The New Forest Parenting Programme


The New Forest Parenting Programme (NFPP) is for parents with a child between the ages of three and 11 with moderate to severe symptoms of ADHD.

NFPP takes place in the family’s home through eight weekly visits. During these visits, parents are made aware of symptoms and signs of ADHD and the ways in which they may affect their child’s behaviour and their relationship with their child. Parents also learn strategies for managing their child’s behaviour and attention difficulties.

Evidence rating: 3+

Cost rating: 3
**EIF Programme Assessment**

The New Forest Parenting Programme has evidence of a **short-term positive impact** on child outcomes from at least one rigorous evaluation.

**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.

**What does the plus mean?**

The plus rating indicates that this programme has evidence from at least one level 3 study, along with evidence from other studies rated 2 or better.

**Cost rating**

A rating of **3** indicates that a programme has a **medium cost** to set up and deliver, compared with other interventions reviewed by EIF. This is equivalent to an estimated unit cost of **£500–£999**.
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 behaviour - based on study 1, study 2
- Reduced hyperactivity - based on study 1, study 2

*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.*
Key programme characteristics

Who is it for?
The best available evidence for this programme relates to the following age-groups:

- Preschool

How is it delivered?
The best available evidence for this programme relates to implementation through these delivery models:

- Individual

Where is it delivered?
The best available evidence for this programme relates to its implementation in these settings:

- Home

How is it targeted?
The best available evidence for this programme relates to its implementation as:

- Targeted indicated

Where has it been implemented?
United Kingdom, United States
UK provision

This programme has been implemented in the UK.

UK evaluation

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

What happens during delivery?

How is it delivered?

- The NFPP is delivered in eight sessions of between 1 and 1.5 hours duration each, by one senior family-support worker, psychologist, health visitor or nursery nurse to individual families.

What happens during the intervention?

- During the weekly visits, parents are made aware of symptoms and signs of ADHD and the ways in which they may affect their child’s behaviour and their relationship with their child.
- Parents also learn strategies for managing their child’s behaviour and attention difficulties. Some of these strategies are taught through games that engage children’s attention, encourage their patience and increase their concentration.
- The practitioner observes the parent and child playing the game together and provides feedback on the quality of their interaction.

What are the implementation requirements?

Who can deliver it?

- The practitioner who delivers this programme is a senior family-support worker, psychologist, health visitor or nursery nurse with QCF-4/5 level qualifications.

What are the training requirements?

- The practitioner has 24 hours of programme training. Booster training of practitioners is recommended.
How are the practitioners supervised?

- It is recommended that practitioners supervised by one programme developer supervisor (qualified to QCF-7/8 level), and one host-agency supervisor (qualified to QCF-7/8 level).

What are the systems for maintaining fidelity?

- Training manual
- Other printed material
- Face-to-face training
- Supervision
- Accreditation or certification process
- Booster training
- Fidelity monitoring

Is there a licensing requirement?

Yes, there is a licence required to run this programme.

How does it work? (Theory of Change)

How does it work?

- NFPP assumes that effective parenting skills help children with ADHD manage their behaviour and attention difficulties.
- NFPP provides parents with strategies to help their children manage their attention, behaviours and impulses.
- In the short term, the parent/child relationship improves. Children are better able to regulate their own behaviour and parents experience less stress.
- In the longer term, children can concentrate for longer periods and their behaviour improves. Ultimately, children are expected to do better in school.

Intended outcomes

Supporting children’s mental health and wellbeing
Contact details

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About the evidence

NFPP’s most robust evidence comes from two RCTs. One was conducted in the UK and one was conducted in the USA.

**Study 1**

**Citation:** Sonuga-Burke et al (2001) | **Design:** RCT

**Country:** United Kingdom

**Sample:** 58 families with a child screened for symptoms of ADHD.

**Child outcomes:**
- Improved behaviour
- Reduced hyperactivity

**Other outcomes:**
- Increased parenting satisfaction
- Increased sense of well-being
- Increased parenting efficacy


**Available at**

**Study 2**

**Citation:** Abikoff et al (2015) | **Design:** RCT

**Country:** United States
Sample: 164 families with a preschool child with symptoms of ADHD living in New York.

Child outcomes:

Improved behaviour
Reduced hyperactivity

Other outcomes:

Increased parenting satisfaction
Improved parenting


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.


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.

**How to read the Guidebook**

**EIF evidence standards**

**About the EIF Guidebook**
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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