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evaluation of a targeted parenting programme

HEATHER GIFFORD AND GILL PIRIKAHU

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EXECUTIVE SUMMARY

This report describes the development, implementation and evaluation of a parenting programme that was developed as part of a wider tobacco reduction intervention, He Arorangi Whakamua.

In 2006 Whakauae Research Services (the research arm of Ngāti Hauiti) was successful in obtaining funding from the Families Commission to run and evaluate a parenting programme with He Arorangi Whakamua participants.

An internet search and interviews with local parenting providers – both Māori and non-Māori – and Ngāti Hauiti whānau was carried out to determine the most appropriate parenting programme for our identified families. The Tips and Ideas on Parenting Skills (TIPS) Parenting Programme, developed by Far North REAP², was selected for the following reasons:

- the programme already had bicultural components which made it more relevant to Māori
- the programme could be adapted to include Hauititanga as an iwi-specific strategy thus strengthening connectedness
- facilitation training offered through Far North REAP enabled us to train our own whānau/family members
- data from an evaluation carried out in 2005 (Booth & Crisante, 2005) indicated an increase in parenting skills in participants.

There were a number of challenges for Whakauae Research Services in developing, implementing and evaluating the programme. Recruitment was a key issue, and barriers included timetabling of the programme, unavoidable delays in starting the programme, social and health issues that took precedence over parenting skills training, and some apprehension by Māori whānau about parenting programmes generally.

Retention of participants was generally very good. Of the nine whānau who started the programme, all but two completed it.

Facilitator feedback was extremely positive, citing the training and resources available as being important in delivery of the programme.

Overall evaluation of the programme showed that there were a number of successes:

- participants were able to identify and use strategies in dealing with challenging behaviour from their children
- participants saw the positive benefits of attending a parenting programme
- increased whanaungatanga within participants in the programme
- shared knowledge of parenting highs and lows
- greater understanding of how participants' own parenting experiences affected how they parented their children

This report makes a number of recommendations about strengthening Māori parenting programmes generally:

- Parenting programmes should be included in broader health and social service contracts to enable a holistic approach to strengthen whānau resiliency; this may counter some of the negative connotations associated with parenting programmes that are provided as stand-alone programmes.
- Access to parenting skills training and resources for providers of Whānau Ora services, need to be easily accessible.
- Better and more informed budgeting is required to determine the true costs of parenting programme development and implementation with high needs whānau.
- Adequate levels of funding are needed to successfully develop and implement parenting programmes.

¹ Far North REAP (Rural Education Activities Programme) is one of 13 spread throughout Aotearoa, New Zealand. Far North REAP is a local, community-based non-profit organisation, which provides flexible formal and non-formal learning opportunities in the Far North region of New Zealand.

- Priority should be given to strengthening engagement of Māori whānau in parenting programmes.
- People who have rapport/whanaungatanga with the whānau may be the most appropriate first point of contact for recruitment of Māori whānau for parenting programmes.
- Potential and existing providers need to allow sufficient time and resources for recruitment and retention of whānau into programmes.
- Effective recruitment and retention strategies should be put in place in the planning phases of programme development, including building on collaborative partnerships.
- Programmes such as TIPS, that are adaptable to meet the needs of local communities, have previous evaluation data and offer training, can be utilised by Māori communities to strengthen whānau-parenting responses.
- Programme development requires time and funding to allow successful adaptation of material.

A glossary of Māori terms is provided as Appendix One to assist with the interpretation of Māori words used in this report.

1 BACKGROUND

1.1 Ngāti Hauiti

The undisturbed and uninterrupted occupation of the central Rangitikei by Hauiti and his descendants provides Ngāti Hauiti with the foundation for its claim of Ahi Kaa to a large portion of the district. This land in the central Rangitikei is now the turangawaewae for Ngāti Hauiti. Ngāti Hauiti forms part of the confederated hapū that emanated from Mōkai Patea and includes Ngāti Whitikaupeka, Ngāti Tamakōpiri, Ngāti Hinemanu and Ngāti Upokoiri.

The tribal population of Ngāti Hauiti is about 1,500; however, many Ngāti Hauiti members live outside the tribal boundary, mainly in the Whanganui-Manawatu region, with the next highest concentrations being in Wellington and Auckland.

Te Rūnanga o Ngāti Hauiti was established in 1995 with a clear purpose to develop and protect everything related to Ngāti Hauiti whānui. The role of the Rūnanga is to provide leadership through governance, which involves giving guidance and direction. It also provides a collective and unified voice to ensure the enhancement and preservation of Hautitanga. The Rūnanga focuses its activities in three key areas: tribal development; whānau and hapū development; and service provision at an iwi level where necessary.

Because the Rūnanga was not a legal entity, as this was unnecessary in terms of meeting the tribal needs, Te Maru o Ruahine Trust was established as a separate organisation in 1996 to provide service delivery to the whānau of Ngāti Hauiti. This clear delineation of roles allowed the Rūnanga to concentrate on tribal development, free of the constraints of Crown and funder expectations, and also separated the functions of governance and service provision. At the same time, it provided a legal entity that could receive government funding. Te Maru o Ruahine Trust provides an integrated and holistic approach to whānau wellbeing, focusing on cultural affirmation, health and social wellbeing, economic prosperity, research and environmental management.

Whakauae Research Services (Whakauae) is the research arm of Te Maru o Ruahine Trust and was

established in February 2005 to carry out a range of research projects on behalf of Ngāti Hauiti.

1.2 He Arorangi Whakamua: intervention research on tobacco smoking

Ngāti Hauiti, in conjunction with Te Pūmanawa Hauora², received three years' funding from the Health Research Council/Foundation for Research, Science and Technology (HRC/FRST) Māori Youth Development Fund in 2003. This funding enabled Ngāti Hauiti and Whakauae to implement whānau-based tobacco control intervention research.

The overarching goal of the research was to apply knowledge of effective intervention to reduce the uptake of tobacco smoking in the tamariki/rangatahi populations of Ngāti Hauiti. The iwi development strategy of Ngāti Hauiti, and the research findings and evidence gathered from the PhD study *Developing a Māori Public Health/Iwi Development Model to Reduce the Uptake of Tobacco Smoking in Rangatahi* (Gifford, 2004) were utilised to develop the approach.

The intervention model is based on traditional values and incorporates current iwi development principles, and the iwi-specific knowledge generated, to reduce smoking uptake. It is expected that the number of rangatahi taking up smoking will decline as a result of the comprehensive approach taken, as well as second-hand smoke exposure being reduced by the increase in smoke-free domestic settings, an increase in the number of whānau members quitting, reduction in social supply of tobacco to youth and hapū wānanga on tobacco issues.

There are a number of phases to the wider tobacco control research:

- Phase One (complete) – the doctoral study developed multiple sets of principles and strategies to guide the implementation of a tobacco control programme for Ngāti Hauiti.
- Phase Two (complete) – initial development of the intervention including establishing programme protocols, operationally defining the intervention components, production of a draft programme manual, and development of outcome measures

² Te Pūmanawa Hauora (TPH) is the Māori Health Research Programme within the Research Centre for Māori Health and Development at Massey University.

for uptake prevention. This phase piloted the intervention with 50 whānau and, using process and outcome evaluation, reviewed the feasibility of the intervention.

- Phase Three (to be completed) – this will:
 - extend the intervention to all five hapū groupings within Ngāti Hauiti
 - provide an opportunity to test and further refine the initial intervention manual and intervention parameters
 - implement changes indicated by process evaluation data
 - complete the outcome evaluation
 - complete the programme manual for possible wider implementation.

1.3 Link between tobacco control and parenting

The significance of tobacco availability and accessibility within the whānau/family with regards to both the initiation and maintenance of smoking, the role of cultural identity by Māori youth smoking, and the influence of family and peers on initiation and maintenance of smoking were evident from previous research (Gifford & Cvitanovic, 2004). Importantly, the age of uptake or initiation was younger than had been identified in previous research on smoking by Māori youth, with children as young as eight and nine years in this iwi already experimenting with smoking. In-depth interviews with whānau/families around attitudes and values revealed a profound sense of powerlessness and frustration among parents who struggled to have any influence over their decisions around smoking, particularly after the onset of adolescence.

The sense of fatalism or powerlessness probably results from several things: the perceived limited nature of the choices open to whānau in this study; the reality of trying to control or manage teenage behaviour; the sense that other issues are of more concern; the feeling of hypocrisy among parental smokers who feel unable to criticise behaviour in which they themselves indulge; the wider whānau influences that parents could not control; and the feeling of inevitability of smoking in

a whānau where everyone else does. Most parents were concerned about the situation, but options for intervening once the decision had been made to smoke appeared limited to them. However, whānau identified a willingness to engage in strategies to improve resiliency within the whānau in relationship to parenting and limit-setting for adolescents.

He Arorangi Whakamua aimed to target and instigate an attitudinal shift in approaches to, levels of tolerance towards, and feelings of powerlessness about, smoking. Part of the approach was to implement a parenting skills programme designed to give parents more confidence in dealing with a range of challenging issues. While smoking was one issue whānau identified where they had little control, Whakauae decided that offering generic skills for parenting would increase whānau resiliency generally; it was not necessary, therefore, to target smoking as a single issue in the parenting programme approach. With funding from the Families Commission, in 2006, Whakauae was able to develop and evaluate an iwi parenting programme for Ngāti Hauiti whānau.

1.4 Rationale for the parenting programme

Feedback from participants on the He Arorangi Whakamua programme identified Māori whānau were not accessing the range of parenting programmes available regionally in Whanganui, and additional work was needed to determine the appropriate parenting skills approach for whānau of Ngāti Hauiti. Whakauae had the infrastructure and capacity to undertake the parenting programme and had engaged a network of whānau able to participate in the programme. The whānau had identified a clear need for increased confidence in parenting adolescents. Testing a programme on 10 whānau, rather than implementing it for all whānau involved in the wider tobacco control intervention, would enable Whakauae to review progress towards outcomes in a formative manner and adapt the programme to meet the ongoing needs of wider Ngāti Hauiti whānau. Evaluation of the strategies and issues in developing and implementing the parenting programme would give Ngāti Hauiti increased confidence in the approach being taken to support whānau development.

2 RESEARCH APPROACH

2.1 Research objectives

The objectives of the parenting project were to complement the tobacco control intervention by:

- developing and implementing a parenting skills programme that would increase parenting confidence for Ngāti Hauiti whānau and increase whānau resiliency
- pilot testing the programme with 10 whānau with pre-adolescent Māori children
- evaluate the processes used to develop the programme and behavioural changes reported by participants as a result of the parenting intervention.

2.2 Internet search

An internet search was undertaken by two Whakauae researchers to determine the range and type of parenting programmes currently available in New Zealand, including any reported evaluations of effectiveness. Particular effort was taken to search documentation regarding programmes pertinent to Māori participants.

Key words included all combinations of the following categories:

- parenting, parenting programmes, parenting programmes in New Zealand, problem teens
- government services, social services, parenting services
- Māori parenting programmes
- parenting programmes and addiction.

Data retrieved from the search was then analysed according to a number of themes – such as what programmes were currently operating, areas of service, provision of facilitators, what age group they delivered to and cultural appropriateness – to determine suitability for delivery to whānau. A spreadsheet (Appendix Two) was developed from these themes and used to determine the programme best suited to our intervention.

2.3 Interviews with existing parenting programme providers

Interviews were carried out with four parenting programme providers in Whanganui to determine what programmes they currently ran and what experience they had with programmes we had identified in our internet search, and to explore the potential for partnerships.

2.4 Whānau interviews

Potential whānau participants were identified through our iwi networks and interviewed by hapū workers³ to determine whether they were interested in attending a parenting programme. If they indicated an interest, they were asked about their particular parenting needs and asked about the most appropriate time and venue for a programme. An overview of the TIPS programme was also presented to those indicating an interest, to determine if the particular programme content was suitable to their needs.

2.5 Programme selection

Following the documentation search, provider and whānau interviews, and analysis of internet data, the programme best suited to our intervention was selected. Criteria for selection were based on a number of factors such as:

- cultural suitability
- adaptability to the wider research intervention
- evaluation of effectiveness
- provision of facilitator training.

The TIPS programme currently being run by Far North REAP was deemed as being the most suitable across the range of criteria.

2.6 Recruitment of participants

Recruitment of participants to the programme began in September 2006. A number of approaches were used in the recruitment:

- Existing knowledge of whānau networks, in particular whānau who had participated in previous

³Hapū workers are members of wider whānau groups with community development and networking skills.

Ngāti Hauiti development activity, was used to identify potential participants.

- Two hapū workers were employed part-time to visit these whānau and ask them if they wished to participate in the parenting programme.
- Ngāti Hauiti was an existing member of a Māori provider network so this was used in the recruitment of participants.
- Additional promotion of the programme was carried out including advertising in monthly and quarterly iwi newsletters, iwi radio promotions and face-to-face (kanohi-ki-kanohi) contact by whānau members (other than employed hapū workers).
- Training was given to six Ngāti Hauiti whānau and employees so they had an understanding of the programme and could refer whānau, as well as promoting it to the target audience.
- Iwi employees – particularly community health workers – contacted whānau they were working with to tell them about the programme.
- An incentive of being in a draw for a voucher from The Warehouse was offered to those entering the programme.
- Costs to the whānau were kept as low as possible by offering options around childcare, transport and potential venues, and offering the programme at no charge.
- Prior to selection of the programme, whānau members were asked what they wanted in a parenting programme, therefore engendering an interest in, and ownership of, the programme.

2.7 Evaluation method

Evaluation design included both process and impact measures and was carried out to determine:

- effectiveness of the programme development and implementation
- immediate parenting outcomes as a result of participation in the programme.

Process evaluation primarily describes what happens during a programme or intervention. Process evaluation activities can include: a range of documentation (eg

reports and minutes); ascertaining perceptions of other stakeholders and participants about the intervention; analysing resources and the most efficient use of them; making data collected, and its analysis, available to others who may be running similar interventions; and ensuring the programme or intervention is reaching the target group.

In the current study, process evaluation included: reviewing facilitators' notes and participants' handouts; programme planning documents and reports; a facilitation evaluation form (Appendix Three); informal conversations with participants and facilitators; and evaluation sheets (Appendix Four).

Impact evaluation looks at the effects the programme has had immediately after completion of the programme. Impact evaluation activities include establishing programme participant feedback; data collection before, during and after programme implementation; assessing the extent to which the programme has met its objectives, and positive or negative effects of the programme; and reviewing process evaluation information.

Testing the feasibility of implementing a parenting programme with wider whānau and longer term outcomes, were unable to be assessed as part of the pilot programme.

The programme was part of a broader tobacco control intervention, and the researchers were looking for immediate impacts as a result of participation, including:

- an ability to discuss constructively⁴ a range of issues with rangatahi and tamariki, including issues such as risk-taking behaviour
- an ability to set and maintain boundaries
- greater levels of self-confidence in parenting.

Researchers believed that by achieving these results resiliency to tobacco uptake by tamariki and rangatahi would increase. Each impact would be discussed with participants at the beginning of the programme and goals set around each impact, with a self report against these goals at the end of the programme. For instance 'an ability to set and maintain boundaries' goal could be 'my smoking teenager will not smoke inside the

⁴'Constructively', in this context, means both parties participating and being heard.

home'. Using strategies from the parenting programme, the participant would set the boundary, and measure of success would be setting and maintaining that boundary for the duration of the course.

At the start of the parenting programme parents were asked to identify specific parenting issues they wanted to address. At least one specific behaviour would be listed for each parent attending, and this could be used as a baseline measure; any changes in the behaviour would then be a possible additional measure of the impact of the programme. Examples of challenging or difficult behaviour may include: difficulty getting a child up for school; a child not being at school when expected; swearing; use of drugs, alcohol and/or tobacco; hitting or other violent behaviour.

Immediate impact data was collected through general discussion during parenting programme sessions with all participants, and through individual open-ended interviews (Appendix Four) with parents at the start of the programme, and then again at completion.

Process and impact data enabled Whakauae to describe the strengths and weaknesses of the project and provide recommendations for effective development and implementation of future parenting programmes aimed at Māori.

2.8 Researchers

Two emerging Māori researchers were employed to work on this programme. One researcher has whakapapa to Ngāti Hauiti, while the other has close connections with Ngāti Hauiti. Both have undertaken previous research. As Ngāti Hauiti whānau members and employees, they were also involved as participants in the project – as research assistants, facilitators, whānau members and parents. While both researchers undertook the facilitation training to run the parenting programme, only one went on to facilitate the parenting programme. The opportunity to co-facilitate the parenting programme (with another Ngāti Hauiti whānau member) enabled the researcher to move in and out of researcher, whānau and parent roles.

The importance of connecting oneself with the research participants and the research context, is expected and valued in both qualitative research and in a Māori research approach. From a Māori research perspective, locating oneself in the research project needs to be addressed for a number

of reasons. Identifying as Māori and as a Māori researcher is a critical element of an emerging Kaupapa Māori research approach, and connections with whānau involved in the research and with the research context are vital for gaining access and for supervising and organising the research.

The researchers own evaluation data was added to the data provided by the nine enrolled participants, for final analysis.

Dr Gifford, the director of Whakauae Research Services, supervised the research.

2.9 Ethics

There has been widespread discussion about the need for a Māori health research code of ethics; however, debate continues about whether this needs to be a national or regional code developed by all those participating in Māori research or whether each iwi or hapū or Māori organisation determines what is ethical conduct of research according to their particular kawa or tikanga.

Ngāti Hauiti has an academic board overseeing research conducted under an iwi mandate and uses a combination of national and regional ethics approval processes and locally approved guidelines informed by articles such as the “Hongoeka Declaration for Māori Health Researchers”.

The parenting programme was developed under the broader ethics approval gained for the tobacco control programme. Participants in the parenting programme were informed about the evaluation to be conducted as part of the programme and the data that would be used to report to the Families Commission, and consent was gained for participation (Appendix Five). The draft report was circulated to all participants for approval prior to release.

2.10 Limitations

Issues identified as limitations in this project included:

- low uptake of whānau members in the programme despite encouraging initial registrations of interest
- delays in starting the programme due to recruitment issues
- only three of the parents that started the course met the criteria of having children in the pre-adolescent age group, and of those three, only one fully

completed the course.

3 PROGRAMME DEVELOPMENT AND IMPLEMENTATION

3.1 Selecting the programme

The internet search produced information about a range of parenting programmes currently being run in New Zealand, as well as a number of reports. The Families Commission report (Families Commission 2005) was primarily utilised to inform both the intervention and the analysis of data.

The term 'parenting programme' is used to refer to programmes characteristically aimed at supporting and educating parents to parent effectively and to enhance the quality of the parent-child relationship.

Programmes may be:

- universal (available to all children and families located in a given geographical area) or targeted (provided only to particular children or families who meet certain eligibility criteria)
- run routinely or according to demand
- delivered by paid staff or volunteers (or some combination of the two)
- delivered to individual parents or groups
- home-based or centre-based
- offered at no charge to participants, or participants may be asked to partially or fully cover the cost of attendance.

Parenting programmes encompass:

- Parent education – the broad process of providing parents with specific knowledge and child-rearing skills.
- Parent training – part of parent education, involving the direct teaching of skills to parents (such as behaviour modification programmes).
- Parent support – services designed to support and strengthen family functioning such as playgroups,

and parent information and support groups.

These groups are often used for emotional support (eg from parent to parent), rather than practical support.

- Parenting and life skills – including cooking, budgeting etc.

Telephone advice services (helplines) such as the PlunketLine and Barnardos telephone counselling service and Parent Help Line offer information and advice on a range of parenting issues.

There are a number of social/support groups for new parents that provide informal support which may be self-funded, government funded, non-government-funded or community-funded. Some are community-based, such as groups organised by Plunket. Some, such as new mothers' support groups, are run by parents for parents. Others may be run by churches and provide activities designed to involve both parent and child.

Parents Centre offers group-based ante-natal and post-natal education, as well as providing opportunities for parents to meet socially following the birth of their babies.

There is also a range of services and organisations that provide support and information to parents of children with particular needs. These are funded from a variety of government and non-government sources, for example, IHC New Zealand is committed to enhancing support for all disabled children and their families.

Relationship and counselling services incorporate advice on matters such as family transitions. A range of community organisations, as well as private providers who offer services for a fee, provide these services. Some community organisations offering relationship and counselling services are part-funded by government agencies, predominantly by Child, Youth and Family⁵.

The Ministry of Education funds a number of parent related programmes. The 10-year Strategic Plan for Early Childhood Education (ECE) recognises that parents and whānau are crucial partners in children's early learning. Research has shown that

⁵Child, Youth and Family is the government agency that has statutory powers to intervene to protect and help children who are being abused or neglected or who have behavioural problems.

there are benefits to parents getting together with their children in group settings that cannot be realised in an individualised parenting programme, which has resulted in Ministry of Education-funded playgroups.

Another ECE programme is Playcentre, a parent co-operative based on the philosophy of child-initiated play and the importance of parents as educators of their own children. Parents are offered free parent education.

Programmes identified through the New Zealand internet search were put into a criteria spreadsheet to determine the one best suited to meet our needs (Appendix Two). The criteria we used to determine suitability of the programme to meet our needs were:

- programme target group
- age group the programme delivered to
- geographical area in which the programme was run
- whether training was provided
- the referral process
- cultural appropriateness.

For our research, we were looking for programmes that were relevant specifically to Māori, or could be adapted. Of the thirteen programmes we reviewed, one was Māori-specific, one had some Māori-specific content and one was described as bicultural in its approach.

The programme run by the Far North Rural Education Access Programme (REAP) called TIPS – Tips and Ideas on Parenting Skills – scored strongly across the selection criteria. The programme was flexible and could be adapted to meet the needs of Māori without losing any of the content of the programme. Far North REAP could provide facilitator training in a timely fashion, and costs fell within our budget.

TIPS is a parenting skills development programme that has been developed over a number of years by Far North REAP. This parenting programme is an entry-level course providing an opportunity for parents to build confidence and learn parenting skills. The programme is broadly based on modifying parenting behaviours and influencing attitudes.

The programme is promoted by TIPSCO, which is a

stand alone company attached to Far North REAP. TIPS programmes are being successfully delivered in Australia and New Zealand. Programmes can be facilitated on behalf of organisations, or TIPSCO can train facilitators to become certified to lead their own programmes under license.

The three-day facilitator training course is a very intensive workshop to ensure that facilitators are qualified to deliver the TIPS programme successfully. Trainees are certified for a year and can be recertified annually, using direct observation by TIPSCO trainers and programme evaluation feedback. Each facilitator in training receives the TIPS modules notes and facilitators' tool kit notes – the combination of these two sets of notes is required to deliver the TIPS programme.

TIPS have a licensing agreement set up with approved providers. Under this agreement, the provider pays for every person attending each parenting programme module. There are eight modules in total, and these are run as two-hour sessions once a week over eight weeks. However, there is flexibility in how providers organise modules.

Based on whānau feedback, two facilitators presented the modules in two-hour sessions each week.

The training programme consisted of eight modules:

- Module One – Te Timatanga: Introducing Parents
- Module Two – Whakarongo Mai: Let's Get Listening
- Module Three – Hukeke: Tantrums
- Module Four – Tiaki Whanaungatanga: Behaviour Management
- Module Five – Nga Whakaaro Rangātira: Feeling Good About Ourselves
- Module Six – Whanaungatanga: Families
- Module Seven – Te Pono me Te Tika: Responsibility and Honesty
- Module Eight – Whānau Takaro: Family Fun.

There are two further modules – Parenting Teenagers (run as a stand-alone module) and When Things Go Wrong. At the time of writing, these were being developed by Far North REAP.

Within the modules, a number of issues are dealt with:

- feelings – looks at the positive change in behaviour when you recognise children’s feelings
- let’s work together – gives participants tips on getting children to do what you want without a hassle
- instead of hitting, what can I do? – gives participants strategies on disciplining without damage
- dealing with tantrums – understanding why they happen, how to avoid them and how to cope with them
- responsible children – helps children make good choices and share family responsibilities
- keeping children honest – understanding honesty and how to get children to understand it too
- how to make children feel good about themselves – gives parents ways to build children’s self-esteem and self-image
- good labels, bad labels – helps parents recognise how labels can impact and determine children’s behaviour
- teenagers – the trials of becoming an adult, with simple tips for parental support
- family fun – doing things together, having a good time and playing together.

3.2 Partnership/collaboration in developing the programme

During the initial planning stages for this project, a number of providers were approached to find out about parenting programmes that were beneficial to Māori, which were available in the Whanganui region. Providers included Māori providers with Family Start and Whānau Ora contracts, Family Support Services, the Ministry of Education, and Child, Adolescent and Family Mental Health Services.

As a partner in a Māori development organisation – Taumata Hauora Trust – Ngāti Hauiti utilised networks in two key ways. We requested providers of services to Ngāti Hauiti whānau to refer clients on to the parenting programme being run by Whakauae. We also provided, free of charge, TIPS training for facilitators from the Māori provider network. By doing this, we were increasing the skill base of Māori parenting facilitators

and increasing the scope of the TIPS programme within Whanganui. Facilitators from other providers could deliver the programme to their own clients within their organisations as well as to Ngāti Hauiti whānau who were enrolled with those providers.

3.3 Facilitator training

Whakauae purchased facilitator training from Far North REAP and invited other organisations, including Family Start Services and Māori providers, to participate. The eight potential facilitators who undertook the TIPS training in September 2006 came from various backgrounds, such as Family Start workers, social workers, community health workers and researchers working with Māori providers. Of these eight, six had Ngāti Hauiti whakapapa links, and of those six, five were available to Whakauae as parenting programme facilitators. Two Far North REAP trainers, one non-Māori and the other Māori who had a strong background in parenting programmes, provided the facilitator training. The trainers complemented each other and were obviously familiar with the material. The training they provided was semi-structured, with trainers presenting real life scenarios and anecdotes that supported the training. Training included an overview and background of TIPS as well as self-directed learning where trainees were required to research one module and present it back to the wider group. The trainers used a variety of learning styles in their training such as group work and role-plays.

3.4 Programme participants

Following the recruitment process, which spanned a timeframe of seven months, nine participants had agreed to enrol in the programme.

Participants for this project were diverse. All participants were parents of children who were identified as Māori, although not all parents were Māori and of those that were Māori not all were affiliated to Ngāti Hauiti (Appendix Six, Figure One).

The target group identified for the programme included Ngāti Hauiti whānau with children 10 years old and upwards. Despite using a number of strategies to make contact with parents who had children in the target age group, the final age range of participants’ children varied greatly – from 10 months to 16 years (Appendix Six, Figure Two).

Sixty percent of participants were females and 40 percent were male. There were two couples in the group, one of whom was separated but co-parenting their child, and the other couple attended together.

The participants represented a range of family situations:

- one couple with a one-year-old child were seeking custody of the wife's children, who had been removed from her care due to a previous violent relationship
- one couple recently separated but were co-parenting a two-year-old
- one participant was expecting her fourth child in her blended family
- one participant was solo-parenting her 10-month-old child
- one participant had older children, and a 13-year-old who was still at home
- one participant had older children, but was concerned for children in her small rural community as they often came to her for advice.

Two of the participants enrolled on the programme were smokers and had participated in the wider tobacco control programme, He Arorangi Whakamua.

3.5 Retention

During the programme, three participants withdrew – one in week six when he gained full-time employment, one in week one when she chose to complete a course closer to home that provided transport, and one who chose another activity running at the same time as the programme. One of the participants gave birth to her fourth child in week six and made a commitment to complete the course through catch-up sessions. While one participant withdrew partly because of difficulties with transport, the remaining participants travelled between 15 and 65 kilometres each week to attend sessions.

3.6 Programme integrity

Ensuring integrity of the programme required a significant human resource commitment. Facilitators, who were also acting as researchers for the evaluation,

spent, on average, six hours per week studying and becoming familiar with the modules. This entailed:

- carrying out extra reading on each topic
- becoming familiar with structure and content
- aligning facilitators' and participants' notes so delivery was seamless
- creating visual aids
- downloading extra information and formatting handouts
- developing weekly training plans.

In addition, there were administration tasks such as photocopying and organising material each week and arranging travel and setting up of the venue. For participants who were unable to attend, there were catch-up sessions. The programme content and format was reviewed constantly through the weekly evaluation sheets, informal conversation and facilitators' weekly post-session debrief.

3.7 Venue

The programme was shared between the two local marae, with four modules being run at Tahuhu Marae and four at Rata Marae. This was to provide the participants with a sense of connection and knowledge of the iwi, and to share funding between the two marae. Participants were welcomed onto the marae by way of a powhiri, and two kaumatua gave a brief overview of each marae.

There were negatives and positives attached to running the programme on a marae. During the second week, the course was postponed for a week due to tangihanga, and in the fifth and sixth weeks, the course was taken to onsite offices due to marae refurbishment. Participants were undeterred by the change of venues, having an understanding of Māori tikanga and protocol. The programme was run during the winter months in the marae whareniui (meeting house), which, due to size, was difficult to heat. Because of whareniui protocol, we were unable to eat during sessions and would adjourn to the kitchen to take breaks – this sometimes broke the continuity of delivery. On a positive note, participants enjoyed the connection and comfort being on a marae gave them.

3.8 Facilitators

Two facilitators who had completed the TIPS training shared presentation of the programme. One facilitator was a young Māori woman currently working as a Whānau Ora worker and was the single parent of a two-year-old. The other facilitator, the research assistant, was an older Māori woman with three adult children and an adolescent who was still at home. One participant noted that the facilitators complemented each other and offered the participants a diverse range of facilitation skills.

Facilitators adapted the programme to include a Māori perspective with a strong Ngāti Hauiti influence, by:

- use of karakia
- sharing of whakapapa
- whanaungatanga through whānau participants and facilitators.

A number of Ngāti Hauiti 'experts' were engaged to deliver tikanga, whakapapa and history of the marae and iwi. Due to ill health of the kuia, the tikanga component did not proceed on one marae.

4 PROCESS AND IMPACT

Evaluation design included both process and impact measures and was carried out to determine, firstly, effectiveness of the programme development and implementation and, secondly, parenting outcomes as a result of participation in the programme.

Results would be used to test the feasibility of implementing a parenting programme with wider Ngāti Hauiti whānau on an ongoing basis, to increase whānau resiliency to taking up smoking.

4.1 Process evaluation

4.1.1 Recruitment

Whakauae had engaged 220 Ngāti Hauiti whānau in the previous three years as part of a tobacco control programme. This engagement included home visits, marae hui, monthly newsletters and participation in various social marketing exercises, such as naming the tobacco control programme. Some of the 220 whānau had also identified parenting as an issue and stated that, as whānau, they needed to be part of the solution. This indicated some potential to recruit to a parenting programme.

A range of methods were used to recruit to the programme (see 2.6). Initially, whānau showed interest in being part of the programme; however, when approached to sign up to the programme, there were a range of reasons provided as to why they couldn't participate. Hapū workers advised that the barriers that prevented some whānau in the uptake of this programme were challenges such as timing of the programme, transport, and social and health issues.

Timetabling of the programme proved to be one of the barriers to participation. Due to the delay in starting, one potential participant started another course, another two whānau were only able to attend during the evening as they were in full-time employment, while the majority of participants could only attend during the day.

Transport was identified as a potential barrier. To overcome this, we offered transport and arranged car-pooling; however, all participants elected to use their own transport. With participants travelling

between 15 and 65 kilometres to attend each session, it really only became a problem when, at two separate times, participants missed a session because of mechanical trouble.

Hapū workers reported that the biggest barrier to whānau participating was social and health issues. Challenges that prevented whānau from attending included issues such as:

- one mother struggling to come to terms with a mental health diagnosis
- one participant having to move home with his parents
- a single pregnant mother being directed to another programme by the Justice Department because of violence issues in her relationship
- a grandmother being preoccupied with a Court battle to gain custody of her grandchild, as the mother was in a violent relationship.

In our recruitment of participants we were aware that the extended whānau plays a big part in the upbringing of a child; therefore, participants were able to bring other extended whānau members. One participant identified her brother as having a key role in raising her child, so he attended and participated in a number of sessions. Another couple had no childcare, so their child attended all the modules with them. Being on the marae meant this was easily accommodated.

One of the participants identified that another barrier was the negative connotations parenting programmes held for potential participants. She stated that there were young Māori parents in her rural community that would benefit from such a programme; however, parenting programmes have a negative connotation and attending one may imply that they were bad parents.

Another participant had made enquiries about an anger management programme for mothers but had been put off, as she had difficulty in getting further information from the provider. When she did get the information, she was advised that she had to go through an assessment process and attend an interview. She stated that she was scared that they would say she was a bad mother and take her children off her. This participant went on to complete the TIPS programme, which she said, "was less scary and people she was familiar with

ran it". This reinforces the comments made in the Families Commission report (Families Commission 2005) that a culture where it is the norm to seek help with parenting may lead to greater engagement in parent education programmes and services.

4.1.2 Retention

Participants who completed the whole programme were motivated to attend, as they had identified behaviours they wanted to change or skills they wanted to learn. Of the nine enrolled participants who started the programme, six completed the course. Participants identified that whanaungatanga within the group was important in continued attendance. Catch-up sessions were invaluable for continuity of the programme, and three participants who missed out on modules completed all the course content through these catch up sessions.

Facilitators noted that week six appeared to be a crucial week, when people failed to attend the programme. Reasons were varied and included opportunities for paid employment, birth of a child and child's ill health.

4.1.3 Venue

Marae were used as the venue for the programme as part of Ngāti Hauiti's strategy to engage whānau and encourage connection. Administratively, there were difficulties for the facilitators such as postponing the programme and having to arrange an alternative venue due to refurbishment; however, all participants stated they enjoyed participating on the marae and finding out about the history of the marae. Running the programme in the meeting house meant the room could be set up to accommodate children and set up for each module. It was relaxed and informal.

One participant said, "...the feeling of being marae-based was warming and very comfortable".

4.1.4 Facilitator training

One of the key advantages of the TIPSCO programme was the offer of facilitator training. The cost of this was reasonable, and there was provision to train up to 15 facilitators at any one time. For this reason, we saw an opportunity to open the training up to other organisations with similar philosophies, such

as Māori providers and mainstream organisations. Two Māori providers participated in the training. Other organisations also expressed an interest and recognised the value of the training; however, it either conflicted with other activities or parenting programmes were not included in their contracts. The contracting environment proved to be a barrier to participation in the training and reinforces the findings of the Families Commission report (Families Commission 2005) that we need to include parenting support and education in broader social support and health activity rather than operating parenting programmes as stand-alone activities.

Eight people completed the facilitator training, and of these, four went on to deliver the TIPS programme. Two delivered the programme for Ngāti Hauiti and two for a Māori provider utilising the training across a number of contracts pertaining to whānau. There was mixed buy-in from those who received the facilitator training – one person has since passed away, one was a HIPPY⁶-trained person and has since moved districts, and one advised it was not relevant to her current contract.

Facilitators' notes and participants' handouts were provided on completion of the facilitator training. The four facilitators that went on to run parenting programmes found the resources invaluable in the running of the programme. Two of the facilitators used these REAP resources exclusively, while Whakauae facilitators did extra work on each module and provided additional handouts, as well as making parenting magazines available. One parent on the programme shared a number of his parenting books with other parents in the group. Whakauae facilitators also made visual aids for added information and scene-setting.

Facilitators reported that becoming familiar with course content required significant additional work. Occasionally, the facilitators' notes and participants' notes did not quite match, and required some reorganisation so the modules would run smoothly; however, on a positive note, this also allowed facilitators to adapt the programme to include other information.

4.1.5 Facilitation of the programme

Participants noted that the greatest resource was

⁶Home Instruction for Parents of Pre-school Youngsters (HIPPY) is a family-focused programme that helps parents provide educational enrichment for their three- to five-year-olds.

the facilitators' and other participants' sharing of knowledge and experiences. While everyone's situation was diverse, there was an enjoyment of meeting and interacting with each other.

Two facilitators ran the course, which was seen as an advantage by participants. Because of their differences in approach, the participants received a wide range of information and views. Both facilitators had good rapport with all participants. One participant said of the course content and facilitators: "It was good, most of the material was general apart from using karakia and other tikanga processes, however, even if that hadn't been used, the understanding was Māori because the facilitators were Māori."

Facilitation evaluation sheets (Appendix Three) were completed by participants after each session and enabled facilitators to monitor their effectiveness.

4.1.6 Costs – human and financial

Without funding from the Families Commission we would not have been able to run the parenting programme. There were a number of financial costs associated to the programme:

- Facilitators' training – included all travel and accommodation costs of trainers, venue and food, and hiring of equipment.
- Recruitment costs – such as short-term employment of hapū workers to recruit participants.
- Extra travel costs – the venue was 65 kilometres from the facilitators' office.
- Programme costs – marae hireage, koha, food, photocopying, resource purchase and The Warehouse vouchers.

Human resource costs were more far-reaching than we would have originally anticipated. Each module required at least six hours research and planning, although this would lessen as facilitators became more familiar with the course. Catch-up sessions amounted to an extra 30 hours overall. Research tasks and administration, such as analysing evaluation sheets and extra research for participants, amounted to an additional two hours per week.

By far the most time-consuming task was recruitment, in particular, making contact with potential participants, gaining their buy-in to the programme and follow-up to encourage participation. One hapū worker noted that it was so easy to become caught up in issues of the moment and, as whānau, it was difficult to walk away; therefore, recruitment became a secondary issue.

4.2 Impact evaluation

Immediate impacts sought as a result of the parenting programme included:

- an ability to discuss constructively⁹ a range of issues with rangatahi and tamariki, including issues such as risk-taking behaviour
- an ability to set and maintain boundaries
- greater levels of self-confidence in parenting.

These impacts were from the researchers' perspective and were not necessarily reflected in the needs of the participants. Participants did not necessarily have children in the target age group of pre-adolescent and adolescent. Some were interested in more immediate goals such as retaining custody of children, while others had more general goals of supporting the community. None of the participants identified smoking as a parenting issue. The researchers were therefore unable to specifically comment on the impacts sought at the start of the research.

However all participants were asked about their goal prior to the course starting. Some had very definite goals such as strategies around anger management, while others stated less definite ones such as helping the children in the community.

One couple were seeking custody of their children and had self-referred to the course through an iwi social worker. They used the TIPS programme as a stepping-stone to achieve this goal. While their overarching goal of custody was not achieved, participation in the course provided a pathway, and since completion of the programme, they have been referred to Plunket and other organisations. They have also gone on to start a literacy course and an additional parenting programme through Family Support Services. The mother believed

⁹Constructively, in this context, means both parties participating and being heard.

TIPS had been instrumental in eventually achieving her goal.

One parent identified that she had an anger problem and was scared about how quickly she got out of control and how it affected her children.

...I needed help with anger and wanted some strategies in place as a parent ... [I] self-referred through the school newsletter to an anger management programme for mums, however found the assessment process frightening, imagined CYF would be advised and my children would be taken from me. I found it quite daunting going to their offices in town and fronting up to programme directors and having to interview for a space in the programme.

This participant stated that the TIPS programme gave her increased awareness of issues around parenting, and while it did not stop her emotional reaction to situations, she was now more aware of strategies she could put in place to minimise the impact of her emotions on the children. As a result of the training, she has tried a number of other strategies such as a contracting for good behaviour with her child and use of praise rather than negative derogatory comments. She has since talked to both her child's teacher and school social worker about her concerns. Her child is now on the DARE⁸ programme with a possibility of attending health camp. A negative for her was that her partner could not attend the programme due to work commitments.

It would have been nice if my partner could also have participated in the course so that we were on the same wavelength. I felt that I had to go home and teach him what I had learnt from the course and it would have been nice to go through this together.

Another participant stated that her goal was more around helping the kids in the community, as her youngest child, a 16-year-old, had just left home to go working. She found the module on listening was particularly pertinent to her and fairly generic so she was able to use the strategies in the relationship with her husband.

...skills are generic and I used listening skills I'd learnt to enhance my relationship with my husband.

She has since made a commitment to complete social work study at Massey University.

Another participant attended the programme as she had found the emotions of having to bring up her child on her own overwhelming. She wanted to know about other resources that were available in her community. The facilitators are still working with this participant to complete unfinished modules. The participant reported that she really appreciated the extra work put in by the facilitators. This participant was a vegetarian mother trying to bring up a child on a vegetarian diet; she felt the pressure from society in general to give her child meat, even though it was against her wishes. Discussion within the group and extra information from the facilitator, such as providing information about vegetarian diets for children, helped her feel more comfortable about her decision.

One of the participants had recently separated and was trying to find ways to co-parent his two-year-old child with his ex-partner. This participant had recently moved to the area with his partner, who was returning home to her rural community. As a couple, they had faced a number of challenges such as the death of a parent as well as adjusting to a new life in a new country. He left the course in week six as he found employment, but has remained in contact and has advised the facilitators that he would like to finish the course. By completing the course, the participants reinforced their ideas around co-operative parenting.

There were some unintended results, especially from the facilitators who also became participants. One facilitator who had not expected to be an active participant learnt more about communication skills that she then tried with her daughter. She said:

I found that the programme reaffirmed what I already knew but wasn't using. It made me relook at my relationship with my 13-year-old daughter and put some strategies in place regarding her behaviour.

⁸The DARE Foundation – Skills for Life are New Zealand designed programmes which seek to challenge children, parents and their communities to DARE – to develop skills in decision-making, assertiveness, responsibility and esteem to enable them to make informed and supported choices for a powerful life.

She said the listening module was particularly relevant, as her child had been overheard telling someone:

I can tell my mum anything because she doesn't listen to me.

She also learnt a great deal through her research of each module, particularly about family meetings.

The other facilitator also realised:

I'm just like my dad, I'm a yeller and I have to stop doing that to my child.

All participants agreed that skills they gained from the TIPS programme had increased awareness of:

- parenting programmes
- recognising their own and others' behaviours
- developing strategies to help parent better
- knowing about other resources available.

On completing the programme, some had gone on to enrol in other parenting programmes, while others had engaged with community groups or agencies.

Evaluation of the programme showed that there were a number of successes such as:

- participants were able to identify and use strategies in dealing with challenging behaviour from their children
- participants saw the positive benefits of attending a parenting programme
- increased whanaungatanga within participants in the programme
- shared knowledge of parenting highs and lows
- greater understanding of how their own parenting experiences affected how they parent their own children.

5 SUMMARY AND RECOMMENDATIONS

This report has outlined the development and implementation of a TIPS parenting programme within the whānau of Ngāti Hauiti. The evaluation results were intended to inform the feasibility of implementing the TIPS programme to wider Ngāti Hauiti whānau. There was an identified need by iwi members for increased confidence and skills in parenting adolescents. Whakauae carried out a search of the internet to identify the most appropriate programme to meet our needs – the TIPS programme met all the criteria as identified by Whakauae Research Services. Funding from the Families Commission enabled us to develop and pilot a parenting programme with whānau.

The programme was adapted and developed to contain a Ngāti Hauiti influence that would increase connectedness of our whānau. The programme, as delivered by Ngāti Hauiti, was innovative in a number of respects:

- it was a component of a broader tobacco control intervention initiated by iwi
- it included a number of distinctive features specific to Ngāti Hauiti tikanga, eg cultural wānanga
- the existing programme, including programme resources, was adapted to meet local needs.

There were a number of challenges to developing and piloting the programme. Recruitment issues included timetabling of the programme and delays in starting the programme, social and health issues that took precedence over parenting skills training, and some apprehension by Māori families about parenting programmes generally. Of the nine whānau that started, all but two completed the programme. Catch-up sessions proved invaluable for continuity and retention of participants, and facilitators noted that rapport and whanaungatanga within the group was critical to the success of the programme.

Immediate impact evaluation results indicated an increase in parenting skills, and every participant used at least one of the TIPS strategies in their ongoing parenting. All participants reported that the interaction with other parents (including facilitators) was invaluable in increasing their confidence as parents.

Facilitator feedback was extremely positive, citing the training and resources available as being important in delivery of the programme. As an adaptable strengths-based programme, it fitted well within other service delivery frameworks such as Whānau Ora.

Overall evaluation of the programme showed that there were a number of successes such as:

- participants being able to identify and use strategies in dealing with challenging behaviour from their children
- participants seeing the positive benefits of attending a parenting programme
- increased whanaungatanga within participants in the programme
- shared knowledge of parenting highs and lows
- greater understanding of how their own parenting experiences affected how they parented their children.

This research was part of broader tobacco control intervention aimed at increasing whānau resiliency to taking up smoking. However no immediate impacts were observed on behaviours relating to the uptake of smoking, such as consistency in setting limits with rangatahi. This may be due to: smoking not being a key parenting issue identified with participants enrolled in the programme; and smoking uptake and changes to whānau resiliency being longer term goals, not necessarily observable within the timeframe of this programme.

Self-reporting by facilitators and participants indicate this programme is adaptable to a Māori audience; however, ongoing success of the programme is dependant on a range of factors, including strong facilitator commitment and leadership, effective recruitment and retention strategies, and a funding and service delivery environment that supports skill-building at a provider level, strong community collaborations and whānau/family resiliency building that is incorporated in broader community-based social and health programmes.

The researchers concluded that to effectively implement the TIPS parenting programme for wider whānau, or to influence longer term whānau resiliency in areas such as drug use, the factors identified would need to be in place.

5.1 Recommendations

In summary, this report makes a number of recommendations about strengthening Māori parenting programmes generally:

- Parenting programmes should be included in broader health and social service contracts to enable a holistic approach to strengthen whānau/family resiliency. This may counter some of the negative connotations associated with parenting programmes that are provided as stand-alone programmes.
- Access to parenting skills training and resources for providers of Whānau Ora services need to be easily accessible to facilitate the change in approach identified above.
- Better and more informed budgeting is required to determine the true costs of parenting programme development and implementation with high needs whānau.
- Adequate levels of funding are needed to successfully develop and implement parenting programmes.
- Priority should be given to strengthening engagement of Māori whānau in parenting programmes.
- People who have rapport/whanaungatanga with whānau may be the most appropriate first point of contact for recruitment for parenting programmes.
- Potential and existing providers need to allow sufficient time and resource for recruitment and retention of whānau into programmes.
- Effective recruitment and retention strategies should be put in place in the planning phases of programme development, including building on collaborative partnerships.
- Programmes such as TIPS – that are adaptable to meet the needs of local communities, have previous evaluation data and offer training – can be utilised by Māori communities to strengthen whānau parenting responses.
- Programme development requires time and funding to allow successful adaptation of material.

APPENDICES

Appendix One: Glossary of Māori Words

Aotearoa New Zealand

Ahi Kaa Home fires – part of the Māori belief system, that the marae and homeland occupants both literally and metaphorically ‘keep the home fires burning’, securing and keeping safe the place where people of the iwi (tribe) and hapū (sub-tribe) come from.

Hapū Sub-tribe

Hauititanga Culture, custom peculiar to Ngāti Hauiti

He Arorangi Whakamua A way forward – a comprehensive smoking intervention to reduce the uptake of tobacco in the rangatahi and tamariki of Ngāti Hauiti.

Iwi Tribe

Kaimahi Worker

Karakia Prayers/incantations

Kanohi ki kanohi Face to face

Kaumatua Old man/elders

Koha Donation/contribution

Kuia Old woman/women

Māori New Zealand native

Manawatu This area is located halfway between Rotorua and Wellington, based around State Highway 1 where it descends from the volcanic plateau to Wellington, west of the main ranges in the North Island of New Zealand.

Marae Tribal meeting place

Mokai Patea Tribal boundary extending from Waiouru to Rata in the North Island of New Zealand.

Ngāti Hauiti A tribe (iwi) based in the Rangitikei (10 minutes out of Marton) in the North Island of New Zealand.

Rangitikei The Rangitikei district is found in the North Island of New Zealand and is bounded by the Kaimanawa Mountains in the north, the Ruahine Ranges and Rangitikei River in the east, the Tasman Sea in the south and the Whangaehu River in the west.

Rangatahi Youth

Rūnanga Governing body of leaders

Tamariki Children

Tangi/tangihanga Funeral, wake

Tikanga Culture, custom

Tūpuna rohe Area where, historically, iwi members settled and lived.

Tūrangawaewae Homeground

Wānanga Forum

Whakapapa Genealogy

Whānau Family

Whangai Informal adoption/foster

Whanaungatanga Kinship

Whanganui/Wanganui City where Whakauae Research Services is situated.

Wharenui Large open-plan building where people meet.

Whānui Larger extended family

Appendix Two: Selection Criteria to Identify Parenting Programme

Programme	Programme Target Group	Target Age Group	Programme Geographical Area	Training	Referral Process	Cultural Appropriateness	Notes
Family Start	15% at risk	0–2	16 sites including Whanganui	Contract holders	GPs, agencies	Not Māori-specific	Whanganui running their own TIPS programme X
PAFT	At risk	0–3	39 contracts in 64 locations including Whanganui	Contract holders	Midwives, agencies	Not Māori-specific	X
HIPPY	High needs families	3½–5	21 locations including Whanganui	Contract holders	Word of mouth, early childhood centres	Not Māori-specific	X
Anau Ako Pasifika	Pasifika fanau not participating in early childhood education	0–5	Wellington and Auckland	N/A	Community-based	Not Māori-specific	Ended December 2005 X
Whānau Toko I Te Ora	High risk families		8 sites including Whanganui	Unknown	Māori community networks and agencies	Māori-specific	Unable to make contact with provider X
Parenting Programmes in Prison	Inmates	0–16	Larger prisons	N/A	Internal	Not Māori-specific	Not suitable X
No Sweat Parenting	Anyone	0–16	Whatever purchased	N/A	Community-directed	Some Māori-specific	X
Family Support Services Programmes	Anyone	0–16	National including Whanganui	N/A	Self-referral	Not Māori-specific	X
Triple P	Anyone	0–16	Trialled in Christchurch	Unknown		Not Māori-specific	X
Gain	Anyone	0–16	Christchurch	Unknown		Not Māori-specific	X
Plunket Programmes	Anyone enrolled in Plunket	0–5	Piloted	N/A		Not Māori-specific	X
Barnados All About Me	Parents and children			Unknown		Not Māori-specific	X
TIPS	Anyone	0–12	Wherever purchased	Provided	Self, agencies, community	Bicultural	Most suitable ✓

Appendix Three: Facilitation Evaluation Sheet

Appendix Three: Facilitation Evaluation Sheet

Module No: _____ **TIPS**
Evaluation Sheet

Facilitator _____ date _____

How do you rate the organisation of this course?



Did the content of this course seem relevant and useful?



The facilitator's explanations were always:

Quite difficult to follow Fair Quite Clear Exceptionally clear

How do you describe relationships between the facilitator and participants?

Strained/unfriendly Rather awkward Reasonable Friendly Very warm & comfortable

In general how do you find these sessions?

Absolutely boring rather dull satisfactory Quite informative Exceptionally interesting

Overall, the success I experienced was because of:

The help and support of others in the group The facilitator Myself

I can't wait to try: _____

Appendix Four: Evaluation Questions

For researchers:

1. How did you find the training, resources?
2. How did you recruit?
3. Uptake of course?
4. Reasons for not completing course?
5. What are the barriers to completing a parenting programme?
6. What are the attitudes towards parenting programmes?
 - a. parents
 - b. facilitators
 - c. providers
7. How was evaluation completed and who participated?
8. What did participants gain from the course
 - a. parents
 - b. facilitators
9. What did you think about course content? Was it adaptable?
10. What worked well?
11. What didn't work?
12. Why did participants go on the course, did they have goals, were they met?
13. Recommendations, anything else?
14. What would you do differently next time?

For participants:

1. How were you referred to the course?
2. What was your goal?
3. Was your goal achieved?
4. What did you gain from the course eg skills, ideas strategies?
5. How did you feel about the distance to travel?
6. How did you feel about two facilitators? Different styles?
7. How did you feel about the course being marae based? Would you prefer another venue, any problems being on a marae?
8. Any other comments eg one week cancelled due to tangi, time of course.
9. Did the course meet your expectations?
10. How did you feel about course content?
11. Do you have any recommendations?

Appendix Five: Information Sheet and Consent Form



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Ngāti Hauiti

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NGĀTI HAUTI PARENTING PROGRAMME HE ARORANGI WHAKAMUA

CONSENT FORM FOR PARTICIPANTS

I have agreed to participate in the TIPS (Tips and Ideas on Parenting Skills) Parenting Programme. I understand that this programme is a component of the wider smoking intervention – He Arorangi Whakamua. Facilitators have explained the programme to me and all my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that: -

1. My participation in the project is entirely voluntary;
2. I am free to withdraw from the project at any time without any disadvantage;
3. The results of the project will be evaluated and included in a report to the Families Commission and may be published but my anonymity will be preserved.

I agree to take part in this project.

..... (Signature of interviewee)

.....(Date.



April 2007

He Arorangi Whakamua - TIPS Parenting Programme

**INFORMATION SHEET FOR
PROGRAMME PARTICIPANTS**

Thank you for showing an interest in this project. Please read this information sheet carefully before deciding whether or not to participate. If you decide not to participate there will be no disadvantage to you of any kind.

The objectives of this programme is to:

- To develop and implement an evidence based parenting skills programme that will increase parenting confidence for Ngāti Hauiti whānau;
- Pilot test the programme with ten whānau;
- Evaluate the outcome of the parenting intervention and provide the Families Commission with a report on the findings which maybe published.

We are seeking participants who:

- Wish to participate to participate in a parenting programme.

What is the next step?

- Whakauae Research Services will contact you to see if you wish to take part in the project and if so arrange the time for an interview and any details.

Right to withdraw

You have the right to withdraw from the programme at any stage, without any disadvantage to yourself of any kind.

How we would use the material from the programme:

- The material that we obtain will be made anonymous, to ensure that you are not identified. Your identity will be confidential to the project staff.
- Should you wish, we would be very happy to send you the results of the project.
- The results may be published but any data included will in no way be linked to any specific participant or organisation.
- The material collected will be securely stored in such a way that only the project staff mentioned above will be able to gain access to it. No other staff will have access to it.

What if you have any questions?

If you have any questions about our project, either now or in the future, please feel free to contact either of the two researchers below:

Dr Heather Gifford
Phone 06 347 6772
h.gifford@clear.net.nz
Whakauae Research Services

Gill Pirikahu
Phone 06 347 6772
gill.whakauae@xtra.co.nz
Whakauae Research Services.

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Appendix Six: Participant Profiles

Figure 1: Participants' iwi affiliation

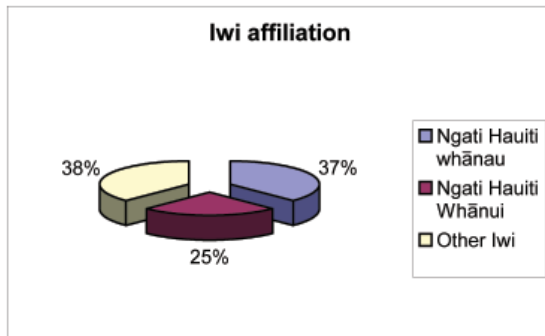


Figure 2: Participants' children's ages

Participant	Children	Ages
1	6	13-25
2	1	2
3	2	6,26
4	2	16,21
5	1	14
6	3	1,11,13
7	1	10 months
8	4	4,5,9
9	1	2

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WEBSITES

- www.familiescommission.govt.nz
- www.parentingskills.co.nz/services.htm
- www.familiescommission.govt.nz/research/parenting-programmes.php
- www.parent2parent.org.nz/parent_council
- www.barnardos.org.nz/
- www.ccc.govt.nz/publications/parentingguide/TheGAINProgramme.asp
- www.social-marketing.com

families commission kōmihana ā **whānau**

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