



Evaluating the Impact of a Joint Parenting and Yoga Programme on Everyday Family Life

“We really enjoyed it. It wasn’t the miracle cure, but it made a huge difference, a really positive impact on how we do things and see things, yes, and on my relationship with my child. So, great...hope we can do it again!” (Parent 6)



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Introduction

This report discusses the findings of a bespoke parenting and yoga programme which aimed to address common stressful times during everyday family life. Parenting is viewed as important for child health and development and yet is perceived to be difficult with many parents seeking support with parenting (Allen, 2011; Welsh Government, 2017). There is a wealth of parenting programmes available to parents and different programmes incorporate different elements however, to date, there is no known programme which involves both parenting education and yoga. Whilst there is a growing evidence base for parenting programmes (Axford et al., 2015; Barlow et al, 2016) there is minimal evidence for the efficacy of yoga despite its growing popularity.

The programme being evaluated in this study involved parenting sessions run by Norland College and yoga sessions run by YOGADOO, a company who run mindfulness and yoga sessions in schools and the community. Nine parents volunteered to attend the programme and had children aged between two and three years. Attendance was on a weekly basis and sessions addressed topics acknowledged to present difficulties for parents with children in the early years: play, sleep, self-care, mealtimes and outings.

The evaluation was an impact evaluation case study and involved mixed methodology. A number of measures were employed prior to the programme starting, during the programme and after it had

concluded. Measures included standardised self-report questionnaires, behavioural checklists and face to face interviews. Analysis of the data included statistical analysis of quantitative data and thematic analysis of qualitative data and reporting of the findings has been separated into pre-programme findings and post-programme findings.

Executive summary

The findings from the research study demonstrate that this joint parenting and yoga programme:

- Has been successful in meeting the purpose of a parenting programme which is to facilitate change in parental behaviour which has an impact on child and family functioning.
- Has met its stated aims of evaluating the impact of the programme on parental, child and family wellbeing and functioning.
- Has met the stated needs of parents attending the programme, that they would welcome the opportunity to attend any future programmes and they would recommend such programmes to others.
- Incorporated themes which were appropriate to the needs of parents with children aged two to three years. These themes were: play, sleep, self-care, mealtimes, outings and transitions.
- Delivered parenting sessions which were highly valued for their practical, strengths-based, 'can-do' approach.
- Delivered yoga sessions which facilitated the relationship between parent and child although the structure of the yoga sessions meant some parents valued the yoga sessions less than the parenting sessions.
- Enabled parents to significantly increase their parental self-efficacy as measured by the Tool to Measure Parenting Self-Efficacy.
- Enabled a significant decrease in frequency and intensity of problematic family events as measured by the Parenting Daily Hassles Scale.
- Enabled parents to significantly increase confidence in their parenting as measured using a 10 point Likert scale.
- Enabled significant increases in parenting, child and family wellbeing as measured using a 10 point Likert scale.
- Enabled positive changes in children's behaviour related play, sleep, self-care, mealtimes, outings and transitions.

- Improved communication between parents and children and within the family.
- Improved relationships between parents and children and within the family.
- Had a positive impact on the lives of the children, parents and families involved in the programme.

Literature review and rationale for the study

Parenting practice is concerned with ensuring the health and safety of children, preparing children for life as productive adults and upholding cultural values (Kazdin, 2000). In addition, good parenting, involving protective factors such as positive parent-child relationships and having structure and rules within the household, is recognised as enabling positive outcomes for children, developmentally and educationally. Whilst risk factors, such as harsh and inconsistent parenting and low parental supervision, put these positive outcomes in jeopardy (Barrett, 2003; Desforges and Abouchaar, 2003). Good parenting is also crucial in enabling positive outcomes, not just for children, but for families and communities (Barlow, Parsons and Stewart-Brown, 2005; Welsh Government, 2017).

Parenting starts before birth, as the choices parents make about nutrition and lifestyle during pregnancy and beyond can affect the long term health and development of their child. In addition, support for parents around the time of the birth and immediately in the post-natal period can have a lasting impact on a child's later social and emotional development (Allen, 2011; Bowers and Strelitz, 2012). The quality of the parent-child relationship is vital for the development of a secure attachment with their primary caregiver and with others as they develop (Asmussen et al., 2016; Welsh Government, 2017). The evidence from neuroscience demonstrates that brain development and subsequent emotional, social, physical and cognitive development is affected by the quality of the attachments with caregivers (Rose, Gilbert and Richards, 2016). Furthermore, as the child develops, parents are significant in providing a safe and secure environment, nurturing and stimulating interactions and play opportunities which foster all round development. The quality of this provision and these interactions is a critical factor in ensuring positive outcomes for children's health, well-being and development (Allen, 2011; Asmussen et al., 2016; Bowers and Strelitz, 2012).

Parents vary in their understanding of bringing up children (Bunting, 2004; Breiner, Ford and Gadsden, 2016). They need knowledge of child development and how to promote it, parenting practice such as managing crying, sleeping and health and safety issues and accessing parental support including education and health care. Research evidence suggests that parents with higher levels of education

know more and this impacts on parental confidence, attitudes and expectations (Breiner, Ford and Gadsden, 2016). However, all parents benefit from receiving parenting support which is appropriate to the age of their children (Allen, 2011; McInnes, Downie and Newman, 2005).

Research demonstrates that parenting interventions, especially structured evidence-based parenting programmes, which address the needs of parents, enhance the relationship between parent and child and promote children's development are helpful for all parents (Allen, 2011; Barrett, 2003, 2010). Parenting programmes are described as short term interventions aimed at helping parents with any issues they might be having with their children (Barlow, Parsons and Stewart-Brown, 2005) and the purpose of a parenting programme is "to change the way that parents behave towards their children in order to improve the effectiveness with which they respond to their children's physical, emotional, educational, social and cultural needs" (McInnes, Downie and Newman, 2005, p. 16).

They may be described as targeted, for families with particular issues or at children with diagnosed needs, universal, aimed at the whole population, group support or one-to-one support (Asmussen et al., 2016) and many of these different types of programmes have been found to be effective for children, including those aged under five years (Axford, et al., 2015; Barlow et al., 2016). Generally, there is less evidence for the efficacy of universal programmes, however, a recent study involving 12 universal parenting programmes with children aged 0-12 years in England has demonstrated positive outcomes for parents (Lindsay and Totsika, 2017). In terms of value for money, group-based programmes have been found to be cost-effective as they can meet the needs of large numbers of parents. Many parents have also stated that they value the support provided by other parents in the group (Barlow and Stewart-Brown, 2001).

Different approaches to providing parenting support may be taken by different programmes. Approaches may be emotion-focused or behaviour-focused employing different theoretical orientations within those approaches, however, both approaches have been found to be equally effective compared to waitlist control (Duncombe et al., 2016). In addition, some approaches may be multi-modal employing both emotion-focused and behaviour-focused approaches (Bunting, 2004). Parenting programmes may be aimed at improving children's social, emotional and behavioural outcomes and the Incredible Years programme and Triple P-Positive Parenting programme and Tuning into Kids programme, which employs Emotion Coaching, are examples of effective programmes (Havighurst et al., 2013; Hutchings et al., 2007; Hutchings et al., 2016; Sanders et al., 2014). Alternatively, they may be focused on improving attachment related behaviours such as the Family Nurse Partnership and Family Foundations Programmes (Feinberg et al., 2014; Olds, 2016). As well as

improving children's outcomes there is evidence for improved parental outcomes such as maternal psychosexual health, parental knowledge, parent-child interaction, attitudes, knowledge and confidence towards parenting (Bunting, 2004; Lindsay and Totsika, 2017).

In more recent years, there has been a rise in the popularity of yoga and mindfulness for both parents and children (Ding and Stamatakis, 2014). Yoga is based on ancient Indian philosophy and incorporates physical postures and exercises, breathing techniques, relaxation and mindfulness practices. There is a growing evidence base for the efficacy of yoga in supporting mental and physical health and well-being in adults (Büssing et al., 2012). The benefits of yoga for children are also thought to be within the emotional and physical domains (Lawlor, 2017) however, there are few studies evaluating its efficacy. A recent research review demonstrated benefits for mental health and well-being in older children and young people (Hagen and Nayar, 2014) and a small scale study showed significant effects for a mindfulness based yoga intervention for promoting self-regulation in 3-5 year old children. There are very few studies looking at the effects of yoga with children and parents although a recent study involving parents and their children with Autism Spectrum Disorder (ASD) demonstrated some improvement in emotional and physical aspects of development (Narasimharao et al., 2017).

The research study

This research study was an evaluation of a combined parenting and yoga programme for children aged 2-3 years and their parent. The programme consisted of eight weekly, two hour sessions which included a 1 hour session on parenting knowledge and skills followed by a 45 minute yoga session. The parenting session was designed as a universal, group-based, multi-modal programme focused on different aspects of family life which, according to parental report, are acknowledged to present difficulties for parents with children in the early years. The sessions focused on: play, sleep, self-care, mealtimes, outings and transitions. The programme was planned to take into account the principles which should be considered when designing and delivering parenting support which include: being inclusive and accessible; accounting for the needs of a wide range of parents; being sensitive to the stresses of daily family life, adopting a strengths-based approach and focusing on improving outcomes for children and parents (Welsh Government, 2017). The yoga session was focused on basic yoga and relaxation techniques and provided an opportunity for parents and children to engage in an activity together and connect with one another.

The research aims for the joint parenting and yoga programme were to:

- Evaluate the impact of the combined parenting and yoga programme on parental wellbeing and self-efficacy
- Evaluate the impact of the combined parenting and yoga programme on aspects of family wellbeing and children's behaviour.

Methodology

Research design

The research study was an impact evaluation case study. An impact evaluation assesses the effects of an initiative on the outcomes for participants with the goal of identifying the impact of the effectiveness of the initiative (Higgins, 2017). In this study the initiative was the parenting and yoga programme and the effectiveness was measured by looking at outcomes for families, parents and children. The design utilised mixed methods using a convergent parallel mixed methods design (Creswell, 2014). This is where both quantitative and qualitative data are collected, analysed and combined to provide a detailed and holistic evaluation of the programme. One of the benefits of using mixed methods is an increased confidence in the accuracy of the findings through triangulation of the different data sets which results in a more complete picture of the issue being studied, in this case the impact of the parenting and yoga programme (Denscombe, 2017).

Sample

A total sample of 12 parent-child dyads was sought using purposive sampling. Recruitment was through social media and inclusion criteria was that the family should have a child aged between 2 and 3 years, they should not have previously attended YOGADOO delivered yoga sessions and they should be able to attend all parenting and yoga sessions. In total 13 families applied to participate in the programme but only nine fully met the inclusion criteria and were recruited.

Nine mother-child dyads participated in the programme although one father attended in place of the mother for one session. All mothers were in a stable relationship with the child's father. All mothers had a professional background and eight of the mothers were in employment; six mothers worked part-time and two were on maternity leave. There were six female children and three males aged between 2 years and 3 months and 3 years and 3 months at the start of the programme. Four of the children had an older sibling, three children had a younger sibling and two children were singletons. Eight of the children attended preschool or nursery part-time for between 10 and 30 hours per week.

Intervention

The intervention was a joint parenting and yoga programme for parent-child dyads where the child was aged between 2 and 3 years. The programme consisted of eight, two hour weekly sessions aimed to be delivered over consecutive weeks. However, due to school holiday dates and college closure due to bad weather there were gaps in the delivery and seven of the sessions were delivered over a 10 week time period with the final celebration session being held seven weeks later. The sessions consisted of a one hour parenting session delivered by an early years consultant from Norland College and a 45 minute yoga session delivered by a yoga teacher from YOGADOO. In between the parenting and yoga sessions children and parents had refreshments. Whilst the parents were attending the parenting session, the children attended an on-site play session run by an experienced and qualified childcare professional assisted by early years students, all from Norland College.

The first session of the programme was an introductory session allowing all participants to meet one another and to get an introduction to the different elements of the programme. The final session was a celebratory session and took the form of an outing. The six taught parenting and yoga sessions were focused around a different theme each week and these were: play, mealtimes, self-care, sleeping, outings and transitions. The parenting session followed the same format each week; a check-in for parents so they could talk about how their week had been, a powerpoint led discussion focused on that week's theme and an activity to carry out over the following week. The format for the yoga session included postures and exercises related to the story of the week which was connected to that week's theme and breathing and relaxation techniques. At the end of the session parents were given a factsheet with hints and tips for parenting and yoga related to the particular theme and the powerpoint slides were sent electronically to the parent so the information could be shared with the parent who did not attend. The play session for the children involved activities such as sand, playdough, stories, construction and role play.

Materials

A variety of qualitative and quantitative measures were utilised both before, during and after the programme.

Pre-programme measures

- Face-to-face semi-structured interviews were conducted with parents using a pre-planned semi-structured interview schedule (see appendix A).
- The Tool to Measure Parenting Self-Efficacy (TOPSE) was used to measure parenting self-efficacy. This tool was designed to address the need for rigorous evaluation of parenting programmes and is sensitive to parenting in the UK (Kendall and Bloomfield, 2005). It was designed to explore the range of challenges and difficulties faced by parents of children under six years of age and parents' perceived ability to manage their children, based on their own views and experiences. It has been used in many research studies evaluating parenting programmes which examine parental self-efficacy (e.g. Miller and Harrison, 2015). The tool has statements organised into different sections: emotion and affection, play and enjoyment, empathy and understanding, control, discipline and setting boundaries, pressures, self-acceptance and learning and knowledge. Parents respond to statements such as 'I know I am a good parent' using a 10 point Likert scale where one is completely disagree and ten is completely agree.
- The Parenting Daily Hassles Scale (PDHS) (Crnic and Greenberg, 1990) was used to assess the frequency and intensity/impact of 20 potential parenting 'daily' hassles or events experienced by parents caring for their children. It has been used in a wide variety of research studies examining parenting in families (Asmussen et al., 2016). The events are expressed as statements such as 'the kids resist or struggle with you over bed-time'. The frequency of the event is measured on a four point Likert scale from rarely to constantly and the intensity is measured on a five point Likert scale where one is low intensity and five is high intensity.

During the programme measure

- A weekly online behaviour checklist focused on general behavioural indicators children display was devised for the programme using esurveycreator (see appendix B).

Post-programme measures

- Face-to-face semi-structured interviews were conducted with parents using a pre-planned semi-structured interview schedule (see appendix C).
- A second TOPSE was completed by parents.
- A second PDHS was completed by parents.

Procedure

Prior to the parenting and yoga programme starting, interviews were arranged with each parent. These were conducted with the parent who attended the programme in their own home and lasted between 30 and 65 minutes. Prior to the interview commencing, the parents completed the TOPSE and the PDHS. The behaviour checklist was released after each parenting and yoga session and parents were asked to complete it after reflecting on the previous week. The first checklist acted as a baseline assessment for behavioural indicators. After the final parenting and yoga session, but prior to the celebration session, interviews were arranged and conducted with each parent in their home and again the TOPSE and PDHS were completed.

Ethics

All participants were informed of the true nature of the study and informed voluntary consent was sought and gained from all adult participants in the study for their participation in the parenting and yoga programme and for the research study and for their child's participation in the play session and yoga session. Child friendly information was provided to all children at the start of each play and yoga session and ongoing verbal assent was gained. In addition, all adult staff involved in the programme and research study were alert to any verbal and non-verbal signs from the children which might signify their wish to no longer participate. Participants were advised of their right to withdraw their participation and information. All data was stored securely and in accordance with the Data Protection Act (1998). All information remained confidential and any data used was anonymised with participants being referred to by number.

It was not anticipated that the physical or psychological wellbeing of participants would be adversely affected by participating in the research study. Trainers conducting the parenting and yoga sessions had knowledge and expertise to address any issues associated with parenting or family life raised during the sessions. Any safeguarding issues raised would be addressed through the Norland College Safeguarding and Child Protection Policy. The research project received ethical approval from Norland College's Research Ethics Committee.

Findings

Analysis

Pre and post data from the TOPSE and PDHS were explored and compared using descriptive statistics and appropriate statistical analyses were conducted using Excel 2016. Data from the behavioural checklists were compared at the beginning and end of the programme and reported. A thematic analysis was conducted on the pre-programme interviews and post-programme interviews (Braun and Clark, 2006). Thematic analysis is a method for identifying, analysing, organising, describing and reporting themes found within a data set. The phases of analysis followed those suggested by Nowell et al., (2017); phase 1 gaining familiarity with the data, phase 2 generating initial codes, phase 3 searching for themes, phase 4 reviewing themes, phase 5 defining and naming themes and phase 6 producing the report. The analysis was conducted by the researcher who had not been involved in the delivery of the programme.

Pre-programme findings

The following three broad themes were identified from the pre-programme interviews: the parenting and yoga programme, parenting and the child.

Parenting and yoga programme

Parents were asked why they wanted to attend the programme and there were many and varied responses. A number of parents said they thought it would be interesting, “I saw the advert and thought it would be an interesting kind of thing to do” (Parent 3). Many parents mentioned the opportunity to focus on their child, especially if the child was the youngest, “I haven’t actually sat down and looked at (child) as her and I think I need to actually take the time to focus on her and learn more about her” (Parent 8). Additional factors which attracted parents to sign up for the programme were the fact that it was being partly delivered by Norland College, “knowing about Norland Nannies you know it’s someone you know, it’s a base you can trust knowing about child development” (Parent 4) and that it involved research, “I’m always eager to be a part of research” (Parent 5).

Although parents thought the combination of parenting education and yoga would be beneficial they recognised that the two sessions offered them different opportunities. In relation to the parenting session, some parents recognised they needed support, “improve parenting wise would be useful as I haven’t really done any kind of parenting before, you just kind of go with how it goes” (Parent 3).

Some parents wanted to specifically learn new techniques and strategies to support their parenting, “to get some strategies, to get her to put her socks on, the whole sleeping thing, we’re in a bit of a rut there and the whole tantrum thing so, yes, we’re, she’s difficult with her behaviours as well so I think the first line of your ‘do you dread leaving the house,’ I read it to my husband and he was like, sign us up!” (Parent 6). Whereas, for other parents, it was more general and to “just check that what we are doing is right” (Parent 4). The opportunity to share information was mentioned by all parents either to take information home and share with their partner or to share with other parents in the group, “you’re there with other parents and it makes you think about your parenting” (Parent 9) and “having other people to discuss their strategies...when you see or speak to someone and they say have you tried this or that it’s much better than reading a book” (Parent 2).

Many of the parents had previous experience of yoga and recognised its value, “it’s really relaxing and it’s nice to have a bit of time to switch off, I enjoyed it” (Parent 1) and they recognised that this could also be useful for their child, “the breathing techniques and the calming down to try and dissipate things” (Parent 3). In addition, some of the children had experience of yoga, “he has done yoga at nursery a little bit and he did a few poses” (Parent 9). This same parent also recognised that yoga was something they could all do as a family, “I think actually if it’s something that we can all learn it will be a good way to do it at home”. All parents identified that the yoga session offered them an opportunity to spend time with their child and connect, “it was also to have a bit of time with her, to bond with her you know, we are bonded but just to give her a bit of focused time together” (Parent 6). All the parents thought their child would enjoy the yoga session although some thought their child might initially be apprehensive about being left at the play session. All the parents had been to various different groups with their child previously, such as: swimming, sensory play and tumble tots but had not left them although some of the children had experience of being left at preschool or nursery.

Parenting

Knowledge about parenting was varied and had been accumulated from various places. Some parents had attended antenatal National Childbirth Classes (NCT) but recognised that little advice about parenting was offered, “we felt with NCT that, actually, what you needed, because the birth was inevitable, what you needed were classes for what to do after the birth but I didn’t think it at the time” (Parent 2). One parent had attended a one off morning session on parenting for her older child but recognised that, “it was useful but I think it was probably not geared to how I want to be as a parent?” (Parent 6). One parent had been looking to attend a parenting programme but “for the last six months

we have been searching for somewhere to get support...but they kept being changed or altered or not happening which was really frustrating” (Parent 4).

Parents, generally, had not sought support or advice from professionals. Health visitors were mentioned in relation to developmental check-ups and GPs for medical advice although one parent had received advice from her health visitor in relation to eating which had been helpful and one parent had received advice from her GP about her child’s sleeping issues although this had not been her purpose for visiting the GP. Many parents relied upon their own experience of being parented, “I do feel I, maybe, make it up as I go along but I feel like I was parented well so I feel like if I go with that, that has set me up relatively well” (Parent 3). Building on this many parents mentioned their own family as a source of knowledge and advice, either their mother, “I’m quite interested in asking Mum because she’s from a different generation that had different advice and I’m quite interested in learning” (Parent 5) or their partner.

Friends and other Mums were often a source of advice and support which could be trusted, “my friends...they are not at all judgemental and I feel I can be myself, they are quite similar in the ways they deal with their children but quite different in other ways” (Parent 6). Also, it was recognised that friends had empathy with issues being experienced, “you find like when you have an issue they’ve usually had the same problem and it kind of makes you feel better in a weird way” (Parent 9). Social media was also mentioned in relation to other Mums and many belonged to social media groups as a way of seeking advice, “we have a What’s App group of about 35 of us local Mums which is brilliant” (Parent 8). The internet was also a common source of advice although no specific web-sites were cited. Books were the final source of knowledge and advice and these were mentioned by the majority of parents although it was acknowledged that there were problems in using them as they could be overwhelming and they needed to be trustworthy, “you kind of think well, what’s the background of the person who wrote the book” (Parent 2). They also had to fit in with the parents’ view of parenting, “I did have it by my bedside and dipped in and out of it and I really liked it, I think it works for our family” (Parent 8).

Parents talked about their parenting practice and what was required for parenting their children. Many recognised the need for boundaries and routines and whilst some had clear routines with their children, “he likes the routine, he likes to know what’s going to be happening” (Parent 1) others found this difficult to put into practice with many parents spending considerable time trying to get their children to carry out activities or get to sleep, “she needs us to be there while she goes to sleep” (Parent 6). In addition, the consequences when the child was thwarted could be also be difficult to

manage, “she has to have one of those every morning or else she has an absolute meltdown” (Parent 2). Setting boundaries and implementing routines also required consideration of control. Some parents were aware that their child was often in control hence the problems they were experiencing whilst others recognised there was a balance to be struck and possibly an illusion of control to be created, “she needs to feel in control and that’s the key for any human being we all like to know that we are absolutely in control, that we’ve made key decisions about ourselves” (Parent 4).

In order to have boundaries and routines and to balance control it was understood that parents needed to work together, “I just feel like me and my husband, if we can’t decide on something we’ll talk about it, he’s very decisive and we’ll talk about it” (Parent 5). However, some parents acknowledged that enabling joint parenting was one of the reasons they were attending the programme, “my husband has the same attitude as me to discipline but he doesn’t think he should be the one doing it” (Parent 7). All parents realised that time was needed to ensure parenting practice was effective but this was hard to find, “you need a moment to sort of think things through and it’s largely when they’re in bed and you’re exhausted” (Parent 2). Overall, all parents recognised that parenting practice was largely a family affair, “well, it doesn’t really matter as long as you’re doing what you think is right for your family” (Parent 1).

However, adopting that viewpoint requires confidence and this was something that appeared to be lacking in many parents, with one parent stating that she was often “feeling really really exhausted, upset, unable to cope, you know just feeling like a failure every single day” (Parent 4) and another parent noted that “in the early days I was more worried about what people thought” (Parent 1). Those parents with older children suggested that this had given them some confidence in their ability to parent, “I suppose I assume that because I’ve done it once then I can do it again” (Parent 9). Many parents expressed the opinion that they were just getting by which implied their lack of confidence, “they seem happy enough, so that’s good, they’re fed enough, sleep enough and they play nicely...we’ve obviously done something right” (Parent 2).

Parents were asked to rate their confidence with their parenting on a scale of 1 to 10 with 1 being low in confidence and 10 being high. The mean rating for overall confidence was 7 with a range of scores from 5 to 8. This would indicate above average confidence with parenting skills amongst the group with some parents scoring well below this. One parent who scored in the mid-range summed it up for many parents by saying, “I kind of know some of the things I could try or should try so I feel confident that I’ve got some ideas but not always confident putting them in practice or they don’t always work” (Parent 6). Confidence also has an impact on feelings of well-being and many parents used words such

as “stressed”, “exhausted” and “anxious” in relation to parenting. Again, parents were asked to rate their own, their family and their child’s well-being. Parents rated their family’s well-being as 7 with a range of 6 to 9, their own well-being as 6 with a range of 3 to 9 and their child’s well-being as 8 with a range of 7 to 9. Although differences are small, it is interesting to note that the parent, in every case the mother, rated her own well-being as lower than her family or child’s well-being. This could possibly be explained by the fact that the mother was having to manage both the child and the family, “there’s been so many things compounding on how low I have felt around having a child and managing a family” (Parent 4).

The child

Parents were asked about the child’s development beginning with pregnancy and birth as some times issues during this time can impact upon future parenting practice or needs. Most of the parents had not had any issues with pregnancy or birth although two parents had experienced traumatic births and there were concerns that this might have impacted on bonding in the early days. Additionally, this had resulted in some lingering health worries with their child which again caused some anxiety with parenting for example concerns about sleeping when their child had a cold. Most of the children had no or minimal health worries although two children were under hospital care for monitoring of their health concerns although parents did not feel this impacted on their parenting.

Parents were also asked about their child’s development and behaviour in relation to the themes for the parenting sessions. All parents said that their children loved playing, “she loves playing, she’s really curious and enthusiastic” (Parent 8). The children loved a range of play activities: role play, creative play such as music and dance, small world play, messy play and outdoor play. All the children loved playing with other children although some of them had experienced problems in the past, “if a different child came and took his toy that he was playing with he would just push them or he would try and take it back” (Parent 1). Many of the children were happy to play on their own, “he will play on his own as long as we introduce him to it” (Parent 7) and often their play would mimic what they saw their parents doing, “this is her kitchen, this Mummy’s kitchen, she can see me cooking” (Parent 4) although there was little mention of adults playing with children.

Mealtimes seemed to be an issue for most parents. Many parents talked about their children being fussy eaters, “that’s our big weakness, not so much the eating side of it, but the variety, she won’t try things and she has a very small number of meals that she will eat” (Parent 3). Most parents had an issue with their child staying at the table whilst eating, “she does get down, about half way through she’ll want to get down...she just won’t stay at the table” (Parent 8). Some parents routinely

tried strategies to keep their child at the table, such as letting them have toys or electronic gadgets but they were not necessarily happy with this solution, “I give in and I let him have the iPad and he won’t whinge and he won’t get down from the table because he’s engrossed and I hate it because he’s like a zombie” (Parent 9).

Most of the children did not have any issues with self-care. A couple of children did not enjoy having their hair brushed and this had become a battleground for parents. Cleaning teeth had been an issue for some parents and still was for a couple, “teeth cleaning is an absolute nightmare, he doesn’t like us doing it, you have to hold him to do it and I hate that” (Parent 9). A final issue was getting dressed, “it’s a battle each morning to get her to get her clothes on, certainly to get clothes and socks on and a coat, that’s almost impossible” (Parent 6). A number of the children were not potty trained but none of the parents felt this to be an issue and that it would happen when their child was ready.

Sleep had been, or was, an issue for almost every parent. For some parents the issue was now in the past but had been highly problematic at the time, “he had a massive patch, probably when he was 2½, when he was not sleeping well. He would get out of bed...come into our room...it would be continual all night” (Parent 1). This particular parent had gained advice and knowledge about how to address the issue from the internet and a book which enabled her to instigate a bedtime routine. Many of the parents had difficulty getting their child to settle to sleep, “going to bed is a bit of an issue, she needs us to be there while she goes to sleep” (Parent 6) and staying with their child while they got to sleep was also an issue for parents when their child woke in the night, “she wakes, she shouts, she gets out to come and get us and she won’t go back to sleep unless we are there with her” (Parent 2). As previously mentioned, sleeping could be an issue when it was combined with an ongoing health issue, “he still wakes up at night...then I respond to him because it’s quicker than just leaving him and then because of the whole breathing thing I panic and wonder if he’s okay” (Parent 9).

Outings were potentially hazardous for all parents, although most of the children loved going on them. This seemed to be an area where the child’s desire to be in control and exert their independence came together bringing difficulties for parents. Some parents had difficulty getting their child ready to go out, “that’s quite tricky and something I confess I do avoid a little bit because she is a bit difficult, she’s quite difficult to get ready to actually go out in the first place” (Parent 6). However, the biggest issue was in terms of being safe when they were out, “she’s not good at holding my hand, she wants to run everywhere...to the point where I’m not enjoying it because I need to keep an eye on both of them. I want her to have her own independence but I want her also to be safe” (Parent 8) or Parent 2 who said, “she runs off and doesn’t come back, she runs on people’s pathways when you walk down the

street and won't come out of their gardens...she knows cars are dangerous but she sometimes runs into the road anyway".

The final area discussed with parents was transitions and for some this marked a time of difficulty for their child and a challenge for their parenting, "she just hates change, absolutely hates it, finds it really difficult" (Parent 4). A new bed was often a trigger for some of the sleep difficulties identified above. For others starting nursery or preschool was a trigger for a deterioration in behaviour, "when he first started preschool he was quite bad, he didn't want me to leave at all and now he's fine there's no tears" (Parent 1). The final transition that pre-empted a change in behaviour was the birth of a sibling, "his world has been turned upside down since we've had the baby, his behaviour was generally okay but he's playing up a lot more than he ever did before" (Parent 7), this particular transition had affected change in every aspect of family life causing issues with sleeping, self-care, mealtimes, outings and even play if the new baby was around.

Post-programme findings

Parenting and yoga programme

Overall, every participant said that the parenting and yoga programme had addressed their reasons for attending, "I really enjoyed it...I loved it, found it so interesting...it went far beyond my expectations" (Parent 1) and "yes and more, I wouldn't have thought that possible, but, yes definitely" (Parent 2). Some parents had signed up for the programme thinking they would find either the yoga or the parenting aspect beneficial however parents thought the balance between the two sessions was important, and the themes chosen for the programme were balanced, "I think it was good, broad, it covered most of the key things that everyone encounters" (Parent 6). However, there was a division between participants in terms of how beneficial they thought the two sessions were, with some parents valuing both the parenting and yoga sessions and others only valuing the parenting aspect. One parent clearly valued both, "I really liked the structure of the sessions, I really liked the fact that she would tell us about the lesson and then we would have a break and then we would have the yoga" (Parent 5) whilst an opposite perspective was stated by Parent 8, "I don't think I took away as much from the yoga as I did from the parenting sessions to be honest".

All participants valued the opportunity to be a part of a small group, meet other parents and learn from one another as one parent said, "it was nice hearing other Mums had the same issues so you didn't feel so alone and actually, although it's not nice to think they're going through the same, it's nice to think 'oh, it's not just me'" (Parent 9). In addition, one parent valued the conversations with

other parents for the opportunity to reflect, “I really enjoyed the chance to chat with other parents and to just have the chance to consider just how I am as a parent and how my husband is as a parent” (Parent 6). Parents stated that they felt able to talk because they felt they were in a safe environment, “you created a very safe environment for people to talk about things that made you feel quite vulnerable” (Parent 8). Another contributory factor which enabled parents to talk was knowing that their children were safe and cared for in the on-site play sessions.

One unanticipated feature of the programme which supported the parents was the setting up of a What’s App group by the parents. This was used by most of the parents as a way of communicating and sharing ideas, reassuring and supporting one another and recapping information from sessions, “it was quite handy because someone else came up with another idea or that didn’t work, so it was nice again, for reassurance or ideas or asking questions such as ‘what did she say about that?’ Yes, so that was good” (Parent 9). However some parents found it somewhat stressful as they did not have the time to contribute as fully as they would like or it made them feel worried and anxious, “I just couldn’t handle it...sometimes I feel if someone’s done something that’s been successful and now I have to do it whereas in fact what I was doing was fine” (Parent 5). Overall, parents felt that the What’s App group was useful to those who used it during the lifespan of the programme but did not need to be an integral part of the programme.

Parents were asked about the benefits of each of the different sessions. In relation to the parenting session, parents said the information was interesting, hugely beneficial and they learnt a lot, “I feel I’ve learnt a lot and I’m probably better able to deal with her or them rather, yes, I’ve got a lot out of it” (Parent 2), “I got more out of it than I thought I would...after the first session I thought this is going to be so beneficial and so worthwhile” (Parent 3) and “we noticed a massive change, instantly, straightaway” (Parent 1). The fact that the parenting programme was delivered by Norland College gave parents confidence in the information delivered, “I think just really knowing that it was Norland College obviously gives you another level of confidence” (Parent 4). In addition, the information that was given was in accordance from advice from other sources which also gave parents confidence, “it’s good to know that its advice that’s followed in other spheres as well” (Parent 2).

The trainer was singled out for praise for her delivery, “the trainer was brilliant, very friendly and open, she had an answer for everything” (Parent 8). She was able to understand the issues from the parent’s perspective, she was “very down to earth during the course you weren’t made, there was never a let’s all talk about what’s gone wrong, it was always strengths-based, what’s gone well this week” (Parent 4). She also enabled parents to see issues from the child’s point of view, “it was just things I hadn’t

thought of and thinking ‘right, how is this child feeling when I give him four instructions at once?’ So, to always, I suppose, not empathetic, but okay how would the child view this?” (Parent 9). She also created a safe space where parents could ask questions, “it was quite nice to be given some sort of definitive advice and have actually someone you could ask questions to” (Parent 7).

Parents also liked the practical advice, the handouts and powerpoint presentations which were provided for them. Talking about the practical nature of the advice one parent stated, “I think the practical tips, one of the things we did was the shopping list, it was such a practical solution that we could act on and it made it into a fun thing rather than a chore” (Parent 3). The handouts and power points were valued as a reminder of the points in the sessions and as an opportunity to share the information with their partner, “now that I’ve got all the slides we (partner and I) can do that and take some time to consolidate it and go okay these are the things they recommend what do we want to pull out of it to really move forward?” (Parent 3). The simplicity of the advice was also remarked upon, “now I brush my teeth with him and it’s such a simple thing, why didn’t I ever think about doing this you know?” (Parent 1). However, time was mentioned as a challenge in terms of being able to discuss the ideas and put them into practice.

Every week was seen as helpful although some weeks were seen as more helpful than others as one parent noted, “I liked that even things you didn’t think you had a problem with it was nice to come away with ideas” (Parent 6). Some of the parents talked about the reassurance that came from participating in sessions that did not seem so relevant, “it was good to get the reassurance and think okay, some things are hard but actually we have been really lucky in this area and it makes you appreciate what you have” (Parent 3). The first session on play was seen as the most useful session, “I think starting off with play was brilliant...that was certainly one of my favourite sessions...having an hour to think right as a parent what can I do to improve my daughter’s experience of life and learn” (Parent 4).

Views about the yoga sessions were mixed. Most parents said they enjoyed the yoga part of the session but some more than others, “it was like a really close time between the two of us and that was really nice because you were touching all the time and, but, both very relaxed” (Parent 1). The opportunity to be close and do something together was appreciated by parents and it gave them time to connect, “she really liked hiding under the blanket with me at the end because it was a really nice cuddly time because I don’t put her to bed, her Dad does that, so it was just lovely to have that time together” (Parent 5). Many of the parents mentioned the story that was used each week as something useful, “it was quite nice how she did a story and tried to integrate the yoga into story times as a way

of integrating yoga into everyday life” (Parent 7). The story was also something that parents felt they could use at home, “I think the story was great and that’s something we have brought home for our bedtime routine...I think having an activity that you can learn and take home and then bend to other stories, it was quite simple but effective” (Parent 6). The books chosen were ones that were familiar from home and nursery or preschool so most parents knew the stories. The opportunity for relaxation and trying out breathing techniques was also thought to be beneficial and something that could be used in the home, “the need for breathing and... just to try and b-r-e-a-t-h-e for various things that was helpful”, (Parent 2). As an aide to the breathing the lavender bags were also mentioned as something that would be taken away from the session.

Although the yoga sessions were appreciated and there were ideas and techniques from the sessions that could be used in the home it was felt that the sessions were not as beneficial as they could be and were not as beneficial as the parenting sessions, “it was fun for the children and it was nice for us to have a bit of a relax afterwards. I don’t think I took away as much from the yoga as I did from the parenting sessions to be honest” (Parent 8). Another parent stated that, “the yoga seemed a little rushed maybe it was trying to do too much, I was never sure what the session was trying to achieve” (Parent 2). The feeling of being rushed could have been due to the fact that many of the parents felt that although there were ideas for relaxation they could use at home, in the session it was not as relaxing as it could have been due to children running around, “the children were there and they are quite chaotic it’s hard to hear and you’re trying to follow it, they’re running around” (Parent 4). It was suggested that maybe this was because the session was not completely geared to the needs of young children and that having some more structure and consistency to the session would be helpful, “I think kids like repetition so that might be quite nice to have the same, something the same every week so start with the same song or with the same story” (Parent 6). There seemed to be a particular issue for parents and/or children who had previous experience of yoga, “she didn’t associate that with the yoga she has done before. So, she would enjoy the story and run around, have a lovely time but didn’t take it back” (Parent 3).

However, overall, parents thought the two sessions together were beneficial, “yes, I did find it really, really helpful and I think having the yoga side of it, I mean the parenting side was super, super helpful, but I thought it was really nice to have that...even if you just come home and do a few poses with them or just have that idea to make stories a bit more interesting or to just think about mindfulness a bit more, I mean it’s everywhere now isn’t it” (Parent 6). All parents were asked if they would be interested in doing another, similar programme and all parents said yes, “yes, 100%” (Parent 1) and “Yes, of course I would, wholeheartedly and I really hope that Norland do continue to do a parenting

course” (Parent 4) and Parent 3 summed up the sentiment of many parents, “can we not just keep coming until they are 18?” Parents also said they would recommend it to others and many of them had already been sharing the information with their friends, “every time they would be like what did you learn? Tell us all about it, share, share, share you know so yes, and my neighbours as well they were like are they doing it again?” (Parent 5).

Parents were asked if they could suggest changes to the current programme and a number of suggestions were proposed. It was felt that longer sessions might be helpful, “I think a little bit longer I don’t think it was enough time, the session, I could have done a longer chunk with Claire and maybe a little longer with yoga” (Parent 1). Clarifying the structure of the yoga session and the expected outcomes would have been beneficial for some parents and having some repetition of activities for such young children and a calming start to the session would be welcomed, “I know when he goes to his music class, she does a welcoming thing where they all go round and shake hands or, so it’s the same every week so they know what to expect...actually the lady who did the last week welcomed people with bubbles and stuff” (Parent 9). One parent suggested that it would have been more helpful if all sessions had been held on consecutive weeks however, as many parents had school age children, fitting in with school timetables proved to be difficult. Although one parent suggested that it could be helpful if school age siblings could attend a session as they were curious. In addition, the time of year was not conducive to holding the course with one session being cancelled due to snow.

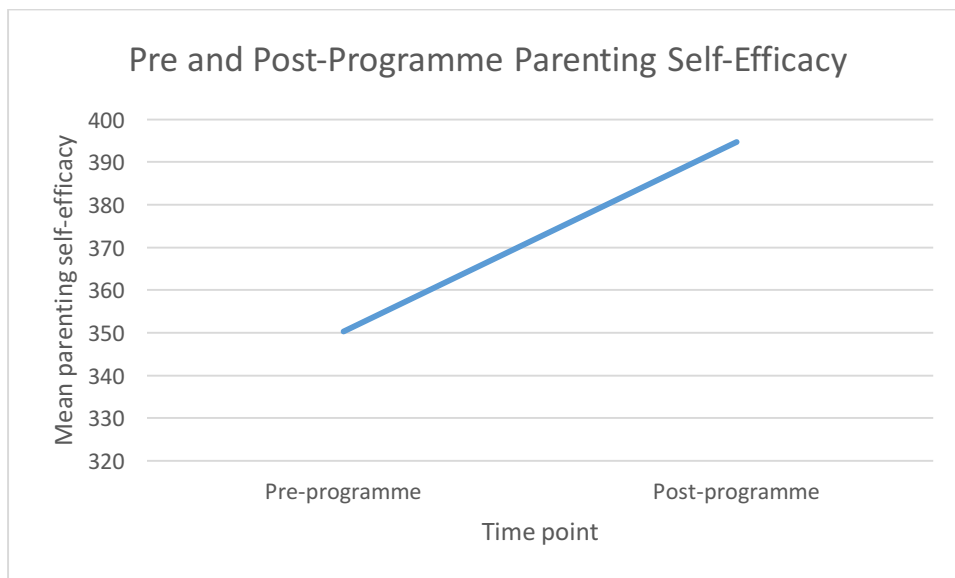
Additional features to the programme were also suggested. All parents thought, although the topic was mentioned in the session on transitions, a session on siblings would be beneficial as it represented a permanent change not just a transition, “quite a few of the questions that came up were about siblings...and it might have been helpful to have had a session specifically on that” (Parent 7). Also, a session for fathers would be helpful as one parent noted, “yes my other half would certainly have been very keen, he’s very much of the opinion why is much aimed at just Mums?” (Parent 2). Another parent stated, “there are different challenges for dads because they are not the primary caregivers, they’re not, they can’t help it, none of it is their fault but actually the rejection they feel from children of a certain age is extremely challenging” (Parent 4). It was also suggested that sessions could be held jointly for both parents although it was acknowledged this might be difficult. Another suggestion was for a session on babies, “I think whether it is your first, your second or your tenth you are like ‘am I doing this right?’ and tips on babies would be brilliant (Parent 5). Other suggestions included: “do a parenting course that is accessible for parenting in the community...communities where there is more deprivation” (Parent 4); “to come along maybe once every month or every two months and be given

tips” (Parent 8) and “maybe one individual session for everybody for the parenting...because you don’t get the chance to address everything in a group situation” (Parent 6).

Parenting - Mother

The parenting and yoga programme impacted on parenting in various ways. Parenting self-efficacy, the beliefs a parent holds regarding their ability to parent, was measured using the Tool to Measure Parenting Self-Efficacy (TOPSE) (Kendall and Bloomfield, 2005).

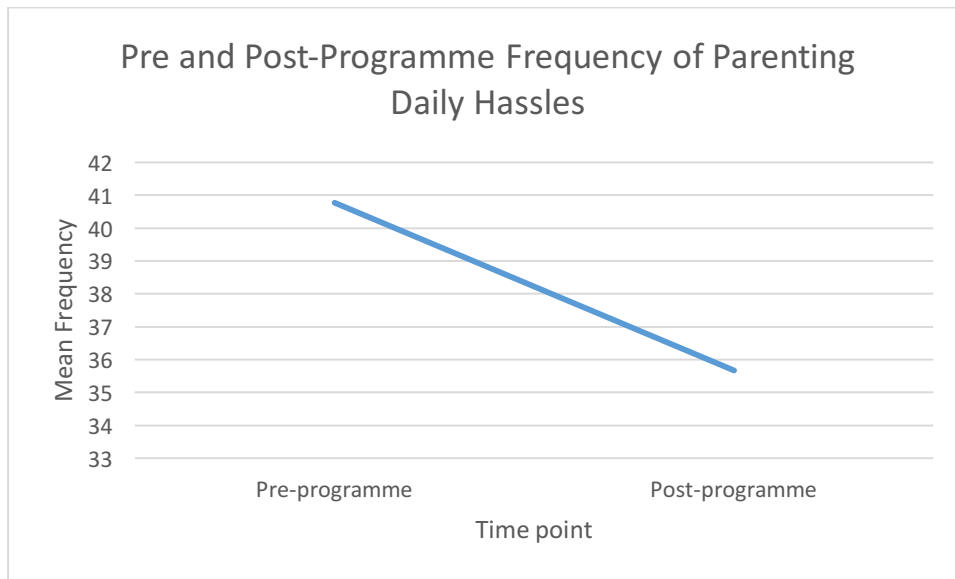
Figure 1: Pre and Post Programme Parenting Self Efficacy



Results from the TOPSE showed that parents reported lower self-efficacy scores at the start of the programme (Mean = 350.33, SD = 12.32) than after the programme (Mean = 394.67, SD = 11.54). A paired samples t-test found this difference to be significant ($t(8) = -3.98, p < 0.05$). Overall, these indicate that reported parenting self-efficacy increased after attending the parenting and yoga programme.

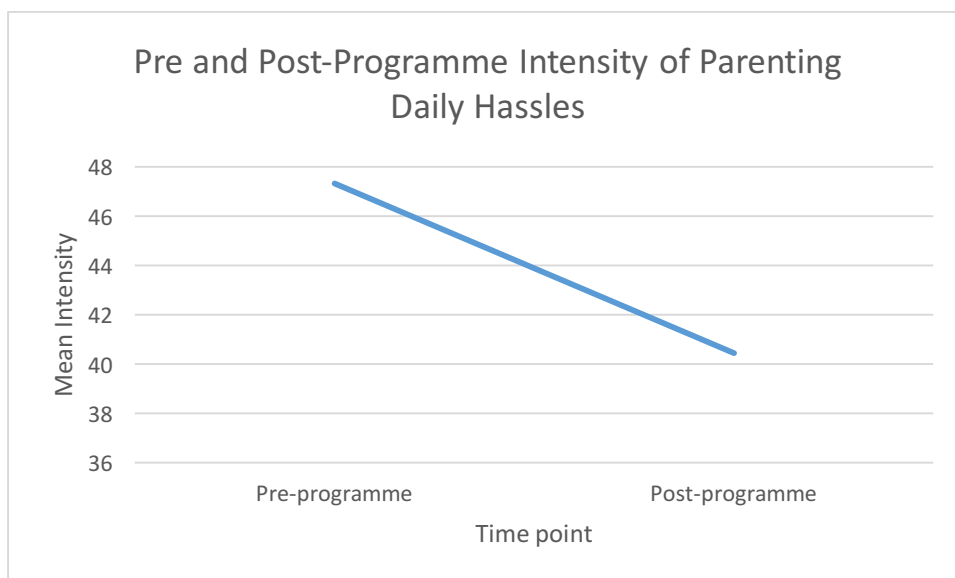
The frequency and intensity/impact of potential parenting daily hassles or events experienced by parents caring for their children was measured using the Parenting Daily Hassles Scale (PDHS) (Crnic and Greenberg, 1990).

Figure 2: Pre and Post Frequency of Parenting Daily Hassles



Results from the PDHS showed that parents reported higher frequency of parenting daily hassles before attending the programme (Mean = 40.78, SD = 4.27) than after attending the programme (Mean = 35.67, SD = 3.81). A paired samples t-test found this difference to be significant ($t(8) = 3.76, p, 0.05$). Taken together these indicate that frequency of parenting daily hassles decreased after attending the parenting and yoga programme.

Figure 3: Intensity of Pre and Post Programme Parenting Daily Hassles



Results from the PDHS showed that parents reported higher intensity of parenting daily hassles prior to attending the programme (Mean = 47.33, SD = 6.81) than after attending the programme (Mean = 35.67, SD = 6.61). A paired samples t-test found this difference to be significant ($t(8) = 2.99, p < 0.05$). Overall, these indicate that intensity of parenting daily hassles decreased after attending the parenting and yoga programme.

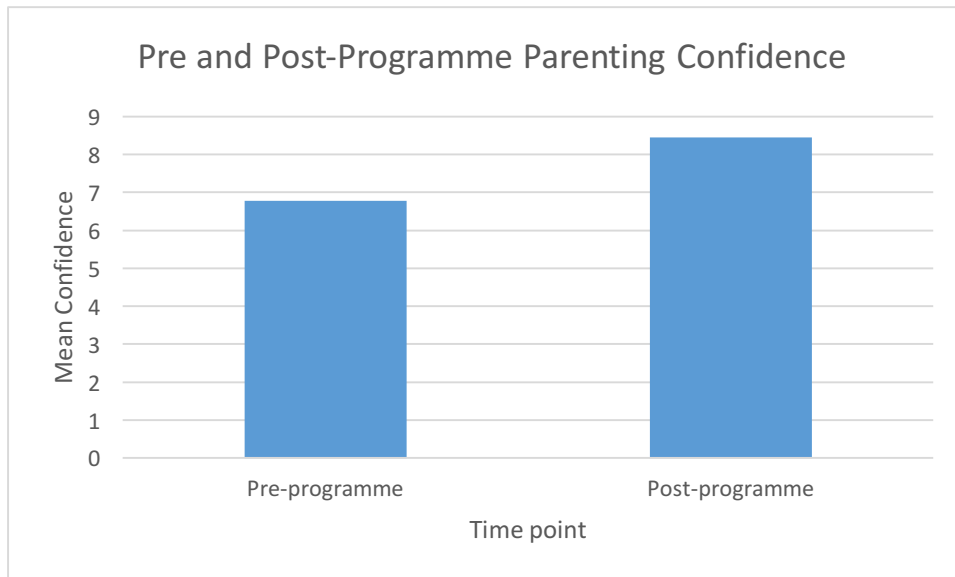
The results from the interview data supported the results from the above quantitative data in a number of ways but summed up by Parent 5, “much more relaxed, much calmer, much more patient, much more understanding and empathetic, much less ‘do it, do it now’, and more explaining, giving her time frames, you know still being strict with boundaries but being more relaxed within those boundaries perhaps and much less rushing around for me, just giving her time”.

Attending the programme enabled the parents to reflect on themselves as a parent, “I really enjoyed the chance to consider just how I am as a parent and how my husband is as a parent” (Parent 6) and this enabled them to reflect on past parenting and to instigate change, “so, we used to say ‘just eat five more mouthfuls’ but not to do that so now we say ‘okay, make the right choices, try something from...’” (Parent 9). Sometimes, reflection on past management of children’s behaviour was affirming, for example when talking about management of a past sleeping issue, “it confirmed to me that we had done it right, I mean he is in a good place now and he does sleep well” (Parent 1). In addition, for some parents reflection brought affirmation regarding the way they themselves had been parented which gave them a solid base from which to draw upon, “I think something around having confirmation that being parented the way I was myself was right...and that has been very profound for me” (Parent 4). Overall, reflecting on being a parent brought confidence in their ability to parent their children.

Parents had confidence to try out new tools and strategies, “It was quite nice to come home and say ‘actually they said try this’ and we’d say ‘well, let’s do it’ whether we thought it might work or not” (Parent 6). It also gave parents the confidence to not worry so much about what others thought about their parenting and the realisation that they had to find a way that worked for them, “I think we are sort of saying ‘what the heck’ to a lot of things now and choosing our battles and trying to see it’s not about the end result but the process” (Parent 8). However, this opportunity for reflection did not come without its challenges, “sometimes it highlighted things I’d never thought of...and then I’d think ‘oh, am I a bad parent?’ and you just get those moments don’t you?” (Parent 9). Overall, as one parent summarised, “it’s nice, nice to be able to do that and know that I’m doing it right” (Parent 1).

During the pre and post-programme interviews parents were asked to rate their confidence in their parenting on a scale of 1 to 10 with 1 being low confidence and 10 being high confidence.

Figure 4: Pre and Post Programme Parenting Confidence



The results showed that parents rated their confidence in their parenting lower prior to starting the programme (Mean = 6.78, SD = 1.20) than after completing the programme (Mean = 8.44, SD = 1.13). A paired samples t-test found this difference to be significant ($t(8) = -3.78, p < 0.05$). Overall, these indicate that confidence in parenting ability increased after attending the parenting and yoga programme.

Attending the programme also gave parents greater insight into and understanding of their child, “trying to put myself in her shoes more...now I’m sort of going ‘you’re playing up, why are you playing up as you wouldn’t do that normally?’” (Parent 3). Asking questions about their child’s behaviour enabled them to understand them better, “trying to take a bit more of an overview, taking a few minutes to think ‘what’s going on here?’ ‘Where might this be coming from?’ rather than just going ‘aargh, why aren’t you doing this? Standing back and assessing” (Parent 2). In attempting to understand their children better parents reported greater awareness and respect for their children which also enabled them to try and prepare and explain daily events and changes to their children, “I try to prepare and predict a bit more, not always getting it right, but trying to talk through what we’re doing and what we’re trying to do” (Parent 6).

Communication with their child was another area which benefitted from attendance on the programme, “I listen...we’ll ask him why and get him to try and explain it to me and then he is more willing to listen to me...we are having a conversation...we talk more rather than him ‘Mummy’ and me

'no', I find it flows a lot better now" (Parent 1). Also, parents felt they could talk about emotions with their children, something many of them had not felt able to do, "I think we do talk about our emotions...she will tell me 'I am feeling sad', 'I am feeling cross Mummy', 'okay, why?' and we will talk about it" (Parent 5). Yoga was also beneficial to parents in helping them to communicate with their child, "I think I try to be calmer, I don't always succeed but I always notice when I shout and therefore do try the breathing that is something I have taken away" (Parent 6).

Increased control and greater boundary setting was also reported by parents and evidenced by the TOPSE which showed large changes in scores for control and boundary setting for some parents. Many parents stated, "I've taken a bit more control" (Parent 6) and acknowledged that greater boundaries were in place, "I try to be a lot more consistent...I think you have to pick something and then stick to it and eventually you will find out whether it's working" (Parent 7). However, for some parents it was about learning to be flexible with control and boundary setting, "I think being a bit less, it's got to be this way and it's got to be now, just giving a situation a bit more time" (Parent 4).

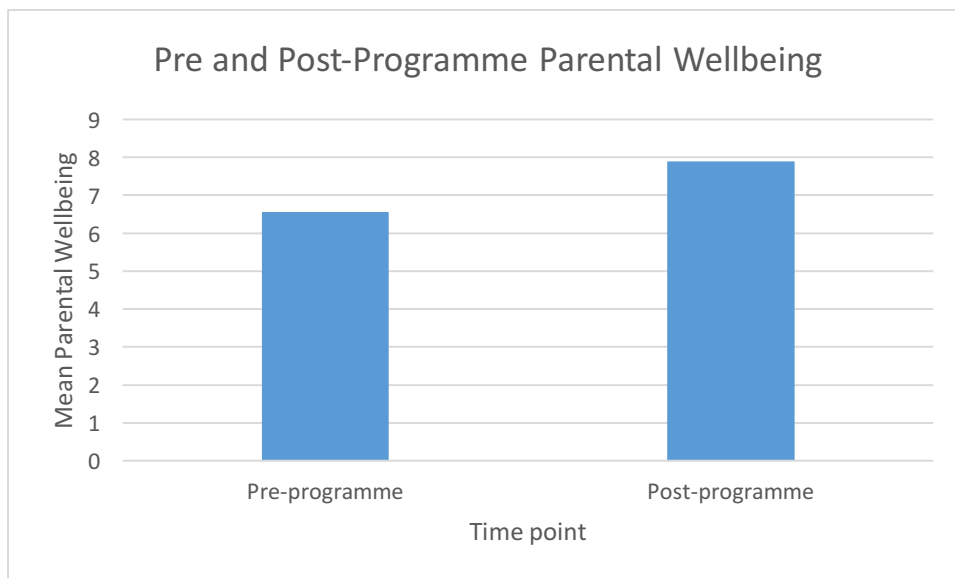
One area where parents experienced a big change in their parenting was in relation to play. The play session was the one session which all parents did not think would be so beneficial but all parents reported being more playful and playing with their children more, "I think the play one was really good and the one I have used most from so far, just with the activities and the invitations to play..." (Parent 3). The invitations to play, setting up play activities for children, enabled parents to experiment with resources they would not previously have thought of using, "playing with everyday items like utensils and things...they love the potato masher and things like that" (Parent 2) and Parent 7 noting that, "even if we go to someone else's house and there isn't much for him to do a blanket is actually enough to play with". Some parents mentioned that they were more able to let their children take risks in their play, "I think I was a bit risk averse with things like climbing frames I would say 'no, no, no' and now I let her on it and she is absolutely fine, she loves it" (Parent 5). Whilst others were more able to tolerate mess, "the other thing that I took from that which really changed things for us is I don't tidy up after each activity. I basically sweep it on the side because they keep coming back to it" (Parent 8).

However, the programme also challenged parent's perceptions and expectations regarding parenting which also presented further learning. Some challenges were in relation to themselves for example being control, "when we had the play one she said let the children be in control and that really shocked me and I was like, 'but we're the parent we have to be in control all of the time' so that's been really nice to let her be in control of play" (Parent 5). Other challenges were in relation to their expectations of their child's development, for example dressing, "I thought we were doing fine and then Claire

started talking about when they get themselves changed and I was like ‘sorry, what do you mean get themselves changed? I change him every day!’ It had never crossed my mind for him to get himself changed and I was like ‘oh, I need to start thinking about that then’” (Parent 1). Another parent stated, “that was probably my key take away from that week, that actually she can probably do more than I think and I should give her more credit” (Parent 6).

Many changes were reported by the parents who attended and at the end of the pre and post-parenting programme interviews they were asked to report on their own, their families and their child’s wellbeing. In relation to their own wellbeing the results were reported as follows:

Figure 5: Pre and Post Programme Parental Wellbeing



Results showed that the parent who attended the programme reported lower wellbeing scores prior to starting the programme (Mean = 6.56, SD = 1.81) than after attending the programme (Mean = 7.89, SD = 1.05). A paired samples t-test showed this difference to be significant ($t(8) = -2.41, p < 0.05$). Combined these indicate that parental wellbeing increased after attending the parenting and yoga programme.

Parenting – Family

Parents reported that attending the programme had enabled them to talk more with their partner about parenting and try out ideas together, “it was nice just coming home, talking to my partner about it, we’d try and like ‘wow, that really worked’” (Parent 1). Greater communication also enabled a shared view to develop, “we are singing from the same hymn sheet a bit more and we are able to apply it all a bit more consistently” (Parent 3). As well as having a shared view, parents reporting sharing activities, “and my partner has ended up putting babies all around the room in beds and waiting for her to wake up, he’s taken on all the things we’ve done as a family and it’s just created

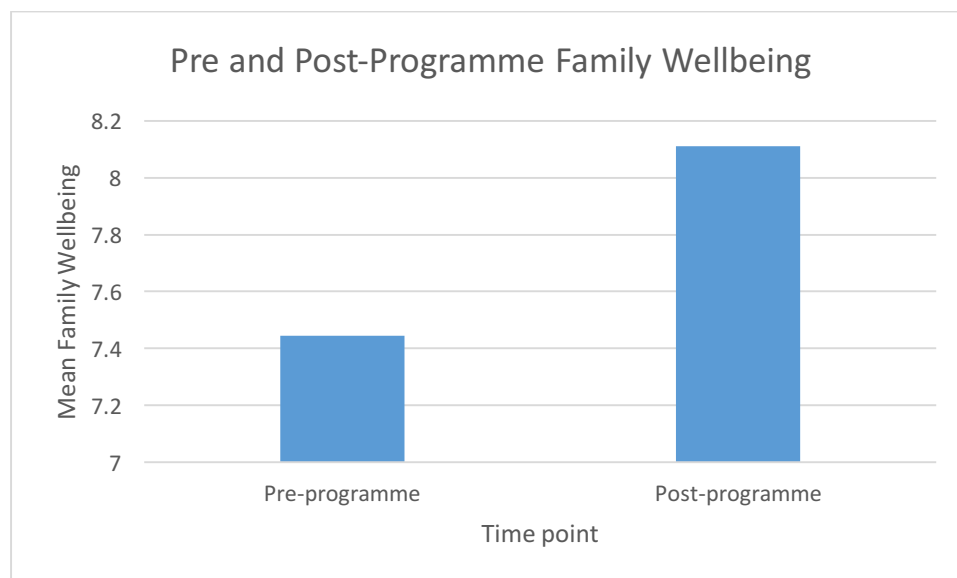
even more positive things to talk about” (Parent 4). By sharing activities this has resulted in parents being able to spend more time with one another, for example when discussing taking it in turns to put their children to bed, “so that’s quite nice because it’s cut the time, you know, one of us can come and do the dinner because we didn’t use to eat until later, so yes, there have been some good changes and for my husband as well” (Parent 6).

Those parents who had other children also reported that they were able to use many ideas they had learnt on the programme with their other children. One parent reported that they had used their knowledge about self-care with their older child, “I learnt that they should be able to dress themselves by the time they go to school... so with our oldest we have said to him ‘by the time you go to school you must absolutely be able to do this” (Parent 2). Another parents reported talking with their other child differently as a result of the programme, “I tried to implement it with my older child and I very much discuss things with her now, give her credit for her opinions and I will listen to things” (Parent 8).

Overall, family life was thought to be better, “I think it’s all a bit more fun to be honest” (Parent 5) and “everything’s been okay, there’s been no meltdowns, no arguments, she’s happy, we’re happy, I just felt happy in the family and that sense of oh, this can actually be nice” (Parent 4). Parents reported that as they were sharing and doing more with their partner there was less opportunity for their children to play them off against one another, “we were used to splitting and that used to cause problems at bedtime because one would want me and...” (Parent 6). Some families had been able to go away on holiday, “I thought that transitions was going to be a nightmare on holiday going to different places but she coped well...I thought she would be running riot but she wasn’t” (Parent 2). In addition, small techniques such as using a step at the table ensured that children stayed at the table so that families could eat together, “I think situations are calmer, like, especially mealtimes because he is sat and we’re not constantly ‘get back to the table’, ‘eat your dinner’ so, the whole situation is a bit nicer...it makes it easier for everyone” (Parent 1).

Parents were asked about their family’s wellbeing at the pre and post interviews and asked to rate family wellbeing on scale of 1 to 10 with 1 being low wellbeing and 10 being high wellbeing. The results are reported below.

Figure 6: Pre and Post Programme Family Wellbeing



Results showed that family wellbeing scores were lower prior to starting the programme (Mean = 7.44, SD = 0.88) than after attending the programme (Mean = 8.11, SD = 0.93). A paired samples t-test showed this difference to be significant ($t(8) = -2.0, p < 0.05$). Combined these indicate that family wellbeing increased after attending the parenting and yoga programme.

The child

All children were reported as enjoying the programme. All children enjoyed the play session they attended whilst their parent was at the parenting session, “he liked seeing the other children, he always came out of that happy, they did different, they had different toys that he didn’t have at home” (Parent 9). They also liked playing with the adults, “the playdoh with the ‘Norland students’, most definitely” (Parent 8). Parents reported their children has having increased confidence exemplified by one child starting nursery as a result of her experience in the play sessions. All the children also enjoyed the yoga sessions, “he liked the story aspect of yoga” (Parent 7) and “she enjoyed the relaxation, she was really good at the relaxation” (Parent 3).

Parents were asked to complete a weekly online behaviour checklist focused on general behavioural indicators that children display. The first checklist was completed when the parents started the programme (Appendix D) and the final checklist was completed at the end of the programme (Appendix E) and these were compared. An improvement in most indicators could be observed between week 1 (N=9) and week 8 (N=7). For example, the mean number of children having frequent temper tantrums decreased from 4.11 to 3.43 and the mean number of children sleeping through the

night increased from 4.11 to 5.00. However, there was a slight decline in two behavioural indicators: being picky with food and being difficult to settle to sleep but all other indicators improved.

During the interviews parents reported that they were now giving their child more control and independence in different ways, for example in relation to self-care, “we’ve given her more independence, I guess, so now we change a little bit what she wears and she takes more pride” (Parent 6) and “if he’s picked some clothes...as long as they sort of match that’s fine...letting him have a bit more authority” (Parent 7). In relation to play, “I let her lead the play and go at her pace, follow her interests and her train of thought” (Parent 8) and “he will go into the lounge on his own and get his toys out whereas he would never do that before...he’d be like ‘Mummy play with me, Mummy play with me’” (Parent 1). In relation to increased play, parents also reported that their children were watching less television or having less screen time. The same parent who stated that her son played more on his own also said, “but he would never have done that he would be like just put the TV on” (Parent1). This was supported by another parent who stated, “another thing I’ve noticed, which is huge, is television use, it’s massive. We’ve started not to use the TV at all and the iPad and that was a huge, huge difference” (Parent 9).

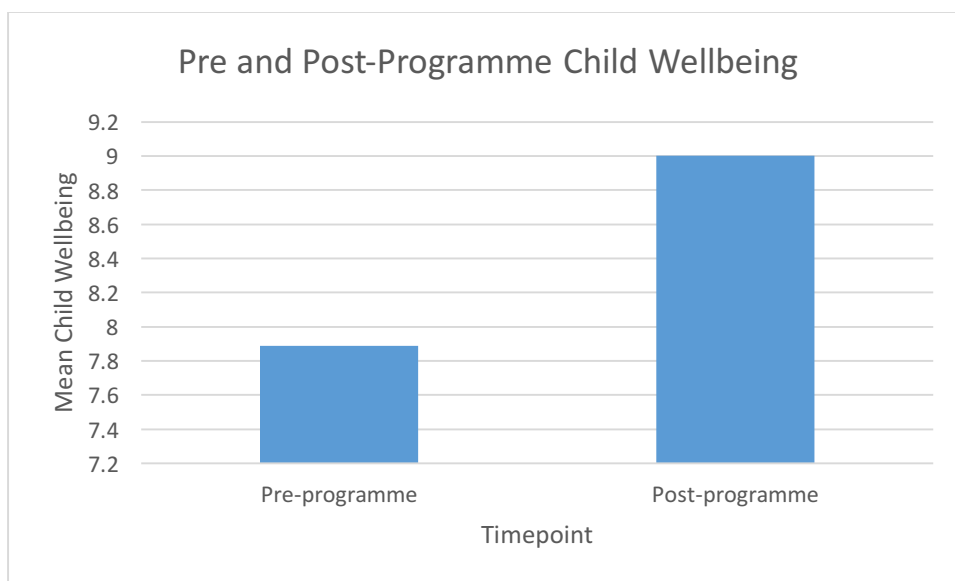
Mealtimes were generally reported to be better with children staying at the table for longer to eat and more food and a wider range of food items being eaten, “trying to eat together a lot more and letting her choose things a lot more so putting things out on the table like a smorgasbord of stuff” (Parent 3). Sleeping was also reported as being better with children settling better and sleeping through the night. This was often the result of parents having implemented clear bedtime routines, “the sleep has really helped us because we didn’t know what to do and we weren’t very consistent...but we know if we sit with her for five minutes she will go to sleep so that has really helped in my head, going consistency, consistency, consistency” (Parent 6). Behaviour was also reported as being better with children running off less, “she’s not done that much. She did run off down the street the other day, she’s nowhere near as bad as she was” (Parent 2) and less temper tantrums, “probably less tantrums because he’s not getting so fed up and frustrated with me telling him what to do” (Parent 7).

Parents were generally communicating more with their children as described earlier, talking about emotions, expectations and having conversations. This improved communication was also reflected in the conversations their children were having with their siblings, “I think that she will notice that the way I talk to her is different and she does that to her sister so I think it has made an overall difference” (Parent 5). In addition, improved communication also resulted in siblings playing better with one

another, “they are playing together, I mean, they would play with other children but he would argue or ruin your toys wouldn’t he (speaking to older sibling) but he’s been getting better which is good” (Parent 9.)

Parents were asked about their child’s wellbeing at the pre and post interviews and asked to rate their child’s wellbeing on scale of 1 to 10 with 1 being low wellbeing and 10 being high wellbeing. The results are reported below.

Figure 7: Pre and Post Programme Child Wellbeing



Results showed that child wellbeing scores were lower prior to starting the programme (Mean = 7.89, SD = 0.78) than after attending the programme (Mean = 9.00, SD = 1.12). A paired samples t-test showed this difference to be significant ($t(8) = -3.60, p < 0.05$). Combined these indicate that child wellbeing increased after attending the parenting and yoga programme.

Discussion

This research study was an evaluation of an eight week bespoke parenting and yoga programme delivered to nine parent-child dyads. Sessions consisted of one hour of parenting education and 45 minutes of yoga delivered by experts in their respective fields. The research aims for the programme were to:

- Evaluate the impact of the combined parenting and yoga programme on parental wellbeing and self-efficacy
- Evaluate the impact of the combined parenting and yoga programme on aspects of family wellbeing and children's behaviour.

Parenting programme

The programme was a unique parenting education and yoga programme. As recommended in the literature (Barlow, Parsons and Stewart-Brown, 2005), it was a short-term programme devised to be delivered over eight weeks although due to circumstances it was delivered over a longer time period. It was a universal, multi-modal programme (Asmussen et al., 2016; Bunting, 2004) being both behaviour-focused, primarily located within the parenting education element, and emotion-focused, primarily concentrated within the yoga element. It was a group-based programme and such programmes are considered to be cost-effective and more supportive (Barlow and Stewart-Brown, 2001). Cost-effectiveness was not measured in this evaluation but it could be deemed supportive as parents stated that they valued the opportunity to discuss issues, compare parenting experiences and learn from one another. This programme can be considered as adding to the growing evidence base for parenting programmes, especially those which are universal for which there is considered less evidence (Lindsay and Totsika, 2017). Through the use of mixed methodology, this programme had demonstrated improved outcomes for both parents and children.

When designing parenting programmes, the Welsh Government (2017) recommends the following principles should be considered: being inclusive and accessible, accounting for the needs of a wide range of parents, being sensitive to the stresses of daily family life, adopting a strengths-based approach and focusing on improving outcomes for children and parents. This programme has adhered to those principles. It could be considered inclusive and accessible. Although, it can be argued that all parents were educated and professional it is often difficult for these parents to access parenting support as they are considered to be knowledgeable (Breiner, Ford and Gadsen, 2016). However, as

evidenced by parents on this course they did not necessarily have knowledge regarding parenting, often making it up as they went along, and recognised they needed support but this was difficult to access. As Allen (2011) and McInnes, Downie and Newman (2005) state, all parents should have the opportunity to benefit from parenting support regardless of the age of their child.

Accessibility to the programme was demonstrated by the provision of a play session for the children whilst the parents were attending the parenting session. The play session was also available to younger and older siblings when necessary so the parent did not have to miss a session. Handouts with information regarding the weekly theme was provided to parents so they could refer to information outside of the sessions and the power point slides of the parenting education session was emailed to parents. This also provided the information to parents who occasionally missed a session due to ill health. It also provided a mechanism for the parent who attended to share the information with their partner thereby facilitating a communication and a joint approach to parenting. Accessibility was further enhanced through the formation of What's App group for the parents. Although not all parents used it, the majority did, and they found it a helpful network for sharing ideas and support.

The programme addressed the needs of the parents who attended. They also stated that they would welcome further programmes and would recommend the programme to others. It provided them with support through being able to discuss issues with each other and the trainer delivering the parenting education session. They were provided with techniques and strategies to enable them to manage their children more effectively. Strategies such as using a step at the dinner table to ensure children were comfortable and remained at the table, instigating routines at bedtime, taking control and setting boundaries and allowing their children to have control and independence over such things as dressing all contributed to decreased behaviour issues with their children and increased satisfaction with family life. Parent's knowledge of child development and parenting increased and their relationship with their child was enhanced through more effective parenting skills and the connection fostered during the yoga sessions.

The six themes chosen for the parenting and yoga programme were carefully considered as ones that are acknowledged to present difficulties to parents with young children therefore the programme could be considered to be sensitive to the stresses of daily family life. Parents on the programme considered the themes to be appropriate and even when a theme was less relevant to a particular family's needs the parent recognised that it was still useful. They also recognised it was affirming to recognise that they were achieving well with their child in certain aspects which enhanced their confidence with parenting. The balance between the parenting and yoga sessions was valued although

parents generally felt that the parenting session was more beneficial than the yoga session. However, they did recognise that the yoga provided them with techniques for relaxation which they could use in the home and that it developed their connection with their child.

Parents recognised that the delivery of the programme was strengths-based. The trainer of the parenting education sessions had a 'can do' attitude and recognised that parenting was hard. She gave parents the opportunity to discuss what went well and what went less well each week and the resultant discussion enabled sharing of issues and ideas for improved parenting. The parenting sessions provided parents with practical ideas which they valued. The yoga sessions also provided parents with practical ideas which they could use at home. It also involved stories which were known to the children and parents and the way the stories were used could be adapted for use with other stories. Parents were also reassured by the fact that the delivery of the programme was through Norland College, an institution recognised for excellence in the field of childcare.

The Welsh Government (2017) state that any parenting programme should be focused on improving outcomes for parents and children and this programme evidenced the following parent and child outcomes.

Parent outcomes

Overall, there was a statistically significant increase in parental self-efficacy as measured by the Tool to Measure Parenting Self-Efficacy (TOPSE) (Kendall and Bloomfield, 2005) and a statistically significant decrease in frequency and intensity of parenting daily hassles as measured by the Parenting Daily Hassles Scale (PDHS) (Crnic and Greenberg, 1990). The programme provided parents with the space and time to reflect on their parenting and being parent. For many of the parents this provided them with affirmation of their own parenting, as they shared their experiences and also of being parented themselves. This latter finding was particularly positive as many parents modelled their own parenting on the way they were parented and often looked to their own parents and family for support and advice.

The opportunity for reflection and discussion enabled parents to consider their beliefs and attitudes about parenting and instigate change. One particular change which was noted by all parents was in relation to control. Prior to attending the programme parents belief was focused on their need to control as a parent however following the programme there was greater emphasis on shared control and recognising that by allowing their children to have control over certain things, for example dressing, enabled children to feel less frustrated thereby reducing the number and intensity of temper

tantrums. As parents with higher levels of education it would be expected that they would have higher levels of parental confidence (Breiner, Ford and Gadsden, 2016) however, the above reflections and changes enabled the parents to feel more confident in their parenting. When asked to rate their confidence with parenting, parents reported a statistically significant increase in confidence. In addition, based on what they had learnt, many of the parents now felt confident enough to advise their friends with parenting issues.

Parents vary in their understanding of childcare and child development (Bunting, 2004; Breiner, Ford and Gadsden, 2016) and this was the case for the parents on this programme however, all parents reported increased understanding and knowledge of childcare and child development. Parents had their understanding of expectations for children's development challenged, for example in relation to dressing themselves. They developed knowledge in relation to childcare, for example how to set boundaries, instigate routines and various techniques and strategies to implement at mealtimes and on outings. Parents also learnt to perceive the world from their child's perspective and this had a profound impact on understanding their child's behaviour. They could more clearly why their child behaved in the way they did. This viewpoint also encouraged greater communication with their child, asking their child questions about behaviour and events and providing explanations about their own behaviour or events, this in turn enhanced parent-child relationships. Relationships were also enhanced by parents playing with their children more, setting up invitations to play and letting children lead the play more. As well as improved communication and relationships between parent and child, parents also reported improved communication and relationships with their partner, their other children and between siblings

Parents also reported that they were more relaxed about parenting and their children's behaviour. They reported being able to tolerate mess more and being able to let their children take more risks during play. They recognised that at times their children became frustrated leading to temper tantrums but they were able to tolerate these better and being able to see the world through their child's eyes meant they could understand why they were happening. Parents reported being less anxious and more confident. They also knew that they had techniques, such as deep breathing, from the yoga sessions which they could use at home to dissipate their own anxiety and help their children to self-regulate. Parents who attended the programme were asked to rate their wellbeing at the beginning and end of the programme. They reported a statistically significant improvement in their own wellbeing.

By the end of the programme parents felt they were parenting more as a team and that this was beneficial for parents and children. They considered family life was enhanced as the communication between all family members improved and relationships were strengthened. For some families this had resulted in them being able to go out more and to go on holiday. Overall, parents reported a statistically significant improvement in family wellbeing which accords with the idea of good parenting not just benefitting children but also families (Barlow, Parson and Stewart-Brown, 2005; Welsh Government, 2017).

Child outcomes

There were a number of improved outcomes for children as a result of them attending the parenting and yoga programme with their parents. Improvements in wellbeing and development were aligned with those reported in the literature (Allen, 2011; Asmussen et al., 2016; Bowers and Strelitz, 2012) Using the behavioural indicators checklist and from the interview data, parents reported improvements across a variety of behavioural indicators between the beginning and end of the programme. Children engaged in more play with more resources which also resulted in children watching less television and using less screen-based gadgets. Improvements were noted with aspects of self-care such as teeth cleaning and dressing. Sleep hygiene was improved with children being better at settling themselves to sleep and sleeping through the night however, although parents reported that children were better at settling themselves to sleep this was not confirmed by the results of the behavioural checklist.

Children were better getting ready to go out and behaved more safely when out, with less running off. Some families went on holiday and children were able to cope with this. Mealtime behaviour improved with children staying at the table longer for a family meal and parents reported their children eating more and eating a greater variety of food although, again, this was not borne out by the results of behavioural checklist. Parents reported greater independence in their children with less temper tantrums. For one child a favourable outcome resulting from attendance at the play session was starting nursery. Overall, based on parent report, there was a statistically significant improvement in children's wellbeing.

Although there were many improved outcomes for children in terms of wellbeing and development it must be recognised that the time frame between the beginning and end of the parenting and yoga programme when the measures and interviews occurred was ten weeks. It is, therefore, difficult to separate out those changes which occurred as a direct result of the attendance on the programme and those which occurred through natural maturational processes. It is highly likely that many of the

changes resulted from a combination of more effective parenting and children's development. However, based on the improved parent and child outcomes it can be stated that the aims for the joint parenting and yoga project were met. Evaluation of the programme has demonstrated increases in parental and family wellbeing as well as in parental self-efficacy. In addition, there were notable improvements in aspects of children's behaviour.

Limitations of the study

One notable limitation is reported above in relation to evaluating whether child outcomes were a result of attendance on the programme or maturational processes. Another limitation is the small number of participants in the study. Although qualitative methods traditionally employ small numbers of participants, quantitative methods which involve statistical analysis routinely involve much larger numbers (Denscombe, 2017). However, it is feasible to use small numbers when using the paired samples t-test as was used in this study (de Winter, 2013) although the results must be treated with caution.

In addition to the sample size being small, it also consisted of a discrete demographic with all parents in a long-term relationship with the child's father. All mothers were also educated with professional backgrounds. Eight of the nine mothers were employed or on maternity leave. Due to such a homogenous sample, any generalisation of the results should be confined to similar demographic groups.

There were some issues with the yoga aspect of the programme which may have impacted on the efficacy of the programme. There was a lack of clarity regarding the purpose and outcomes of the yoga overall and with the individual sessions. Ensuring that the sessions were geared for the needs of young children might have ensured there was less running around by the children. However, overall the children enjoyed the yoga sessions and most of the parents noted some benefits in terms of relaxation and breathing techniques they could use in the home, the lavender bags which were innovative and the use of stories to support yoga.

Future research and amendments to the programme

Future research should be conducted with larger and more diverse samples to evaluate the impact of the parenting and yoga programme on outcomes for parents and children. Prior to any further research being conducted there should be some amendments to the yoga aspect of the programme. As already noted a clear purpose and expected outcomes needs to be provided for potential parents to any future programme. In addition, detailing the structure of the sessions so that parents know what to expect would be welcomed and knowing what to expect would enable parents to prepare their children for the session. The delivery of yoga within future programmes aimed at young children should be cognisant with the needs of early years children. As suggested by parents the inclusion of repetitive elements would be helpful as children in the early years respond well to repetition as it provides them with a sense of safety and security in their environment (Howard and McInnes, 2013). Introducing the same welcoming activity, as occurs in other early years group activities would also be beneficial. These additions to the programme should ensure there is less running around by children during the session and increase the value of the yoga aspect for children and parents.

Other suggestions for future programmes were suggested by parents. It was felt by some parents that making the sessions longer would be helpful. Whilst this might be appropriate if the programme were aimed at older children, the length of the session was thought to be appropriate for such young children. Additional topics were proposed and these included: a session on siblings, a session on babies and one for Fathers. It is clear that the permanent transition that having another child brings raises many issues for parents and one that needs addressing, however as one parent noted, a session focused solely on siblings might be difficult for those parents who have only one child with no intention of having another. It might be possible to scrutinise any register of potential participants before a programme commenced in order to assess whether or not the inclusion of a session on siblings would be appropriate. Another way forward could be to make a session on siblings optional for participants although this might impact on the dynamic of the support network being created within the group. As with the session on siblings it might not be appropriate for all participants to have a session on babies. It might be more suitable to include information on babies within every session as part of the conversation on the developmental trajectory of young children. A session for Fathers could be arranged although the logistics of enabling them to attend during working hours would have to be considered. It could be possible that a one-off session for them could occur outside of normal working hours or that a 'Dad's only' programme could be organised for them. These have been attempted

elsewhere, most notably as part of the Sure Start initiative with varying degrees of success (Lloyd, O'Brien and Lewis, 2003).

Other suggestions included one individual session for each parent during the course of the programme to address concerns which parents did not feel able to raise or discuss during group sessions. Whilst this might be feasible in practice it would have time and cost implications. A drop-in session to be held once very month, or every other month, was suggested. The feasibility of this in terms of time, organisation and logistics would have to be carefully considered and might prove to be prohibitive. Finally, a community programme was suggested which would be worthwhile and beneficial to participants but again, might prove to be beyond the resources of the programme team.

Conclusion

The purpose of a parenting programme as stated by McInnes, Downie and Newman (2005) is, “to change the way that parents behave towards their children in order to improve the effectiveness with which they respond to their children’s physical, emotional, educational, social and cultural needs” (p. 16). The unique joint parenting and yoga programme has achieved this purpose. Using a mixed methods approach this programme has demonstrated changes in the way parents behave towards their children which has been effective for children’s development and overall family functioning. The research study has successfully met its aims which adds to the evidence base demonstrating the value of universal, group-based, multi-modal parenting programmes for children in the early years.

The unique inclusion of yoga within the parenting programme, whilst there are areas for development, has been beneficial. It could be argued that the addition of any approach incorporating mindfulness would have been valuable but yoga brings the possibility of physical, as well as emotional, connectedness which can only enhance the relationship between parent and child. There have been limitations with the research study and these have been discussed, along with suggestions for future research evaluating such programmes and for the development of subsequent joint parenting and yoga programmes. Whilst it has been recognised that the participants of this programme reflected a particular demographic group it is anticipated that future programmes would reach a wider demographic because as one parent stated, all parents want their children “to be happy and confident and get the most out of life” (Parent 4). This bespoke parenting and yoga programme aims to help parents achieve that.

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Appendices

Appendix A – Pre-interview schedule

Family information

What is your name?

What is your child's name?

How old is your child (in years and months)?

Does your child have any brothers and sisters?

How old are they?

How do your children get on with one another?

Child's information

How was your pregnancy with your child?

Does your child have any health issues? Yes/No

If yes, please could you describe?

Has your child had any issues with any of the following:

- Sleeping
- Play
- Self care
- Mealtimes
- Outings
- Transitions
- Other
- What were the issues? How were they resolved?

Have you had any involvement with any professionals e.g. health visitor, for any issues with your child? Yes/No

What help did you receive?

Parenting and other classes

Have you attended any parenting classes before? Yes/No

Which? When? Why? What did you find beneficial? What did you find challenging?

If you felt you needed support with parenting who would you approach?

Health visitor? GP? Friends? Family? Other?

If you have sought help, what issues did you seek support for?

What advice were you given?

How helpful was this advice?

Did you follow it?

On a scale of 1 to 10, with 1 being not all and 10 being completely confident, how confident would you say you were with parenting your child?

Have you attended any other groups with your child before?

What? When? Why? What did you find beneficial? What did you find challenging?

Have you attended Yoga classes before? Yes/No

How beneficial did you find them?

Parenting and YOGADOO programme

Why are you attending the parenting/Yogadoo training and research programme?

What do you hope to gain from the programme?

Parenting aspect/yoga aspect/both?

How do you think your child will respond to the programme?

Do you anticipate any difficulties with the programme?

Wellbeing

On a scale of 1 -10, how would you describe your family's wellbeing, with 1 being low wellbeing and 10 being high wellbeing?

On a scale of 1 -10, how would you describe your wellbeing, with 1 being low wellbeing and 10 being high wellbeing?

On a scale of 1 -10, how would you describe your child's wellbeing, with 1 being low wellbeing and 10 being high wellbeing?

Appendix B – Weekly behaviour checklist

On a scale of 1 to 5 where 1 is 'not at all like my child' and 5 is 'completely like my child' please respond to the following statements in relation to the last week:

	N/A	1	2	3	4	5
My child plays well with his/her siblings						
My child plays well with other children						
My child has frequent temper tantrums						
My child is able to brush his/her teeth						
My child is able to use a knife or spoon and fork						
My child is able to sit at the table for mealtimes						
My child eats all his/her meals						
My child is picky with his/her food						
My child happily washes his/her hands when asked						
My child willing has a bath						
My child is happy to have his/her hair washed						
My child independently goes to the toilet						
My child is willing to go bed						
My child is difficult to settle to sleep						
My child sleeps through the night						
My child enjoys going to groups/activities						
My child is happy to talk with other children						
My child is happy to talk with adults						
My child enjoys going outside						
My child behaves when in a public place						
My child enjoys visiting others						
My child is able to share with his/her siblings						
My child is able to share with other children						
My child copes well with changes to his/her day						
My child is able to soothe his/herself when upset?						
My child has generally been happy this week?						
My child has generally been settled this week?						

Appendix C – Post-interview schedule

General questions

Overall, what did you enjoy about the programme?

What did you enjoy about the parenting aspect of the programme?

What did you enjoy about the Yoga aspect of the programme?

What do you think your child enjoyed about the programme?

Has the programme addressed your reasons for attending?

Themes

In relation to each week, what did you find helpful about the programme and how was it helpful?

Sleeping

Play

Self-care

Mealtimes

Outings

Transitions

What do you think your child has found helpful about the programme?

In relation to each week, what did you find challenging about the programme?

Sleeping

Play

Self-care

Mealtimes

Outings

Transitions

What do you think your child has found challenging about the programme? (play and/or yoga sessions)

What have you been able to use from the programme at home with your child? (parenting and/or yoga)

What have you been able to use from the programme at home with your family? (parenting and/or yoga)

Networking

A Whats App group was organized between you all, how has this been useful to you?

Do you think your group will continue? If so, how?

Would you recommend this as feature of future groups?

Changes

What changes have you noticed with your parenting?

What changes have you noticed about your child?

What changes have you noticed in your family?

On a scale of 1 to 10, with 1 being not all and 10 being completely confident, how confident would you say you were with parenting your child?

On a scale of 1 -10, how would you describe your family's wellbeing, with 1 being low wellbeing and 10 being high wellbeing?

On a scale of 1 -10, how would you describe your wellbeing, with 1 being low wellbeing and 10 being high wellbeing?

On a scale of 1 -10, how would you describe your child's wellbeing, with 1 being low wellbeing and 10 being high wellbeing?

The future

Would you recommend the programme to others?

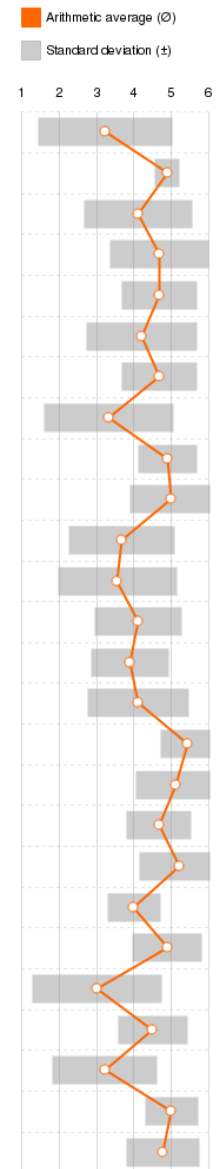
Are there any changes you could suggest for future programme?

If we were to run a similar programme in the future would you be interested in attending?

Are there any outstanding issues you need further help with?

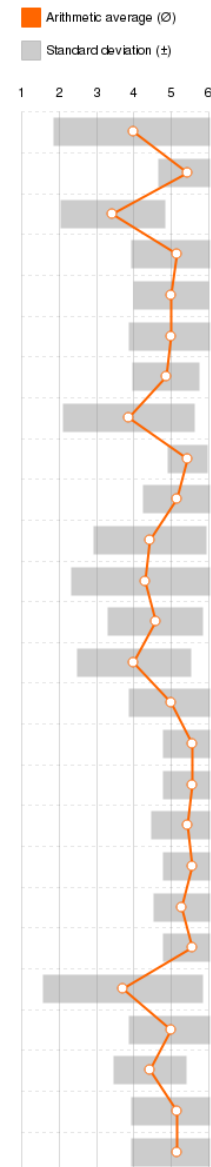
Appendix D – Results of baseline behaviour checklist

	N/A (1)		1 (2)		2 (3)		3 (4)		4 (5)		5 (6)		Σ	±
	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%		
My child plays well with his...	3x	33.33	-	-	1x	11.11	2x	22.22	3x	33.33	-	-	3.22	1.79
My child plays well with oth...	-	-	-	-	-	-	1x	11.11	8x	88.89	-	-	4.89	0.33
My child has frequent temp...	-	-	2x	22.22	1x	11.11	1x	11.11	4x	44.44	1x	11.11	4.11	1.45
My child is able to brush hi...	-	-	1x	11.11	-	-	3x	33.33	2x	22.22	3x	33.33	4.67	1.32
My child is able to use a kn...	-	-	-	-	-	-	6x	66.67	-	-	3x	33.33	4.67	1.00
My child is able to sit at the...	-	-	2x	22.22	1x	11.11	-	-	5x	55.56	1x	11.11	4.22	1.48
My child eats all his/her me...	-	-	-	-	2x	22.22	-	-	6x	66.67	1x	11.11	4.67	1.00
My child is picky with his/h...	1x	11.11	2x	22.22	3x	33.33	1x	11.11	-	-	2x	22.22	3.33	1.73
My child happily washes h...	-	-	-	-	-	-	3x	33.33	4x	44.44	2x	22.22	4.89	0.78
My child willingly has a bath	-	-	-	-	1x	11.11	2x	22.22	2x	22.22	4x	44.44	5.00	1.12
My child is happy to have h...	-	-	3x	33.33	-	-	4x	44.44	1x	11.11	1x	11.11	3.67	1.41
My child independently go...	1x	11.11	1x	11.11	3x	33.33	1x	11.11	2x	22.22	1x	11.11	3.56	1.59
My child is willing to go to b...	-	-	1x	11.11	1x	11.11	4x	44.44	2x	22.22	1x	11.11	4.11	1.17
My child is difficult to settle...	-	-	-	-	4x	44.44	3x	33.33	1x	11.11	1x	11.11	3.89	1.05
My child sleeps through the...	-	-	2x	22.22	-	-	3x	33.33	3x	33.33	1x	11.11	4.11	1.36
My child enjoys going to gr...	-	-	-	-	-	-	1x	11.11	3x	33.33	5x	55.56	5.44	0.73
My child is happy to talk...	-	-	-	-	1x	11.11	1x	11.11	3x	33.33	4x	44.44	5.11	1.05
My child is happy to talk wi...	-	-	-	-	1x	11.11	2x	22.22	5x	55.56	1x	11.11	4.67	0.87
My child enjoys going outs...	-	-	-	-	1x	11.11	1x	11.11	2x	22.22	5x	55.56	5.22	1.09
My child behaves when in ...	-	-	-	-	2x	22.22	5x	55.56	2x	22.22	-	-	4.00	0.71
My child enjoys visiting oth...	-	-	-	-	1x	11.11	1x	11.11	5x	55.56	2x	22.22	4.89	0.93
My child is able to share w...	3x	33.33	-	-	2x	22.22	3x	33.33	-	-	1x	11.11	3.00	1.73
My child copes well with ch...	-	-	-	-	2x	25.00	-	-	6x	75.00	-	-	4.50	0.93
My child is able to soothe h...	1x	11.11	2x	22.22	2x	22.22	2x	22.22	2x	22.22	-	-	3.22	1.39
My child has generally bee...	-	-	-	-	-	-	2x	22.22	5x	55.56	2x	22.22	5.00	0.71
My child has generally bee...	-	-	-	-	1x	11.11	2x	22.22	4x	44.44	2x	22.22	4.78	0.97



Appendix E – Results of final baseline checklist

	N/A (1)		1 (2)		2 (3)		3 (4)		4 (5)		5 (6)		Σ	±
	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%		
My child plays well with his...	2x	28.57	-	-	-	-	1x	14.29	2x	28.57	2x	28.57	4.00	2.16
My child plays well with oth...	-	-	-	-	-	-	1x	14.29	2x	28.57	4x	57.14	5.43	0.79
My child has frequent temp...	1x	14.29	-	-	3x	42.86	1x	14.29	2x	28.57	-	-	3.43	1.40
My child is able to brush hi...	-	-	-	-	1x	14.29	1x	14.29	1x	14.29	4x	57.14	5.14	1.21
My child is able to use a kn...	-	-	-	-	-	-	3x	42.86	1x	14.29	3x	42.86	5.00	1.00
My child is able to sit at the...	-	-	-	-	1x	14.29	1x	14.29	2x	28.57	3x	42.86	5.00	1.15
My child eats all his/her me...	-	-	-	-	-	-	3x	42.86	2x	28.57	2x	28.57	4.86	0.90
My child is picky with his/h...	1x	14.29	1x	14.29	-	-	2x	28.57	2x	28.57	1x	14.29	3.86	1.77
My child happily washes h...	-	-	-	-	-	-	-	-	4x	57.14	3x	42.86	5.43	0.53
My child willingly has a bath	-	-	-	-	-	-	2x	28.57	2x	28.57	3x	42.86	5.14	0.90
My child is happy to have h...	-	-	1x	14.29	1x	14.29	1x	14.29	2x	28.57	2x	28.57	4.43	1.51
My child independently go...	1x	14.29	1x	14.29	-	-	-	-	3x	42.86	2x	28.57	4.29	1.98
My child is willing to go to b...	-	-	-	-	2x	28.57	1x	14.29	2x	28.57	2x	28.57	4.57	1.27
My child is difficult to settle...	1x	14.29	-	-	1x	14.29	1x	14.29	4x	57.14	-	-	4.00	1.53
My child sleeps through the...	-	-	-	-	1x	14.29	1x	14.29	2x	28.57	3x	42.86	5.00	1.15
My child enjoys going to gr...	-	-	-	-	-	-	1x	14.29	1x	14.29	5x	71.43	5.57	0.79
My child is happy to talk...	-	-	-	-	-	-	1x	14.29	1x	14.29	5x	71.43	5.57	0.79
My child is happy to talk wi...	-	-	-	-	-	-	2x	28.57	-	-	5x	71.43	5.43	0.98
My child enjoys going outs...	-	-	-	-	-	-	1x	14.29	1x	14.29	5x	71.43	5.57	0.79
My child behaves when in ...	-	-	-	-	-	-	1x	14.29	3x	42.86	3x	42.86	5.29	0.76
My child enjoys visiting oth...	-	-	-	-	-	-	1x	14.29	1x	14.29	5x	71.43	5.57	0.79
My child is able to share w...	2x	28.57	-	-	1x	14.29	1x	14.29	1x	14.29	2x	28.57	3.71	2.14
My child copes well with ch...	-	-	-	-	1x	14.29	1x	14.29	2x	28.57	3x	42.86	5.00	1.15
My child is able to soothe h...	-	-	-	-	1x	14.29	3x	42.86	2x	28.57	1x	14.29	4.43	0.98
My child has generally bee...	-	-	-	-	1x	14.29	1x	14.29	1x	14.29	4x	57.14	5.14	1.21
My child has generally bee...	-	-	-	-	1x	14.29	1x	14.29	1x	14.29	4x	57.14	5.14	1.21



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