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EVALUATION OF THE

KEEPING KIDS IN MIND

GROUP - WORK PROGRAM

!

EVALUATION

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EXECUTIVE SUMMARY

“Keeping Kids in Mind” (KKIM) is a program for separated parents. It has operated in the Greater Sydney area since late 2008 and is run by a consortium of Catholic Social Welfare Agencies working in the non-government (NGO) sector. These agencies are CatholicCare Sydney, Centacare Parramatta, CatholicCare Wollongong and Centacare Broken Bay. These agencies offer a range of therapeutic, educational and family dispute-resolution services to couples and families experiencing conflict in separation.

KKIM incorporates a post-separation, psycho-educational group-work program of five weeks' duration. It is for separated parents in high-conflict situations and is designed to educate and increase parents' awareness of the impact of their conflict on children's psychological and emotional development, and to increase commitment to collaborative parenting.

In 2009 the consortium of Catholic Social Welfare Agencies delivering the KKIM group-work program contracted the University of Newcastle's Family Action Centre to undertake an evaluation of the program. The evaluation was part of a larger project which also incorporated professional publication of the group-work program materials, as well as further development of the KKIM Service Delivery and Clinical Case Management model.

A mixed-method evaluation was undertaken during which staff from the four agencies participated in two focus groups to e

The evaluation concluded that the content and process of the KKIM program is consistent with best practice and current research. Further, the results strongly suggest that:

1. attendance at KKIM has a positive impact on parents' abilities to manage the emotional turmoil which ensues from relationship breakdowns
2. that the new knowledge, improved skills and change in attitudes regarding the other parent and the co-parent relationship in the post-separation period are of benefit to both parent and child.

INTRODUCTION

“Keeping Kids in Mind” (KKIM) is a program for separated parents. It has operated in the Greater Sydney area since 2008 and is run by a consortium of Catholic Social Welfare Agencies working in the non-government (NGO) sector. These agencies are CatholicCare Sydney, Centacare Parramatta, CatholicCare Wollongong and Centacare Broken Bay. They offer a range of therapeutic, educational and family dispute-resolution services to couples and families experiencing conflict in separation.

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The KKIM project was conceptualised in 2005 by the four agencies, all of whom receive funding through the Family Support Program (FSP). FSP is jointly funded by the Australian Government Attorney-General’s Department (AGD) and the Australian Government’s Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA). The KKIM group-work program sits within the FSP services.

The initial concept of KKIM developed from the Family Law Court and the Federal Magistrates Court of Australia’s need for post-separation parenting programs and referral pathways for high-conflict separated couples with children. These cases were often referred to the agencies for family dispute resolution (FDR). Clients referred to the service were frequently unclear as to what to expect from a referral to FDR. Many were not ready to participate in FDR; some clients required a range of both counselling and therapeutic interventions to assist them to process their grief, loss, depression,

development, adult and child mental health, domestic violence, couple and family therapy, and a sound knowledge of external community agencies and resources.

2. A three-hour, weekly psycho-educational group for a duration of five weeks for up to 12 participants focusing on the development of parental reflective functioning; that is, developing the parents' awareness about the impact of their behaviour upon their children and developing their ability to think and consider their children's wellbeing in their actions and communications with their ex-partners. These groups are already being delivered four times per annum by the participating agencies. Facilitator and participant manuals and Microsoft PowerPoint presentations have been developed for these groups.

The group-work program includes the use of a KKIM DVD, available with Arabic, Spanish and Vietnamese subtitles. The DVD is also used by CatholicCare's Family Dispute Resolution Service and the Bankstown Family Relationship Centre in their work with separating couples. Other Catholic social service agencies throughout NSW and Australia are also using this DVD in their Family Dispute Resolution Services and Family Relationship Centres. The DVD, through enacted real-life scenarios, aims to emotionally engage parents to assist them focus on the impacts of conflict on children and the importance of developing collaborative parenting arrangements post separation.

The expected benefits of the KKIM model include:

1. A higher proportion of parents and children presenting to the courts and other legal agencies experiencing enhanced psychological, emotional and social wellbeing through proper assessment, referral and case management.
2. A simplified and streamlined approach to court referrals for these clients.
3. A closer working relationship with the Family Law Court and the Federal Magistrates Court of Australia.
4. A higher proportion of separated and divorced parents involved in collaborative parenting and a reduction in ongoing acrimonious separations and divorces.
5. Better developmental outcomes for children of separated and divorced families through participation in the KKIM group.
6. For the Catholic agencies, KKIM represented a set of new products that had the potential to enhance the capability of the agencies.

It is anticipated by the group of Catholic agencies that the group-work component of the project, once formally evaluated and professionally published with related branding, will be marketed to other providers, with copyright to the Catholic agencies. This report presents the evaluation of the group-work program, including literature review, evaluation method, results and discussion.

and trauma experienced by adults during separation and divorce severely limits their ability to support their children at the precise time that children need the emotional support and reassurance of their parents (McIntosh & Deacon-Wood, 2003; Moloney & Smyth, 2004). While most couples will experience some level of conflict in the post-separation period there is also increasing acknowledgement at legislative, research and community levels of the need to prevent post-separation conflict becoming entrenched. Unfortunately it is entrenched conflict which most often

POST-SEPARATION CONFLICT

Inter-parental conflict can typically consist of three factors: legal conflicts, interpersonal conflict and attitudinal conflict (Goodman et al., 2004). Legal conflict occurs in the context of the court, including litigation and care disputes. Attitudinal conflict comes from a parent's personal view of the other parent and includes anger and hostility. Interpersonal (or inter-parental) conflict is the behaviour displayed between parents, including "putting the other parent down" to friends and family, arguing and physical violence. Goodman et al. found that only interpersonal conflict was significantly correlated with child adjustment problems and that negative effects were most likely to occur when the children were aware of (through seeing and/or hearing) the conflict occurring between their parents. This type of enduring or entrenched conflict may result from a number of factors including financial, social or personal issues and can be typified as the inability of the adults to compromise with each other, to communicate appropriately, or not using appropriate coping skills (McIntosh & Deacon-Wood, 2003).

While a normal range of emotions following separation will include disappointment, anger and grief, it is important for the future emotional health of both the parents and the children that these issues are dealt with in a timely manner and that new healthy, interpersonal relationships are

The presence and level of ongoing inter-parental conflict is a significant factor in determining continued contact of both parents with the children. Factors which impact on the continued involvement of both parents in a child's life following divorce include: parents beginning new relationships; one parent moving away; the child's feelings about contact with the parent; children suffering coercion to alienate the non-resident parent; violence; and drug and alcohol abuse (Brown, 2008; Mitcham-Smith & Henry, 2007). Learning effective co-parenting techniques is therefore imperative if parents are to facilitate children's positive adjustment (Shifflett & Cummings, 1999). While parenting responsibility is no longer automatically given to mothers it is still the case that fathers are more likely to be the non-resident parent, and it is fathers who consequently show significant decreases in levels of involvement post-separation (Brown, 2008). Despite8 595.2 99 cm B. -3 (8) -3 () -2

Geasler, 1996). While there is anecdotal evidence to suggest there was some benefit to participants, there is a general lack of longitudinal, empirical data on the efficacy of the programs (Burke et al., 2009).

The efficacy of parenting programs in general is an issue, particularly in Australia where the lack of rigorous evaluation has led to the “ad hoc adoption of programs without a detailed understanding of the content, method of delivery or the expected outcomes” (Watson, White, Taplin, & Huntsman, 2005). Cautions have also been given regarding the capacity of post-separation programs to make substantive changes in children’s lives post-separation (McIntosh & Deacon-Wood, 2003) particularly given the broad range of difficulties and differences in the issues facing separating parents. In their review of general parenting programs Watson et al. (2005) identified the need to address characteristics and needs of specific groups of parents and while they did not include post-separation parenting as a category in their review the particular needs of this group certainly merit specific consideration. This has been recognised in part through the establishment of FRC and the increasing number of programs for post-separation parents. However, like the more general parenting programs, post-separation programs in Australia are also under-evaluated (Deacon-Wood & McIntosh, 2002). One study that did attempt to bring a more rigorous research framework to the evaluation of a post-separation program used an outcome program-evaluation design (Brown, 2008)

Information-based programs provide information to parents about the effects of separation upon children and knowledge on how to identify when a child is not coping. These programs are more likely to be one-off sessions in the form of a lecture or an address to a large group of parents (K. M. Kramer et al., 1998). The general education techniques tend to be passive and the facilitator generally “engages the group, elicits questions, relates the relevant information, and makes

Content of the program

Within the literature on post-separation programs there is little discussion of the precise content of programs or their theoretical underpinnings. One article discusses differences between reflective and behaviourist orientation for programs and concludes that a behaviourist orientation with its emphasis on skill development is more likely to achieve change in the behaviour of separated parents (Brown, 2008). Interestingly though, in a recent review (Burke et al., 2009) the authors comment that some programs may not be teaching some parents new material and it is in fact the opportunity to reflect on their actions that promotes change. This highlights the highly individual nature of the types of problems parents experience post-separation combined with the nature of the

as not bad-mouthing the other parent), promoting “I” statements and using role-play (Goodman et al., 2004). It is unfortunate that few of the 102 studies in the sample were evidenced-based. However, a recent literature review (Burke et al., 2009) lists several evidenced-based programs, most of which are skill-based, that provide information in an interactive manner and encourage the development of skills to address conflict management and parental behaviour. Given that longer, skill-based programs appear more likely to bring about changes in parental behaviour it would seem reasonable to conclude that longer-term programs that use a variety of teaching techniques combined with well-presented factual material are more effective than one-off information-based sessions.

Group factors and evaluation of the program

In Australia, being mandated by the Family Court to attend a post-separation education program is a relatively recent change in divorce proceedings and, as has been mentioned elsewhere in this review, the evaluation of the program is ongoing. The program is currently being evaluated by the Family Court of Australia and the results of the evaluation are expected to be published in the near future.

CONCLUSIONS

In 2003 over 1,200 divorce education programs were being utilised by the United States courts and communities to help parents work through the separation transition. Shifflet and Cummings (1999) commented that while divorce-related education interventions are widely developed, very rarely were they evaluated for effectiveness, and they stressed the need for research-based programs that have an empirically guided design. While there has been a growing market in the past decade for post-separation education programs in both the US and Australia, and there exists a large public belief of their effectiveness (McIntosh & Deacon-Wood, 2003), in the intervening years since Shifflet

METHODOLOGY!

INTRODUCTION

The evaluation used a mixed-method approach and was undertaken in four steps: a literature review; a review of existing evaluation data collected by the agencies; qualitative data collection

RESULTS

This section will report on the results of the staff focus groups, parent surveys and parent interviews conducted as part of the evaluation of KKIM. Quantitative data were analysed using Microsoft Excel

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CONTENT

As can be seen from Table 2 (above) participants felt that the strong theoretical and research orientation of the material forming the content of KKIM was an important aspect of the program's effectiveness.

It's really great sound knowledge and good theoretical touch and I think it's a secure base to work from. All the theories are in place.

I think that its evidenced-

STRUCTURE

The structure of KKIM was also discussed by the groups. There was discussion regarding the number of sessions, with some staff feeling that the material could be covered in fewer sessions whilst others saw value in longer sessions and more weeks. The differences in opinion generally were related to how individual facilitators managed the content of each session and ultimately it was agreed that the number of sessions was appropriate, in light of the realities of people being time poor and dealing with people who are experiencing a level of chaos and turmoil in their lives.

I thought having a look at the session, either having it slightly longer or to have a bit more of a break, or to have maybe even an extra session at the end, because sometimes there's a lot of content you need to take home and take in, so maybe reviewing that and then the homework as well.

I don't know that I'd want to see it run longer, particularly if you're doing the night time where its already well into the night.

I think if we cut it shorter, I don't think we'd fit everything in, and if it was longer we'd lose people.

The thing about the parent dilemmas is that it's to allow you, if you do finish early you can actually put in a couple of parenting dilemmas instead, but we've never, I don't think we've ever finished early except for possibly on Week 5, with a 15-minute break.

A general opinion from both focus groups was that the group-work structure of the KKIM program was a definite strength. The group dynamics formed as part of the process of conducting the program provided a safe place for parents, many of whom might not previously have talked about some of the issues raised. In addition to being safe, the group presents a neutral space away from the influences of family and friends for reflection on their relationships.

So it's an opportunity for them to experience a real safe place, when they can begin to absorb some of what's going on. It's very powerful.

And I think the other thing that is the strength is that it's done really respectfully and I think people feel, I don't think people feel judged. I think people feel really supported and feel it's quite a safe environment to share.

I mean, coming from conflict and their families, obviously their families will support them and say that the other person is wrong and yes, you do have that, yes, you have the battle and you have to do that, but then they come to a program like this and say, "Well, no, not really".

Importantly, while the facilitators were supportive of participants, the program also presented some challenging ideas and concepts that required parents to:

... face up to the impact of their behaviours and their responsibilities.

The combination of skilled facilitation and sharing experiences with others in similar situations were important factors in fostering more self-responsibility.

And I was standing up at the time making a point and she brought it up and we were in

can let that sit and now look at my responsibility or changing the balance in my attitude. I think that's a really important part of it too. But they've not just walked in and then been invited to change the way you're doing things. There is that process of acknowledgement first.

Especially the vulnerability, when they might be sitting with something of some of the content and we could see that they were moving – something was happening, for them

IMPACT OF THE PROGRAM ON PARTICIPANTS

The impacts of the KKIM group-work program from the facilitators’ perspective include attitudinal shifts arising from understanding the child’s perspectives, learning to separate parent conflict from parent–child relationships, developing a capacity for self-reflection and empathy, and being empowered by taking responsibility for their own behaviour. A summary of the focus groups’ ideas relating to impressions about the impact of KKIM is presented in Table 3.

TABLE 3: SUMMARY OF THE IMPACT OF KKIM.

SUMMARY OF IMPACT OF KKIM FROM FOCUS GROUPS 1 & 2	
Shift in parents’ thinking	Learning to focus on child’s needs – not the parent’s needs
Recognition of the role of a parent	Realisation of the effect of conflict
Being able to self-reflect	Developing a capacity of change
Unlocking defensiveness	Realisation of the other parent’s relationship with the child

The explicit child focus could be challenging for parents, particularly when they were required to put their children's wellbeing ahead of their own often-destructive needs for retribution. Recognition that their child does have another parent and that it is to the benefit of the children to have that parent involved in their lives was an important shift noted by the facilitators. This shift in turn highlighted the need for the parent to take responsibility for his or her behaviour and to make some changes regarding interactions with the other parent.

I was thinking that they go from a more – you know, the groups that we've run, some of these parents have a very passive kind of approach that there's not much we can do: "She's the one that's taking me to court, there's not anything we can do, that's my bit".

And during that course of the group, they actually changed a little bit and they become a little bit more active and they become more understanding of their situation, understanding there's things they can do – not to engage in conflict, not to – in hopeless kinds of things

It was a shift in thinking – yes, there are certain things that perhaps I can't change and my battle with my partner is actually my battle. But I need to recognise that that person is the father or mother of that child.

We had – in one of the groups we had this mum and she said she makes them pick the kids up from down the street, she won't let him park outside the house and pick the kids up, so the kids have to walk down the street. And for a while, she couldn't see that there was anything wrong with that at all. And he, I knew that he had done the group and so it was – pushing up, putting up what's not right for your kids. Not even letting their dad park outside the house. He's staying in the car. And it was like this moment where she went, "Oh my God! I'm making my children do something that's actually not ok, because of how I feel."

The group processes embedded in KKIM foster a capacity for self-reflection and for empathy. The facilitators noticed these capacities are often new experiences for some participants.

Some of the participants didn't have the ability to reflect on who they are as a person ... And so, part of the group process was for them to be able to begin to develop the ability

Participants learning to view conflict through different lenses could have significant personal and

TABLE 4: SUMMARY OF FACILITATORS' COMMENTS REGARDING THE KKIM MANUAL.

1	Session 2 was seen as particularly long with complex explanations by most facilitators.
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The number of children for all participants was between one and three, with ages of the children varying from two years to 13 years. The majority of respondents had children under nine years of age.

Impact of KKIM on parents' lives

Table 7 shows the responses to Section 2 of the survey. Parents were asked to respond on a 4-point Likert scale (4 = "Strongly Agree"; 1 = "Strongly Disagree") to statements based on the aims of KKIM. Results are shown as percentages of the number of responses.

3. Valuing the contribution of the other parent.

Not a good look to be arguing on the station platform. (Male, interview response)

A point to note here is that 95% of the parents had attended KKIM in the last six months and, while they had been separated for up to 10 years, were still experiencing moderate to high levels of conflict. It may be that while the goal of increased parental awareness regarding the impact of conflict on children had been achieved the ongoing nature of a “relationship” (whether positive, negative or neutral) with the other parent was yet to be realised amid the other issues still to be resolved. Some parents expressed frustration that the other parent had not attended the program.

It would be helpful if we were on the same page. (Female, interview response)

The other parent would highly benefit from attending as she refused to talk to anyone and ultimately she is putting my children's lives and welfar

TABLE 8: HOW USEFUL WERE THE TOOLS?

	Very useful	Useful	A little useful	Not useful	Didn't understand	Don't remember
The Bridge	32%	42%	11%	5%	5%	5%
WMDs	58%	37%	5%	0%	0%	0%
The Butterfly	33%	56%	6%	6%	0%	0%
Awful scale	37%	37%	11%	11%	0%	5%

DISCUSSION AND CONCLUSIONS

The Keeping Kids in Mind (KKIM) program was evaluated using qualitative and quantitative methods to gauge the impact of the program on participants' attitudes, knowledge and behaviours in relation to post-separation parenting. The evaluation gathered qualitative data through focus groups with those involved in the development, facilitation and administration of KKIM as well as the parents who had participated in KKIM. Quantitative and qualitative data were gathered through the administration of a survey of parent participants. Triangulation of the data was achieved through a review of relevant literature and documents, data from the administrators of KKIM and data from participants in KKIM.

THE DESIGN AND IMPLEMENTATION OF KKIM

As discussed in the first chapter (on literature review) there have been few rigorous, evidence-based evaluations of the range of post

problems and emotional reactions often brought them relief and comfort. The practical tips and parenting strategies from other parents were also highly valued.

The content of KKIM provides a balance of education regarding the impact of separation and

process of closure for individuals as the group ends, as well as being a mechanism through which facilitators could discuss plans for the “next step” in individual’s post-separation lives. A further point here is that the group context has the capacity to provide a “reflective space” for some participants.

CONCLUSIONS !

While the number of parent participants in this evaluation was small, the positive consensus of their responses does support the conclusion that KKIM is an effective post-separation parenting program. Triangulation of the data was available through the literature review, the staff focus groups and the parent participants.

The need for ongoing process evaluation, as well as rigorous, longitudinal evaluation of behavioural change in participants is strongly recommended. As has been noted previously within this report, the inclusion of children's voices within evaluations of KKIM would make a strong contribution to understanding the extent of the impact of the program on the post-separation lives of families. Suggestions for evaluation formats (for both individual sessions and for parental outcomes from the program) have been made (Appendices 4a, 4

Kramer, L., & Washo, C. A. (1993). Evaluation of a court-mandated prevention program for divorcing parents: The Children First program. *Family Relations*, 42(2), 179-188.

McIntosh, J. (2003). Enduring conflict in parental separation: Pathways of impact on child development. *Journal of Family Studies*, 9, 63-80.

McIntosh, J., & Deacon-Wood, H. B. (2003). Group interventions for separated parents in entrenched conflict: an exploration of evidence-based frameworks. *Journal of Family Studies*, 9(2), 187-199.

McIntosh, J., & Long, C. M. (2006). *Children beyond dispute: A prospective study of outcomes from child-focused and child-inclusive post-separation family dispute resolution. Final report*. Canberra: Australian Government Attorney-General's Department.

McIntosh, J., Long, C. M., & Wells, Y. (2009). *Children beyond dispute. A four year follow-up study of outcomes from child focused and child inclusive post-separation family dispute resolution*.

APPENDIX 1: FOCUS GROUP DRAFT SCHEDULE

1. Greeting.
2. Ensure they understand purpose of study and have information statement.
3. Do you have any questions about the project?
4. Check consent form.
5. What is your role in relation to KKIM?
6. What is your involvement with KKIM?
7. What do you feel are the strengths of the program?
8. Are you aware of any issues that have arisen with KKIM?
9. Are there any aspects of KKIM that you would change: e.g. in the content; the structure; the facilitation?
10. What are your perceptions regarding the impact of KKIM on participants':
 - a. knowledge regarding co-parenting?
 - b. attitudes to co-parenting with their ex-partner?
 - c. behaviour related to co-parenting?
11. What types of feedback have you had regarding the impact of KKIM on the children of families?
- 12.

APPENDIX 2: KEEPING KIDS IN MIND: PARENT SURVEY

SECTION 1

1.1 *Could you please give us some information about yourself?*

Gender: Male Female

Are you of Aboriginal or Torres Strait Islander origin? Yes No

Do you identify with another cultural background? Yes No

Please state: _____

Age of children: _____

How long since you separated from your children's other parent? _____

1.2 *Could you please tell us about how you came to attend KKIM?*

How did you find out about the course? _____

Did Court ask you to attend the group? Yes No

Where did you attend group? _____

How long ago did you attend group? 0–6 months 6–12 months 12–18 months

Did you complete the course? Yes No

Sections 2 and 3 ask what you learnt from KKIM and the effect it had on your behaviour.

SECTION 2: PLEASE CIRCLE THE ANSWER WHICH BEST DESCRIBES YOUR RESPONSE.

As a result of KKIM:

2.1 I have a better understanding of how conflict impacts on my children.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

2.2 I have a better understanding of how grief and loss impacts on my children.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

2.3 I am focusing more on my children's needs.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

2.4 I have a better understanding of my own behaviour related to dealing with conflict.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

2.5 I have better understanding of my own behaviour related to dealing with grief and loss.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

2.6 I am not as defensive with the other parent.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

2.7 I am better at dealing with conflict with the other parent.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

2.8 I am better at coping with my own grief and loss.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

2.9 I am better at communicating with the other parent.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

2.10 I am less stressed when dealing with the other parent.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

2.11 The other parent and I are now making better joint decisions.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

2.12 I have a better understanding of the importance of the other parent.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

2.13

SECTION 3: PLEASE WRITE A SHORT ANSWER IN THE SPACE PROVIDED.

As a result of KKIM:

3.1 What are you doing differently in parenting your child (e.g. what new skills are you using)?

3.2. What are you doing differently in working with the other parent (e.g. what new skills are you using)?

3.3 How have your children benefitted from your attending KKIM?

SECTION 4 WILL ASK YOU ABOUT THE KKIM SESSIONS AND THE ACTIVITIES.

Please circle the answer which best describes your response.

4.1 Were the sessions: ~~Very~~ Too Long

4.6. The workbook was easy to follow:

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

4.7. The homework was helpful:

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

4.8. I found hearing from other parents helpful:

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

4.9. I would recommend KKIM to other parents:

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

4.10 How useful were the following tools:

Please tick the box which best describes how useful you found the tool)

VERY USEFUL USEFUL A LITTLE USEFUL NOT USEFUL

SECTION 5: PLEASE WRITE A SHORT ANSWER IN THE SPACE PROVIDED.

5.1 Have you attended any other groups, mediation or similar since completing KKIM?

Yes No

If Yes, please tell us about it.

5.2 Have your views of your children's other parent changed? Yes No

If Yes, please tell us about it _____

5.3 Would you have liked some follow up to KKIM Yes No

If Yes, do you have any suggestions? _____

5.4 I received useful information from KKIM before it started? Yes No

If No, do you have any suggestions? _____

5.5 What are the strengths of KKIM? _____

5.6 What did you find most useful in KKIM? _____

5.7 How could KKIM be improved? _____

5.8

APPENDIX 3: I

APPENDIX 4A: DRAFT WEEKLY EVALUATION FORM FOR KEEPING KIDS IN MIND PARTICIPANTS

SESSION EVALUATION FORM

DATE _____ SESSION _____

*We value your input and feedback on the Keeping Kids in Mind Parenting Course.
In regards to this session;*

1. Please mark where

APPENDIX 4B: DRAFT PRE-



**APPENDIX 4C: DRAFT POST-EVALUATION FORM FOR
KEEPING KIDS IN MIND PARTICIPANTS**

PRE EVALUATION FORM DATE _____

Having attended_

[Redacted text area]

[Redacted text area]

[Redacted text area]

[Redacted text area]

!

d. My ability to cope with my own grief and loss has changed. 1 _____ | _____ 5 _____ | _____ 10
About the same A little A lot

What are you doing differently? _____

e. My ability to communicate with the other parent has changed. 1 _____ | _____ 5 _____ | _____ 10
Disagree Agree Strongly Agree

What are you doing differently? _____

f. My ability to make joint decisions the other parent has changed. 1 _____ | _____ 5 _____ | _____ 10
Disagree Agree Strongly Agree

What are you doing differently? _____

3. Think about the goals you set yourself at the beginning of the course.

