)</b>
Excellent	<ul style="list-style-type: none"> <li>• <b>Almost all</b> participants are present at <b>almost all 9</b> sessions.</li> <li>• <b>Almost all</b> participants <b>consistently</b> take an active part in sessions (taking into account the diversity of preferred learning styles).</li> <li>• <b>Almost all</b> facilitators <b>consistently</b> monitor barriers to participation and engage participants in building solutions to overcome these barriers.</li> </ul>
Good	<ul style="list-style-type: none"> <li>• <b>Most</b> participants are present at <b>most</b> sessions.</li> <li>• <b>Most</b> participants <b>generally</b> take an active part in sessions (taking into account the diversity of preferred learning styles).</li> <li>• <b>Most</b> facilitators <b>regularly</b> monitor barriers to participation and engage participants in building solutions to overcome these barriers</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• <b>Many</b> participants are present <b>for at least half</b> of the sessions.</li> <li>• <b>Many</b> participants take an active part in sessions (taking into account the diversity of preferred learning styles).</li> <li>• Facilitators monitor barriers to participation <b>from time to time</b></li> </ul>
Poor	<ul style="list-style-type: none"> <li>• <b>Few</b> participants are present for more than half of the sessions delivered.</li> <li>• <b>Few</b> participants take an active part in sessions (taking into account the diversity of preferred learning styles).</li> <li>• There is limited evidence that facilitators monitor barriers to participation</li> </ul>

**TABLE 7 Medium Term Outcome 2: Increased participant use of positive parenting skills and strategies (follows on from Short Term Outcomes 2 & 3)**

Rating	Evaluative criteria (what will a successful outcome look like?)
Excellent	<ul style="list-style-type: none"> <li>• <b>Almost all</b> participants are using <b>3</b> or more positive parenting skills and strategies on <b>almost a daily</b> basis</li> </ul>
Good	<ul style="list-style-type: none"> <li>• <b>Most</b> participants are using <b>2</b> or more positive parenting skills and strategies on <b>most days of the week</b></li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• <b>Many</b> participants are using <b>1</b> or more positive parenting skill or strategy at <b>least some days of the week</b></li> </ul>
Poor	<ul style="list-style-type: none"> <li>• <b>Few</b> participants are using <b>1</b> or more positive parenting skill and strategy on more than a weekly basis.</li> </ul>

**Table 8 Longer Term Outcome 1: Increased rates of programme completion**

Rating	Evaluative criteria (what will a successful outcome look like?)
Excellent	<ul style="list-style-type: none"> <li>• <b>Almost all</b> participants who begin the Programme either complete it or withdraw, in <b>consultation</b> with facilitators, in relation to issues the Programme is not able to influence</li> </ul>
Good	<ul style="list-style-type: none"> <li>• <b>Most</b> participants who begin the Programme either complete it or withdraw, in <b>consultation</b> with facilitators, in relation to issues the Programme is not able to influence</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• <b>At least half</b> of the participants who begin the Programme either complete it or withdraw. Of those who withdraw <b>at least half do so in consultation</b> with facilitators in relation to issues the Programme is not able to influence.</li> </ul>
Poor	<ul style="list-style-type: none"> <li>• <b>Fewer than half</b> of the participants who begin the Programme complete it. Of those who withdraw <b>few</b> do so in consultation with facilitators.</li> </ul>

**Table 9 Longer Term Outcome 2: *Enhanced whānau & family relationships / Reduction in violence towards children***

Rating	Evaluative criteria (what will a successful outcome look like?)
Excellent	<ul style="list-style-type: none"> <li>• <b>Almost all</b> Programme participants can provide at <b>least 3 detailed examples</b> of how participation has contributed to enhanced whānau &amp; family relationships.</li> </ul>
Good	<ul style="list-style-type: none"> <li>• <b>Most</b> Programme participants can provide <b>at least 2 examples</b> of how participation has contributed to enhanced whānau &amp; family relationships.</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• <b>Many</b> Programme participants can provide <b>at least 1 example</b> of how participation has contributed to enhanced whānau &amp; family relationships.</li> </ul>
Poor	<ul style="list-style-type: none"> <li>• <b>Few</b> Programme participants can provide <b>at least 1 example</b> of how participation has contributed to enhanced whānau &amp; family relationships.</li> </ul>

## APPENDIX TWO: INFORMATION SHEETS

### INFORMATION SHEET FOR PARENTS / CAREGIVERS

Thank you for your interest in this study which Whakauae is carrying out on behalf of *jigsaw whanganui*. Before you decide whether or not to take part please read this sheet. If you decide not to take part there will be no disadvantage to you of any kind.

*jigsaw whanganui* wants to know if the White Water Years Programme is meeting the needs of parents / caregivers and helping them to make positive changes in their relationships with their teens. **We would like to talk with you if you are** willing to discuss these issues.

#### **We are interested in talking with you about things like:**

- what you are learning
- the changes you want to make in your whānau or family
- what, if any, changes you are making in your relationship with your teen/s through taking part in the Programme

#### **If you are willing to take part in an interview:**

- we will meet with you, at a time and place that suits you, for around one hour
- you only need to answer the questions you want to answer
- you can end the interview at any time if you want to
- we will ask for your written consent to take part in the interview and to audio record the interview

**We will provide a small koha (\$20 Warehouse voucher) after each interview as a token of appreciation of your contributions of time and information.**

#### **What will happen to information you give us?**

- Information you give us will be analysed and reported in such a way that you will not be able to be identified. Your name and any information which could identify you will not be linked in our report to the things you talk about
- Information collected will be securely stored and accessible only to the research team

- Results of the study may be published by the Lottery Grants Board, the research funder, and in other forums. Information included in any published material will in no way be linked to you.

**Questions**

If you have any questions about this research, either now or in the future, please contact:

Ms Lynley Cvitanovic or Dr Heather Gifford

Whakauae Research for Māori Health and Development, Whanganui

Ph (06) 347 6772

Email: [lynley@whakauae.co.nz](mailto:lynley@whakauae.co.nz)

[heather@whakauae.co.nz](mailto:heather@whakauae.co.nz)

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I have received a koha (a \$20 Warehouse voucher) from Whakauae Research

Name\_\_\_\_\_ Signature\_\_\_\_\_

Date\_\_\_\_\_



## **INFORMATION SHEET FOR PAST PROGRAMME PARTICIPANTS (2012 – Term 1 2014)**

Thank you for your interest in this study which Whakauae is carrying out on behalf of *jigsaw whanganui*. Before you decide whether or not to take part please read this sheet. If you decide not to take part there will be no disadvantage to you of any kind.

*jigsaw whanganui* wants to know if the White Water Years Programme is meeting the needs of parents / caregivers and helping them to make positive changes in their relationships with their adolescents. We would like to talk with you if you are willing to discuss these issues.

### **We are interested in talking with you about things like:**

- what you learned from taking part in the White Water Years Programme
- the changes you wanted to make in your whānau or family
- what, if any, changes you have made in your relationship with your adolescent/s after taking part in the Programme

### **If you are willing to be interviewed:**

- we will meet with you, at a time and place that suits you, for around one hour
- you only need to answer the questions you want to answer
- you can end the interview at any time if you want to
- we will ask for your written consent to take part in the interview and to audio record the interview

**We will provide a koha (\$20 Warehouse voucher) as a small token of our appreciation of your contributions of time and information to this study.**

### **What will happen to the information that you give us?**

- Information you give us will be analysed and reported in such a way that you will not be able to be identified. Your name and any information which could identify you will not be linked in our report to the things you talk about with us
- Information collected will be securely stored and accessible only to the research team
- Results of the study may be published by the Lottery Grants Board, which has funded this evaluation, or in other forums. Information included in any published material will in no way be linked to you.

**Questions**

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[heather@whakauae.co.nz](mailto:heather@whakauae.co.nz)

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I have received a koha (a \$20 Warehouse voucher) from Whakauae Research

Name \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_

## **INFORMATION SHEET FOR REFERRAL AGENTS**

Thank you for your interest in this study which Whakauae is carrying out on behalf of *jigsaw whanganui*. Before you decide whether or not to take part please read this sheet. If you decide not to take part there will be no disadvantage to you of any kind.

*jigsaw whanganui* wants to know more about the extent to which the White Water Years Programme is meeting the needs of parents / caregivers, whānau and families. The Programme's contribution to helping make positive changes in relationships with adolescents is a particular area of interest. We would like to talk with you if you are willing to discuss these matters from your perspective as someone who has referred participants to the Programme.

### **We are interested in talking with you about things like:**

- The strengths of the White Water Years Programme;
- What value there may be in Programme participation for parents / caregivers; and,
- What, if any, changes you believe participants make in their relationship/s with their adolescent/s influenced by Programme participation.

### **If you are willing to take part in an interview:**

- we will meet with you, at a time and place that suits you, for around one hour;
- you only need to answer the questions you want to answer;
- you can end the interview at any time if you want to; and,
- we will ask for your written consent to take part in the interview and to audio record the interview.

### **What will happen to information you give us?**

- Information you give us will be analysed and reported in such a way that you will not be able to be identified. Your name and any information which could identify you will not be linked in our report to the things you talk about
- Information collected will be securely stored and accessible only to the research team

- Results of the study may be published by the Lottery Grants Board, which has funded the evaluation, and in other forums. Information included in any published material will in no way be linked to you.

## Questions

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## **INFORMATION SHEET FOR STAFF KEY INFORMANTS**

Thank you for your interest in this study which Whakauae is carrying out on behalf of *jigsaw whanganui*. Before you decide whether or not to take part please read this sheet. If you decide not to take part there will be no disadvantage to you of any kind.

*jigsaw whanganui* wants to know more about the extent to which the White Water Years Programme is meeting the needs of parents / caregivers. The Programme's contribution to helping parents make positive changes in their relationships with their adolescents is a particular area of interest. We would like to talk with you if you are willing to discuss these matters.

### **We are interested in talking with you about things like:**

- the strengths of the White Water Years Programme and areas for improvement;
- what value there may be in Programme participation for parents / caregivers; and,
- what, if any, changes participants make in their relationship/s with their adolescent/s influenced by Programme participation.

### **If you are willing to take part in an interview:**

- we will meet with you, at a time and place that suits you, for around one hour;
- you only need to answer the questions you want to answer;
- you can end the interview at any time if you want to; and,
- we will ask for your written consent to take part in the interview and to audio record the interview.

### **What will happen to information you give us?**

- Information you give us will be analysed and reported in such a way that you will not be able to be identified. Your name and any information which could identify you will not be linked in our report to the things you talk about
- Information collected will be securely stored and accessible only to the research team
- Results of the study may be published by the Lottery Grants Board, which has funded the evaluation, and in other forums. Information included in any published material will in no way be linked to you.

### **Questions**

If you have any questions about this research, either now or in the future, please contact:

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## APPENDIX FOUR: INTERVIEW SCHEDULES

### INTERVIEW SCHEDULE FOR PARTICIPANTS (PRE-PROGRAMME COMPLETION)

**Please tell me what drew you to the White Water Years Programme**

**PROMPTS:** What was happening for you when you first thought about joining the Programme? What was it about the Programme that appealed to you? To what extent did you think that the Programme was likely to be suitable for you and your whānau or family?

**Now that you have started / are about to start the White Water Years Programme what do you think it may be able to help you with?**

**PROMPTS:** What do you now know about the Programme? What expectations do you have of the Programme after talking with *jigsaw* staff about what it has to offer? What have your first impressions of the Programme been? To what extent does the Programme seem to suit your needs (in terms of ethnicity, gender, learning style etc)?

**Please tell me more about what you most want to learn from taking part in the White Water Years Programme**

**Please tell me more about what skills you would most like to develop through taking part in the White Water Years Programme**

**Please tell me more about what behaviours you would most like to change through taking part in the White Water Years Programme**

**PROMPTS:** To what extent are the behaviours you want to change YOUR OWN behaviours? What about those of your teen? Other whānau / family members?

**Why and in what ways do you think the Programme may be able to help you with making the changes you have described?**

**What will you need to stay committed to doing the Programme?**



**PROMPTS:** How important are things like transport, childcare? What about health issues? How the group operates? The support of your partner / whānau members /family? What about getting results from the changes you and your whānau make?

**How will you know that taking part in the Programme has 'worked' for you and your whānau or family?**

**Thank you for your time.**

**Can I please contact you again, in a couple of months, to see if you are willing to take part in a follow up interview about your experience of the White Water Years Programme?**

**FOLLOW UP PARTICIPANT INTERVIEW SCHEDULE (POST TERM 2 2014 PROGRAMMES)**

**If you missed parts of the Programme, for whatever reason, can you please tell me more about this?**

**Prompts:** Explore factors impacting on attendance - transport? Childcare? Health issues? Group dynamics? How the group was facilitated? The support (or lack of support) of partner / whānau members /family? What about getting results from the changes you were trying to make? Poor match between your expectations, your cultural needs etc and programme content/delivery/group process? Etc

**(IF RELEVANT) what if anything could you do differently which would make it easier for you to complete the Programme at some other time in the future? What if anything could the Programme provider do to make it easier for you to complete?**

**To what extent did the Programme (or the Programme session/s you attended) cover what you expected that it would cover?**

**Prompts:** were issues discussed that you thought would be? What was covered that you did not expect would be covered? What were the benefits of this, if any? To what extent do you feel that you were adequately informed about what the Programme would cover? To what extent did the Programme give you what you were looking for? To what extent did content meet your cultural needs? Please explain.

**How well did the Programme fit with the ways you learn best?**

**Prompts:** How do you prefer to learn? (Eg through reading? Watching DVDs? Through talking with other people? Through listening to talks or lectures? Through activities and doing things? Was the Programme mix of delivery styles well suited to the way you prefer to learn? What worked well for you as a learner? What worked less well? To what extent did delivery meet your cultural needs?

**How safe and positive did the learning environment feel for you?**

**Prompts:** To what extent did you feel that participants' views, experiences and opinions were valued and able to be appropriately shared with the group? To what extent did the facilitators' model and encourage respectful relationships? To what extent did you feel comfortable in the group environment? How well do you feel group processes were managed (eg participants got equitable shares of "air time" and no-one was able to routinely dominate group time, conflict was recognised and accommodated). To what extent did the learning environment meet your cultural need?

**Please tell me any about any changes for you in the ways you now think about parenting (since being on the Programme)**

**Prompts:** Have you become aware of other ways to handle your child that you hadn't thought of before? If so what other ways are you now aware of? What did you used to think about parenting practices that you have now reviewed or changed?

**NB: PROBE FOR UP TO THREE EXAMPLES OF CHANGES IN AWARENESS / UNDERSTANDING / BELIEF**

**What made you change these ways of thinking around how to parent your child?**

**Prompts:** to what extent did the Programme influence these changes? How did the Programme contribute to these changes? How important do you feel it has been to review and change your thinking about parenting styles?

**Please tell me about any positive parenting skills or strategies you learned of on the Programme**

**Prompts:** how useful do you feel these skills / approaches may be for you as a parent? How realistic or achievable do you think it is for you to make use of these skills / approaches? What things make them "easier" to use? What things do you find challenging around using these skills /approaches?

**How are you using (or planning to use) these skills or strategies with your child?**

**Prompts:** Please tell me about how you are thinking about using these skills /approaches. Please give me an example / some examples of how you have used these skills/approaches. What were the results? How successful do you feel your efforts were? What might you do differently next time? How often do you use these skills / strategies (daily? weekly? monthly?)

**NB: PROBE FOR UP TO THREE EXAMPLES OF CHANGES IN SKILLS / STRATEGIES / APPROACHES**

**NB : PROBE FOR FREQUENCY OF USE OF SKILLS / STRATEGIES (DAILY/WEEKLY/MONTHLY?)**

**To what extent do you feel that taking part in the Programme has ‘worked’ for you and for your whānau or family?**

**Prompts:** What has worked for you? How do you know? What have been the biggest contributors to these successes? What has worked less well? Why do you think this is?

**NB: PROBE FOR UP TO THREE EXAMPLES OF HOW PROGRAMME PARTICIPATION MAY HAVE CONTRIBUTED TO ENHANCED WHĀNAU & FAMILY RELATIONSHIPS**

**Thank participant for their time and give koha.**

## 2012 – 2013 PARTICIPANT INTERVIEW SCHEDULE

**To what extent did the Programme (or the Programme session/s you attended) cover what you expected that it would cover?**

**Prompts:** were issues discussed that you thought would be covered? To what extent do you feel that you were adequately informed about what the Programme would cover? To what extent did the Programme give you what you were looking for? What did the Programme cover that you did not expect would be covered? What were the benefits of this, if any?

**How well did the Programme fit with the ways you learn best?**

**Prompts:** How do you prefer to learn? (Eg through reading? Watching DVDs? Through talking with other people? Through listening to talks or lectures? Through activities and doing things?) How well was the Programme mix of delivery styles suited to the way you prefer to learn? To what extent did delivery meet your cultural needs? What worked well for you as a learner? What worked less well?

**How safe and positive did the learning environment feel for you?**

**Prompts:** To what extent did the learning environment meet your cultural needs? To what extent did you feel that participants' views, experiences and opinions were valued and able to be appropriately shared with the group? To what extent did the facilitators' model and encourage respectful relationships? To what extent did you feel comfortable in the group environment? How well do you feel group processes were managed (eg participants got equitable shares of "air time" and no-one was able to routinely dominant group time, conflict was recognised and accommodated).

**If you missed parts of the Programme, for whatever reason, can you please tell me more about this?**

**Prompts:** explore factors impacting on attendance - transport? Childcare? Health issues? Group dynamics? How the group was facilitated? The support (or lack of support) of partner / whānau members /family? What about getting results from the changes you were trying to make? Poor match between your expectations, your cultural needs and programme content/delivery/group process?

**(IF RELEVANT) what if anything could you have done differently which would have made it easier for you to complete the Programme? What if anything could the Programme provider have done to have made it easier for you to complete?**

**Please tell me any about any changes you made in your thinking around parenting as a result of being on the Programme**

**Prompts:** What other ways did you become aware of to deal with your child that you hadn't thought of before? What did you once think about parenting practices that you reviewed or changed? To what extent did the Programme influence these changes? How did the Programme contribute to these changes? How important do you feel it has been to review and change your thinking about parenting styles?

**NB: PROBE FOR UP TO THREE EXAMPLES OF CHANGES IN AWARENESS / UNDERSTANDING / BELIEF**

**Please tell me about any positive parenting skills or strategies you learned about on the Programme**

**Prompts:** Please describe the skills / strategies you learned about. How useful do you feel these skills / approaches have been for you as a parent / caregiver? How realistic or achievable do you think it has been for you to make use of these skills / approaches? What things make them "easier" to use? What things do you find challenging around using these skills / approaches?

**How are you using (or have you used) these skills or strategies with your child?**

**Prompts:** Please tell me about how you have used these skills / approaches. Please give me an example / some examples of how you have used these skills/approaches. What were the results? How successful do you feel your efforts have been? What might you do differently next time? How often have you been using these skills / strategies (daily? weekly? monthly?).

**NB: PROBE FOR UP TO THREE EXAMPLES OF CHANGES IN SKILLS / STRATEGIES / APPROACHES**

**NB : PROBE FOR FREQUENCY OF USE OF SKILLS / STRATEGIES (DAILY/WEEKLY/MONTHLY?)**

**To what extent do you feel that taking part in the Programme 'worked' for you and for your whānau or family?**

**Prompts:** What worked for you? How do you know? What have been the biggest contributors to these successes? What has worked less well? Why do you think this is?

**NB: PROBE FOR UP TO THREE EXAMPLES OF HOW PROGRAMME PARTICIPATION MAY HAVE CONTRIBUTED TO ENHANCED WHĀNAU & FAMILY RELATIONSHIPS.**

**As part of this study, we are interested in talking with one or more other members of your whānau (over the age of 16) about any impacts on the whānau that they feel there may have been due to the WWYs Programme. Is there anyone in your whānau who you think it would be useful for us to talk with about this? (If so get contact details and let the KI know that koha of \$20 will be provided to that whānau member).**

**Thank participant for their time and give koha.**

## WHĀNAU INTERVIEW SCHEDULE

**Please tell me any about any changes you have noticed in your whānau member/s attitudes or beliefs about parenting since being on the Programme**

**Prompts:** what changes have there been, if any, in the ways that he/she/they look/s at parenting? What discussion, if any, has there been within the whānau about taking a different approach to parenting?

**NB: PROBE FOR EXAMPLES OF CHANGES IN AWARENESS / UNDERSTANDING / BELIEF**

**Please tell me about any positive parenting skills or strategies you are aware of that your whānau member/s learned about on the Programme**

**Prompts:** What, if any parenting skills or strategies have he /she/they talked about with you or others? Please describe these skills / strategies.

**How has your whānau member used these skills or strategies?**

**Prompts:** Please tell me about any times you have noticed him/her/them using these skills /strategies. How were these skills/strategies used? What were the results? How successful do you feel their efforts were? How useful do you feel these skills / strategies have been? How realistic or achievable do you think it is for these skills / strategies to be used? What things do you think your whānau member finds challenging about using these skills /strategies? How often do you see these skills / strategies being used (daily? weekly? monthly?).

**NB: PROBE FOR EXAMPLES OF CHANGES IN SKILLS / STRATEGIES / APPROACHES**

**NB: PROBE FOR FREQUENCY OF USE OF SKILLS / STRATEGIES (DAILY/WEEKLY/MONTHLY?)**

**To what extent do you feel that taking part in the Programme 'worked' for your whānau or family?**

**Prompts:** What has worked for your whānau? How do you know? What have been the biggest contributors to these successes? What has worked less well? Why do you think this is?

**NB: PROBE FOR EXAMPLES OF HOW PROGRAMME PARTICIPATION MAY HAVE CONTRIBUTED TO ENHANCED WHĀNAU & FAMILY RELATIONSHIPS.**

**Thank participant for their time and give koha.**



## INTERVIEW SCHEDULE FOR REFERRAL AGENTS

**Let's talk first about referring parents / caregivers to the Programme. Can you please tell me how frequently / infrequently you have referred people to the Programme? What is it about this Programme that has encouraged your referral?**

**Prompts:** Why this Programme in particular? How important is it that the Programme is offered under the umbrella of Jigsaw rather than some other agency? Are there other similar Programmes elsewhere that you refer clients to? Why those Programmes?

**How relevant do you feel that the Programme is to the needs of your client group?**

**Prompts:** What is it about the content you think is relevant? What is it about the delivery style you think is relevant? How culturally appropriate is the Programme for your client group and particularly for Māori?

**What changes, if any, have you noticed in awareness of alternative approaches to parenting/ attitudes to parenting among those people you have referred to the Programme?**

**PROBE FOR EXAMPLES OF CHANGES IN AWARENESS / UNDERSTANDING / BELIEF**

**Please tell me about any positive parenting skills or strategies you are aware of that people you have referred learned about on the Programme**

**Prompts:** What, if any parenting skills or strategies have he /she/they talked about with you or others? Please describe these skills / strategies.

**What use do you believe people you have referred to the Programme have made of parenting skills or strategies learned?**

**Prompts:** Please tell me about any times you have noticed him/her/them using these skills /strategies. How were these skills/strategies used? What were the results? How successful do you feel their efforts were? How useful do you feel these skills / strategies have been? How realistic or achievable do you think it is for these skills / strategies to be used? What things do people you have referred find challenging about using these skills /strategies? How regularly do you believe these skills / strategies are being used (daily? weekly? monthly?).

**PROBE FOR EXAMPLES OF CHANGES IN SKILLS / STRATEGIES / APPROACHES**

**PROBE FOR FREQUENCY OF USE OF SKILLS / STRATEGIES (DAILY/WEEKLY/MONTHLY?)**

**To what extent does it appear that taking part in the Programme has ‘worked’ for those you have referred?**

**Prompts:** What has worked? How do you know? What have been the biggest contributors to these successes? What has worked less well? Why do you think this is?

**NB: PROBE FOR EXAMPLES OF HOW PROGRAMME PARTICIPATION MAY HAVE CONTRIBUTED TO ENHANCED WHĀNAU & FAMILY RELATIONSHIPS.**

**What do you see as being the strengths and weaknesses of the Programme?**

**What else would you like to add about the Programme from your perspective as a referral agent?**

## **INTERVIEW SCHEDULE FOR PROGRAMME STAFF**

### **1. Let's talk first about building and maintaining relationships with Programme participants. How important is the relationship building and relationship maintenance you do to the success of the Programme and why?**

#### **Prompts**

- How culturally relevant do you feel these activities are currently, particularly for Māori?
- To what extent do you think that participants have a clear understanding of what the Programme is able to offer?
- What planned needs assessment processes are used?
- To what extent is the match explored between the needs of participants and what the Programme can deliver?
- What other things do you think are critical in terms of building and maintaining relationships with participants?
- How well do you think these things are currently being done?

### **2. How important is group building to the success of the Programme and why?**

#### **Prompts:**

- To what extent do you feel that you are able to establish and maintain a safe and positive learning environment for most participants?
- How culturally appropriate do you feel these activities are especially for Māori?
- What importance is given to co-operative development of group "ways of working"?
- How and when is this "way of working" agreed? Implemented? Reviewed?
- To what extent do you as facilitators model a broad range of positive relationship management processes / skills
- How critical is this modelling to the success of Programme delivery?

### **3. To what extent do you feel that participants engage with the Programme?**

#### **Prompts:**

- How critical is engagement to Programme "success"?
- What examples can you provide of engagement?
- To what extent do you feel regular attendance is evidence of engagement?
- How consistent is attendance and how important is this / how critical is Programme completion to effecting change? T
- To what extent do you feel that active participation is evidence of engagement and how important is this?

**4. What do parents /caregivers need to stay committed to doing the Programme and why?**

**PROMPTS**

- How important are things like transport, childcare?
- What about health issues?
- How the group operates?
- Support of a partner/whānau member/family member?
- What about getting results from the changes being made?

**5. To what extent do you feel that the Programme contributes to increasing participants' understanding of their own parenting beliefs and behaviours?**

**Prompts:**

- What examples can you provide of increased participant understanding?
- How common do you think these kinds of changes are among participants and why?
- How marked do you think these changes are for particular participants?
- What are the key factors that influence a participant's shift in understanding?

**6. To what extent do you feel that the Programme contributes to increasing participants' knowledge of positive parenting skills and strategies?**

**Prompts:**

- What examples can you provide of increased participant knowledge?
- How common do you think these kinds of knowledge changes are among participants and why?
- How marked do you think these knowledge changes are for particular participants?
- What are the key factors that influence a participant's understanding / learning on the programme?

**7. To what extent do you feel that the Programme contributes to increasing participants' use of positive parenting skills and strategies?**

**Prompts:**

- What examples can you provide of increased participant use of positive parenting skills and strategies?
- How common do you think these kinds of behaviour changes are among participants and why?
- How marked do you think these behaviour changes are for particular participants?
- How sustainable are the changes parents make – what evidence do you have of longer term impact?

**8. To what extent do you feel that the Programme contributes to enhancing participants' whānau & family relationships / reducing violence towards children?**

**Prompts:**

- What examples do you have of enhanced relationships?
- How common do you think these kinds of enhancements are among participants and why?
- How marked do you think these enhancements are for particular participants?

**9. What aspects of the Programme do you believe need modification or strengthening?**

**Prompts:** Why are these modifications necessary? What difference do you think these changes could make to the Programme?

**10. What else do you feel it is important to add about the Programme?**

## APPENDIX FIVE: KEY INFORMANT RECRUITMENT DOCUMENTS

### INVITATION

Kia ora / Greetings

*jigsaw whanganui* wants to know if the White Water Years Programme is meeting the needs of parents / caregivers and helping them to make positive changes in their relationships with their teens. We (Whakauae Research<sup>1</sup>) are helping to find this out. We want to talk with some parents / caregivers when they first start doing the Programme and then again after it finishes.

We want to talk, in private, about:

- what parents /caregivers are learning
- the changes they want to make in their whānau or family
- what, if any, changes they make in their relationship with their teen/s through taking part in the Programme

The things parents / caregivers talk about with us will be shared with *jigsaw* only in a form that does not allow particular parents / caregivers to be identified.

If you are willing to talk with us:

- we will meet with you, at a time and place that suits you, for around one hour
- you only need to answer the questions you want to answer
- you can end the meeting at any time if you want to
- we will ask your permission to audio record our discussion (only the Whakauae Research team will hear this recording)

**We will provide a small koha (\$20 Warehouse voucher) after each interview as a token of appreciation of your contributions of time and information.**

**Whakauae may contact me and invite me to take part in an interview.**

**YES**            **NO**

**If yes, my contact number is:**

**The best times to contact me are:**

**Name:** \_\_\_\_\_

**Ethnicity:**

**Gender:**

NB. As we will be interviewing only small numbers of parents / caregivers you may not necessarily be contacted even if you have agreed to take part.

Kia ora / Thank you for your time.

\_\_\_\_\_

**Questions**

If you have any questions about this research, either now or in the future, please contact:

Ms Lynley Cvitanovic or Dr Heather Gifford

Whakauae Research for Māori Health and Development, Whanganui

Ph (06) 347 6772

Email: [lynley@whakauae.co.nz](mailto:lynley@whakauae.co.nz)

[heather@whakauae.co.nz](mailto:heather@whakauae.co.nz)

## INVITATION

Kia ora / Greetings

*jigsaw whanganui* wants to know if the White Water Years Programme is meeting the needs of parents / caregivers and helping them to make positive changes in their relationships with their teens. We (Whakauae Research<sup>1</sup>) are helping to find this out. We want to talk with some parents / caregivers who took part in the Programme during 2012, 2013 or in Term 1 2014.

We want to talk, in private, about:

- what parents /caregivers learned from taking part in the Programme
- the changes they wanted to make in their whānau or family
- what, if any, changes they have made in their relationship with their teen/s through taking part in the Programme

The things parents / caregivers talk about with us will be shared with *jigsaw* only in a form that does not allow particular parents / caregivers to be identified.

If you are willing to talk with us:

- we will meet with you, at a time and place that suits you, for around one hour
- you only need to answer the questions you want to answer
- you can end the meeting at any time if you want to
- we will ask your permission to audio record our discussion (only the Whakauae Research team will hear this recording)

**We will provide a small koha (\$20 Warehouse voucher) after each interview as a token of appreciation of your contributions of time and information.**

**Whakauae may contact me and invite me to take part in an interview.**



**YES**            **NO**

**If yes, my contact number is:**

**The best times to contact me are:**

**Name:** \_\_\_\_\_

**Ethnicity:**

**Gender:**

NB. We will be interviewing only small numbers of parents / caregivers. This means that you may not necessarily be contacted even if you have agreed to take part.

Kia ora / Thank you for your time.

\_\_\_\_\_

### **Questions**

If you have any questions about this research, either now or in the future, please contact:

Ms Lynley Cvitanovic or Dr Heather Gifford

Whakauae Research for Māori Health and Development, Whanganui

Ph (06) 347 6772

Email: [lynley@whakauae.co.nz](mailto:lynley@whakauae.co.nz)

[heather@whakauae.co.nz](mailto:heather@whakauae.co.nz)

**APPENDIX: SIX PATHWAY DIAGRAM**

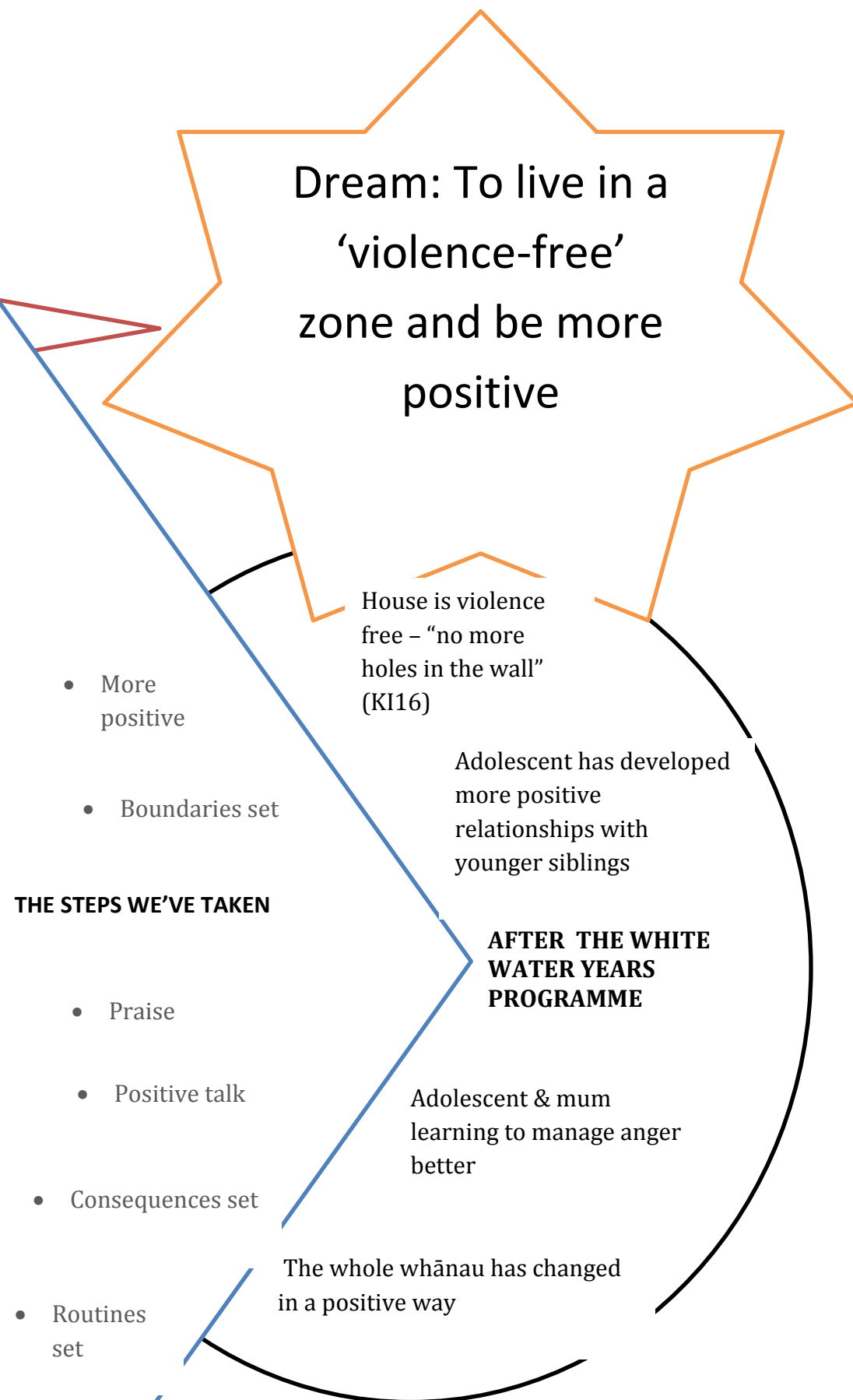
- Young Māori woman (KI16)
- Mother of adolescent and younger children
- Single parent household

**WWY Facilitators:**  
 Respectful, welcoming and non-judgmental. Create a safe environment, making sure everyone has their say. "Great having a male perspective" (KI16).

**NOW**  
**Strengths of the whānau before taking part in Programme**

- Whānau members supportive of each other
- Finish the things that they start

<p><b>Issues before taking part in WWY Programme</b></p> <ul style="list-style-type: none"> <li>• Angry teenager</li> <li>• Tension in the home</li> <li>• Strained relationships between mother and teen as well as between teen and younger siblings</li> </ul>	<p><b>Who or what helped our whānau e.g. other agencies or services</b></p> <ul style="list-style-type: none"> <li>• Birthright</li> <li>• Family Start</li> <li>• Other <i>jigsaw whanganui</i> services</li> <li>• Living Without Violence Trust</li> </ul>	<p><b>Useful WWYs learning tools</b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• 'Brain - storming' &amp; sharing of parenting experiences including outcomes of trying new strategies</li> <li>• Visual aids e.g. the thermometer</li> </ul>	<p><b>Strategies learnt to make our whānau stronger</b></p> <ul style="list-style-type: none"> <li>• When...Then Strategy (Incentives &amp; consequences)</li> <li>• Praise (positivity)</li> <li>• Talking rather than yelling</li> <li>• To take account of stages of development e.g. how teenage brains work</li> </ul>
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## **APPENDIX SEVEN: PARTICIPANT EVALUATION FEEDBACK FORM**

**NOW THAT YOU HAVE FINISHED THE WHITE WATER YEARS PROGRAMME -**

**Please tell us about any beliefs you may have changed around how to parent your child**

**What made you change these ways of thinking around how to parent your child?**

**Please list any positive parenting skills or approaches you have learned about on the Programme:**

**How might you use these skills or approaches with your child?**

**Was the Programme content and delivery what you expected? (Please circle your answer)**

Yes, totally.      Yes, to some extent      Not sure      No, not really      No, not at all

Please comment:

**Did the way the Programme was run fit with the way you prefer to learn? (Please circle your answer)**

Yes, totally.      Yes, to some extent      Not sure      No, not really      No, not at all

Please comment:

**Did the learning environment feel safe and positive? (Please circle your answer)**

Yes, totally.      Yes, to some extent      Not sure      No, not really      No, not at all

Please comment: