

Families and Children program logic example – single service

Objective/s: This parenting program provides parents/carers with strategies and tools to support their children’s social and emotional development leading to better school transitions.

Needs Statement: The number of pre-school aged children with social-emotional difficulties in the community has steadily increased over the past three years (AEDC, 2018). High numbers of families in the area are also facing multiple complex social issues (ABS, 2016). Risk factors associated with social-emotional delay in children include parents experiencing financial stress, mental health difficulties and substance abuse, and histories of trauma and family violence (Tully, 2020). This program will target parents experiencing one or more risk factors as research shows that early intervention involving parent education can enhance children’s social-emotional development before they enter school (Sartore et al., 2016).

Inputs	Activities	Outputs	Short-term outcomes	Medium-term outcomes	Long-term outcomes
<p>Funding</p> <p>Partner organisations</p> <p>Qualified and experienced staff and managers</p> <p>Childcare workers</p> <p>Research and evidence about what works</p> <p>Venue</p> <p>Childcare facilities</p>	<p>Weekly parent education sessions about:</p> <ul style="list-style-type: none"> • Child development • Parenting styles • Ideas for play and interaction • Emotion regulation • Managing difficult situations • Self-care • Support systems <p>Role modelling</p> <p>Homework activities</p> <p>Social networking</p> <p>Referral</p>	<p>Number of parents/carers who are experiencing one or more risk factors such as financial stress, mental health difficulties or substance abuse and are caring for children aged between 3 to 5 years.</p> <p>Number of program sessions delivered</p> <p>Number of program sessions attended</p> <p>Number of referrals</p>	<p>Parents/carers have increased knowledge and skills about:</p> <ul style="list-style-type: none"> • child development ages and stages • positive parenting styles and strategies • how to manage challenging behaviors in their children • how to cope in difficult situations <p>Parents/carers have increased awareness of the importance of self-care and support networks</p> <p>Parents/carers have increased knowledge about how to access support</p>	<p>Parents/carers increasingly:</p> <ul style="list-style-type: none"> • Manage difficult situations • Have positive interactions with their children • Support their children’s socialemotional wellbeing <p>Children’s social-emotional skills are enhanced</p> <p>Parents/carers have increased confidence to access support services and social networks</p>	<p>Children are socially and emotionally ready to start school</p> <p>Parents/carers are equipped with tools and strategies to manage their children’s needs</p> <p>Positive caregiver-child relationship</p> <p>Parents/carers access support services when they or their children need it</p>

Theory of change statement

This parenting program aims to enhance children's social-emotional development for improved school transition and education outcomes. We will achieve this by taking a social learning theory approach to strengthen parent competencies and confidence (Horsburgh & Ippolito, 2018). According to research, parenting competencies such as self-regulation and relational skills, and parenting confidence can enhance children's social-emotional development (Jones & Prinz, 2005; Tully, 2009). We will also focus on increasing parents' social connections and access to services because these are known to have benefits for child and family wellbeing (Commerford & Robinson, 2016). We will actively support program participation and engagement through a strengths-based and non-judgmental approach.