

## GUIDEBOOK

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# Empowering Parents, Empowering Communities

Review: [Foundations for Life](#), July 2016

**Empowering Parents, Empowering Communities (EPEC) is for disadvantaged families experiencing behavioural difficulties with a child between the ages of two and 11.**

Parents attend eight weekly two-hour sessions facilitated by pairs of trained and supervised peer facilitators. During these sessions, parents learn strategies for improving the quality of their interactions with their child, reducing negative child behaviour and increasing their efficacy and confidence in parenting. The sessions involve group discussions, demonstrations, role play and homework assignments.

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Evidence  
rating: **3**

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Cost rating: **1**

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## EIF Programme Assessment

Empowering Parents, Empowering Communities has evidence of a **short-term positive impact** on child outcomes from at least one rigorous evaluation.

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Evidence  
rating: **3**

### What does the evidence rating mean?

**Level 3** indicates **evidence of efficacy**. This means the programme can be described as evidence-based: it has evidence from at least one rigorously conducted RCT or QED demonstrating a statistically significant positive impact on at least one child outcome.

This programme does not receive a rating of 4 as it has not yet replicated its results in another rigorously conducted study, where at least one study indicates long-term impacts, and at least one uses measures independent of study participants.

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## Cost rating

A rating of 1 indicates that a programme has a low cost to set up and deliver, compared with other interventions reviewed by EIF. This is equivalent to an estimated unit cost of less than £100.

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Cost rating: **1**

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## Child outcomes

According to the best available evidence for this programme's impact, it can achieve the following positive outcomes for children:

**Preventing crime, violence and antisocial behaviour**

Improved child behaviour (parent-report) - based on **study 1**

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*This programme also has evidence of supporting positive outcomes for couples, parents or families that may be relevant to a commissioning decision. Please see the 'About the evidence' section for more detail.*

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## Key programme characteristics

### Who is it for?

The best available evidence for this programme relates to the following age-groups:

- Toddlers
- Preschool

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### How is it delivered?

The best available evidence for this programme relates to implementation through these delivery models:

- Group

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### Where is it delivered?

The best available evidence for this programme relates to its implementation in these settings:

- Children's centre or early-years setting
- Primary school
- Secondary school
- Community centre
- Out-patient health setting

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### How is it targeted?

The best available evidence for this programme relates to its implementation as:

- Targeted indicated
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### Where has it been implemented?

Australia, England

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### UK provision

This programme has been implemented in the UK.

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### UK evaluation

This programme's best evidence includes evaluation conducted in the UK.

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## About the programme

### What happens during delivery?

#### How is it delivered?

- EPEC is delivered by two EPEC parent facilitators (QCF-3) to groups of 12 families.
- EPEC is delivered over eight sessions of two hours' duration each.

### What happens during the intervention?

- Parents learn strategies for improving the quality of their interactions with their child, reducing negative child behaviour and increasing their efficacy and confidence in parenting.
- Sessions involve group discussions, demonstrations, role play and homework assignments.

### What are the implementation requirements?

#### Who can deliver it?

- Both practitioners who deliver this programme are EPEC parent facilitators with QCF-3 level qualifications.

#### What are the training requirements?

- The practitioners have 60 hours of programme training. Booster training of practitioners is recommended.

#### How are the practitioners supervised?

- It is recommended that practitioners are supervised by one host agency supervisor (qualified to QCF-7/8) with 30 hours of programme training.

## What are the systems for maintaining fidelity?

- Training manual
- Other online material
- Video or DVD training
- Face-to-face training
- Accreditation or certification process
- Supervision
- Booster training
- Fidelity monitoring
- Supervisor observation of programme delivery

## Is there a licensing requirement?

There is no licence required to run this programme.

## How does it work? (Theory of Change)

### How does it work?

- EPEC is based on social learning principles that assume that some parenting behaviours inadvertently encourage unwanted child behaviours. Parents therefore learn strategies for discouraging unwanted behaviours and improving positive family interactions.
- In the short term, EPEC aims to provide parents with skills for improving children's behaviour and increasing their confidence in their parenting abilities.
- In the long term, children will be better able to manage their feelings and behaviour.

## Contact details

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The Centre for Parent and Child Support

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## About the evidence

EPEC's most rigorous evidence comes from a single RCT which was conducted in the UK.

### Study 1

**Citation:** Day et al (2012) | **Design:** RCT

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**Country:** United Kingdom

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**Sample:** 116 families living in Southwark

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**Child outcomes:**

Improved child behaviour (parent-report)

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**Other outcomes:**

Improved parenting

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Day, C., Michelson, D., Thomson, S., Penny, C., & Draper, L. (2012). Evaluation of a peer led parenting intervention for disruptive behaviour problems in children: community based randomised controlled trial. *BMJ* 2012; 344:e1107 doi: 10.1136/bmj.e1107.

**Available at** <http://www.bmj.com/content/344/bmj.e1107.full>



## Other studies

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

Charalambides, M. (2013). An evaluation of peer-led parenting groups in routine practice. Service evaluation project submitted in partial fulfilment for the D.Clin.Psy. degree. King's College London.  
[https://kclpure.kcl.ac.uk/portal/files/12505216/Studentthesis-Monica\\_Charalambides\\_2013.pdf](https://kclpure.kcl.ac.uk/portal/files/12505216/Studentthesis-Monica_Charalambides_2013.pdf)).

Day, C., Michelson, D., Thomson, S., Penny, C., & Draper, L. (2012). Evaluation of a peer led parenting intervention for disruptive behaviour problems in children: community based randomised controlled trial. *BMJ* 2012;344:e1107  
doi: 10.1136/bmj.e1107.

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

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## Guidebook

The EIF Guidebook provides information about early intervention programmes that have at least preliminary evidence of achieving positive outcomes for children. It provides information based on EIF's assessment of the strength of evidence for a programme's effectiveness, and on detail about programmes shared with us by those who design, run and deliver them.

The Guidebook serves an important starting point for commissioners to find out more about effective early interventions, and for programme providers to find out more about what good evidence of impact looks like and how it can be captured. As just one of our key resources for commissioners and practitioners, the Guidebook is an essential part of EIF's work to support the development of and investment in effective early intervention programmes.

Our assessment of the evidence for a programme's effectiveness can inform and support certain parts of a commissioning decision, but it is not a substitute for professional judgment. Evidence about what has worked in the past offers no guarantee that an approach will work in all circumstances. Crucially, the Guidebook is not a market comparison website: ratings and other information should not be interpreted as a specific recommendation, kite mark or endorsement for any programme.

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[How to read the Guidebook](#)

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[EIF evidence standards](#)

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[About the EIF Guidebook](#)

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## EIF

The Early Intervention Foundation (EIF) is an independent charity and a member of the What Works network. We support the use of effective early intervention for children, young people and their families: identifying signals of risk, and responding with effective interventions to improve outcomes, reduce hardship and save the public money in the long term.

We work by generating evidence and knowledge of what works in our field, putting this information in the hands of commissioners, practitioners and policymakers, and supporting the adoption of the evidence in local areas and relevant sectors.

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[www.EIF.org.uk](http://www.EIF.org.uk) | [@TheEIFoundation](https://twitter.com/TheEIFoundation)

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## Disclaimer

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