

Me, You and Baby Too

session guide

**Practitioner
Toolkit**



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INTRODUCTION

About this session guide for practitioners

This session guide is for practitioners delivering the *Me, You and Baby Too* digital intervention. It is designed to be used alongside the [Practitioner Guide](#) to help you deliver the resource with confidence to the parents you are working with.

To use the material you will need an active license to the *Getting on Better* package. This could be through your family hub or an umbrella organisation such as an NHS trust or local authority.

In this session guide, you will find information on:

- Introduction to *Me, You and Baby Too*.
- How to prepare for sessions with parents.
- How to use session plans, including additional support resources.
- Post-session tasks.
- Sample session plans for one-to-one and group sessions.
- A reminder of core skills for delivering the resources to parents.
- How to promote *Me, You and Baby Too*.

About OnePlusOne

Expertise in relationships and getting on better

OnePlusOne is a leading research and innovation charity with over 50 years' experience in relationship science. We bring together teams of relationship experts, researchers, psychologists and frontline practice specialists to create innovative resources that help people develop, maintain and strengthen their relationships.

About *Me, You and Baby Too*

Me, You and Baby Too helps new and expectant parents prepare for changes in their own relationship, giving them the skills to communicate better and support each other at this important time in their lives.

Using the session plans

A guide for using *Me, You and Baby Too* with parents

Me, You and Baby Too is a flexible tool that can be used in different settings, either as a universal self-directed online intervention, or as a blended approach with practitioner support. The material can also be delivered in group settings, virtually or in-person.

In the next section, you will find a series of sample session plans to help you structure your sessions with parents. These are offered as a guide. You will find your own way of working with the intervention, and tailoring the material to the needs of the couples you are working with.

Before you begin delivering sessions to parents, please make sure that you:

- ✔ Have completed the four *Getting on Better* e-learning modules.
- ✔ Are familiar with the digital intervention, the online practitioner guide, and additional resources provided by OnePlusOne.
- ✔ Have read this session guide fully.
- ✔ Have received further guidance and support from your manager or team who are trained in supporting families and delivering interventions to parents.
- ✔ Reach out if you need any additional support from OnePlusOne.
- ✔ Are up to date with your organisation's safeguarding measures.
- ✔ Have undertaken additional training on domestic abuse and are familiar with relevant screening methods and referral pathways within your organisation.

Who can deliver *Me, You and Baby Too*



**Self-
directed**

**Any practitioner
can signpost
and refer.**

**Semi-
supported**

**Fully
supported**

**Group
work**

**Delivered only by practitioners who have
completed OnePlusOne's e-learning, and
with the appropriate skills and support.**



A note on domestic abuse

OnePlusOne's digital interventions are designed to be used in preventative and early intervention settings. They are not suitable where conflict is deeply embedded or where domestic abuse has been identified. Please make sure you are familiar with your organisation's inhouse DA/DV training and pathways, and have completed the e-learning module on the differences between parental conflict and domestic abuse. You can find further information on the [government's website](#). When working with families in conflict, it's important to maintain a professional curiosity. If you notice any signs of domestic abuse, follow your organisation's policies and practices.



A note on evaluations

OnePlusOne is an applied research organisation. We conduct ongoing evaluations and have a process in place for continuous improvement of services based on feedback and effectiveness.

If you want to receive accurate data about how the intervention is being used in your area, it is important that practitioners encourage parents to complete the pre- and post-test questionnaires. These are built in to the course and parents will be prompted to complete them as they progress through.

When running group sessions, practitioners will need to take additional steps to ensure evaluations are completed (see *Group sessions*). Accurate data enables commissioning organisations to better understand and support their service users, while gaining the evidence required to make strategic choices.

The data is only ever as good as the completions, so we encourage you to make every effort to ensure that parents use their own accounts and don't skip the questionnaires.

Sample session plan 1

Semi-supported by practitioner

The semi-supported approach is recommended for *Me, You and Baby Too*. Parents are introduced to the resource by a practitioner who offers guidance and proposes a way of working with the material. Practitioners will have regular check-ins with the parent or the couple over a period of time.

Course title	Me, You and Baby Too
Method of delivery	Blended approach – individual or couple works through the intervention independently, but with structured support and guidance from practitioner with regular check-ins, ideally spread over five sessions.
Learners	Couples expecting their first baby, or those who are new parents, within the first year or two of having had a baby.
Learner objectives	<ul style="list-style-type: none"> ● To help new and expectant parents adapt to the changes that parenthood can have on their relationship. ● To raise awareness of the impact of stress and conflict on their baby. ● To support parents to develop skills to manage conflict constructively.
Session duration	This session plan is based on five one-to-one 30-minute check-ins by a practitioner with a parent or couple. Additionally, parents will need to spend three 30-minute blocks independently working through the course. Total practitioner time commitment is approximately 2hrs 30mins, and parents will need approximately 4hrs.
Equipment and material	<ul style="list-style-type: none"> ● Device for practitioner. ● Device for parent to create their own account (a computer, tablet, or smartphone). ● <i>Me, You and Baby Too</i> flyer with QR code to access parent registration website (optional). ● <i>Getting on Better</i> cards (optional).
Preparation	<ul style="list-style-type: none"> ● Be clear about your role in working with the parent. ● Where relevant, review referral information, check eligibility and background history, identify any risks involved and be aware of other services accessed, or other teams and partners that the parent may be working with. ● Consider the length of session you will need and adjust accordingly, based on additional topics or activities you may be covering with the parent, eg other assessments, tools. ● To deliver <i>Me, You and Baby Too</i> using a blended approach, make sure you have completed all the required training and preparation tasks. Please refer to the Practitioner Guide for more information. ● Set up your own <i>Getting on Better</i> practitioner account and familiarise yourself with <i>Me, You and Baby Too</i>.

Preparation

- Set up an initial meeting with the parent, with a view to organising four subsequent sessions. Ensure the location is quiet and free of distractions. The parent may not have any knowledge of the resource, so you can use the start of the session to build connection and interest.
- Make sure the parent will have access to Wi-Fi or mobile data. If connectivity is an issue, you may need to hotspot them or find a location to meet with free Wi-Fi, eg a family hub.
- Be prepared with any toolkits or conversation starters, such as relevant *Getting on Better* cards.
- Depending on their circumstances, be aware of any support organisations you may need to signpost the parent to.
- Confirm parental consent for involvement and be ready to explain confidentiality and data sharing protocols.
- Prior to your meeting, check if the parent might require any extra support (due to additional needs, language, accessibility, disability) and make plans for adjustments as necessary.
- Be aware of your organisational policies and guidelines around confidentiality, safeguarding, domestic abuse, etc.

Time	Session details	Practitioner prompts	Additional notes
30 mins	<p>Session 1</p> <p>Practitioner and parent</p>	<ul style="list-style-type: none"> ● Greet the parent, introduce yourself and check in on how they are. ● Engage the parent at an appropriate moment. ● Introduce <i>Me, You and Baby Too</i>. ● Tell them why the course would be helpful. Acknowledge and normalise some of the challenges of the transition to parenthood, go over the course objectives, or share an anonymised case study of how the course helped another client or service user. ● Offer a suggested structure, an idea of the time commitment, and an idea of your involvement. ● If the parent is happy to proceed, help them find the registration website. Either provide the URL or use a flyer with QR code. ● Help parents create individual accounts using their own device. ● Get them to log in and show them how the dashboard and digital interface works. ● Choose <i>Me, You and Baby Too</i> and help them to complete the pre-course questionnaire. ● Introduce the first section, '<i>Changes for me and us</i>'. This section helps parents understand how their relationship will change, and why it matters to their baby. You may want to watch the first video with them. ● Tell them there will be some questions to answer at the end of each module. ● Establish a timeframe for them to complete the first section. ● Tell them they will notice improvements when they intentionally set goals and practice the skills they are learning. ● Mention that you will review the 'Set a goal' questions next time you meet. ● Affirm their intention to do the best for their relationship and for their child. ● Signpost to other relevant services if necessary. ● Confirm date for second meeting. 	<ul style="list-style-type: none"> ● Think of ways to engage the newly expectant parents. You could say something like, '<i>Having a baby is so exciting. What are you most looking forward to? Is there anything you are worried about or unsure of?</i>' Questions like these may lead to an opportunity to emphasise the importance of the parental relationship, how the couple's relationship impacts their child's experience, and outcomes. You can say that this resource is designed to support new parents and their relationship at a major moment of transition in their lives. ● You can show them a video or two from your own account to give them a taster of the content. ● You could use a <i>Getting on Better</i> card to introduce some of the challenges of the transition to parenthood, eg <i>Rollercoaster of change</i> or <i>Emotional and practical support</i>.
30 mins	<p>Complete Section 1</p> <p>Parent</p>	<ul style="list-style-type: none"> ● Parent completes the first section, '<i>Changes for me and us</i>', in their own time. 	

Time	Session details	Practitioner prompts	Additional notes
30 mins	<p>Session 2</p> <p>Practitioner and parent</p>	<ul style="list-style-type: none"> ● Check in with couple and remind them how much time you have together, eg 30 mins. ● Find out how they got on with <i>Me, You and Baby Too</i>. ● Recap main points and learning from the first section, <i>'Changes for me and us'</i>. ● What goals did the couple set and how did they get on? Did they: <ol style="list-style-type: none"> 1. Make time for each other? 2. Reflect on why they are together? 3. Decide together who is going to do what? ● Encourage discussion around any of the main themes that came up for the parent or couple. ● Use your practitioner skills to tune in, listen, and support the parent. ● Introduce the second section, <i>'Coping with stress'</i>. This section helps parents to identify sources of stress and learn ways of coping together and supporting each other. ● Establish a timeframe for them to complete the second section. ● Remind them that you will check in to review the goals they set and learning from the second section. ● Encourage them in their efforts and their progress. ● Signpost to other relevant services if necessary. ● Summarise what you've covered together this session. ● Confirm date for third meeting. 	<p>Key messages from <i>'Changes for me and us'</i>:</p> <ol style="list-style-type: none"> 1. Children's outcomes are better when their parents get on with one another. 2. Unborn babies are sensitive to their environment. They will be affected by parental distress. 3. Most parents argue but it's how they argue that's important. 4. Parents in high conflict relationships are less able to provide consistent authoritative parenting. 5. Parents can model constructive conflict behaviours for their children's future relationships. 6. Relationships keep developing, and one bad patch doesn't mean the end. With support, it can get back on track.
30 mins	<p>Complete Section 2</p> <p>Parent</p>	<p>Parent completes the second section, <i>'Coping with stress'</i>, in their own time.</p>	

Time	Session details	Practitioner prompts	Additional notes
30 mins	<p>Session 3</p> <p>Practitioner and parent</p>	<ul style="list-style-type: none"> ● Check in with parent and remind them how much time you have together, eg 30 mins. ● Find out how they got on with the second section. ● Recap main points and learning from <i>'Coping with stress'</i>. ● What goals did the couple set and how did they get on? Did they: <ol style="list-style-type: none"> 1. Try to make eye contact to show they understand? 2. Comfort their partner when they were upset? 3. Try to listen more? 4. Ask their partner questions to find out more? 5. Reassure their partner? ● Encourage discussion around any of the main themes that came up for the parent or couple. ● Use your practitioner skills to tune in, listen, and support the parent. ● Introduce the third section, <i>'Communication and conflict'</i>. This section helps parents think about how arguments start, how they get out of hand, and how to resolve them. ● Flag that they will be asked to complete a post-course questionnaire. They will receive a completion certificate afterwards. ● Establish a timeframe for them to complete the third section. ● Remind them that you will check in to review the goals they set and learning from the third section. ● Encourage them in their efforts and their progress. ● Signpost to other relevant services if necessary. ● Summarise what you've covered together this session. ● Confirm date for fourth meeting. 	<p>Key messages from <i>'Coping with stress'</i>:</p> <ol style="list-style-type: none"> 1. Partners often offer superficial or unhelpful support, such as playing it down. 2. Giving advice isn't always helpful 3. Seek to understand the stress before offering practical support. 4. Withdrawing leaves the other person alone with their stress. 5. Sharing the stress is better than dealing with it alone.
30 mins	<p>Complete Section 3</p> <p>Parent</p>	<p>Parent completes the third section, <i>'Communication and conflict'</i>, in their own time.</p>	

Time	Session details	Practitioner prompts	Additional notes
30 mins	<p>Session 4</p> <p>Practitioner and parent</p>	<ul style="list-style-type: none"> ● Check in with couple and remind them how much time you have together, eg 30 mins. ● Find out how they got on with the third section. ● Recap main points and learning from the third section, '<i>Communication and conflict</i>'. ● What goals did the couple set and how did they get on? Did they: <ol style="list-style-type: none"> 1. Find ways to stay calm? 2. Listen to their partner without jumping in? 3. Try to see things from their partner's point of view? 4. Notice when they criticised their partner? 5. Take a break when they started to get angry? 6. Say positive things to their partner more regularly? ● Encourage discussion around any of the main themes that came up, including the <i>Stop, Talk it Out, Work it Out</i> method. ● Use your practitioner skills to tune in, listen, and support the parent. ● Affirm the new skills the parent has been learning and practising. ● Check they have filled out the final questionnaire. ● Now they have completed the course, reflect on the learner objectives and check for understanding. ● Ask if they would appreciate any further follow-up. A fifth session is recommended. ● Encourage them in their efforts and their progress. ● Signpost to other relevant services if necessary. ● Summarise what you've covered together this session. ● Confirm any future meetings to review progress. 	<p>Key messages from '<i>Communication and conflict</i>':</p> <ol style="list-style-type: none"> 1. Working on communication skills is essential if parents are to sort out their differences. 2. Looking for a different perspective can help parents to understand their partner better. 3. Learning to listen is vital. 4. Shared goals can help couples move forward and can enhance co-operative parenting.

Time	Session details	Practitioner prompts
30 mins	<p>Session 5</p> <p>Practitioner and parent</p>	<ul style="list-style-type: none"> ● Check in with couple and remind them how much time you have together, eg 30 mins. ● The fifth session allows for a recap of the course, giving time to reflect on the main learnings from <i>Me, You and Baby Too</i>, discuss achievements, consolidate skills, explore challenges, and look ahead. ● Questions for reflection include: <ol style="list-style-type: none"> 1. What three things did you learn from the course? 2. What are you doing differently? 3. What do you notice has improved in your relationship with your partner? 4. What other areas would you like to work on for the future? ● Summarise what you've covered together this session. ● Confirm any next steps or agreed actions. Consider whether ongoing support may be needed and signpost if necessary. ● Thank the parent for engaging with the course, and offer any positive reflections you have, or anything you have learned in your time working with them. ● Let them know you (or someone from within your service) are available if they need support in the future, and give contact details. ● Wish them the best and make sure you have ended your professional relationship with them well.

At the end of your sessions



- Be aware of the emotions that may come up as you finish working with a parent, and be gentle in your approach as the ending takes place.
- Send a follow up email if appropriate.
- After sessions have finished you may want to ask parents for feedback of their experience of your sessions with them. This can form part of your internal data records and inform future interactions and processes.
- Where relevant, complete case notes and update records.
- Address any safeguarding issues if necessary.
- Where relevant, notify any partners or agencies involved.
- Engage in self-reflection or take aspects to supervision. What worked well? What have you learned? What would you do differently? Take time to think about your own feelings.
- You may need to notice your own patterns of behaviour, let off steam, or reflect on how your personal baggage may affect your responses. Seek support where needed.
- Get feedback and guidance.
- Use your reflections to develop your skills, ideas, and knowledge.

Sample session plan 2

Fully supported by practitioner

Sometimes practitioners will need to guide parents through *Me, You and Baby Too* and tailor the experience to their needs. Full support may be required include when parents:

- Have language difficulties.
- Are from backgrounds where cultural difference is a factor.
- Have learning difficulties.
- Are faced with access barriers.
- Are experiencing illness or disability.
- Exhibit high risk factors.

Course title	Me, You and Baby Too
Method of delivery	Practitioner offers full support to a couple, taking them through the course, step by step over a series of four sessions. This could be done virtually or in person.
Learners	Couples expecting their first baby, or those who are new parents, within the first year or two of having had a baby.
Learner objectives	<ul style="list-style-type: none"> ● To help new and expectant parents adapt to the changes that parenthood can have on their relationship. ● To raise awareness of the impact of stress and conflict on their baby. ● To support parents to develop skills to manage conflict constructively.
Session duration	This session plan is based on four one-to-one check-ins by a practitioner with a parent or couple. Session times will vary. The first one will be longer, to include registration and the first section of the course, and the final session could be a shorter review session. Plan for 4x 1hr sessions.
Equipment and material	<ul style="list-style-type: none"> ● Device for practitioner. ● Device for parent to create their own account (a computer, tablet, or smartphone). ● <i>Me, You and Baby Too</i> flyer with QR code to access parent registration website (optional). ● <i>Getting on Better</i> cards (optional).
Preparation	<ul style="list-style-type: none"> ● Be clear about your role in working with the couple. ● Where relevant, review referral information, check eligibility and background history, identify any risks involved and be aware of other services accessed, or other teams or partners that the parent may be working with. ● Consider the length of session you will need and adjust accordingly, based on other topics or activities you may be covering with the parent, eg other assessments, tools. ● To deliver <i>Me, You and Baby Too</i> using a fully-supported approach, make sure you have completed all the required training and preparation tasks. Please refer to the Practitioner Guide for more information.

Preparation

- When fully supporting a couple, it is likely you will need to adapt aspects of the course to suit their needs. Prior to your first meeting, check what extra support the couple needs, eg due to additional needs, language, accessibility, disability, and make plans for reasonable adjustments. For example, you may just watch the videos and discuss the graphics, rephrasing the content in a way that helps the couple better connect with the material.
- Set up your own *Getting on Better* practitioner account and familiarise yourself with *Me, You and Baby Too*.
- Make sure you have done some prior work with the parents to engage them and have their consent to proceed with working alongside them. Read the notes column from Session plan 1 (pages 8-11) for ideas around initial engagement.
- Set up an initial meeting with the parent, with a view to organising four subsequent sessions. Ensure the location is quiet and free of distractions.
- Make sure the couple will have access to Wi-Fi or mobile data, and a device to access the resource.
- If connectivity is an issue, you may need to provide a hotspot or find a location to meet with free Wi-Fi, eg a family hub.
- If device access is an issue, you may want to lend them a device to use. Please ensure that they are logged into their own account, and are not using your practitioner login.
- Be prepared with any toolkits or conversation starters, such as relevant *Getting on Better* cards.
- Depending on their circumstances, be aware of any support organisations you may need to signpost them to.
- Confirm parental consent for involvement and be ready to explain confidentiality and data sharing protocols.
- Be aware of your organisational policies and guidelines around confidentiality, safeguarding, domestic abuse, etc.

Time	Session details	Practitioner prompts
60 mins	<p>Session 1</p> <p>Practitioner and parent</p> <p>Introduction and setup</p>	<ul style="list-style-type: none"> ● Greet the couple, introduce yourself and check in on how they are. ● Remind them how much time you have together, eg 60 mins. ● They should know why they are seeing you, but you may want to remind them why the course would be helpful. You can acknowledge and normalise some of the challenges of the transition to parenthood, go over the course objectives, or share an anonymised case study of how the course helped another client or service user. ● Introduce <i>Me, You and Baby Too</i>. ● Offer them a suggested structure, and give an idea of the time commitment and how you will be involved. ● If they are happy to proceed with the course, help them find the registration website. You can either provide the URL or use the QR code from one of our flyers. ● Help parents create individual accounts using their own devices. ● Get them to log in and show them how the dashboard and digital interface works. ● Choose <i>Me, You and Baby Too</i> and help them to complete the pre-course questionnaire.
	Section 1 – Changes for me and us	Introduce the first section, ‘ <i>Changes for me and us</i> ’. This section helps parents understand how their relationship with each other will change, and why it matters to their baby.
	Why your relationship matters to baby	<ul style="list-style-type: none"> ● Read the content together and watch the video of the young mum. ● Check that the couple understands that, while arguing is a normal part of life, the way they argue can make a difference to how their baby feels.
	When arguing is bad for your baby	<ul style="list-style-type: none"> ● Read the content together and watch the video of the professor of foetal imaging. ● Review graphics and statistics. Does anything resonate with the parent? ● Talk about how stress and disagreements can affect the growth and development of a baby. Check their understanding of why and how their relationship matters to their baby.
	Tackling the rollercoaster of change	<ul style="list-style-type: none"> ● Watch the roller coaster animation and discuss the content. ● Ask the couple to talk about how their relationship might change when they have a baby: <ol style="list-style-type: none"> 1. What difference do you think having a baby will make to your relationship with your partner? 2. What can you do to stay close and support each other? 3. Where might you be able to get help and support?

Time	Session details	Practitioner prompts
	<p>What you can do to feel close to your partner and support each other</p>	<ul style="list-style-type: none"> ● Watch the 'Stages and changes' animation and discuss what it brings ups. ● You may need to adapt the content based on cultural and religious differences. For example, in an arranged marriage, the relationship may skip the romance stage or begin with friendship. ● Ask the couple if the 'Stages and changes' clip sparked any thoughts or feelings about their relationship. This is an opportunity to get a sense of where they are at and what they think.
	<p>Choosing how to bring up your baby</p>	<ul style="list-style-type: none"> ● Watch the video of the couples talking, and discuss the content. ● Encourage the couple to explore the way they were brought up to see how this might influence their behaviour and how they parent. Parents can be supported to agree on the things that are important to them in bringing up their baby. ● Ask the parents to identify two things they would like to do together for their baby.
	<p>Set a goal</p>	<ul style="list-style-type: none"> ● Some of the key messages from '<i>Changes for me and us</i>' include: <ol style="list-style-type: none"> 1. Outcomes for babies and children are better when their parents get on with one another. 2. Unborn babies are sensitive to their environment. They will be affected by parental distress and discord. 3. Most parents argue but it's how they argue that's important. 4. Parents in high conflict relationships are less able to provide consistent authoritative parenting. 5. Parents who model constructive conflict behaviours provide the blueprint for children for future relationships. 6. Relationships keep developing, and one bad patch doesn't mean the end. With support, it can get back on track. ● Adapt the goal-setting section to make it relevant and help the couple set a goal. It could be any of the following: <ol style="list-style-type: none"> 1. Making time for each other. 2. Remembering why they are together. 3. Deciding who is going to do what.
	<p>Ending session 1</p>	<ul style="list-style-type: none"> ● Get the couple to complete the end of module questions. ● Tell them that they will notice improvements when they intentionally set a goal and practice the skills they are learning. ● Mention that you will be reviewing their progress with the goals they have set when you next meet. ● Affirm them in their intention to do the best for their relationship and for their child. ● Signpost to any other relevant service if necessary. ● Confirm date for second meeting.

Time	Session details	Practitioner prompts
60 mins	<p>Session 2</p> <p>Practitioner and parent</p> <p>Recap Section 1</p>	<ul style="list-style-type: none"> ● Check in with couple and remind them how much time you have together, eg 60 mins. ● Find out how they got on with practising skills from the first section of <i>Me, You and Baby Too</i>. ● Review their goals and progress. ● Encourage discussion around any of the main themes that came up for the couple. ● Use your practitioner skills to tune in, listen, and support the parent.
	Section 2 – Coping with stress	Introduce the second section, ‘ <i>Coping with stress</i> ’. This section helps parents to identify sources of stress and learn ways of coping together and supporting each other.
	What causes stress	<ul style="list-style-type: none"> ● Watch the video of the couples talking, and discuss the content. ● Discuss the couple’s current sources of stress and their coping resources. Often, focusing on stress is an easier way for parents to talk about what is happening in their relationship, and to introduce coping strategies.
	How to support your partner – part one	<ul style="list-style-type: none"> ● Watch the video of the couple in the kitchen and discuss the content. ● Were they able to see the difference when emotional support was offered before practical support?
	How to support your partner – part two	<ul style="list-style-type: none"> ● Watch the video of the couple in the kitchen with the voiceover and help the couple to identify the core skills being used. ● Talk to the couple about whether they have been able to offer emotional as well as practical support. <p>Additional activity: the funnel method</p> <ul style="list-style-type: none"> ● If the couple needs some extra help in offering each other emotional support, this activity might help. ● Ask the parents to tell you about a recent time they felt stressed. Focusing on: <ol style="list-style-type: none"> 1. The problem – stating the facts. 2. Emotions and thoughts – both in the moment (angry, unsure of what to do) and the deeper feelings (ashamed, anxious, sad). 3. Personal theme – why did it bother me so much? ● This is the ‘funnel method’ of offering emotional support. You will be modelling relational skills – empathy, understanding, and acknowledging the other person’s feelings. eg ‘<i>I can see why that might make you feel scared/angry/sad.</i>’

Time	Session details	Practitioner prompts
	Learning to share stress	<ul style="list-style-type: none"> ● Watch the animation of the couple in the boat and discuss the content. ● Encourage parents to think of their stress as shared stress – something they deal with together rather than from an individual perspective. This is an effective way of improving relationship quality and stability.
	Set a goal	<ul style="list-style-type: none"> ● Key messages from <i>'Coping with stress'</i>: <ol style="list-style-type: none"> 1. Partners often provide superficial support to one another. 2. Partners often provide unhelpful support, such as playing it down: <i>'It's not that bad', it's nothing – don't make a big deal.'</i> 3. Or giving advice: <i>'Next time you should...'</i> 4. Some partners try to provide practical support to their stressed partner before they have understood the stress. 5. Some partners withdraw, leaving the other person alone with their stress. 6. Offering emotional support first is more effective than jumping to practical support because it shows your partner that you are there for them. 7. Sharing the stress is better than dealing with it alone. ● Adapt the goal-setting section to make it relevant and help the couple set a goal. It could be any of the following: <ol style="list-style-type: none"> 1. Try to make eye contact to show they understand. 2. Comfort their partner when they were upset. 3. Try to listen more. 4. Ask their partner questions to find out more. 5. Reassure their partner. 6. Or focus on something else.
	Ending Session 2	<ul style="list-style-type: none"> ● Get the couple to complete the end of module questions. ● Mention that you will review their progress with the goals they have set when you next meet. ● Encourage them in their efforts and their progress. ● Signpost to other relevant services if necessary. ● Summarise what you've covered together this session. ● Confirm a date for third meeting.

Time	Session details	Practitioner prompts
60 mins	<p>Session 3</p> <p>Practitioner and parent</p> <p>Recap Section 2</p>	<ul style="list-style-type: none"> ● Check in with couple and remind them how much time you have together, eg 60 mins. ● Find out how they got on with practising skills from the second section of <i>Me, You and Baby Too</i>. ● Review their goals and progress. ● Encourage discussion around any of the main themes that came up for the couple. ● Use your practitioner skills to tune in, listen, and support the parent.
	<p>Section 3 – Communication and conflict</p>	<p>Introduce the third section, '<i>Communication and conflict</i>'. This section helps parents think about how their arguments start, and how they get out of hand. Most importantly, it will give them the skills to resolve arguments in more constructive ways.</p>
	<p>Figure out your conflict style?</p>	<ul style="list-style-type: none"> ● Watch the animation about conflict styles, and consider the graphics about harmful and helpful arguments. ● Consider these questions for discussion and reflection: <ol style="list-style-type: none"> 1. What harmful things do you say or do in an argument? 2. How do you think that makes your partner feel? 3. What does your partner do in response? 4. How does that make you feel? 5. How do you think that will make the baby feel?
	<p>Understand why arguments happen</p>	<ul style="list-style-type: none"> ● Watch the animation of arguments using the metaphor of fire and consider the questions. ● Ask the couple if they have been able to identify what they argue about and why, and how little things can turn into big arguments. This will give you vital information about the couple's dynamics and where the issues lie.
	<p>Why do we misunderstand each other?</p>	<ul style="list-style-type: none"> ● Watch the video about misunderstandings and reflect on the content with the couple. ● Explore with the couple what they thought about 'You say, I hear' and highlight how easy it is to misinterpret each other. Ask them if they often make assumptions and think the worst of each other or if they try to think the best of their partner.
	<p>Three steps to arguing better</p>	<ul style="list-style-type: none"> ● The next few videos are going to show us a method of resolving conflict well: <ol style="list-style-type: none"> 1) STOP. 2) TALK IT OUT. 3) WORK IT OUT. ● Watch the animation about thoughts, feelings and behaviours. ● Remind parents that misreading or misinterpreting leads to negative thoughts, which lead to feelings, which lead to behaviours and responses that can escalate the argument.

Time	Session details	Practitioner prompts
	Three steps to arguing better	<ul style="list-style-type: none"> ● Emphasise two important ways to overcome relationship-damaging interpretations and assumptions: <ol style="list-style-type: none"> 1. Reframing their thoughts to more positive interpretations. 2. Really listening to one another. ● Ask the couple if they find themselves arguing about the same things over and over again. Have they been able to identify a deeper issue? ● Discuss the 'Hidden issues' image. An argument about who does the dishes is rarely just about that. Helping couples understand the hidden issues at the root of their arguments is important in identifying the underlying feelings and emotions. These issues are often about respect, commitment, or feeling cared for. ● Reflect on the first step of how to argue better: STOP. It's not always possible to control our feelings or emotions in an argument. But we can control how we respond. ● Talk to the couple about the strategies they could use to help to stay calm.
	Listening to each other	<ul style="list-style-type: none"> ● Watch the animation about how to listen to each other. ● Get the couple to consider how they can effectively engage in step two: TALK IT OUT. They can try to use a 'soft start-up' instead of a 'harsh start up' by: <ol style="list-style-type: none"> 1. Seeing things differently. 2. Speaking for themselves using 'I' statements. ● Discuss the impact of harsh versus soft 'start ups'. Ask the parents if they have identified any harsh start ups they might use, and how they could replace these with soft start ups. ● Encourage parents to try using 'I' statements, focusing on their feelings rather than using 'you' statements that can come across as an accusation or blame. Using an 'I' statement helps a person become assertive without making any accusations. <i>'I feel ...' 'When you ...' 'Because ...' 'What I need is ...'</i> ● It may feel strange for parents to approach their conversations this way but, with practice, it can really help. ● If there is time, get the couple to practise their listening skills. You will need to agree to some ground rules before you start. If things start to get out of control, you can remind them of what they agreed to do to avoid destructive conflict behaviours. <ol style="list-style-type: none"> 1. Parent 1 has a minute to talk about how they view things. You will need to keep time and perhaps guide them to identify an issue that is important to them. 2. Parent 2 has to listen. Tell them they are not allowed to interrupt, debate, sigh, tut, turn away, or anything else they might usually do. 3. When the minute is up, ask Parent 2 to summarise what Parent 1 has said. You may need to prompt if they haven't got all the details. 4. Then swap over and invite Parent 2 to tell their side of the story. This time, Parent 1 has to listen. ● Ask the couple how that made them feel. ● You can then summarise, pointing out things that they did well and how they might adjust their communication to be more constructive.

Time	Session details	Practitioner prompts
	A situation going badly	<ul style="list-style-type: none"> ● Watch the video of Liam and Naomi discussing finances. ● Did they spot how destructive conflict behaviours caused the argument to escalate?
	A situation going better	<ul style="list-style-type: none"> ● Watch the scenario, this time going better. ● Reflect on the questions and get the couple to spot how constructive conflict behaviours allowed Liam and Naomi to resolve the argument in a more helpful way. ● The third step in resolving conflict, WORK IT OUT, is to help parents find solutions they can both agree on. ● Reflect on the scenario and facilitate a discussion using the three simple steps to arguing better: <ol style="list-style-type: none"> 1) STOP. 2) TALK IT OUT. 3) WORK IT OUT.
	The magic ratio	<ul style="list-style-type: none"> ● Look at the graphic about positive and negative moments between partners and discuss the magic ratio. ● Remind the couple that for every negative moment between them, they need five positive moments to balance it out. Ask the couple to think about what they have done in the last week that has been positive.
	Set a goal	<ul style="list-style-type: none"> ● Look at the sliding scale image and get the couple to rate where they feel they are. They may want to reflect on the questions. ● Key messages from '<i>Communication and conflict</i>': <ol style="list-style-type: none"> 1. Working on communication skills is essential for parents if they are to sort out their differences. 2. Looking for a different perspective can help parents to understand their partner better. 3. Learning to listen is vital. 4. Shared goals can help couples move forward together and enhance co-operative parenting. ● Adapt the goal-setting section to make it relevant and help the couple set a goal. It could be any of the following: <ol style="list-style-type: none"> 1. Find ways to stay calm. 2. Listen to their partner without jumping in. 3. Try to see things from their partner's point of view. 4. Notice when they criticised their partner. 5. Take a break when they started to get angry. 6. Say positive things to their partner more regularly. 7. Focus on something else.

Time	Session details	Practitioner prompts
	Ending Session 3	<ul style="list-style-type: none"> ● Get the couple to complete the end of module questions. ● Help the couple individually complete the post-course questionnaire at the end of the final module. ● They will receive a completion certificate once the questionnaire is submitted. ● Mention that you will review their progress with the goals they have set when you next meet. ● Encourage them in their efforts and their progress. ● Signpost to any other relevant service if necessary. ● Summarise what you've covered together this session. ● Confirm a date for the fourth and final meeting.

Time	Session details	Practitioner prompts
60 mins	<p>Session 4</p> <p>Practitioner and parent</p> <p>Recap Section 3</p>	<ul style="list-style-type: none"> ● Check in with couple and remind them how much time you have together, eg 60 mins. ● This is the final session to recap the course, reflect on the main learnings from <i>Me, You and Baby Too</i>, discuss achievements, consolidate skills, explore challenges, and look ahead. ● Find out how they got on with practising skills from the third section of <i>Me, You and Baby Too</i>. ● Review their goals and progress. ● Encourage discussion around any of the main themes that came up for the couple. ● Use your practitioner skills to tune in, listen, and support the parent.
	Reflections	<ul style="list-style-type: none"> ● Further questions for reflection include: <ol style="list-style-type: none"> 1. What three things did you learn from the course? 2. What are you doing differently? 3. What do you notice has improved in your relationship with your partner? 4. What other areas would you like to work on for the future? ● Summarise what you've covered together this session.
	Review and ending	<ul style="list-style-type: none"> ● Confirm next steps or agreed actions. Consider whether ongoing support may be needed and signpost if necessary. ● Thank the parent for their engagement with the course, any positive reflections you have, and anything you have learned in your time working with them. ● Let them know you (or someone from within your service) are available if they need support or want to get in contact again in the future, and give any contact details. ● Wish them the best and make sure you have ended your professional relationship with them well.

<p>At the end of your sessions</p>	<ul style="list-style-type: none"> ● Be aware of the emotions that may come up as you finish working with a parent, and be gentle in your approach as the ending takes place. ● Send a follow-up email if appropriate. ● After sessions have finished you may want to ask for feedback of the parents' experience of your sessions with them. This information may form part of your internal data records and inform future interactions and processes. ● Where relevant, complete case notes and update records. ● Address any safeguarding issues if necessary. ● Where relevant, notify any partners or agencies involved. ● Engage in self-reflection or take aspects to supervision. What worked well? What have you learned? What would you do differently? Take time to think about your own feelings. ● You may need to notice your own patterns of behaviour, let off steam or reflect on how your personal baggage may affect your responses. Receive support where needed. ● Get feedback and guidance. ● Use your reflections to develop your skills, ideas and knowledge.
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Sample session plan 3

Group sessions

Below you will find a basic session plan for face-to-face delivery of a *Me, You and Baby Too* parent workshop run over four sessions. This session plan can be adapted for online delivery over the same number of sessions. Please use ideas and reflection questions from Session plan 2 (page 13) for expanded content and discussion prompts.

Course title	Me, You and Baby Too	
Method of delivery	Parent workshops, delivered to couples by a trainer or facilitator, face-to-face or online.	
Learners	Couples expecting their first baby, or those who are new parents, within the first year or two of having had a baby.	
Learner objectives	<ul style="list-style-type: none"> ● To help new and expectant parents adapt to the changes that parenthood can have on their relationship. ● To raise awareness of the impact of stress and conflict on their baby. ● To support parents to develop skills to manage conflict constructively. 	
Session duration	This session plan is based on four parent workshops of 90 mins each for face-to-face sessions, or 60 mins online. Total time is 4 to 6 hours.	
Equipment and material for parent sessions	<p>Face-to-face sessions</p> <ul style="list-style-type: none"> ● Laptop and charger for facilitator – logged into practitioner’s parent account. ● Projector or large screen for presentation, with HDMI cable. ● Printouts of this lesson plan or your version of an agenda. ● Register of attendees. ● Parents bring their own device for each person to create separate account (eg their phone or tablet) ● Table – to display any materials. <p>Optional items:</p> <ul style="list-style-type: none"> ● <i>Me, You and Baby Too</i> flyer with QR code to access parent registration website. ● <i>Getting on Better</i> cards. ● Flipchart, markers, name labels. ● Snacks or refreshments. 	<p>Online sessions</p> <ul style="list-style-type: none"> ● Laptop and charger for facilitator – logged into practitioner’s parent account. ● Platform for video calls – Zoom or Teams. ● Printouts of this lesson plan or your version of an agenda. ● Register of attendees. ● <i>Me, You and Baby Too</i> parent registration URL to share with participants. ● Parents have a device available for creating their own account.

Course title	Me, You and Baby Too
Preparation	<ul style="list-style-type: none"> ● Make sure the course has been well promoted. See section on promoting <i>Me, You and Baby Too</i> (page 35). ● Have administration systems in place to receive course bookings and send out welcome information. ● Ensure that a training plan has been formulated. You will need to dedicate time to review the materials, and expand this session plan to include timings, discussion points, and activities tailored to your group. ● For online sessions, be aware of how and when you might make the use breakout rooms. ● Where relevant, be aware of registrants’ referral information, check eligibility and background history, identify any risks involved and be aware of other services accessed, or other teams or partners that the couples may be working with. ● Adjust session length for any additional refreshment breaks or activities. ● To deliver the <i>Me, You and Baby Too</i> digital intervention through parent workshops, make sure you have completed all the required training and preparation tasks set out. Please refer to the Practitioner Guide for more information. ● If you are running couple workshops, you may need to adapt certain aspects of the course to suit their needs. Prior to your first meeting, check what extra support anyone may need, eg due to additional needs, language, accessibility, disability. Make plans for reasonable adjustments as necessary. ● Set up your own <i>Getting on Better</i> practitioner and parent account and familiarise yourself with <i>Me, You and Baby Too</i>. ● Make sure the couples have a device and access to Wi-Fi or mobile data. ● Depending on their circumstances, be aware of any support organisations you may need to signpost the parent to. ● Be ready to explain confidentiality and data sharing protocols. ● Be aware of your organisational policies and guidelines with regards to confidentiality, safeguarding, domestic abuse and other relevant areas.
Venue (F2F)	<ul style="list-style-type: none"> ● For face-to-face group sessions, choose a venue that has enough space to accommodate couples, plus additional equipment. ● Access to a restroom facility (ideally on the same floor) will be important.

Time	Session details	Practitioner prompts for F2F	Notes
30 mins before session starts	Session 1	<ul style="list-style-type: none"> ● Arrival, setup. ● Refreshments for delegates. 	IT support for laptop and projector setup, check room layout.
10 mins		<ul style="list-style-type: none"> ● Welcome. ● Inform learners of toilet location, planned break times and refreshments, fire safety, and emergency procedures. ● Mention learner wellbeing and wellbeing breaks due to course content. 	
30 mins		<ul style="list-style-type: none"> ● Learning objectives. ● Agenda. ● Group working agreement. ● Introductions and hopes. 	
5 mins		<ul style="list-style-type: none"> ● Introduce <i>Me, You and Baby Too</i>. ● Parents create login for intervention and complete the first pre-course questionnaire. 	Parents use their own device to register.
40 mins		<p>Section 1: Changes for me and us</p> <ul style="list-style-type: none"> ● Take group through the first section of the course. ● Stop at various points to encourage couple discussion or engage in group discussion. 	Use Session plan 2 for ideas on reflection questions.
10 mins		<ul style="list-style-type: none"> ● Get couples or individuals to set some goals that they would be willing to practice between now and the next session ● Allow time for group to reflect on key learnings from the session. 	
5 mins		<ul style="list-style-type: none"> ● Summary of first session. ● Take any questions. ● Reminders ahead of the next session. ● Close. 	

Time	Session details	Practitioner prompts for F2F	Notes
30 mins before session starts	Session 2	<ul style="list-style-type: none"> ● Arrival, setup. ● Refreshments for delegates. 	IT support for laptop and projector setup, check room layout.
15 mins		<ul style="list-style-type: none"> ● Welcome. ● Housekeeping: toilets, timings, safety and wellbeing. ● Reminder of learning objectives, agenda and working agreement. ● Introductions or settling exercise 	
20 mins		<ul style="list-style-type: none"> ● Group reflections from Section 1: <i>Changes for me and us</i>. ● Get individuals to log into the intervention using their own devices and complete the end of module questions for Section 1. ● Summary of key points from last session. 	If appropriate, some parents may wish to share how they got on with their goals.
40 mins		<p>Section 2: Coping with stress</p> <ul style="list-style-type: none"> ● Take the group through the second section of the course. ● Stop at various points to encourage couple discussion or engage in group discussion. 	Use Session plan 2 for ideas on reflection questions.
10 mins		<ul style="list-style-type: none"> ● Get couples or individuals to set some goals they would be willing to practice between now and the next session. ● Allow time for group to reflect on key learnings from the session. 	
5 mins		<ul style="list-style-type: none"> ● Summary of second session. ● Take any questions. ● Reminders ahead of the next session. ● Close. 	

Time	Session details	Practitioner prompts for F2F	Notes
30 mins before session starts	Session 3	<ul style="list-style-type: none"> ● Arrival, setup. ● Refreshments for delegates. 	IT support for laptop and projector setup, check room layout.
15 mins		<ul style="list-style-type: none"> ● Welcome. ● Housekeeping: toilets, timings, safety and wellbeing. ● Reminder of learning objectives, agenda and working agreement. ● Introductions or settling exercise. 	
15 mins		<ul style="list-style-type: none"> ● Group reflections from Section 2: <i>Coping with stress</i>. ● Get individuals to log into the intervention using their own devices and complete the end of module questions for Section 2. ● Summary of key points from last session. 	If appropriate, some parents may wish to share how they got on with their goals.
45 mins		<p>Section 3: Communication and conflict</p> <ul style="list-style-type: none"> ● Take the group through the third section of the course. ● Stop at various points to encourage couple discussion or engage in group discussion. 	Use Session plan 2 for ideas on reflection questions.
10 mins		<ul style="list-style-type: none"> ● Get parents to set some goals they would be willing to practice between now and the next session. ● Allow time for group to reflect on key learnings from the session. 	
5 mins		<ul style="list-style-type: none"> ● Summary of third session. ● Take any questions. ● Reminders ahead of the next session. ● Close. 	

Time	Session details	Practitioner prompts for F2F	Notes
30 mins before session starts	Session 4	<ul style="list-style-type: none"> ● Arrival, setup. ● Refreshments for delegates. 	IT support for laptop and projector setup, check room layout.
15 mins		<ul style="list-style-type: none"> ● Welcome. ● Housekeeping: toilets, timings, safety and wellbeing. ● Reminder of learning objectives, agenda and working agreement. ● Introductions or settling exercise. 	
20 mins		<ul style="list-style-type: none"> ● Group reflections from Section 3: <i>Communication and conflict</i>. ● Get individuals to log into the intervention using their own devices and complete the end of module questions for Section 3. ● Summary of key points from last session. 	
30 mins		<p>Course reflections</p> <ul style="list-style-type: none"> ● This is the final session to recap the course, to reflect on the main learnings from <i>Me, You and Baby Too</i>, discuss achievements, consolidate skills, explore remaining challenges and to look ahead. ● Questions for couple discussion between partners (not amongst the group): <ol style="list-style-type: none"> 1. What three things did you learn from the course? 2. What are you doing differently? 3. What do you notice has improved in your relationship with your partner? 4. What other areas would you like to work on for the future? 	
20 mins		<ul style="list-style-type: none"> ● Allow time to reflect on key learnings from the four sessions. ● Take any questions. ● Get individuals to complete the final post-course questionnaire. ● Share any additional resources. ● Signpost to any relevant organisations or agencies. 	A selection of <i>Getting on Better</i> cards could be used to prompt discussion.
5 mins		<ul style="list-style-type: none"> ● Thank the group for their engagement with the course, any positive reflections you have, and anything you have learned in your time working with them as a group. ● Offer contact details for further support. ● Close. 	

At the end of your sessions

- Well done on delivering this course! It takes a lot of energy and resource, so remember to look after yourself and be kind in your immediate personal reflections.
- File any required records of attendance.
- Send any final emails with links to additional resources.
- After sessions have finished you may want to ask for feedback of the parents' experience of your sessions with them. This information may form part of your internal data records and inform future parents workshops.
- Where relevant, take any follow-up actions as needed.
- Debrief the sessions with your co-facilitator or manager. Cover programme aspects such as promotion, communication, environment, welcome, activities, group contribution, dynamics, couple interactions, questions, resources and timings.
- Engage in self-reflection or take aspects to supervision. What worked well? What have you learned? What would you do differently? Take time to think about your own feelings.
- You may need to notice your own patterns of behaviour, let off steam or reflect on how your personal baggage may affect your responses. Seek support where needed.
- Get feedback and guidance.
- Use your reflections to develop your skills, ideas, and knowledge.

Skills for practitioners and facilitators

Important skills for effective interactions

Whether running specific sessions or working without an agenda, practitioners can use key skills to build confidence in working with individuals, couples, or parents.

- Showing empathy and kindness, holding the other person in a positive regard, and being open to understanding their lived experience.
- Keeping the other person's mind in mind by looking for clues that explain their behaviour and responses.
- Being curious and open to exploring, resisting the temptation to offer solutions.
- Tapping into your own feelings, being aware of your emotions and how they affect your thinking and behaviour.
- Regulating your own response, and being mindful of what's going on for you, including your physical responses.
- Checking your own beliefs and assumptions, and refraining from making judgements.
- Being flexible and adapting your approach, tailoring your communication to the needs and circumstances of the situation.
- Identifying a shared purpose to help support the person in a way that works for them and for you.
- Listening, focusing, and tuning in to show that the other person has your full attentions.
- Recognising and repairing ruptures by acknowledging the loss of connection, resetting a conversation, and trying again.
- Managing time and boundaries, ensuring there are clear guidelines.

As you use these skills and your confidence increases, you will be better able to build trust and create a supportive environment that helps parents to address sensitive issues. As well as improving your own practice, your confidence will help parents to develop healthier communication, build stronger connections with each other and their children, and contribute to positive outcomes for families and communities.

Skills for group facilitators

Practitioners delivering parent workshops or group sessions will need additional facilitation skills to design and deliver sessions, and to manage group dynamics. Some of these skills include:

- **Planning and preparation:** Designing structured sessions with clear aims and preparing appropriate materials to meet the needs of couples and parents.
- **Understanding group dynamics:** Recognising how individuals interact in the group and responding effectively to engagement, conflict, or power dynamics.
- **Creating a safe and inclusive environment:** Establishing trust, ground rules, and respect so participants feel comfortable sharing and learning.

- **Encouraging participation and collaboration:** Actively involving all group members and promoting shared learning through discussion and group activities.
- **Engaging different learning styles:** Using a mix of visual, verbal, and practical approaches to support diverse ways of learning.
- **Facilitation and active listening skills:** Guiding discussion rather than instructing, while listening attentively and validating participants' experiences.
- **Flexibility and managing challenges:** Adapting sessions in response to group needs and handling difficult situations calmly and constructively.
- **Strengths-based and reflective approach:** Building on what parents already do well and encouraging reflection on learning and real-life application.
- **Evaluation and feedback:** Collecting and using feedback to assess impact and improve future sessions.
- **Professional practice and development:** Maintaining boundaries, recording outcomes, and engaging in ongoing learning and reflective practice.

Key messages for parents

- **Becoming parents is an exciting time, but it also brings challenges.** If you can be **aware of what some of the changes are, and be prepared** for how you may approach them as a couple, you will be able to navigate the challenges together in a way that strengthens your relationship, helps in your parenting and creates a home environment that fosters positive outcomes for your child.
- **With support, couples can find ways of coping that strengthen their relationship,** particularly at a time where arguments are likely to increase and the warmth usually shown to each other decreases.
- **Babies are sensitive to parental conflict.** They pick up on stress and tension even before birth.
- **Arguments are normal, but how you handle them matters.** Understand how disagreements start and develop strategies to stop them before they escalate.
- **Conflict affects children's wellbeing.** Reducing parental conflict benefits the whole family.
- **Understand the difference between constructive and destructive conflict.** This helps you to spot unhealthy patterns and take steps to build healthy ways of relating. Troubled relationships are often characterised by poor communication, blame, criticism, contempt, defensiveness and the 'silent treatment'.
- **Stress should be shared.** Both partners need to support each other and avoid one person carrying the burden alone. This is a protective factor that helps to create a virtuous cycle of support which is vital to a happy relationship.
- **Communication is crucial.** Learn how to talk about difficult topics calmly and constructively. This could include finances, roles, childcare, sex, work, and levels of coping.
- **Listening skills matter.** Take time to understand each other's thoughts, feelings, and behaviours.
- **Adaptability is key.** Be flexible in creating shared family routines and expectations.
- **Resolving issues constructively takes intention and care.** Raise concerns gently, acknowledge the other person's perspective, and work things out together by finding acceptable compromises.
- **Focus on the protective factors in your relationship.** Affection, intimacy, humour, seeing the best in each other, balancing time together with time apart, and resolving conflict well will help to strengthen your relationship.
- **Your relationship is important to your child.** The parental relationship is at the heart of family functioning and fosters positive outcomes for your child.
- **Relationships change over time.** Accept that these changes are normal and learn to navigate the stages by maintaining connection and empathy.

Promoting the sessions

We're delighted to be working with you to support parents, and we want to help you to share our interventions as widely as possible in your local communities.

We provide course flyers and social media assets to help get you started. We are very happy for you to create your own materials to promote the package – we just ask you to follow the guidelines below. If you would like to discuss promoting the package locally, please contact our communications team at communications@oneplusone.org.uk.

Promotional materials

You will find these in the 'Promotional materials' section of the [Getting on Better Practitioner Guide](#).

In this section you will find a selection of resources to help you promote the *Getting on Better* package, including:

- **Printable flyers.** Flyers promoting *Me, You and Baby Too*, and the *Getting on Better* package as a whole. You can display these in public places, or share them with parents. They explain the benefits of the courses and how to access them.
- **Social media assets.** A selection of images and suggested wording to help you promote the parent courses on your social media channels.
- **Video clips.** A collection of video clips which you can use as promotional tools, or to help you engage parents with the resources. Some of these are standalone clips raising awareness of the impact of parental conflict on children, and some are extracts from the parent courses offering tips for parents to try.

Guidelines for use of promotional materials.

1. Please do not edit our resources

Each resource is evidence based and should be viewed in the context of its original setting. For this reason, we ask you not to take your own clips or screenshots from the course content or reproduce extracts to add into other material.

2. The resources are for use only by residents of your local authority

In any communications work you do, please make it clear that the resources are available to residents of your local authority area only. It's important that practitioners and parents register their local authority area when they create their accounts to use the interventions. This helps us to ensure the accuracy and relevance of the evaluation reports we share with you.

3. Please ensure you credit OnePlusOne and use our logo

If you are producing materials to promote the interventions or resources in this package, please make sure you include OnePlusOne's logo. We've produced a simple guide for how to use our logo in different settings. [Access the guide to using our logo \(PDF 283.4kb\)](#). You can also [download different versions of our partnership logo](#).

4. Let us know when you've used our content

If you have used any of these materials, or conducted your own communications work to promote our resources, please let us know by emailing communications@oneplusone.org.uk. This is useful for the evaluation reports we create for you. We're also keen to share examples of good practice with others, so we may contact you to ask if you would be willing to have your approaches featured in a case study.

5. Please tag OnePlusOne in your social media posts.

Instagram: www.instagram.com/oneplusone_charity

Facebook: www.facebook.com/oneplusoneuk

Threads: www.threads.com/@oneplusone_charity

BlueSky: bsky.app/profile/oneplusoneuk.bsky.social

LinkedIn: www.linkedin.com/company/oneplusone

If you have any questions about these materials, or if you would like to discuss any aspects of promoting this package, please email info@oneplusone.org.uk.

Additional resources

Getting on Better cards

The full set of *Getting on Better* cards is included in your Practitioner Guide to share with parents and children. You'll find lots of cards that are helpful for parents experiencing stress and conflict, but you might want to start with *Balance of stress*.

GETTING ON BETTER (2026)

Sharing the load

→ When your partner is going through a tough time, you might feel the urge to take control until they get back on their feet.

→ But it's usually best if you face things together. Slow down, take an oar each, and approach things as a couple.

GETTING ON BETTER (2026)

Balance of stress

→ Everyone has 'demands' and 'resources' in their life.

DEMANDS are things that require your time, energy, and attention. They might be big things like having a baby, or regular events like paying the bills. Even things like helping your child with homework or looking after your partner can be thought of as 'demands'.

RESOURCES are coping mechanisms you use to deal with demands. They might be practical things like money or a car, or emotional things like the support of your partner or family, talking to a friend, or playing with your kids.

→ So how do we keep our demands and resources balanced?

See it differently

See it differently is a collection of videos and animations that helps parents find alternative ways of handling disagreements. *Luca's family* is a great resource if you're looking for a quick way to demonstrate the kinds of things new parents argue about.

www.seeitdifferently.org/

OnePlusOne website

News, resources, and training from OnePlusOne. Everyone should have the knowledge and skills to form, maintain, and strengthen relationships with the people in their lives. We empower people to do this through evidence-based training and digital resources.

www.oneplusone.org.uk/

Sources and further reading

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