



Speakeasy Annual Report
January to December 2019

April 2020

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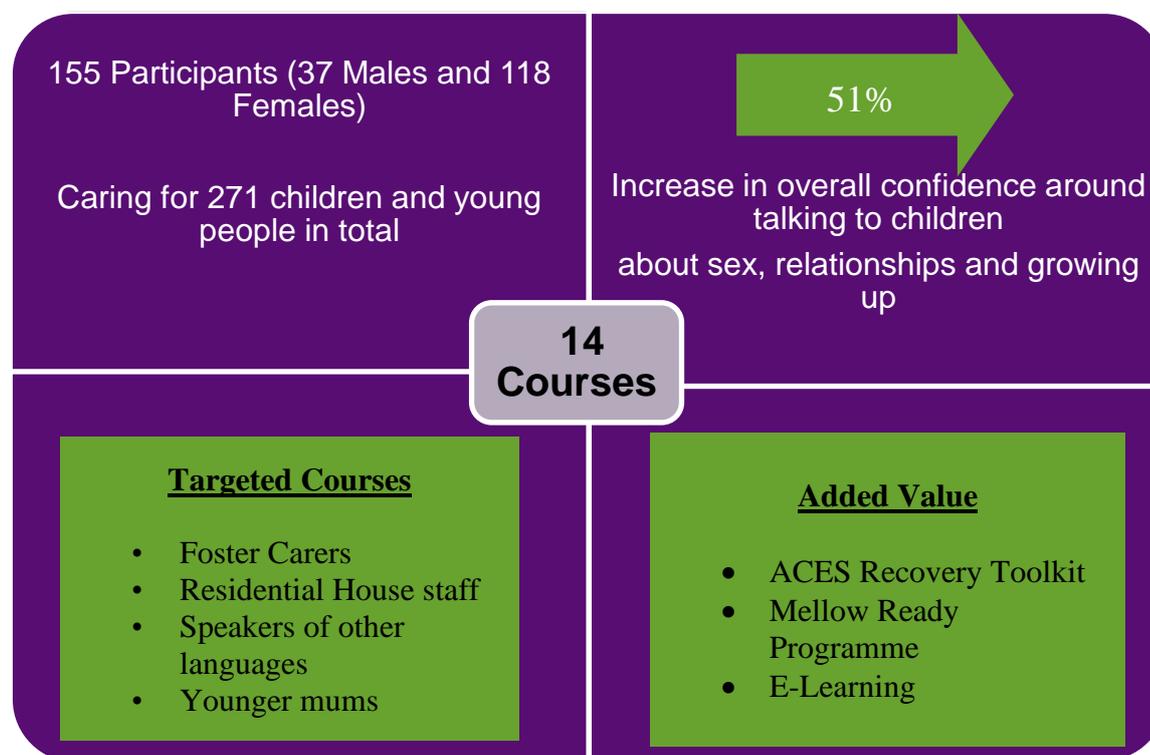
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Summary: January to December 2019

Speakeasy is a free NHS Tayside course for parents and carers that encourages communication with children and young people around all aspects of growing up, relationships and sexual health.

The primary aims of the Speakeasy programme are to increase positive child/carer communication and to support healthy development of our young people as they grow. See appendix i for the Speakeasy Wellbeing Wheel.

Although the ethos and format of the programme remains consistent Speakeasy is constantly changing and evolving in response to participant and partner feedback. Speakeasy uses an asset-based, peer learning approach which places parents, carers and their children at the heart of the project. This allows flexible delivery and the ability to be responsive to needs and to include local data. The following is a brief summary of the project in 2019.



More information is also available at:

Facebook <https://www.facebook.com/Speakeasy-1651052668445100/>

Website <https://www.sexualhealthtayside.org/topics/parents-carers/>

1. Introduction

In November 2018 R.J Training & Consultancy Ltd secured NHS funding to deliver Speakeasy for a further year. This funding allowed the co-ordinator to dedicate more time to running the project with the aim of delivering 10 courses in 2019. The following is a full report from this year of the programme, January to December 2019.

2. Aims

The aims of the project are as follows:

- I. To support & co-ordinate Speakeasy delivery across Angus, Dundee and Perth & Kinross through working with professionals and community members
- II. To build Community Capacity by providing opportunities for parents and carers to support Speakeasy courses in their communities
- III. To support delivery of high quality SHRE through involving parents in their children's learning
- IV. To promote Speakeasy as a standard intervention for working with parents and carers
- V. To target delivery link to evidence
- VI. To embed Speakeasy as a tool to deliver outcomes within both the Sexual Health & BBV Action Plans and Parenting Strategies for Angus, Dundee and Perth & Kinross

3. 2019 Overview

The proposal specified that several components would be delivered or supported by the Speakeasy Co-ordinator in 2019. The following outlines the current status of each of these components:

| Component | Status | Overview |
|---|-----------------|--|
| Continued support of existing facilitators 1 Speakeasy facilitator training course Continued Professional Development training day for all facilitators | Achieved | Ongoing support to enable course delivery as outlined in reports 16 new facilitators trained to deliver Speakeasy Additional training sessions delivered for 33 facilitators covering the new menu of sessions |
| Maintaining and updating resources | Achieved | Resources held with co-ordinator and signed in and out at pre/post course meeting |

| | | |
|--|---------------------------|---|
| | | <p>All new and previous facilitators aware of resource bank and lending procedures – positive feedback about this facility</p> <p>New session created and delivered covering Mental Health and Resilience</p> <p>New E-learning module almost completed to support positive communication with young people around sex, relationships and growing up</p> <p>Bespoke resources identified to support family work with parents with additional support needs</p> <p>Resources created to support delivery of ACES Recovery Toolkit and Mellow Ready</p> |
| Continued promotion and raising Speakeasy Project profile at community and strategic level | Achieved | <p>Production and distribution of a newsletter</p> <p>Promotion through social media including Facebook and Twitter</p> <p>Contribution to parent/carer section of SHBBV Tayside website</p> <p>Promotion of project at various training events locally</p> |
| Delivery of 10 Speakeasy courses linked to evidence through targeting communities /projects as described | Achieved/Exceeded | 14 courses delivered across Tayside |
| 3 courses delivered with staff/carers supporting Looked After Children | Achieved/Exceeded | 6 courses delivered with carers and care and education teams from residential houses across Tayside |
| Course with male prisoners/dads | Partially Achieved | <p>Course set up through Perth Prison, venue identified and course promoted</p> <p>Cancelled due to staffing issues within the prison – to be revisited in 2020</p> |
| 1 course delivered in primary cluster schools in Dundee | Partially Achieved | <p>Course delivered in Rowantree Primary with parents from this school only</p> <p>Sessions offered to Morgan Academy cluster but only Morgan parents attended</p> |

| | | |
|--|------------------------------------|--|
| 1 course delivered in primary cluster schools in Angus | Achieved | Arbroath cluster course delivered in Hayshead Primary |
| 1 course delivered in primary cluster schools in Perth & Kinross | Not Achieved | Course set up in Invergowrie Primary starting January 2020 |
| Targeted community-based courses | Achieved/Partially Achieved | Planned courses such as DIWC, younger mums, Looked After and ACES Recovery Toolkit all took place Mellow Ready programme set up to start January 2020 ASN courses set up to deliver 2020 |
| Evaluation | Achieved | Proposal and SBAR created for 2020 onwards Data collated and report produced for 2019 |

All of the above commitments were fulfilled by the Co-ordinator in 2019 with the continued, dedicated support of Speakeasy Facilitators.

4. Issues/Barriers & Solutions in 2019

As with any community based, groupwork programme there have been several barriers encountered in 2019. Below is an overview of these, including how they have impacted on service delivery over the last 12 months. The table also outlines what solution was reached or is being proposed to address these barriers in the future.

| Barrier | Impact | Solution |
|--|--|--|
| Not all trained facilitators go on to deliver | Affects number of possible courses delivered, areas covered and time spent trying to follow up facilitators | New facilitator training planned for 2020 Survey monkey sent at end of 2019 to check who will still be facilitating in 2020 |
| Lack of delivery within Perth and Kinross | Lack of input in this geographical area as agreed in bid | Links have been made with lead for Health and Wellbeing within Education in Perth and Kinross New facilitator training will identify relevant professionals in this area and will consider sustainability of delivery |
| Difficulty recruiting participants/filling courses | Course being set up then cancelled due to low numbers Implications around time taken to set up, prepare, facilitator diaries etc. | Continue to work closely with partnership agencies so that they can promote effectively Development of informal working agreement for partner agencies |

| | | |
|--|--|--|
| | <p>Low numbers in attendance on some occasions</p> | <p>outline what we will offer and what we expect</p> <p>Continue to offer taster sessions so that participants can meet staff and ask questions before signing up – ensure all facilitators are aware of this option</p> <p>Continue to offer menu of stand-alone sessions to parents/carers of older children who don't want to do a full 8 week course</p> <p>Focus on quality of work delivered and experience of participants rather than numbers</p> |
| <p>Lower number of male than female participants</p> | <p>Dads/male carers may still feel less comfortable or confident discussing these issues with their children</p> | <p>Although still relatively low there has been an increase in male participants this year</p> <p>As well as building on the relationship with Perth prison there will be a focus in 2020 on how we engage with men and young men. This may involve identifying relevant partner agencies and adapting the course or sessions to meet established need</p> <p>It must also be recognised that the number of male and female children looked after by participants are equal in number – suggesting that parents and carers will have increased confidence and knowledge in engaging young males in supportive conversations. This in turn may influence a cultural change around males accessing services and support.</p> |

5. Future Plans

The proposed Speakeasy courses for 2020 at the present time are as follows:

| Group | Location | Dates | Facilitators |
|---------------------|----------|--------------------|--|
| SWIIS Foster Carers | Dundee | Jan 2020 | SWIIS and EYYPH Team |
| Mellow Ready | Dundee | Jan 2020 | Speakeasy co-ordinator and Hillcrest Futures |
| Homestart | Dundee | April to June 2020 | Hillcrest Futures |

| | | | |
|--|-----------------|--------------------|-------------------------------------|
| Foster Carers (additional sessions) | Dundee | April to June 2020 | LAAC Nurses |
| Invergowrie Primary School | Perth & Kinross | Jan to March 2020 | EYYPH Team & Speakeasy Co-ordinator |
| Foster Carers | Perth & Kinross | March 2020 | RASAC and Health Promotion |
| Foster Carers | Angus | Jan to March 2020 | Brambles Staff and CLD |
| Monikie Primary | Angus | Jan to March 2020 | Parental Engagement Officer and CLD |
| Arbroath Cluster (additional sessions) | Angus | April to June 2020 | EYYPH Team and CLD |

These courses may be subject to change.

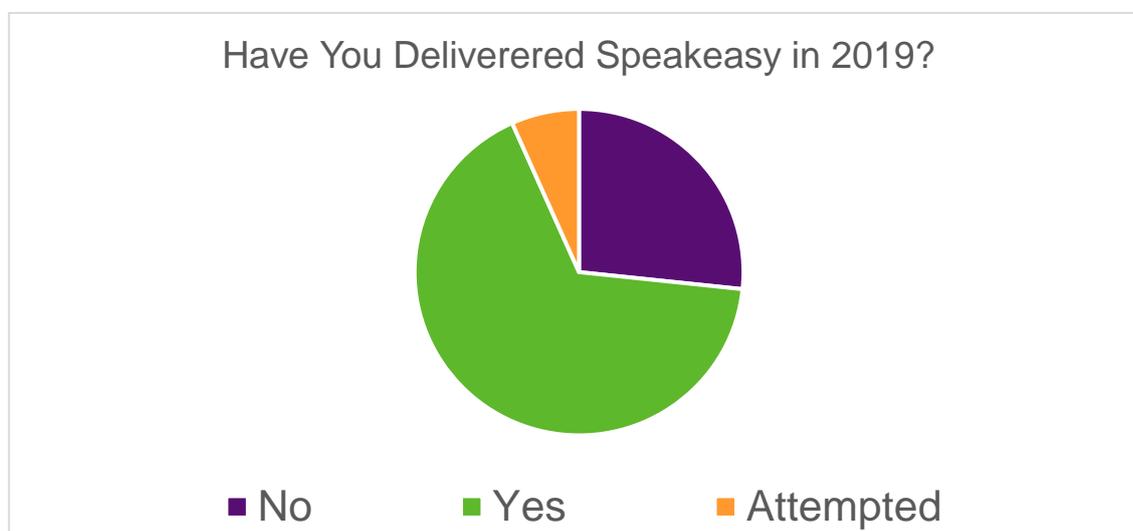
Further to the above courses additional plans for 2020 include:

- Production of 2019 newsletter
- Distribution of 2019 report
- Completion and promotion of E-Learning module
- Delivery of one full training day for parents and carers of children with ASN in partnership with Making Choices Keeping Safe programme
- Delivery of one ACES Recovery Toolkit programme
- Delivery of one Mellow Ready programme in partnership with Hillcrest Futures
- Delivery of one x 2 day Speakeasy Facilitator training course
- Review of evaluation techniques for the programme

6. Facilitator Evaluation

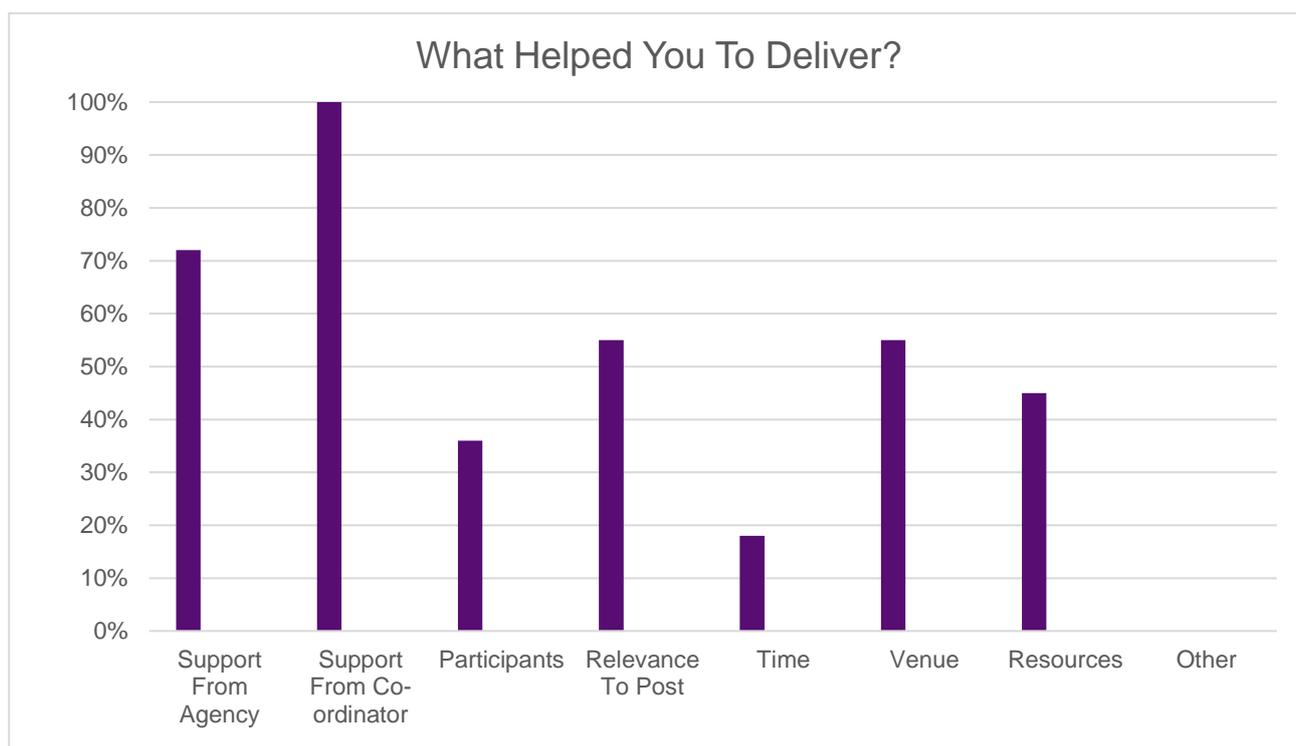
Experiences Of Speakeasy Facilitators

As before evaluations have been used to record the experiences and opinions of Speakeasy Facilitators over 2019. Evaluations have continued with the same format as last year and 15 were completed.

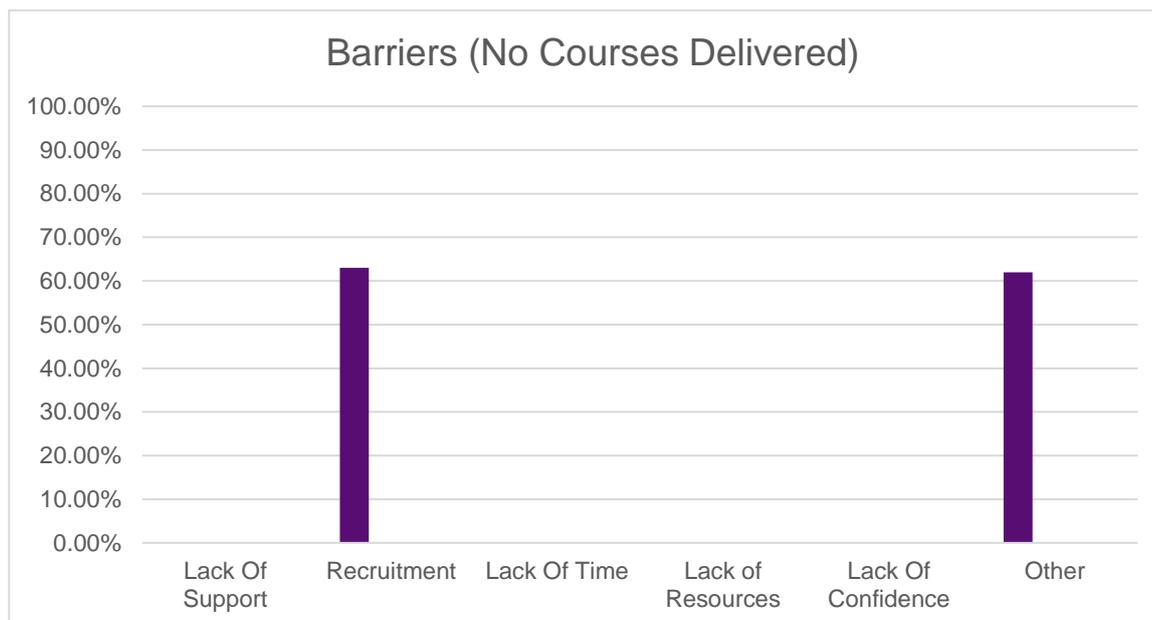


11 facilitators delivered or set up a course in 2019.

Support, relevance to post and access to venues were given as the main reasons for successful delivery. Other comments highlighted a high level of support from the coordinator, supportive staff within host agencies and the fact that Speakeasy is a “pick up and go” course as all contributing to the effective running of sessions.

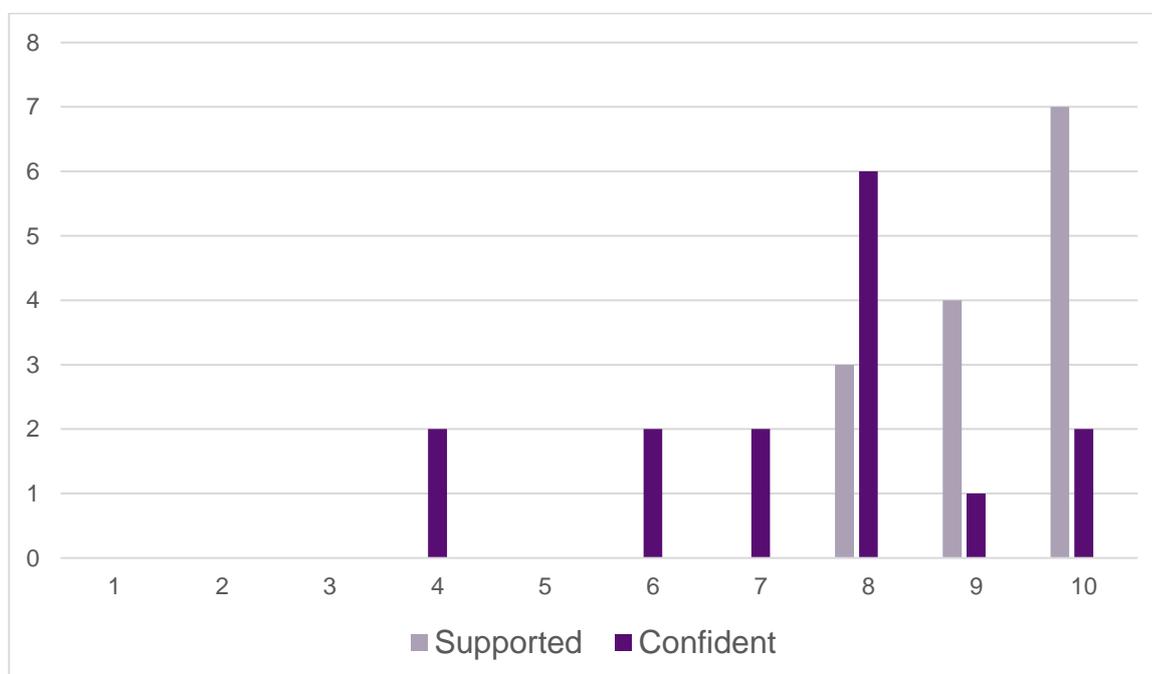


Most facilitators who had delivered in 2019 said they experienced no barriers at all to delivering a course. Those who did said that recruitment issues were a problem. Other comments here included that some groups had been difficult (this was in relation to sessions with professionals) and that adapted resources had to be used due to the learning needs of some participants. However this felt okay once they had familiarised themselves with the content.



For those who didn't deliver in 2019 recruitment was highlighted as one of the main barriers. Other points here included using next year as a chance to build on work already started in terms of relationship building and perhaps offering taster and information sessions to encourage participation.

Facilitators were asked to rate how supported they feel to deliver Speakeasy on a scale of 1 to 10, where 10 is extremely supported and 1 is not at all. They were also asked to rate their confidence around delivery using the same scale.



Those who felt least confident cited their lack of experience in delivering the course as a factor. However most felt fully supported.

Facilitators were asked how a Co-ordinator had enabled course delivery over the year. Feedback included:



Conclusion

In conclusion it can be suggested that the co-ordinator's post was essential in terms of supporting Speakeasy in 2019. The provision of resources and assistance with setting up courses, identifying venues and organising co-facilitation was seen as necessary for effective delivery. The system of offering pre and post-course meetings and checking in regularly was also appreciated by facilitators. Ideas for future support included reviewing resources (particularly those with stats) and providing taster sessions. These are actually offered but this point suggests a gap in facilitator knowledge which will be addressed.

Facilitator Training Evaluations

Evaluations were also completed by the 18 professionals who participated in the Speakeasy Facilitator course to assess how effective this was.

All participants said their expectations were met by the training. Aspects they found most useful included the group discussions, the activities, the different learning styles and the range of information. Most participants said there was nothing they found least useful. 3 people highlighted that they had already been trained in condom distribution so this exercise wasn't particularly helpful. 1 person didn't like the worksheets and another disliked the power points.

All participants thought that the training provided the right level of information needed to deliver Speakeasy and that it fully met all of its aims. 1 person was concerned about how the ages and stages of development game matched up to Curriculum For Excellence. All felt it included a high or "just right" level of information. 16 thought that that the pace of the

training was “just right” while 2 felt it was fast. All participants said they would recommend the course to other people.

The handouts, training room and refreshments all scored highly but in three cases the pre-course information received scored a 3 out of 5. As all participants were sent out an overview of the training it's unclear what else could be provided to ensure people are better informed. Some people were sent along in place of colleagues so there may have been a gap in communication here. Most people thought there was nothing missing from the sessions but one person would have liked more input around LGBT issues. This was actually covered in a further session covering the additional menu.

Final comments included

"Really enjoyed."

"Eye opening"

"Great/knowledgeable facilitators"

"Helped me to reflect on my own attitudes and approach in work and at home"

"Looking forward to delivery"

7. Parent/Carer Evaluations

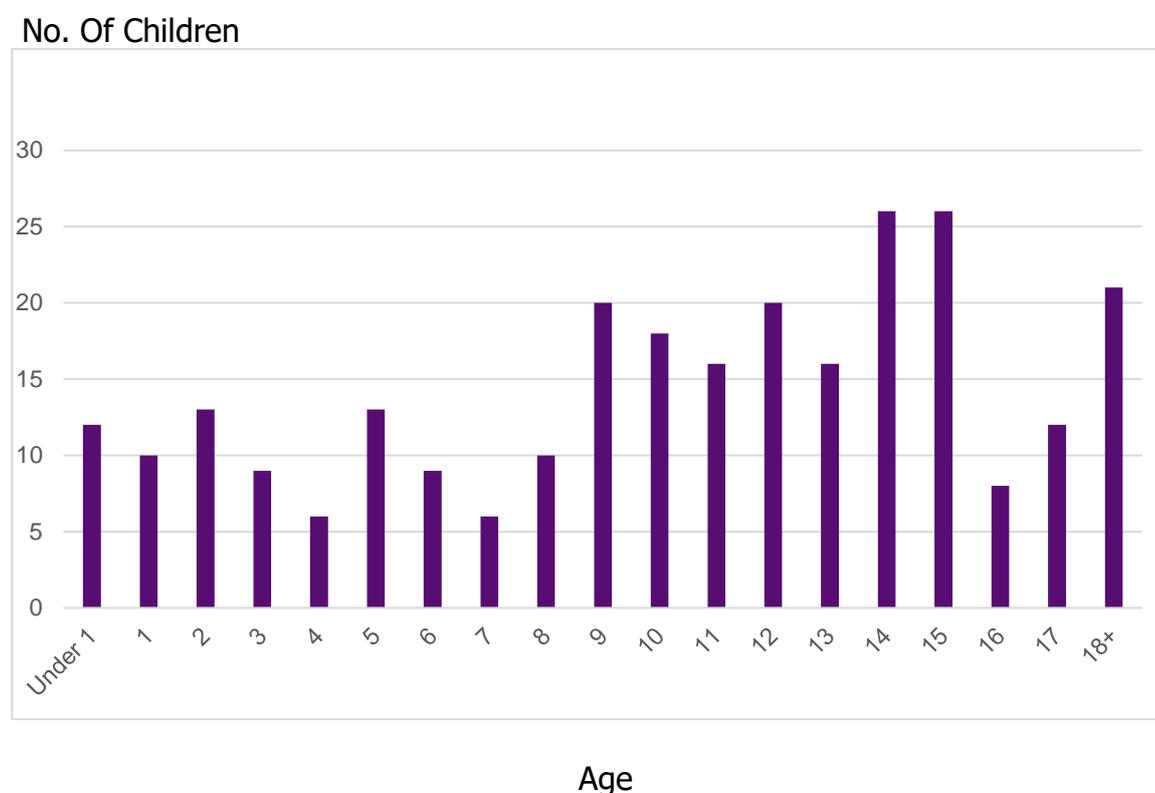
Pre and post course evaluations were used to monitor changes in knowledge, confidence and attitudes held by the parents and carers who attended the full 8 session Speakeasy courses in 2019. Data was also collected around the number and ages of the children each participant had. Conversation logs were used to ascertain how many conversations each person was having about the Speakeasy course, who with and the content of these. This provides a picture of how the information learnt on the course is being used in everyday life.

Different evaluation forms were used for the menu of additional sessions and for the ACES Recovery Toolkit to accommodate how these sessions run.

Overview Of Participants

| | |
|---|---------------------------|
| Total Number Of Courses | 14 |
| Total Number Of Participants | 155 |
| Female Participants | 118 |
| Male Participants | 37 |
| Number Attending Full Courses | 26 |
| Number Attending Additional Sessions | 108 |
| Number Attending Bespoke Programmes | 17 |
| Number Attending ACES Toolkit | 4 |
| Total Number Of Children Cared For | 271 (134 F/ 137 M) |

The table below outlines a breakdown of the age of the children cared for by participants on the Speakeasy course

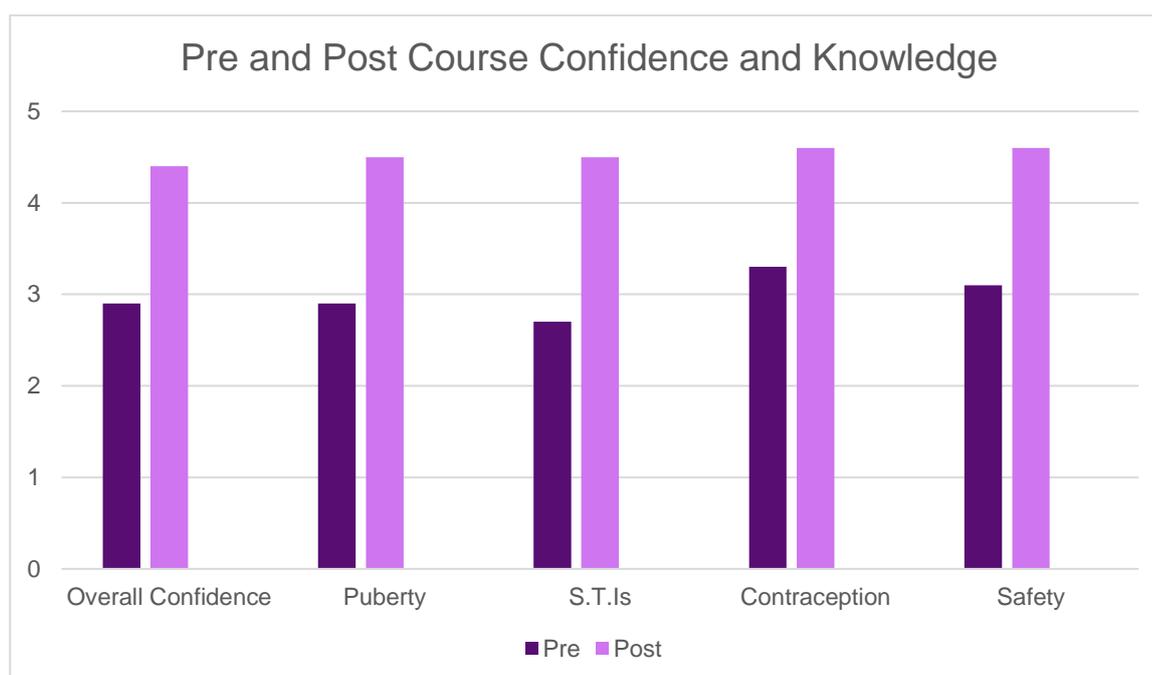


There was an increase this year in the pre-teen to teen age group which may be explained by the increase in people attending the stand alone sessions aimed at parents of adolescents. As before there were foster carers who had adult or older children of their own as well as children they looked after. However some carers also still had responsibility for young people 18 plus as foster children.

Parent/Carer Evaluation Feedback – Full Courses

In total 24 evaluations were fully completed for the full courses. The following is an overview of the pre and post course results.

Participants were asked to rate their overall confidence when discussing sex and relationships with their children on a scale of 1 to 5, where 1 meant not confident at all and 5 meant very confident. The average pre-course score was 2.9. This rose to 4.4 at the end of the course. There was a 51% increase in the overall confidence of the parents and carers who completed Speakeasy in terms of communicating with their children about the subject. Participants were also asked to use the same scale to rate their knowledge around specific topics in advance of Speakeasy starting. There was a marked increase in knowledge around each of the topics as outlined below. The biggest increases were seen in relation to puberty and sexually transmitted infections.



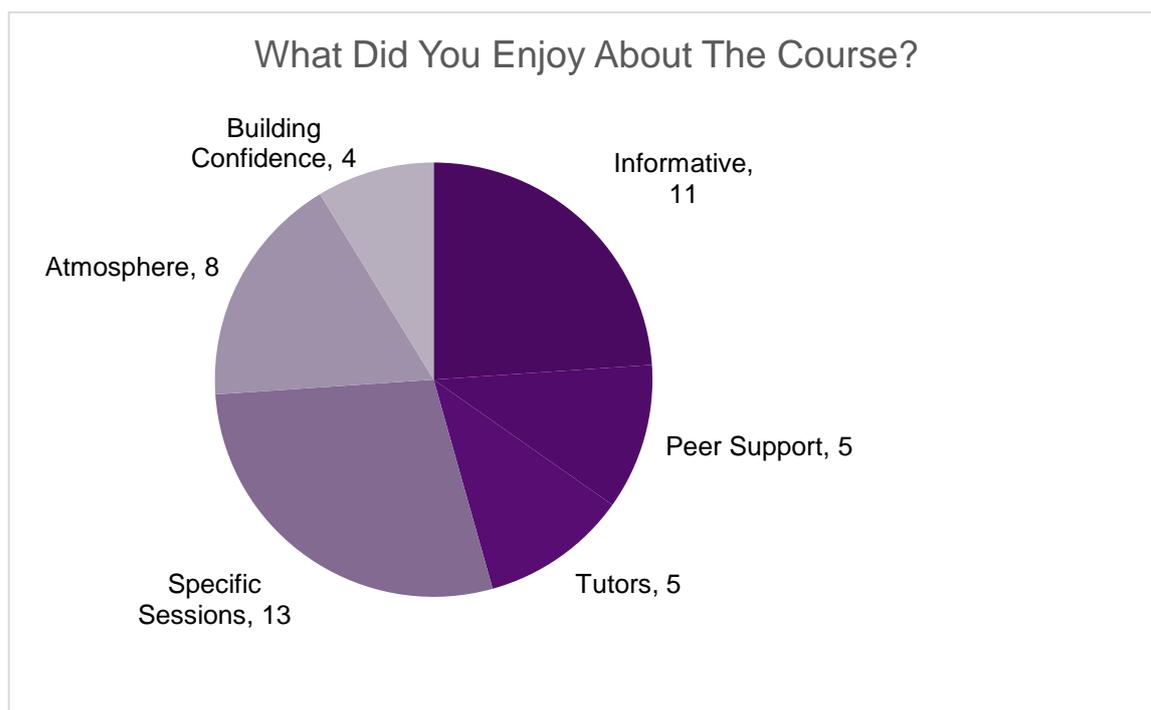
Participants were also asked to rate differences in their motivation and ability to talk to their children about sex and relationships as well as their skills in identifying learning opportunities.

| | Pre-Course (no.) | Post-Course (no.) |
|---|------------------|-------------------|
| I agree/strongly agree that I want to talk to my child about sex and relationships | 20 | 23 |
| I agree/strongly agree that I am able to talk to my child about sex and relationships | 10 | 22 |
| I agree/strongly agree that I can identify learning opportunities with my child | 6 | 22 |

Confidence as a learner also increased and all participants either “strongly agreed” or “agreed” that they felt confident learning on the Speakeasy course once they had completed.

Most people recognised, both pre and post course, that a variety of people are involved in educating young people about sex and relationships. By the end of the course all participants saw the role of parents and carers as educators. However there was also an increase in the number who recognised that others such as teachers, youth work staff and health professionals can support this learning.

It seemed easy for people to identify what aspects of the course they enjoyed the most, as highlighted below.



Participants mentioned particular sessions including safety, the law, online safety and contraception. As always it was clear that a safe and relaxed space had been created where participants felt supported to have open discussions. Peer support was also seen as a positive aspect of the courses.

Aspects that were not enjoyed included some of the language being too difficult to understand and looking at the pictures of sexually transmitted infections. However 21 participants out of 24 said there was nothing that they didn't enjoy.

Participants were asked how they will go on to use the information they have learnt. Most people said they would use their knowledge to communicate more openly with young people about sex and relationships either at home, within the wider family context or in their workplace. There appeared to be an increased confidence around recognising ages and stages of development and responding appropriately. Other comments here included talking to partners, passing information on to friends and colleagues and making use of the resources

Conversation Logs

Unfortunately there were only 4 conversation logs submitted this year. This was predominantly due to reduced numbers of 8 week courses. These logs are not suitable for use with the additional sessions as they rely on repeat attendance. However the 4 participants who completed these had 30 conversations over the course, an average of just over 7 each. This evidences their desire to put their learning into practise.

Like last year, the majority of conversations took place with children. This suggests that the Speakeasy course met the aim of facilitating communication between parents/carers and

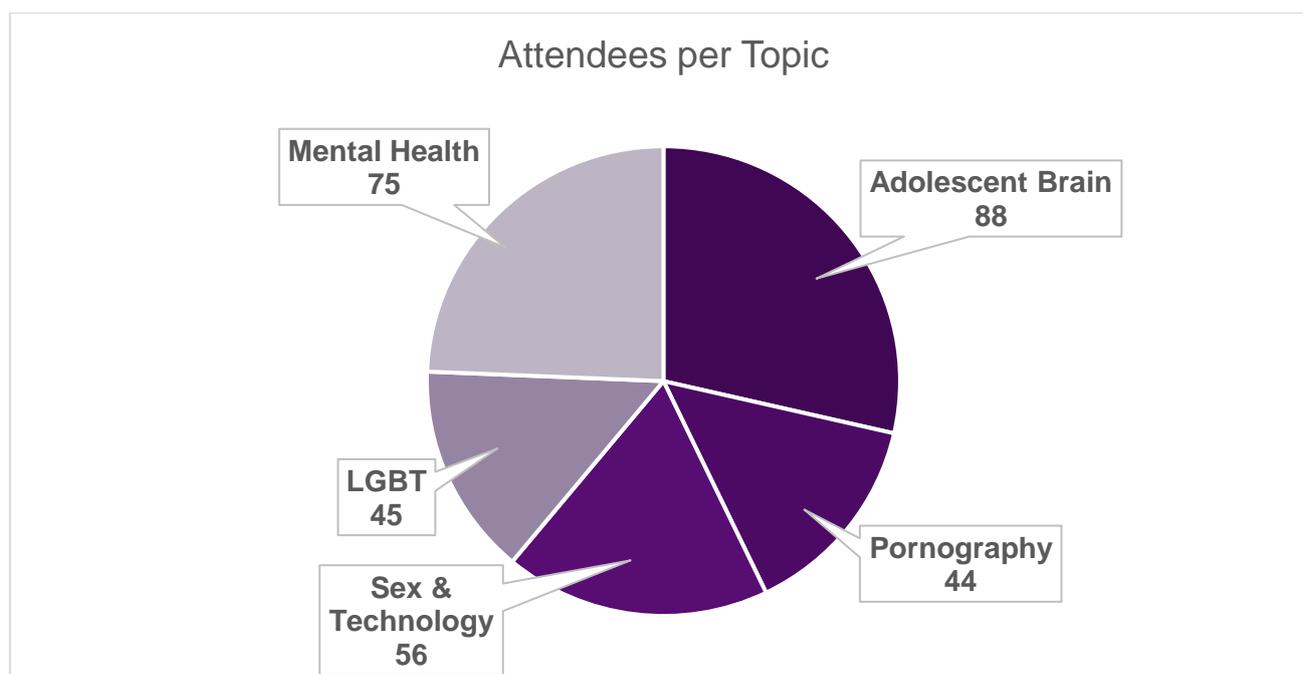
their children. There were also conversations with partners, friends, other family members, workers and other parents.

The conversations focused on the course content, bodies and puberty (including correct terminology for body parts), safety and letting other adults know about the importance of having age appropriate conversations with their children about growing up, sex and relationships.

Evaluations – Additional Sessions

As participants can choose to bid in or out of the new menu of sessions evaluations were carried out differently. It was necessary to consider pre and post-session knowledge and confidence at the delivery of each topic as some people would not come back to future sessions.

This year saw a huge increase in the amount of people choosing the additional sessions. Some of these had previously completed full courses. For other this was a targeted approach, such as foster carers with a responsibility for upper primary children and older.



The most popular sessions were Adolescent Brain and Risk and the new session around Mental Health and Resilience.

Participants were asked whether the sessions had met their expectations. Almost 100% of those who took part said that every session met expectations. Some people said they were unsure what to expect but that the experience had been valuable. There were some issues with one of the sessions that took place with care staff in a residential school. 4 participants felt that the session didn't meet expectations, highlighting that they felt facilitators were not fully informed. This was addressed with all parties involved at the time and a suitable conclusion reached.

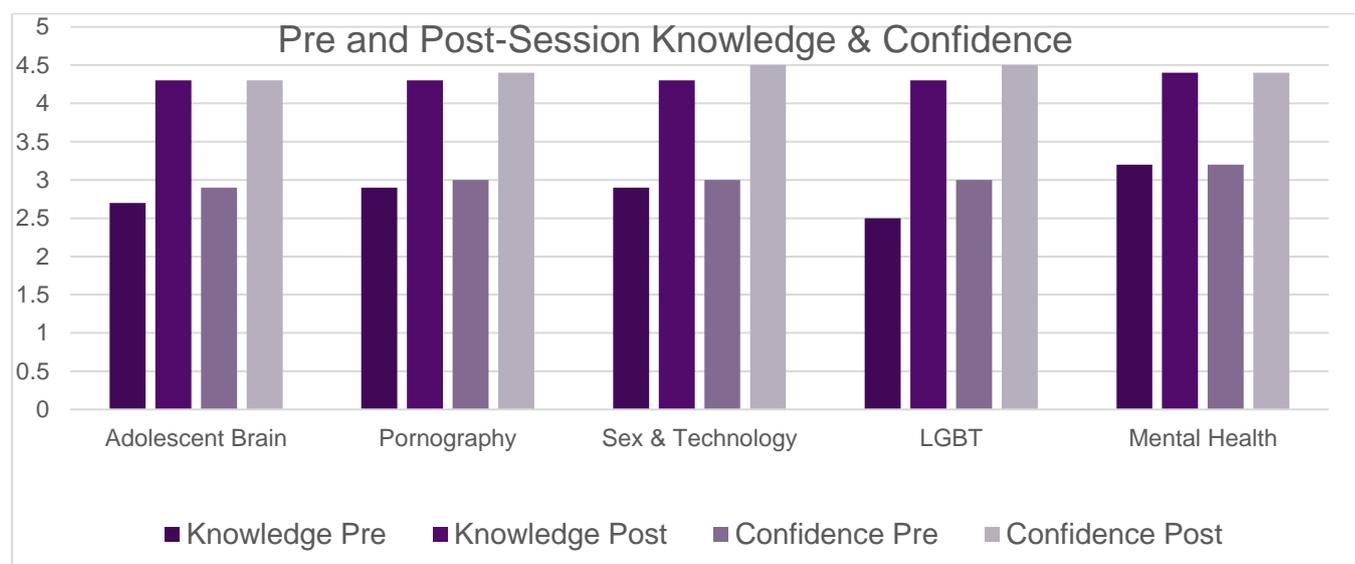
Groups were also asked to highlight most and least useful sections of the training, what else could be included and any additional comments. Many participants said that nothing had been least useful about the sessions. Some points to take forward in this area include gauging previous knowledge before sessions (in partnership with the hosting agency) and considering the time as some people felt sessions were too short or rushed. Extending the length of these sessions has already been actioned in some areas. Some excellent suggestions were also made around what we could include in the future.

Below is a snapshot of some of the feedback:

| Session | Most Useful | Least Useful | What Else Could We Include? |
|---|--|---|--|
| The Adolescent Brain & Risk | <ul style="list-style-type: none"> • Brain development information • Discussions • Group work and activities • Relaxed atmosphere • Peer learning | <ul style="list-style-type: none"> • Too fast • Felt disorganised • Not much to improve my practise • Lack of power point • True and False exercise • Not long enough | <ul style="list-style-type: none"> • More time • Session about younger children • How certain situations affect the brain • Sessions for our teenagers |
| Young People & Pornography | <ul style="list-style-type: none"> • Open discussions • Delivery • Information • Activities • Hearing young people's views | <ul style="list-style-type: none"> • Not long enough | <ul style="list-style-type: none"> • More time • More about how to talk to young people • Opportunities for questions |
| Young People, Sex & Technology | <ul style="list-style-type: none"> • Discussions • Information • Challenging pre-conceived ideas • Hearing young people's views • Relaxed and interactive | <ul style="list-style-type: none"> • Not long enough • Apps exercise | <ul style="list-style-type: none"> • More time • Simplify words • Film footage |
| LGBT | <ul style="list-style-type: none"> • Terminology • Open discussions | <ul style="list-style-type: none"> • Not long enough • Quiz was a bit wordy | <ul style="list-style-type: none"> • More time • Stats around mental health and non LGBT |

| | | | |
|---------------------------------------|--|---|--|
| | <ul style="list-style-type: none"> • Asking questions • Information • Activities | | <p>young people to compare</p> <ul style="list-style-type: none"> • More information on coming out |
| Mental Health & Resilience | <ul style="list-style-type: none"> • Video • Hearing young people's views • Discussions • Activities • Information • Resilience techniques | <ul style="list-style-type: none"> • Not long enough • Sound on video was poor • Cold room • Jenga • Resilience wall | <ul style="list-style-type: none"> • More time • Conversation starters • Have young people as part of session • Scenarios • More ways to encourage resilience |

As highlighted above participants were asked to rate their pre and post-session knowledge about the topic and their pre and post-confidence in discussing this topic with young people. The scale used was the same as in the full sessions, with 1 meaning not very knowledgeable or confident and 5 meaning very. Average results were as follows:

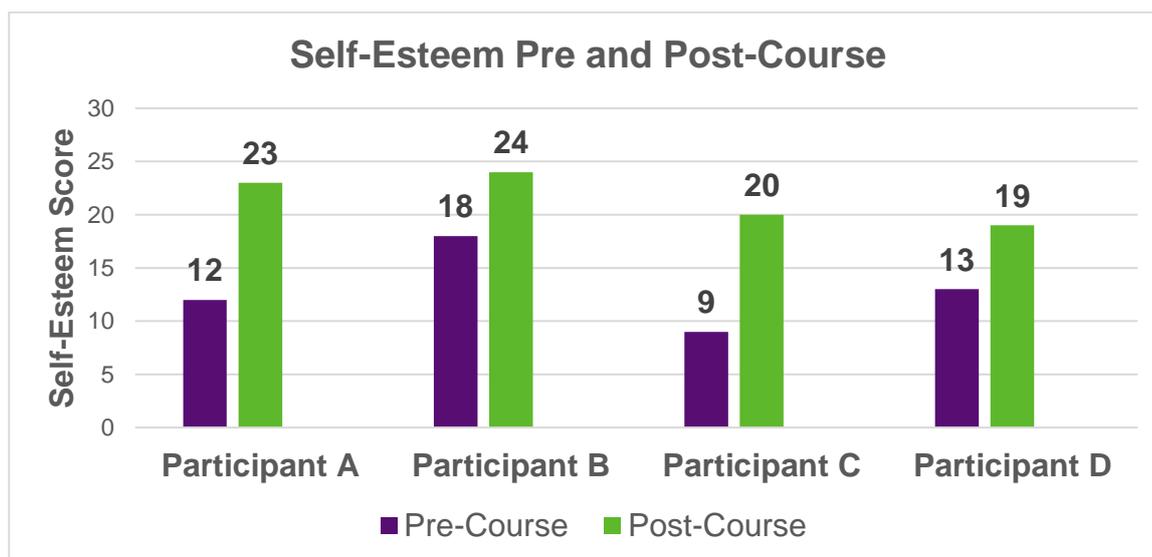


There were marked increases in all topics with obvious learning taking place. Learners appeared to be most confident and informed after the sex and technology and LGBT sessions. Similar to last year the LGBT session saw the biggest pre and post-session increases highlighting a clear need for information in this area. Participants in the mental health session rated their pre-course knowledge and confidence as higher than in any other area. This may be due to the higher ratio of foster carers in these sessions who were already well informed about mental health and resilience. Reassuringly there were still increases in both areas after the session.

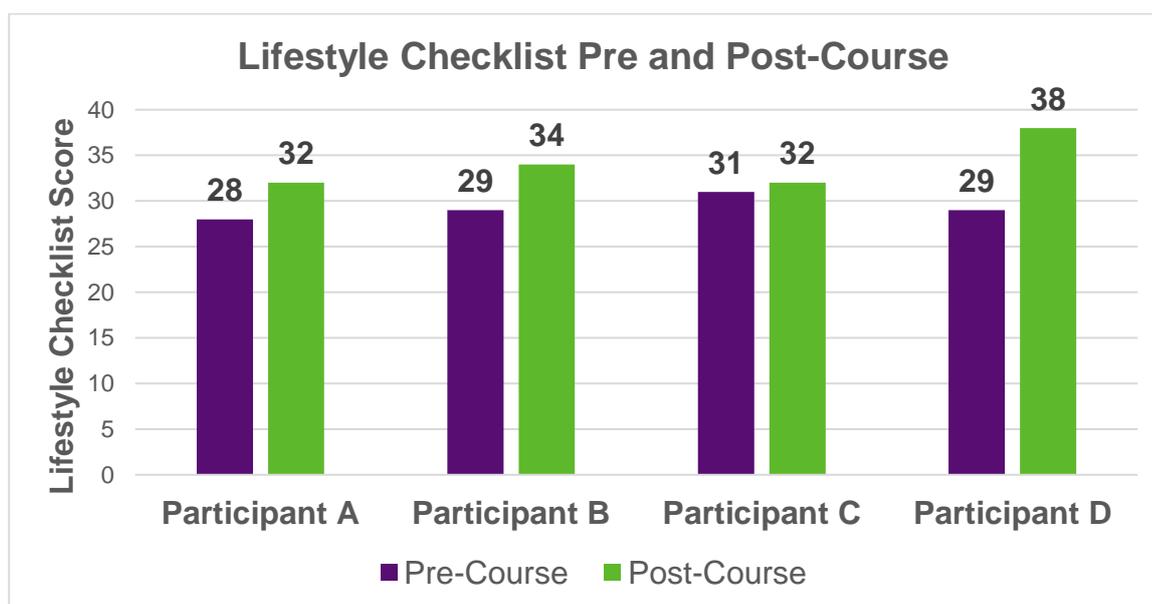
ACES Recovery Toolkit Evaluations

Tools used to evaluate this course included Rosenberg’s Self-Esteem Scale and Rock Pool’s Lifestyle Checklist ©. These were completed pre and post-course.

Rosenberg’s Self-Esteem Questionnaire is a self-report assessment used to evaluate individual self-esteem.. A score of 15 or less indicates low self-esteem, a score of between 15-25 is considered “within normal range”.



The Rock Pool Lifestyle Checklist © aims to identify factors that could support participants and their children to become more resilient. Consisting of 22 statements parents have to self-report how often they engage in particular activities that would affect their resilience. These included exercise, self-care, safety, positive thinking, sleep, nutrition and diet, alcohol and substance use, and relationships with family and friends. This could be seen as a parents “resilience” score. Maximum score is 44.



Ongoing evaluation was carried out weekly using a simple traffic light rating system around how useful each session had been. In this instance green meant the session had been useful, amber that it had been useful but more information was required and red that it hadn't been useful at all. Each participant rated every session they attended as a green. One participant commented that week 2 had been useful but difficult.

On completion of the programme participants were also asked to say what they had found to be most and least useful about the course and what they would tell other people about it. This was done informally using a speaking wall and post-its.

| Most Useful | Least Useful |
|--|--|
| <ul style="list-style-type: none"> • The times were good • Knowing you're not alone • Meeting other people • Building support networks • Not feeling judged • Protecting kids • Healthy relationships • Understanding toxic stress • Self-regulation and being able to share with children • Good venue • Mindfulness | <ul style="list-style-type: none"> • The video in week 2 was too much too soon – it should be included but later or with more warning • A follow up would help |

In general the sessions were well received with participants finding it easier to state what they found useful than not. Lots of discussion took place about the video in week two. This focused on Adverse Childhood Experiences and their potential impacts into adulthood. The group were worried about the content and most discussed it with their key worker at Women's Aid. This has been a learning experience for the facilitators and caution will be taken at any future courses around how this is presented.

8. Partner Agency Evaluations

This year a survey was sent to the agencies who had hosted the Speakeasy sessions with 5 returns. They reflected a variety of experiences with feedback from 3 full courses, one set of additional sessions and one bespoke course.

Expectations were met or exceeded in all cases and the quality of the work delivered was rated as high or very high. 3 agencies thought it had been easy or very easy to set the courses up while 2 felt it had been neither easy or difficult. Comments highlighted the flexible and approachable attitude of the co-ordinator and the excellent facilitators as contributing to this.

They had heard about the programme from a range of sources including meeting with the co-ordinator, email promotion and from other professionals and participants. It was offered as a response to parental need or as a CPD opportunity for staff.

Agencies were asked to comment on any changes they may have noticed in participants in the following areas after course completion:

| Values & Attitude | Knowledge | Confidence |
|---|---|--|
| Not yet More awareness of mental health issues with teens Huge difference in confidence | Women more open to talking about "taboo" subjects Group discussed and increase in knowledge Witnessed support being given to younger siblings in a blended family | Confidence levels have risen to a high level Mum's have said they feel more comfortable |

In addition to this agencies were asked about any conversations they'd had with participants. They said the following:

"Parents were very positive about the sessions"

"Parents positive about the group"

"We've seen an increase in the conversations with our young people"

"Mums have recommended this to other mums"

4 agencies would run sessions again and 1 probably would if they could encourage more people to attend.

Appendix i: Speakeasy Wellbeing Wheel



