

An evaluation of the 'See it differently' project – phase two

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Executive Summary

Background

The Challenge Fund digital programme sought to understand more about what enables disadvantaged parents to engage online (ie where to place information grounded in users' needs and experiences) and how best to support parents to reduce the conflict in their relationship. The target audience was disadvantaged parents with low or limited digital skills.

In Phase One of the project we co-designed and piloted digital content to help parents identify and reduce conflict in their relationship and to explore the effectiveness of sharing that content with parents through different trusted online and offline channels. This meant creating three delivery routes:

1. 'Independent' – where users accessed the resource independently via different social media platforms or via the project website.
2. 'Referred' – where community partners signposted parents to the resource.
3. 'Supported' – following a half-day training workshop, community-based practitioners shared the resources during sessions with parents.

We found, in line with our theory of change, that a digital plus trusted support approach engages parents and enables them to become more aware of how they deal with conflict, its impact on children, and how they might manage conflict better. From the perspective of practitioners, the sessions met a previously unmet need for information and resources and the training and resources equipped them to better support parents.

In terms of digital reach, the resource had over 853,050 views across Facebook, YouTube, Instagram, and the [seeitdifferently.org](https://www.seeitdifferently.org) website. From the limited feedback we could obtain, it appeared that the videos resonated with users who reported being more aware of constructive ways to argue, more aware of their own behaviour and better able to use the conflict skills they had learnt.

Phase Two developments and purpose

In Phase Two, which ran for nine months, we refined the resource based on Phase One learning. We developed two new animations designed to help parents put the skills they learn into practice and a dedicated project webpage that included information about other sources of support as well as the opportunity to talk to a trained listener. In place of face-to-face training, a digital practitioner guide was produced which described the theory behind the resource, how to use the resource with parents, and additional examples of how to engage parents in conversations about relationships. The guide was hosted on the project website.

Phase Two also offered the opportunity to explore whether the initial impact of the resource was sustained and to understand the differences in the impact and experience of the independent and referred approach for users.

We used a mixed-methods approach to evaluate Phase Two, including semi-structured interviews with parents and practitioners, focus groups, questionnaires about the resource and the digital practitioner guide, and analytics data.

Key findings

Following up with participants from Phase One

The Covid-19 pandemic highlighted the impact of digital exclusion on those most excluded and the important role that community organisations played in supporting parents to access technology, both physically – for example, by distributing tablets – and practically – for example by teaching parents how to access platforms such as Zoom.

For practitioners in the community organisations, sharing the ‘See it differently’ resource during this time meant adjusting to online delivery and managing parents’ low and limited digital skills. Practitioners also had to be responsive to the relational dynamics in the home and adapt how they discussed the resource accordingly.

The beneficial impact of the resource reported in Phase One appeared to be ongoing. Parents remained mindful of the impact on the child and they continued to endeavour to put the skills they had learnt into practice, for example, staying calm, sharing feelings with their partner, and trying to put themselves in their partner’s shoes.

The effectiveness of the digital approach

Feedback forms show that users in Phase Two were more likely to agree that the videos helped them to think about how they argued (95%) and how they could argue differently in future (97%) compared with Phase One (80% and 88% respectively). Qualitative feedback indicates greater reflection on the impact of the child than in Phase One. This suggests that the wraparound user journey provided greater confidence in the digital resource for those who completed feedback forms.

Similar to findings from Phase One, the original video that reached the most viewers was ‘Chloe’s family,’ while ‘Mahmoud’s family’ encouraged the most reactions, shares, and comments. ‘Jag’s family’ not only reached the fewest users but also encouraged the least engagement, such as shares and reactions.

The lower volume of video views in Phase Two supports the learning from the original DWP user research and also from our test and learn in Phase One, which is the need to promote and provide content on familiar places online where people already visit, such as YouTube, rather than on Vimeo via a separate website. This is especially the case where the target audience may have limited digital access and skills. Unfortunately, we were not able to

collect demographic data on users from the independent cohort but the lookalike audience that we targeted for independent users are low income and typically have low or limited digital skills, so users picked up from this approach would fit our target audience.

Digital marketing to push users to the 'See it differently' website seemed successful, with 19,704 visits and 17,123 unique users. Over a third of these watched a video all the way to the end. Our marketing goal for Phase Two was to encourage the target audience to visit and engage with the 'See it differently' website. This substantial increase in visitors to the site and their sustained engagement with the videos is evidence of the efficacy of this approach. Overall, however, we reached significantly fewer parents than through our social media marketing campaign in Phase One. This suggests the need for some combination of the large social media drive seen in Phase One, to increase reach, and the personalisation of the user journey seen in Phase Two.

Views on the new content

The success of the user journey adaptations for Phase Two was mixed. Engagement with the animations was low, which may be because the link was not embedded in the video and users had to scroll further down the page to find it. However, when viewers did click on the link, retention was high, with viewers watching between 76% and 84% of an animation on average. Similarly, visitors made limited use of the community chat and signposting to additional resources. However, when users did access the additional resources page, engagement was high, with nearly half of the views being unique visitors, and a third of visits resulting in action (ie clicking an outbound link to an additional resource).

Qualitative insights from parents and practitioners shed some light on the analytics data. The animations were shared in only three of the five supported sessions. In those cases, parents were positive about them, but the animations did not appear to have as great an impact as the videos. Interviews showed that few parents had noticed or watched them. One reason may be that practitioners had spent less time discussing the animations in the supported sessions and had not made the connections between the videos and animations. It may also be the case that parents did not notice the animations when they viewed the resource on their own. This is reflected in the analytics which show around a 25% scroll depth on the website, suggesting that users were not getting to the animations before leaving the page.

The effectiveness of the supported versus referred approaches in Phase Two

Parents in both the referred and supported cohorts were positive about the resource. Parents were not deterred by engaging in the supported sessions remotely (eg Zoom). Indeed, some parents seemed to engage more freely in a remote setting. That may, however, reflect trusting relationships already established with the community partners before the move 'online' due to Covid-19.

Our insight into the referred model is mixed. As in Phase One it was more challenging to engage the community partners and we were not able to secure interviews with any of the practitioners from this cohort. One community partner had shared the videos in a session (as opposed to signposting) because they were not confident that the parents had understood the content sufficiently. However, Covid-19 also made it difficult for community partners to follow the referred model as planned. For example, two partners had closed their doors and were having to call parents to tell them about the resource.

Despite the delivery challenges, the few parents who we spoke to from the referred cohort were positive about the resources and there appears to have been similar impact on the basis of the feedback forms. Overall, our evidence suggests that the resource is best deployed when practitioners know and understand the needs of the parents they are working with and can tailor the way in which they share the resources to those needs – with some requiring the more intensive group setting and others able to engage with the resources independently.

Impact of the digital practitioner guide

Practitioners were very positive about the digital guide and both qualitative and quantitative feedback indicates that it may perform at a similar level as face-to-face training. Indeed, some practitioners noted that, in some ways, the guide was more helpful as a digital resource because it facilitated the flexible ways in which they worked. The guide was also seen as useful for practitioners of differing levels of experience, which had been one of our ambitions in developing it and the original training. However, practitioners did note that some additional guidance on how to run sessions with parents (eg session plans) would be useful, particularly given the current climate with Covid-19.

Conclusion

Since their launch in Phase One, the ‘See it differently’ videos have been viewed over 1,001,918 times, far exceeding our original expectations. The evaluation findings support the original hypothesis and point to the value of Behaviour Modelling Training and storytelling, and the importance of co-designing content and digital resources with the target audience. The developments in Phase Two have improved the quality of user engagement and created a stronger legacy from the project.

Both phases showed the importance of embedding digital support in community settings and programmes, where practitioners are able to share or direct parents to the resources based on their knowledge of parents and levels of need and ability. Equipping practitioners share resources with parents in this way is also important, and the digital practitioner guide gave those working with parents the tools and confidence to do so effectively and flexibly.

Importantly, Phase Two also showed that there is a role for purely digital support and an opportunity going forward to maximise both reach and depth. This requires carefully co-designing and testing content with parents who have limited digital access and skills, and

finding ways to reach and engage with parents in familiar online spaces, where they already feel comfortable.

The Covid-19 pandemic continues to have significant impacts on many parents, children, and young people. In this context, the 'See it differently' content provides practitioners with a valuable resource to use with parents to reduce conflict in their relationships, and which parents can access directly online where they have the digital access to do so. The further funding promised through the Reducing Parental Conflict Fund provides a vital means of promoting the resource and improving it further on the basis of the findings from this second phase.

Recommendations for next steps

- Create additional co-designed content that covers separated partners, more diverse groups, other family relationships such as parent-child or sibling, and other settings such as the office; and produce more videos that capture family pinch points such as homework or bedtime.
- Link the animations more closely to the videos on the website and create a section focused on separated couples.
- Combine the large social media drive used in Phase One with the personalisation of the user journey prioritised for Phase Two to increase reach and engagement of the target audience.
- Raise awareness of the digital practitioner guide and resources with other helping agencies and parenting and relationship programmes.

1. Introduction

Background

This report describes the findings from the extension of the ‘See it differently’ project, which was designed to help parents identify and reduce conflict in their relationship through access to specially developed digital resources. The initial project ran for one year, from April 2019 to April 2020. It was funded by the Department for Work and Pensions (DWP) as part of their Challenge Fund – ‘Digital support for disadvantaged families funding stream’, which was one of a number of initiatives that fell under the DWP’s Reducing Parental Conflict (RPC) programme. The project involved a partnership between Good Things Foundation and OnePlusOne who, together, developed and trialled a digital resource for parents and explored the most effective approaches for reaching its target audience. The findings of this initial project were outlined in a report to the funder entitled ‘*An evaluation of the See it differently project*’ (June 2020).

Following completion of the year-long project, the DWP funded a nine-month extension designed to address unanswered questions from the initial project and extend its reach to additional parents with low or limited digital skills. This chapter outlines the key elements and findings of the Phase One project before summarising the aims of ‘See it differently’ Phase Two.

The See it differently project – Phase One

The DWP launched the RPC programme in 2019 to gather insights and evidence into what works to reduce parental conflict, and improve outcomes for children, particularly in families at risk of worklessness. Children who are exposed to frequent, intense, and poorly resolved parental conflict are at significant risk of experiencing poorer long-term outcomes (eg Harold et al. 2016; Reynolds et al., 2014) ranging from emotional and behavioural problems through to a detrimental impact on health, attainment, and relationships. The stressors associated with disadvantages such as worklessness and low income can increase the likelihood of conflict, as parents are left struggling to cope, and therefore further increase risks to children. At the heart of this project was the intention to explore whether reaching parents where they usually access support or search for information – online and offline – would create an important step in engaging parents in resources that may help strengthen their relationships. This was expressed in a theory of change that stated:

*If engaging, co-designed, story-based content using evidence-based Behaviour Modelling Training (BMT) techniques is placed in **trusted** online and offline channels, disadvantaged parents are more likely to recognise the problem, reflect, and seek further support if necessary.*

The project was conceived as a test and learn early intervention that would enable low income parents with low or limited digital skills to recognise and reflect on conflict in their

relationship with a current or ex-partner, and the impact on their children. In line with the theory of change, content was developed through a series of co-design sessions with parents, supported by community organisations (mostly members of the Online Centres Network – Good Things Foundation’s community network). The final ‘See it differently’ resource comprised four videos alongside a project website. It was supported by a training programme for practitioners that raised their awareness of the impact of parental conflict and enabled practitioners to use the resource with parents through a blended practice approach. The videos were grounded in Behaviour Modelling Training (BMT), which uses visual demonstrations of behaviours to help learners acquire and practice new skills. The digital resource was tested through different delivery routes.

1. **‘Independent’** – users accessed the ‘See it differently’ videos independently on social media platforms (Facebook, Instagram, YouTube) or via the project website, without referral.
2. **‘Referred’** – parents experiencing relationship conflict were signposted to the videos by community-based staff and volunteers (who had not attended the OnePlusOne practitioner training) and by digital advocates (other parents who had been involved in the project’s development), and could watch them on any of the social media platforms or the project website.
3. **‘Supported’** – community-based staff and volunteers attended a half-day workshop. These staff and volunteers, or those who had been subsequently trained by them, ran group sessions based around the ‘See it differently’ videos. The sessions targeted parents facing additional challenges, for example, living in workless households, English as a second language, or conflict in their relationship.

The project was evaluated using a combination of qualitative and quantitative approaches. Parents were invited to complete a series of questions after watching the videos or attending the group sessions and were interviewed about their experiences. Staff and volunteers completed questionnaires before and after the training and were interviewed about the training and their experience of the group sessions.

Key findings from Phase One

The reach of the resource

Across Facebook and YouTube, the ‘See it differently’ videos received at least 834,797 views, 463,765 of which were the result of paid ads. Analytics indicated good engagement with the videos on YouTube and the seeitdifferently.org website, and modest engagement with videos on Facebook. The seeitdifferently.org website had 6,649 unique page views. Direct referrals – where visitors type seeitdifferently.org into their browser bar – accounted for more than half of the traffic drivers. On Instagram, a total of 11,604 views were achieved through the five social media influencers recruited to work with the project.

The impact of the digital only resource

Feedback from independent users was largely positive and in line with feedback from 'supported' users. Comments suggest that people identified with the videos and were able to take away the impact on the child. The majority of users felt more aware of how they argued and more aware of constructive conflict skills. They were also more able to use those skills and intended to try and do so next time they argued with their partner.

Low engagement from the 'referred' community partners meant it was not possible to obtain any insight into the use and impact of the digital resource amongst this cohort, hence the decision to explore this in Phase Two.

The impact on parents who attended the sessions

A total of 122 parents attended 11 sessions at 10 community organisations within Good Things Foundation's community network. Parents who attended were positive about the videos, which they felt normalised conflict and offered scenarios that resonated with their own experiences. Some felt the videos would benefit from representing a broader cross-section of class, culture, and relationships.

Parents in the sessions felt that the videos helped them to become more aware of how they argue, how they might change their behaviour and how they might adopt some of the skills demonstrated in the videos, such as staying calm, or seeing the other's perspective. The feedback forms show that, compared with 'independent' and 'referred' users, the parents who were 'supported' were slightly more likely to feel able to use those skills and intended to try and do so the next time they argued with their partner. Indeed, some parents were putting what they had learnt into practice, for example, being more measured in their behaviour, curbing anger, or being more mindful of how they behaved in front of a child.

The effectiveness of the practitioner training

A total of 22 senior staff and volunteers from Good Things Foundation's community network attended a half-day training workshop. The training was well received and had a significant positive effect on staff knowledge about relationships and skills around identifying and supporting parents who may be experiencing relationship difficulties. Staff who attended the training suggested that future courses could benefit from more guidance on training peers and running sessions with parents alongside more information about couple relationships to augment their knowledge.

The conduct and wider impact of the sessions

From the perspective of staff and observers, the sessions worked well, particularly where one was slotted into a structured course, such as a parenting programme; where groups had been meeting for some time; and where the staff member was an experienced facilitator.

Parents were receptive to the way staff and volunteers introduced the resources and were positive about watching the videos in the group setting – a setting which prompted discussion and provided helpful insight into fellow parents' experiences.

From the perspective of staff and volunteers, the sessions met an unmet need for information and resources and not only equipped them to support parents they knew to be at risk but also drew their attention to some coping with domestic abuse. They also believed the videos had a positive impact on themselves, as staff who supported these parents, and on the parents with whom they shared them, proving to be a useful resource in enabling parents to reflect on their own behaviours and raising awareness of the issues around conflict in front of the children.

Digital only vs digital plus trusted support

The findings illustrate the different benefits associated with different approaches to targeting and suggest the need for a multi-stranded approach that continues to find the best ways of reaching parents 'where they are'.

'See it differently' Phase Two

Following evaluation of Phase One of the project, a nine-month extension was granted to run until January 2021. This was designed to address recommendations from Phase One, including: taking the behaviour change model from raising awareness to implementing new skills; improving the support for parents after watching the videos through signposting and an improved project website; understanding differences in the impact and experience of the independent and referred approach for users; refining the referred model; and exploring whether the initial impact on parents in Phase One was sustained. Due to restrictions in place as a result of the Covid-19 pandemic it was not possible to address two of the key recommendations from Phase One: develop additional scenarios with more diverse representation and refine our approach to developing and testing culturally appropriate resources.

Report outline

The remainder of this report discusses the development and implementation of the 'See it differently' programme extension in Section 2 and the evaluation approach in Section 3. Section 4 reports on the findings from follow-up interviews with parents and practitioners from Phase One, Sections 5 to 8 describe the findings of the Phase Two evaluation and Section 9 concludes with a discussion bringing together essential learning and recommendations for next steps.

2. Development and delivery of the Phase Two extension

The Phase Two extension consisted of two strands:

1. Digital content for parents, including a new project website.
2. A digital guide for practitioners.

Digital content for parents

Development process for the new digital content

Animations

In response to feedback in Phase One that parents wanted more guidance on how to put the skills into practice, two new animations were developed (animations were used because the Covid-19 pandemic lockdown restrictions made live action filming unsuitable). Their content was based on the team's review of findings from Phase One where we identified that the two greatest obstacles to people using the skills were that: "It wouldn't work like that," and "My family is different," and how to overcome them (see Appendix A for further details). Table 1 describes the content of the animations developed as a result of that process.

Table 1. New content for SID Phase Two

Content piece	What it shows?
"It wouldn't work like that"	An animation with two dads. One dad, Charlie, is watching the end of a 'See it differently' video on his phone with the end screen "Change what they see," when the other dad, Vic, comes in to offer him a cup of tea. Charlie is concerned that he may not be able to use the skills in the video such as staying calm, because "it wouldn't work like that". He lists examples such as: it wouldn't happen that quickly, both partners need to do it if it's going to work, and it will only make things worse. Vic reminds him that when we sort things out calmly our children can learn that there is a better way and that it is better that one person tries to stop and stay calm, as that will help the other person to keep calm too. He reminds Charlie that we all need to practice lots of skills in life and staying calm is just one of them. The animation ends with the first dad agreeing that next time he feels an argument brewing he can stop and stay calm.
"My family is different"	An animation with two mums – Aisha and Salma. It starts the same way as "It wouldn't work like that" animation, but Aisha is concerned that she wouldn't be able to stop and stay calm when an argument is brewing because "it's different in my family". We see Aisha remember an argument with her husband. He just walks out of the room, arms folded but silent. She then lists the reasons her family is different: my parents never argued, we don't talk to each other that way, and there's more than just the two of us involved. Salma reminds Aisha that every family is different and that it is always better for the children. She then gives her tips on how she can stay calm, stop, and think what else may be going on

for the other person, and talking about what's bothering you. Aisha worries that is too much to remember, so Salma suggests she just remember one thing – stay calm. Taylor agrees "I think I can do that."

New website

Following Phase One, a new project website was created where we could host the videos, provide a discussion board, add in information and resources, and improve the user journey by encouraging users to act after watching the videos. This involved:

- Helping users overcome obstacles to putting the skills into practice by viewing the animations.
- Helping users further reflect on their experiences using the community and other people's stories.
- Providing links to more information and resources to users who wanted more help than our site provided.

We used a task analysis to understand the actions we wanted users to take, considering the user interviews from Phase One. The convenience of this user journey was that we could rely on the start point being fairly consistent. The core videos continued to be the main hook for social marketing (the main driver), so we made sure that most actions could flow from viewing the videos.

The new site gave us the opportunity to switch our video hosting to Vimeo, away from YouTube. We were aware that by not pushing the videos through YouTube, as we did in Phase One, we may not achieve the levels of reach that we did in Phase One. However, in Phase Two our goal was to increase the number of people who visited the landing page and engaged with the additional support available there.

Additional benefits of using Vimeo, rather than YouTube were:

- User testing suggested that YouTube's own (forced) "recommended" videos at the end of each clip were confusing for users. Many clicked those recommendations believing they had been provided by us, so this feature was interfering with the user journey.
- Vimeo allows us to record better analytics data when it comes to engagement, although it does mean losing potential organic traffic benefits from YouTube.

Videos were also hosted on Facebook and Instagram, as in Phase One.

Co-design and user testing

New content and the website design were developed, as in Phase One, through co-design and user testing. This involved 18 individual parents including 12 parents from BAME communities and seven dads. These sessions and findings are described in Table 2.

Table 2. Findings from co-design and user testing sessions

What did we test?	What did we find?
Phase One landing page, with seven parents across two community partners.	• Parents understood the purpose of the website and particularly liked the videos and how accessible they were up front. • Parents felt that they needed additional support after watching the videos, such as someone to talk to, peer support, signposting to professional support and services.
Phase Two website prototype, with one parent.	• Compared to the Phase One landing page, parents felt that the updated version had a 'cleaner design' that made it easier to understand what they were looking at.
Phase Two final draft of website, with two parents across two community partners.	• Parents responded positively to the structure. • There were mixed feelings about the animations, with one parent stating that they were practical and reinforced the messages in the videos, while the other felt they were too scripted and didn't fit in with the website's 'conversational' feel. • Both parents were unlikely to use the peer forum function. • Parents wanted more calls to action throughout the website so that support was available 'when parents needed it' such as immediately after watching the videos.
Concept of animations that dealt with obstacles to using skills, with eight parents across three organisations.	• Overall, everyone understood the concept of the animations and found it useful to get practical tips on <i>how</i> to stop, stay calm, see it differently, etc. • They all picked up on the key takeaways of STOP, STAY CALM, LISTEN. • People liked the idea of animation as a relatable format, where they can put themselves in the shoes of the characters more than with the videos. • They liked the idea of a simple instruction, acknowledgement that staying calm is not an easy skill, and the reassurance that it's a process that takes time and patience to develop. • Many picked up on the idea that one parent can make the first change and that the other will follow – there was a little resistance to this idea from one of the dads, so in the next iteration we strengthened this message and offered reassurance about how to do it.
Storyboards outlining initial script for ' <i>It's different in my family</i> '	• Parents liked the use of an animation and the messaging was clear.

animation, with 10 parents across three organisations.	• There was a lot of discussion about the importance of understanding the impact of culture and possible intergenerational conflict. • Parents largely felt that they could use the skills demonstrated in the animation. • The passive aggressive behaviour in the video was not immediately clear to parents and needed to be more visual.
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We also consulted a UX designer at Good Things Foundation, who is an expert in designing for user experience of people with low or limited digital skills. Their feedback highlighted:

- The importance of designing for people using screen readers.
- Making sure text and background colour will pass WCAG AA contrast guidelines.
- Ensuring the appropriate use of standard icons that people will be familiar with seeing – making the user experience as intuitive as possible for people with low digital skills and confidence.

Content of the practitioner guide

Given the success of the practitioner training in Phase One of the project, we wanted to roll out the training to a wider population of practitioners and to increase sustainability of the training going forward. This, coupled with social distancing rules in place during the Covid-19 pandemic, led us to develop an online practitioner guide, which described in detail the theory behind the resource, how to use the resource with parents, and additional examples of how to engage parents in conversations about relationships. The guide was hosted online and consisted of five sections, which not only reflected the main resource but also drew on effective approaches to relationship support tried and tested through OnePlusOne's Brief Encounters® training. The sections included:

- A self-assessment to help practitioners determine where to start.
- Practical activities to help practitioners familiarise themselves with the content.
- Downloadable interactive materials.
- Helpful videos not included in the main resource.
- Guides for group work and case studies designed to support practitioners in using the resource in practice.

Co-design and user testing were adopted to ensure the guide met the needs of its target audience. We spoke to five community staff and volunteers with a range of experience and levels of seniority. From this, we found that it took practitioners approximately two hours to work through the pack, and the feedback generally validated our existing content plan. Practitioners had the following additional feedback, some of which we used in developing the guide and some of which we did not, for reasons outlined below.

- Practitioners wanted a guide they could use flexibly, adapting it to how they worked

with parents.

- There was some difference in opinion about the term ‘practitioner’ as some felt it might exclude volunteers. However, we chose to retain it as we felt it was suitably broad.
- Practitioners preferred a guide to be openly available rather than behind a login wall. However, for evaluation purposes the guide was put behind a login wall.
- Most of the staff we spoke to preferred the option to train all staff and volunteers using the digital pack. Only one practitioner felt they needed another face-to-face ‘train the trainer’ session (as provided in Phase One) to train others to use the resource.
- Regarding sharing of the guide, practitioners suggested hosting it on Twitter and YouTube, and sharing through community partners.

Programme delivery

As in Phase One, we rolled out the project across three cohorts: independent, referred, and supported (Table 3).

Table 3. Programme delivery by cohort

Cohort	Delivery
Independent	Users could access the videos independently on social media platforms (Facebook, Instagram, YouTube) and the 'See it differently' webpage, without referral. As well as the full videos on social media platforms, short trailers on Facebook included a link to the 'See it differently' website where parents could watch the videos in full.
Referred	Parents were signposted to the videos on the 'See it differently' website by community-based staff and volunteers. Staff referred parents who they believed were experiencing difficulties in their relationships and followed up with them after a period. Findings from Phase One suggested that low participant engagement in the referred cohort may have been the result of community organisations not being funded and brought into the project in the same way as those in the supported cohort. Therefore, the four remaining organisations in the referred cohort were grant funded and onboarded into the project in Phase Two. One of these funded organisations did not complete Phase Two and dropped out during evaluation.
Supported	Five community organisations were included in this cohort and were self-selected from those who were also involved in Phase One. Staff and volunteers shared the videos with parents in remote group sessions, excluding one community organisation that ran their session face-to-face. Sessions were generally either integrated into existing classes (eg an ESOL or parenting class) or were held purely for the purpose of the project. All sessions used content from the practitioner guide as well as the videos and animations on the 'See it differently' webpage. They targeted parents facing additional challenges, for example, living in low-income or workless households, English as a second language (ESOL), or conflict in their relationships. Some of these parents attended sessions in Phase One but the majority were new to the project. The sessions provided an opportunity to observe how parents engaged with the resources and were remotely observed by a researcher from OnePlusOne.

To introduce the resource to practitioners in the referred and supported cohort, we invited practitioners from community organisations in both cohorts to an online launch meeting where we described the project, the content, and the evaluation approach, including what was required from each community partner. This was particularly important for engaging practitioners in the referred cohort, as we identified low engagement from this cohort as a limitation in Phase One. It also focused people's attention on the resource at a time when everyone was busy with the fallout of Covid-19.

The practitioner guide was hosted on the 'See it differently' webpage and was initially only intended for use by practitioners and volunteers from community organisations in the

referred and supported cohorts. However, to ensure greater reach of the resource we encouraged practitioners and volunteers from these organisations to share the link to the guide with any other practitioners that they felt would benefit from the resource.

Digital rollout

Our marketing approach: the difference between Phase One and Phase Two

In Phase One we aimed to test which methods were most effective to reach the greatest number of parents online and find the best platforms for them to watch the videos. In Phase Two, our goal was to encourage our target audience to visit seeitdifferently.org where they could watch the original videos from Phase One alongside the new animations and find other useful content such as ongoing support and articles. This involved a move away from pushing the videos on YouTube, as discussed above, and focusing our marketing efforts on one social media platform, which was Facebook. This allowed us to make our targeting methods more specific by focusing more on increasing click-throughs rather than video views and to build on existing findings as well as test the use of Facebook pixel.

What methods did we use to reach our target audience of low-income/workless households with low or limited digital skills?

In Phase One, we took three approaches to targeting Facebook ads:

- Postcode targeting – targeting top areas of multiple deprivation in England.
- Lookalike targeting – targeting Facebook users who share characteristics with those known to have low or limited digital skills.
- Targeted by demographics – targeting according to Facebook user data (eg parent status, age, highest education level, and excluding interests such as ‘early tech adopters’ and frequent travellers).

The Lookalike targeting method in Phase One resulted in the largest number of people reached.

Delivery challenges

- As a result of the lockdown it took much longer to complete the initial stages of the project, such as co-design and user testing. In addition, remote user testing is challenging. Organising the user testing with parents involved multiple exchanges back and forth, including individual pre-chats. It also made it more difficult to reach our target audience of people with low or limited digital skills, as parents needed to be able to engage via Zoom or Google Hangout in order to participate in the user testing. It worked best to keep involving the same people for various bits of testing as once they were engaged remotely, it was easier to engage with them again.
- Community partners are essential to reaching parents on the ground but doing so remotely is much harder for all parties. This was particularly the case when establishing relationships with new community partners who were recruited as part of the referral cohort. Getting them properly on board required more time than

anticipated in terms of developing their understanding of the resource and the purpose of the project.

- Getting independent learners to complete feedback forms continued to be a challenge, which we addressed in part by using a Facebook pixel for the first time (see evaluation approach).

Summary points

- New content was developed for Phase Two for parents and practitioners. All new content was co-designed and tested with users. For parents, new content included: two new animations designed to help parents put the skills they learn into practice; and a dedicated project webpage that included information about other sources of support and the opportunity to talk to a trained listener.
- In place of face-to-face training, a digital practitioner guide was produced which described the theory behind the resource, how to use the resource with parents, and additional examples of how to engage parents in conversations about relationships. The guide was hosted on the project website.
- Delivery challenges included: delays to starting user testing and co-design sessions as a result of Covid-19; the greater administrative burden of organising these sessions remotely; reaching a target group of limited or low digitally skilled parents without in-person communication; building relationships with new partners without in-person contact; getting independent users to complete feedback forms.

3. Evaluation approach

Research questions

In Phase Two we established four novel research questions alongside ongoing data collection for the Phase One research questions (Table 4).

Table 4. Phase Two research questions.

Phase	Question
One	• Does the digital content reach the target group? • Does the digital content engage the target group? • Does the digital content increase communication and conflict awareness, understanding and skills, and help-seeking behaviour for the target group? • Are there significant differences across the three cohorts?
Two	• Is there a sustained impact of the 'See it differently' resources? • Does the content (new and old) effect the desired behaviour change (ie use of relational capability behaviours)? • How do users engage with a targeted platform and social media content to reduce parental conflict? • Is a digital only approach to upskilling practitioners effective?

The logic model developed for Phase One was adapted for Phase Two of the 'See it differently' project (see Appendix B).

Data collection

Parents' engagement and impact of the 'See it differently' resource

Data were collected across the three cohorts of users – independent, referred and supported.

Website analytics

Users' engagement with the content was monitored using Google Analytics and event listeners on the pages. This enabled us to understand how users interacted with the videos and the new content, how many of the outbound links were being clicked, the extent to which users followed the planned user journey, and how much of the page was explored after it had been loaded. In addition, URL parameters on our links were used to assess whether our marketing and outreach efforts reached a more engaged user group or if other channels resulted in stronger engagement.

Social media

Insights were collected from Facebook to examine user reach and engagement. We used impressions as a measurement of reach. For engagement, we collected link clicks, shares, and comments. This enabled us to retarget people who had previously engaged with the

content, by clicking through to the landing page, and target ads specifically asking them to share their thoughts.

Post-resource questionnaires

Users completed a feedback questionnaire hosted on the new seeitdifferently.org webpage about the site, the videos, and the new animations (Appendix C). Parents in the supported cohort completed a slightly modified version of the questionnaire at the end of their group session (Appendix D). Questions explored whether the videos helped viewers to reflect on how they managed conflict, how they might manage it differently (a measure of self-efficacy), and the extent to which they might try and change their behaviour as a result (a measure of behavioural intention) as well as questions around learning from the new animations, help-seeking behaviours, and intentions to share the content.

Interviews

Phase One follow-up interviews: We conducted semi-structured interviews with four parents from Phase One (it was not possible to contact the remaining parents) and seven practitioners. These explored the impact of Covid-19 on their lives, how practitioners had adapted their approach as a result of it, and what role the 'See it differently' resource continued to play, if any (see Appendix E for the topic guide).

Phase Two interviews: Twelve parents were interviewed in Phase Two – nine from the supported cohort and three from the referred cohort. As in Phase One, these parents were recruited by members of staff or volunteers who ran the group session or made the referrals. To ensure independence of data, none of these parents had been involved in data collection during Phase One of the project. Parents from one community organisation preferred to be interviewed as a group, so we carried out one focus group-type interview with three parents from Smartlyte using Zoom. One other interview was conducted via Zoom and the remaining nine involved telephone interviews.

All interviews were carried out by one member of the OnePlusOne research team and recorded on the researcher's phone or computer (if a Zoom interview). Despite attempts, it was not possible to interview any parents from the independent cohort during Phase Two.

Before starting the interviews, an information sheet was read to participants, who gave informed consent orally. Interviews lasted between 30 and 60 minutes.

Group observation sessions

A member of OnePlusOne's research team observed the 'See it differently' sessions run by five community organisations via Zoom, recording observations in line with a semi-structured observation guide as used in Phase One (see Appendix F).

Practitioner focus groups

A member of the OnePlusOne research team facilitated two separate focus groups, one with practitioners from the referred cohort, the other with practitioners from the supported cohort (see Appendix G for the discussion guide). These were designed to understand practitioners' experiences of using the 'See it differently' resources with parents. A focus group format was chosen to facilitate greater discussion and reflection between practitioners.

Practitioner guide

Post-test questionnaires were completed by practitioners after completing the digital guide. These were designed to compare the effectiveness of the guide with the face-to-face training practitioners experienced in Phase One. Practitioners who attended both the face-to-face training and completed the practitioner guide feedback were excluded from analysis.

Data analysis

Data from the questionnaires were analysed using descriptive statistics (frequencies, mean comparisons) and the qualitative data through thematic analysis.

Ethical procedures

Ethical concerns were taken into consideration throughout the development of the research project and content, and in delivery of the training. The process was guided by OnePlusOne's research protocol in conjunction with the British Sociological Association's and the British Psychological Association's guidelines. Good Things Foundation conducts research in line with the Social Research Association's guidelines. It also has safeguarding procedures and policies in place for ensuring safe practice within Good Things Foundation and organisations who are partners through Good Things Foundation's community network.

Evaluation limitations

- We were only able to speak to four of the twelve parents as part of the Phase One follow-up interviews. This was due to a combination of natural attrition and staff changes in the community organisations which meant we could not contact the parents. As a result, we were only able to get a limited perspective of the impact of the resources from Phase One from parents. Due to anonymity of responses to the quantitative feedback in Phase One we were also not able to collect follow-up data on this aspect of the evaluation. This limits our understanding of sustainability of impact.
- We were not successful in recruiting parents from the independent cohort for interview in evaluation of Phase Two, despite contacting parents and offering incentives. This limits our understanding of the impact of the 'See it differently' resources on users who did not have any support from community organisations.

- As in Phase One there were some issues with maintaining engagement with community organisations in the referred cohort. One of the organisations dropped out of the project shortly after launch of Phase Two as they realised they would not be able to deliver within the timescales required. They were replaced with another organisation who dropped out as they misunderstood what was required of them. During the course of Phase Two a third organisation dropped out without explanation. Further, of the parents from the remaining community organisations who agreed to be interviewed, only three responded to our researcher's request, resulting in a smaller sample from the referred cohort who were ultimately not representative.
- There were some technical issues with observing remote sessions, such as feedback noise, not being able to see or hear parents' initial responses to the videos and losing connection. While these sessions were still of great value there was some loss of clarity and richness of understanding.

Summary points

- In addition to the research questions addressed in Phase One concerning the reach and effectiveness of the resource, Phase Two examined whether there were any lasting benefits to parents who had used the resource in Phase One, whether users adopted the skills they had learnt, how they engaged with the new platform and the impact of the digital practitioner guide.
- User engagement with the seeitdifferently.org website was monitored using Google Analytics and event listeners on the pages. URL parameters on our links were used to assess whether our marketing and outreach efforts reached a more engaged user group or if other channels resulted in stronger engagement. On Facebook, we used impressions as a measurement of reach and collected link clicks, shares, and comments to assess engagement.
- Phase One follow-up data collection included interviews with a sample of parents from Phase One three to four months after they were first introduced to the resource, and interviews with practitioners.
- For Phase Two, two focus groups were run with practitioners, one from each of the referred and supported cohorts. Alongside website analytics and social media data, data collection for Phase Two parents involved feedback questionnaires following use of the resource, and semi-structured interviews. Where community organisations introduced the resource to parents, sessions were observed by a researcher via Zoom.
- Practitioners who viewed the new digital practitioner guide completed post-use questionnaires which enabled us to compare the effectiveness of the guide with face-to-face training.
- Evaluation limitations included: attrition of users in the follow-up interviews with parents; no quantitative follow-up; dropout of two of the referred community organisations and lower engagement with referred users; and technical issues during the remote group sessions impacting OnePlusOne observation.

4. Did the Phase One 'See it differently' project achieve any longer-term impact?

This section describes the findings from follow-up interviews with parents and practitioners involved in the Phase One project designed to explore if and how the resources continued to be used, and their impact on parents, as well as how parents and practitioners had adapted as a result of the Covid-19 lockdown.

Parents' use of the Phase One resource months later

Four parents who were interviewed in Phase One were interviewed again three months later. Although we aimed to recruit 12 parents, this was not possible because many of the parents did not respond to requests to take part in the follow up. Four participants were uncontactable due to staff changes in their community organisation. The remaining four were uncontactable due to simple attrition. Two parents were from the same community organisation and the remaining two from different community organisations. All belonged to the supported cohort, where each community partner was free to share the resource as they saw fit. One parent was introduced to the resource in the context of the Strengthening Families, Strengthening Communities (SFSC) parenting programme and the discussion built on topics covered during SFSC. Two parents (Jabal and Jamila) encountered the resource as part of a functional skills class where they spent two hours looking at the 'See it differently' materials. The fourth parent, Fiona, took part in a three-week course that was advertised as a course about arguing and the impact on children. This probably involved viewing the videos twice, engaging in discussion, and looking at some of the practitioner training content.

The impact of Covid-19 on parents' lives

The respondents were pragmatic about the experience of the lockdown resulting from the Covid-19 pandemic on their lives. The most concerning and challenging aspect had been its impact on the children. Consistent themes included more difficult behaviour, managing home learning, and maintaining motivation and engagement, alongside conflict with children about how they were spending their time and about going out. In the words of Fiona, *"It has been challenging, but we've got through it."*

There were also adjustments for the parents with a knock-on impact on the couple relationship. That included reduced work hours and income, juggling home schooling, the intensity of time spent together and loss of socialising. Again, this was viewed pragmatically. As Jamila put it, *"Yes. It's, you know, in the beginning, it was just little bit hard, you know, like that. Yes, but then, on time, you know, you just get used to it."* Most had found ways to cope, for example, by getting outside, exercising more, and trying to be mindful of how the other partner was feeling. Some of this awareness was attributable to what was learnt through the 'See it differently' courses as explored below.

In terms of their involvement with the organisations, Jamila and Jabal talked about classes moving to Zoom, opportunities to learn and to chat with others, and belonging to smaller groups – with the class broken into sub-groups where they could more easily communicate. *“So, we have been connected all this time, which was amazing.”* (Jamila) They had also been given tablets to ensure they could continue with classes remotely.

Nadia’s SFSC course finished just as lockdown began, with the last session conducted remotely. A parent’s WhatsApp group remained but there was little formal contact with the community organisation.

The impact of the sessions and resources

All four remembered the group sessions and the videos and were positive about the content. As Nadia put it, *“I think the whole session and the slides before and after had just struck a chord with me and my husband.”* They also thought it would be valuable to others. For example, *“if every parent saw those videos, they’d think more”*; they might learn *“how to communicate with each other and how to accept each other and to reduce all the domestic violence,”* or parents, *“will know this is happening to everyone,”* and have their experiences normalised.

In keeping with the interviews in Phase One, two of the respondents, Jabal and Jamila, appeared to feel that, while the content was useful and important, it endorsed how they already dealt with conflict rather than provided new insights. In fact, from Jamila’s perspective, the greatest benefit from the videos was in validating what she already did – staying calm and removing herself from conflict if she was feeling overwhelmed.

For Nadia and Fiona, the resource appeared to have had a much greater and enduring influence which had significantly enhanced their understanding of conflict and had a lasting impact on how they dealt with conflict in their relationships, as Nadia says:

N: *That course couldn’t have come at any more an appropriate time [Covid-19]. Oh my God, it was literally sent down from heaven.*

Interviewer: *So, have you found you’re using the skills and stuff?*

N: *Absolutely. I said to my husband, I would have left you.*

Although it isn’t clear how much Nadia is referring specifically to the ‘See it differently’ content or more broadly about the parenting course in which it was embedded.

Understanding

Both Fiona and Nadia talked about having a greater understanding about what is going on during conflict. One insight was seeing how a bad mood can trigger an argument:

“If we were in a mood, our natural reaction would be to shout back because that’s what we’re used to or we used to before. So, it has had a massive impact.” (Nadia)

For Nadia, there was also a new and sustained awareness about how she tended to draw children into conflict, for example by talking through the child to her partner, or by commenting to the child about the other parent's behaviour: *"When we get children involved in conflict ... it would be, 'Your dad said that didn't he? He's being so unreasonable.' It would be something like that. So, we know not to do that anymore. It's quite hard to adapt when it's a habit."*

Both women were also more aware of the impact of conflict on children. As Fiona said, *"And think from those videos, when I saw that kid's reaction I thought, oh, I'm not doing that anymore."* Following the course, Fiona had noticed her son getting louder when her and her partner argued and she was mindful of protecting her son from the feelings she saw represented in the children in the videos: *"Because when I looked at them, I thought, I don't want Sean to be like that when we're arguing. I don't want him to feel like that."*

There was also greater insight into the other partner's needs and feelings – a greater empathy. For example, Fiona talked about understanding and respecting each other while they're angry: *"You need to understand that you just can't say something out of anger and think that it's okay to say that, and then think that that person's just going to accept it."*

Changing behaviours

On the back of that understanding, both women had tried to change the way they dealt with conflict. Fiona described how she and her partner were trying to *"be calmer and just more talk instead of arguing and fighting."* They were using those skills to avoid arguing in front of the children. Instead, they were trying to wait until they had calmed down and the children were out of the way. That might mean, for example, her partner getting out of the house to walk the dog: *"Or we'll sit down later when the baby's in bed."* And when they talked, they were trying to talk about how they felt.

"And we just sit down and talk about it. Talk about your feelings. Like sometimes he won't agree with stuff that I say. Like he'll say, no, it's not like that. And I go, but it's like that to me." (Fiona)

Nadia and her partner were actively trying to avoid involving the children in their arguments. As she noted, *"we know not to do that anymore"*. They are also more aware of how they are feeling, *"both clocking how we are,"* and trying to manage their emotions better, to prevent those feelings spilling over into the relationship and fuelling conflict.

"We remind each other. I will say, look, if I see you are losing it, you tell me, and I will tell you. Yes, the biggest thing is how our emotions are. I think that's the biggest thing that we've managed to deal with." (Nadia)

Both women demonstrated an understanding of some of the key skills that they had been taught in the 'See it differently' sessions, such as stop and think, stay calm, think about what's going on for you and your partner, and communicate how you feel. Both women were also actively trying to put them into practice, mindful that doing so could alleviate the burden of the impact of conflict on their children.

How important were the 'See it differently' resources and sessions?

It is difficult to know to what extent differences between four parents reflect the nature of their respective relationships and personal circumstances, or the nature of the sessions they attended introducing the resources. It is notable that Fiona was shown the videos twice in total and had opportunities across the three sessions for further discussion and learning. For Nadia, tentative evidence from the first phase suggests that embedding a session within the SFSC parenting course was one of the more effective ways of sharing the resource as it complemented and built on learning from it. While Jabal and Jamila were both positive about their session (both in the most recent interview and in Phase One), it may have lacked the same weight. They spent less time on the resource and it was part of a functional skills course rather than a designated family and parenting course.

Phase One practitioners' reflections

This section reports on the findings from seven semi-structured interviews conducted with practitioners from the supported cohort in Phase One. This includes four practitioners who went on to participate in the evaluation for the supported cohort in Phase Two.

The role of community organisations during Covid-19

In the evaluation of Phase One, practitioners spoke about the different ways they worked with the parents who attended their community organisation, including developing digital skills, and providing benefits support and advice, and pastoral care. Practitioner involvement continued during the Covid-19 pandemic and was extended in multiple ways, as highlighted by this practitioner: *"I don't think I had imagined being involved in so many different ways in their lives."* (Aiza)

At the beginning of the national lockdown in March 2020, many of the community partners arranged for their staff to have additional training such as safeguarding, mental health support, and working with additional support needs in order to support parents through the pandemic. To ensure that they were still able to offer their usual classes and courses to parents, practitioners also undertook training in online delivery.

"I have had some training and I've had to review my delivery on that basis. It's the same course but as a practitioner, I just deliver in a slightly different way." (Anna)

Many of the practitioners spoke about the need to reach out to parents who could no longer visit organisations due to lockdown restrictions as, before lockdown, *"the centres were in some cases a safe haven even for a couple of hours."* All of the practitioners offered

wellbeing calls at the beginning of lockdown to maintain engagement and offer support to more vulnerable parents.

“So, I have a great big list and every week I give them all a call to make sure they’re okay.” (Lillian)

These calls also enabled staff to identify parents facing particular issues, such as mental health difficulties, *“and actually helping out practically.”* Critically, many of the practitioners noted that these wellbeing calls also served to offer parents contact outside of their bubbles.

“...many of them waited for the next call to come because for them it was the only outside human contact they had...” (Mehtar)

Practitioners also offered vital digital support, for example, adapting existing face-to-face courses into online offerings, supplying parents with tablets preloaded with internet data, or supporting parents to engage with external agencies (eg health visitors, benefits, charities). Perhaps most crucially, practitioners helped parents to manage the expectations and demands of home schooling their children, including helping with the digital literacy it required.

“Because although, oh yes, the schools were giving homework online, they [parents] were so far removed from that technology, even if they had computers at home, they didn’t know what to do with them and how to support their children.” (Mehtar)

Client base

All of the community organisations maintained contact with the parents who had accessed their services prior to the pandemic, with one community organisation in Birmingham noting that they now had parents from Manchester joining their classes as they were online.

The majority of parents at the community organisations spoke English as a second language, which affected their ability to understand many of the Covid-19 restrictions and communication with schools. As Aiza noted: *“...these are mums who don’t have any digital skills, they don’t have the language skills.”* In some cases, language issues also constrained parents’ ability to engage with a fully digital resource. *“As we’ve found out from our experience, they might be fluent readers, but they lack the understanding.” (Mehtar).*

Another key issue for parents was the financial strain caused by Covid-19. Many of the practitioners described families where the main earner had been furloughed or lost their job, plunging the family into economic uncertainty, which had a knock-on effect on the relationship between parents. For example, one practitioner spoke about a mum for whom she had arranged to receive food parcels as her husband had lost his job. The husband,

however, had not wanted to be the object of 'charity' and this had caused conflict between the couple resulting in the food parcels being cancelled.

Digital delivery

Practitioners talked about the value of the resources and the increasing need for them given the pressure of the Covid-19 pandemic. Most of the practitioners had shared the resources with new parents who had not been involved in Phase One and re-shared them with parents who had already seen them in Phase One. Some of this sharing occurred after Phase One had officially ended and before their formal introduction to Phase Two, which is evidence of ongoing use and relevance beyond project deliverables. Different ways of sharing included WhatsApp, Zoom, Facebook groups, and virtual classrooms. Some of the practitioners spoke about using a blended approach to delivery, providing parents with printed worksheets at their door and working through the resources together remotely via digital. Some community partners also provided parents with tablets or smartphones so that they could maintain contact with parents.

"We've found lots of innovative ways of getting around them by giving them devices and giving them extra support, whatever we could to get over the barriers they were putting in place." (Mehtar)

All of the practitioners spoke about the challenges of adapting to a pure digital delivery service but noted that the videos were particularly useful and accessible to parents where English was a second language. As Anna said, *"Thankfully, those videos, because we'd tried to go online before, so we had those already."*

Practitioners discussed the barriers and facilitators to delivering their online courses, including sharing the 'See it differently' resources. A barrier faced by some was a reluctance to move from face-to-face delivery to a pure digital approach: *"I think face-to-face people are very reluctant to let it go, aren't they?"* (Anna). However, all of the practitioners we spoke to acknowledged that this barrier was quickly overcome, and both practitioners in their organisations and parents embraced remote engagement.

Another barrier to parental engagement was lack of digital skills and understanding from some of the parents. Many of the practitioners noted that parents may be able to read instructions, but not comprehend the nuance of what those might mean, or parents may not have experience with certain digital tools (eg Zoom) or have no interest in learning about it.

"There are lots of people, who for whatever reason, have really avoided the digital... I can't even say it. That world. The online world. So, that's been interesting." (Anna)

Not a barrier as such, but a challenge that practitioners faced as a result of the move to remote learning and dissemination of resources was the loss of insight that they had into

parents' day-to-day lives. In a face-to-face setting, it was possible to identify at-risk parents through body language and small changes in behaviour, but that this was lost with a move to pure digital.

"I can't get a full picture because it's a phone call... So, maybe I'm not getting the full picture. Maybe I have been a little bit blinded." (Sarah)

In turn this presented a barrier in sharing resources, such as 'See it differently', as practitioners were concerned about introducing difficult topics into homes where there may be power imbalances, without the opportunity to offer hand holding support.

"I suppose when they're at home and you're discussing some of these more delicate subjects, you know that there's people in the background and you have to be very wary of that." (Mehtar)

Despite the challenges, practitioners spoke at length about the successes of digital delivery. For example, one practitioner noted that since the move to remote delivery, they had had more dads completing courses. *"Men who are bombing through the course... They're doing really well. But they want to stay anonymous... So, then the digital thing is fantastic."* (Anna)

For some parents with low digital skills, the forced move to digital learning had encouraged them to develop those skills and increased their confidence in those areas. Simple resources like 'See it differently' helped to build parents' confidence and offered an opportunity for practitioners to share short videos that they could then discuss after parents had watched them. As discussed in the evaluation of Phase One, the pre-existing trust between practitioners and parents was a key factor in enabling parents to engage with resources and share their responses, something which has continued despite a move to remote learning.

Conflict

When asked about whether there were any increases in conflict in the homes of families that they worked with, there were mixed responses from practitioners. While two of the practitioners stated that they hadn't heard any of the families that they work with experiencing conflict, they acknowledged that this didn't mean that it wasn't happening. Indeed, most of the practitioners noted that, rather than explicit disclosures of conflict, they had to infer it from their interactions with parents.

"No, the problem is that they will describe the situation. They do not describe the conflict." (Eleanor)

One practitioner suggested that this lack of disclosure may be because, due to lockdown, families are in close quarters and may not feel safe discussing issues that they are having with others in the household.

“So, when you’re then discussing conflicts and domestic violence and things like that, you’re only going to get so much back because they can only divulge so much because they’ve got people around them.” (Mehtar)

Indeed, many of the practitioners noted increases in suspected domestic abuse since the beginning of the lockdown in March 2020.

A number of practitioners described how conflict was often between parents and children rather than the couple, as Aiza mentioned: *“That’s been a huge thing. Especially with teenage children.”* Some practitioners reflected on how future developments of the videos could include content on conflict between parents and children as well as *“how it impacts on the parent’s relationship.”*

Resources

The enthusiasm that practitioners felt for the ‘See it differently’ videos in Phase One was sustained between their first and follow-up interviews: *“I mean those parenting videos are terrifically useful, if only for the stop think bit”* (Eleanor). Practitioners reflected on the use of the videos during the lockdown and the importance of parents having easy-to-access resources that remind them of the skills that they have developed and can continue to develop.

“All of that, people reminding them of the skills which they have you have and reminding her also of the videos as well because she can pick up some more skills from that.” (Aiza)

Practitioners also reflected on the impact of the ‘See it differently’ resources on parents and their families. Initial evaluation of Phase One of the project found that parents talked about intending to change how they dealt with conflict after watching the videos, with some parents actually demonstrating positive behaviour changes, such as stopping and thinking in conflict situations. According to practitioners, parents had sustained these changes. For example, echoing parents’ comments earlier, practitioners described how some parents were staying calm and thinking about the impact of conflict on their children.

“And she said, now, we don’t do that now. I don’t do that with my husband in front of my children because I know that it affected my eldest child and I don’t want that now.” (Mehtar)

This sustained impact of the basic skills demonstrated in the ‘See it differently’ videos, especially during such a challenging time, is encouraging and shows the value of providing easy to access and easy to digest resources on conflict and communications skills.

Summary points

- Four parents were interviewed as part of the follow-up. While Covid-19 had put pressure on family relationships and managing children's needs and behaviours, parents had found ways to manage those stressors and were pragmatic about what it meant for their lives. Interviews with practitioners illustrated the important role that community partners played during the lockdown restrictions, providing emotional, pastoral, digital, and practical support. These interviews also illustrated more vividly some of the difficulties that parents had faced, including financial insecurity, language, and digital barriers in supporting home schooling, and engaging with local services.
- In terms of the digital resource, all four parents were positive about its value. However, for two of them, the resource appeared to have had a lasting influence on their understanding of parental conflict and their approach to it. Both were more aware of their and their partners' emotions, how they handled conflict and how it affected their children. Similarly, both were actively trying to use the skills they had learnt, such as stop and think, waiting until they had calmed down to talk about an issue, and finding ways to communicate their feelings.
- Practitioners from Phase One also continued to be positive about the resource and continued to share it with new parents and re-share it with parents from Phase One. The digital nature of the resource was helpful in the move to online delivery that had been precipitated by the Covid-19 pandemic.
- Online delivery brought challenges and opportunities. Difficulties included managing parents' digital literacy, loss of insight into parents' everyday lives and relationship dynamics in the home, and concern about how well topics might be received by others in the home setting. On the other hand, parents had become more digitally skilled by necessity and continued to engage with the community partners.
- Echoing the findings of the interviews with parents, practitioners had seen some parents adopt the skills learnt from the resource and were, for example, staying calm, and thinking about the impact of conflict on children.

5. Phase Two: Parents' views on the 'See it differently' digital resource: insights from the analytics data and questionnaire feedback forms

Insights from the analytics data

The following section describes the reach and engagement of the 'See it differently' resources both via Facebook and seeitdifferently.org.

The reach of the digital resource

The analytic data tells us about the reach of the resource across Facebook and provides a measure of engagement with the videos in terms of how many users went on to click through to the 'See it differently' website after seeing the video trailer, along with likes, shares, and analysis of comments.

Which Facebook targeting approach was most effective?

In Phase Two, we tried all three targeting approaches used in Phase One – postcode targeting, lookalike targeting, and targeting by demographics based on Facebook user data. However, the audiences targeted based on demographics and postcodes were not performing as well as they did in Phase One and were substantially less successful than the lookalike audience. As a result, we used an iterative approach and decided to use only the lookalike targeting approach for when the finished resource went live. We also introduced the trailer video to our paid Facebook ads, to test whether a hook video (short trailer designed to catch people's attention) would encourage people to click through to the website to watch the videos in full. Our trailer video consisted of short snippets from the original four videos, lasting for a total of 30 seconds.

User engagement

Table 5 presents independent user reach, link clicks, shares, likes, comments, and reactions on Facebook.

Table 5. Analytics for reach of 'See it differently' videos on Facebook

	Reach	Impressions	Unique link clicks	Link clicks	Landing page views	Shares	Comments	Reactions
Mahmoud's family	122,588	246,146	7,328	7,717	6,556	188	24	441
Maddie's family	5,934	8,131	176	185	131	1	1	12
Jag's family	770	933	16	17	9			
Chloe's family	127,584	268,613	8,360	8,798	7,350	175	31	338
Trailer	11,309	14,629	325	341	256	9		6

Which video proved most popular?

Table 6 compares Facebook marketing results in Phase One and Phase Two and shows that across Facebook, 'Chloe's family' reached the most people and resulted in the most link clicks and landing page views. However, 'Mahmoud's family' received the most shares, comments, and reactions. Of interest, 'Jag's Family' reached the lowest number of people and received no shares, comments, or reactions. This is in contrast to Phase One, during which 'Jag's Family' was the most viewed video with the longest watch time, on average. However, this may be the result of a move away from YouTube, where 'Jag's Family' was the most popular video.

Despite the videos being viewed more times overall in Phase One, Facebook ads in Phase Two saw a 16.8% increase in the amount of link clicks. While Table 6 shows the same success metrics across Facebook advertising, some caution should be taken in drawing conclusions from the data, as the ad strategies varied between the two phases. In Phase One, we used ThruPlays as a measure of success on Facebook. As a result, Facebook not only took our targeting criteria into account but also showed our content to people whose online behaviour suggests that they are more likely to watch videos. In Phase Two, in line with our marketing strategy, we used landing page views as a measure of success – our goal was to encourage our target audience to click through to the 'See it differently' website where they would be able to view the animations and other useful resources. Similarly, Facebook took our targeting criteria into account and showed our content to people whose online behaviour suggests that they are more likely to click through to a website.

Table 6. A comparison of Facebook ad performance between Phase One and Phase Two.

	Phase One				Phase Two			
	ThruPlays	3 second view views	Link clicks	Unique link clicks	ThruPlays	3 second view views	Link clicks	Unique link clicks
Mahmoud's family	65,236	272,593	1,305	1,290	21,198	62,515	7,717	7,328
Maddie's family	5,041	270	54	191	377	1,084	185	176
Jag's family	11,836	0	139	138	25	101	17	16
Chloe's family	92,672	295,343	1307	1,295	14,736	33,666	8,798	8,360

Conversations in comment section underneath posts

As in Phase One, the videos continued to spark conversations in the comments section. Comments frequently focused on the intricacies of the storyline, which suggests that co-design is a key means of producing resources that resonate with their target audience. A common comment in Mahmood's story was about **phone use** at the dinner table which appears to be a topic of controversy and was frequently discussed in the supported group session as well.

Facebook discussion 1:

Person 1: *I wouldn't worry, the kid didn't notice anything as he was on his phone 🙄
Totally appreciate what this is trying to say, however.*

Person 2: *That's the whole point he's mirroring his dad's behaviour.*

Facebook discussion 2: People in the comments were also helping to educate their peers.

Person 1: *"How about getting the child to put their phone down at the dinner table??"*

Person 2: *"Yes, that is a start."*

Person 3: *"It seems to me that the child was copying the Father's behaviour. If you want it to change start by practicing the behaviour you'd like to see. Also, think about the trauma the child is experiencing from this atmosphere of bickering and conflict. It may be low level but if it's frequent it will cause trauma. How does he survive in this situation? Perhaps the phone distracts him so he can disassociate from the toxic environment and how that makes him feel. Change the environment to one that is warm, supportive, inclusion and respectful. Then the child might feel more comfortable to engage."*

Facebook discussion 3: Feedback from peers

Person 1: *Did not really get that at all? Like if they think that was an argument they need to see what real kids see some on a daily basis.*

Person 2: *I think the point was that arguments such as these are where the really nasty arguments often start, and then escalate to really abusive behaviours. If people can stop themselves and prevent that escalation, then that's surely a good thing 😊
(14 likes)*

Person 3: *100% agree*

Under the 'Chloe's family' video, two people had an in-depth conversation about their own personal circumstances and discussed techniques they could use to diffuse the situation.

Excerpts from Facebook discussion 4:

Person 1: *"It's been tough the first 4 years of our relationship, we have had some heated discussions and disagreements, due to the relationship between my partner and his girls mother. I also always look at the bigger picture and think of everyone else's feelings. It took me a while to think of my own feelings as it was all new to me being with someone who has children from a past relationship."*

Use of Facebook pixel

In Phase Two, we tested the use of Facebook pixel to retarget people who had previously clicked through to the 'See it Differently' website from our Facebook ads. We used the trailer video and 'Mahmoud's family' video, to ask people to share their thoughts on the 'See it differently' campaign. The ad linked directly through to a survey page and the ad copy read as follows:

"Have you seen any of the 'See it differently' video before? Fill out a quick survey to help us to improve the videos and our services."

Table 7 presents independent user reach, impressions, link clicks, and landing page views for our retargeting survey ads.

Table 7. Analytics for reach of 'See it differently' videos using Facebook pixel to promote feedback survey

	Reach	Impressions	Unique link clicks	Link clicks	Landing page views
Trailer	3,363	26,172	356	419	352
Mahmoud's family	2,713	10,258	99	111	97

Table 7 shows that the trailer reached more people than the 'Mahmoud's Family' video and resulted in the most link clicks and landing page views.

Engagement with the digital resource

Analytics data were also used to explore user engagement with seeitdifferently.org.

Overview

Between May 2020 and January 2021, seeitdifferently.org was visited by 17,123 individuals and saw a total of 19,704 sessions. Of these visits, 95% were from the UK and between 75% and 80% of visitors were female. Thirty-six percent of users were aged between 25 and 34.

In terms of how visitors engaged with the resource, 21% of visitors (3,264) were 'engaged' users, which means that each of their sessions lasted longer than 10 seconds. These visitors are of greater interest to us than those who visited briefly because not only is engagement necessary for the videos to have an impact but understanding how they behave when engaged informs what is effective in the extended user journey. Focusing on these engaged visitors, we can see that they spent just over six minutes per session on average and saw a 15% return rate compared with a return rate of 8% overall.

How well do visitors to the site engage with the original video content?

The original four live-action videos were viewed 4,702 times. On average, visitors to the site watched 70-77% of these videos, with 'Mahmoud's Family' showing the longest viewing rate (77%). Even at the lower end of engagement, most visitors played one of the four original

videos. We used a still from each video and gave a short description of the content as a hook to encourage visitors to watch the videos. The fact that most visitors played at least one video is a positive indicator that this approach was somewhat successful. The number of times visitors watched the videos the entire way through was 1,538, which is about 33% of overall viewings.

Are users compelled or drawn to the new animation content, and do they watch it?

The new animation content, aimed at helping viewers to overcome obstacles to the skills demonstrated in the four original videos, were placed under dropdown accordion buttons which viewers needed to click on to expand the content and watch the animations. These accordions were opened 1,074 times in total. This may be because a large percentage of visitors to the site chose not to scroll the page beyond 25% depth. This suggests that the hook content for the four original videos and the next step content should be much closer together, and the latter should be visible from the former.

The new animations were viewed 397 times, which means that 37% of people felt compelled to watch them after opening the accordion. Of those 397 views, there was a strong 76% and 84% completion rate. This seems to indicate that, for those who felt the content would serve them enough to run the clip, the majority of people engaged. The "It's different in my family" clip was the most successful at 84% completion rate.

Are users engaging with the community chat?

Just a couple of comments have been posted on the community chat to date, which means that the community chat has not generated its own momentum in terms of user engagement. There may be a number of reasons for this. It is more comfortable to add to a densely populated thread compared to one with few posts. People enjoy reading commentary, but don't necessarily want to put themselves out there. Secondly, a login is required. From our user testing, we know that this can pose a barrier to users who are worried about using a social media account as a login or who are not confident with technology – the latter group being who we targeted in our Facebook ads, and who we know make up a large portion of the visitors to the site. Thirdly, some users may be concerned about what data are being collected. It is interesting to note that during the pre-live user testing some users were put off by this part of the site and commented that they would not interact with it. There were some trust issues with the API used (Disqus), as they did not all recognise it, and there were some anxieties expressed about other people being able to see 'your business'. There were also some fears of being tracked.

When we tested page activity without the community chat feature over a three-day period, engagement remained about the same.

Is signposting using our recommended resources actually effective?

Only 1.3% of the total traffic flow visited the "Get more help" page. On the one hand, this element of the user journey seems to have been ignored by the majority, which matches

our findings from the user testing in which users expressed wanting calls to action to be embedded in the user experience when they needed it, eg after watching a video rather than on a separate tab. However, we always expected that few users were likely to seek additional help and no marketing was ever driven towards this page, which means it was only ever going to pick up traffic as downflow.

Out of those users who did visit the page, the rate of engagement was very high and positive. For example, for the 605 views for that page, 260 of those were unique. That means that many of those users returned. Those that visited the page mostly engaged with it by visiting the resources listed: a total of 175 outbound "help" links were clicked, with the Listening Room receiving 72 of these clicks. The next most clicked link was Family Lives. A ratio of 175 links clicked out of the 260 unique visits is very positive.

Where are people coming from to view the content, and which channels are more engaged?

Table 8. Users per channel.

Channel	Users	Sessions	Average session duration (minutes)
Facebook ads	14,700	16,041	1:02
Direct	1,490	2,164	3:49
Organic search engines	280	607	3:26
Organic Facebook	54	57	0:27
Organic Twitter	29	32	2:02
Referrals	698	829	3:24
Email	44	56	9:08

Insights from Google Analytics show that people who came to the landing page through the retargeting ads seemed to be more engaged, demonstrated by those users engaging with multiple pieces of content on the site and bounce rates.

14,698 users came from Facebook paid ads. Although this is the most popular channel in terms of volume, other channels performed better in terms of engagement. Direct shares of the site, referrals of the site, organic searches for the site, and email links all resulted in stronger engagement. Out of these, email was the strongest performer in terms of engagement, which is likely to reflect practitioners sharing the resource and the guide. We infer this because of the number of pages clicked per session for this channel.

It is worth noting that organic search resulted in the highest rate of return users. As the subject matter is behaviour change, which requires repeated attempts at practicing new behaviours, return rate is an important engagement metric.

The most successful referral was from: reducingparentalconflict.eif.org.uk, followed closely by families.barnardos.org.uk. These users appeared to have watched and engaged with a lot of the content as their sessions lasted between 4.00 minutes to 4 minutes 30 seconds on average. 'See it differently' was hosted on these sites as a resource for practitioners and parents to reduce parental conflict.

When it comes to organic social traffic, Twitter resulted in better engagement than Facebook, but these are small sample sizes.

Insights from the user survey feedback

The same feedback form was presented to the independent and referred parents who accessed the resource via the seeitdifferently.org website and to parents in the supported cohort via a Google forms survey. It included questions that explored users' experiences of the videos and how likely they were to put into practice what they had learnt from them. We included two additional questions to further measure self-efficacy and behavioural intentions. Analysis was carried out on feedback from 39 users, 10 of whom were from the independent cohort, 11 of whom were from the referred cohort, and 18 of whom were from the supported cohort. Of the 10 independent users, seven found the 'See it differently' site through Facebook, two were referred by friends, and one found the site via Google. No significant differences were found between respondents across the three cohorts on the core self-efficacy and behavioural intentions questions¹ so responses are reported together to avoid repetition.

Of the 21 who completed the form, 95% agreed that the videos helped them think about how they deal with conflict, and 97% agreed that the videos helped them think of ways that they could change how they deal with conflict. Users' free text responses – when asked *how* they felt the videos had helped them to think about how they deal with conflict – suggest that the videos helped to raise users' awareness about the impact of conflict on children and the importance of recognising the other's perspective (eg *"To reinforce that events can impact the children."*; *"Not to argue in front of children, to stay calm, to listen and more."*; *"understand the other side a bit more."*; *"To rethink before starting argue with another."*).

The responses also indicate that users could see how they might use the skills demonstrated in the videos to change how they deal with arguments (eg *"To not argue maybe step back."*; *"Not to discuss things in front of the children."*; *"Keep calm as much as you can... Think.. Talk."*; *"Think about what else might be going on. And if you can't stay calm, take a break"*). We asked users what skills they had tried using since watching the videos or animations. The main changes that users made were staying calm and trying different approaches to communicating with their partner.

¹ Independent t-tests were conducted $p < .05$ for all 4 questions.

Participants were also asked whether they would share the resource, with 87% stating that they would share the videos or site with another parent. Reasons given for sharing included that the resources were helpful and could help peoples' relationships. Reasons for not sharing focused on the topic being too personal.

Users were asked on a scale of 1-5 whether they felt able to try and use what they had learnt next time they argued with their partner and whether they felt more confident in their ability to stop and stay calm next time they argued with their partner (measuring self-efficacy). To measure behavioural intentions we asked users whether they were more likely to try and stop an argument getting worse using what they had seen in the videos and whether they were likely to seek additional support to manage arguments in their relationships (measuring behavioural intentions). As Table 9 shows, the mean, or the 'average' response on these four questions was high, with similar scores to Phase One for Questions 1 and 2.

Table 9. Self-efficacy and behavioural intention average scores for all participants

Question	Mean (Standard deviation)
I feel able to try using some of what I've seen in the video(s) next time me and my partner argue to make things go better.	3.79 (1.15)
I am more likely to try and stop an argument getting worse using what I've seen in the videos.	4.23 (1.09)
I am more confident in my ability to stop and stay calm next time my partner and I have an argument.	4.00 (1.21)
I am more likely to seek further support to manage arguments in my relationships.	3.77 (1.29)

Summary points

- Targeting lookalike audiences was the most successful approach to reaching users who then went on to access the resources, when compared to targeting users based on postcodes or demographic features identified through Facebook.
- Similar to findings from Phase One, the original video that reached the most viewers on Facebook was 'Chloe's Family'. 'Mahmoud's Family' encouraged the most reactions, shares, and comments. 'Jag's Family' not only reached the fewest users but also encouraged the least engagement, such as shares and reactions.
- Attempts to push users to the 'See it differently' website seemed successful. Of the unique visitors to the site, 21% were engaged users. The original videos were watched a total of 4,702 times, with viewers watching between 70% and 77% of the videos on average.
- Engagement with the animations was low. However, when a visitor did click on the animations, retention was high, with viewers watching between 76% and 84% of an animation on average.

- The success of the user journey adaptations for Phase Two was mixed. Engagement with the original videos was high, and retention for both the videos and animations was much better than for social media views in Phase One, but users did not make the most of the additions of a community chat and signposting to additional resources. However, when users did access the signposting area, engagement was high, with nearly half of the views being unique visitors, and a third of visits resulting in action (ie clicking an outbound link to an additional resource).
- There were no significant differences in survey feedback across the three cohorts. There was high agreement that the videos helped users to think about how they argued and how they could argue differently in future. A large number of users agreed that they would share the resource, stating that the resource could be helpful for others. Those who said they would not share the resource stated the topic is too personal and may cause offence.

6. Parents' experiences of the 'See it differently' extension approach – qualitative findings

This chapter brings together data on parents' experiences of the 'See it differently' extension approach, combining insights obtained from observing the sessions run by the community partners for the supported cohort, focus-group feedback from practitioners in the supported and referred cohorts and semi-structured interviews with parents in both cohorts.

How were parents introduced to the resource?

How did community partners in the referred cohort share the resources with parents?

Two of the community partners (Havelock and Moorlands) in the referred cohort are children's centres, and ACDA is a digital skills and employment support organisation. Havelock also operates as a contact centre for separated parents offering family support and legal advice. As well as their official functions, all of the community organisations offer education courses (eg ESOL classes), finance and benefits advice, and community support (eg operating a food bank). Pastoral care was mentioned by all practitioners as a key part of what they do for parents who access their organisations.

"We get that opportunity and that platform, that space, to actually, inverted commas, counselling them, so that we hear them, and they need that, I think, because they don't really get that." (Padma)

When discussing the characteristics of parents who attend the community organisations, all of the practitioners stressed that the majority of parents they engaged with were vulnerable and on low income – with two organisations working in localities that are in the top 10% of deprived areas of England. Practitioners from ACDA talked about the high number of parents who had health conditions or physical impairments. All community partners noted that they work with a range of age groups and ethnicities.

All of the community partners had had to adapt the way they offer support due to the Covid-19 pandemic. Moorlands and ACDA had to close their doors to service users, with Moorlands maintaining contact with parents via phone and ACDA moving to a remote online offering. As a contact centre, Havelock remained open.

As part of the referred route, practitioners were asked to signpost parents to the resource and follow up with parents to see how they had engaged with the resources. However, each of the referred organisations did this differently. Staff at Moorlands identified parents who they knew were in conflict and told them about the resource on the telephone. As a contact centre, Havelock used the videos in pre-visit sessions with new parents and at various stages with existing parents. Both approaches seemed to have benefits. Using them in the pre-visit

sessions prepared parents to develop skills that could support their contact sessions. Using them in the middle of their journey could encourage parents to recognise behaviours that may have been exacerbating conflict.

ACDA either signposted parents at the end of ESOL classes or showed parents the videos in ESOL classes as part of a discussion about lockdown. Although practitioners in this cohort were not meant to show the content in class, the staff at ACDA did so because they felt that parents were not understanding the content fully when they were simply shown the videos.

In addition to issues around understanding, practitioners commented on the vulnerable nature of many of the parents they worked with, and the lack of emotional readiness to engage with the videos and take on the messaging, both of which made it difficult or inappropriate to share the resources.

“I’m not sure whether some of them would take it on board at that initial stage, because sometimes people need to reconnect... they may have baggage that they’ve come with initially, and they may hesitate to actually absorb the information.”
(Padma)

A further obstacle was the irregular attendance of parents, which made it hard to signpost and follow up with people, as Bahija described: *“They have appointments and then they have other things happening. So not everybody’s every week coming to the class.”* Indeed, feedback from practitioners about how they had followed up with parents was mixed. The practitioner who used the videos in a class had not followed up with any parents by the time we conducted the focus group. Two of the practitioners had phoned parents to discuss how they had found the resource, with one reporting that many of the parents she called had not had time to watch the videos.

How did community partners in the supported cohort organise their sessions?

All of the community partners that were involved in the supported sessions for Phase Two were also involved in Phase One; however, different staff took part in delivery of the sessions at Skills Enterprise and GOAL. As described in the follow-up interviews reported in Section 4, organisations have continued to play an important role in their communities through the Covid-19 pandemic, offering courses, parent and baby groups, pastoral care, finance and benefits advice, and digital support.

Practitioners felt their organisations provided a trusted space for parents to share their problems, particularly given the additional strains that many families were feeling as a result of the Covid-19 pandemic and subsequent lockdown.

“I think for us, the way we support our learners is we do a lot of listening with them... when you don't know what's going on, sometimes the best way is just to listen to what's going on... but it's an awful lot about gaining a lot of trust.” (Sarah)

Support group sessions were organised by community-based staff and volunteers. Table 10 summarises the different ways in which the sessions were run. Most of the sessions took place in lieu of regular classes such as English classes or functional skills sessions, were specific to the project, and were conducted over Zoom. The digital format meant group sizes were smaller than in Phase One – for example, there were 30 or more participants in the largest group in Phase One compared with just seven in the largest group in Phase Two. The only exception to the digital format was the Race Equality Foundation which ran a face-to-face session and embedded the videos into an existing Strengthening Families, Strengthening Communities module.

Community partners were similar in how they introduced the session, talking about the importance of managing conflict and communication, and the impact of conflict on children, and recognising how important these skills are given the additional external stressors caused by the Covid-19 pandemic and the pressure on families spending more time together than usual.

Thirty-seven participants attended group sessions in five community organisations. The majority of attendees were mums, with two dads. Most attendees spoke English as a second language, had low or limited digital skills, and were from low-income or workless households.

Table 10. Format of group sessions.

Location	Type of session	Remote or face to face	Facilitator	How topic presented
Learn for Life – Sheffield	Project specific	Remote (Zoom)	Adult teacher/ ESOL	Parenting and the importance of how they manage disagreements.
Go-Woman! Alliance CIC (GOAL) – Birmingham	Parents group	Remote (Zoom)	Lead project worker (background in education) Manager	Jumped straight into the videos and then introduced the importance of managing conflict in relationships.
Smartlyte – Birmingham	Project specific	Remote (Zoom)	Adult teacher	Focus on communication and the different ways that we communicate with each other.

Skills Enterprise – East London	Project specific	Remote (Zoom)	Two project support workers	Introduced as preparation for a second lockdown and how we manage any conflict.
Race Equality Foundation – South West London	Strengthening Families Strengthening Communities class (whole class)	Face to face	Parenting programme officer	Impact of conflict on children and the importance of managing conflict.

Findings from the session observations

As in Phase One we observed the sessions to understand how parents engaged with different approaches to discussing the resources and observe the impact of running these sessions through a remote digital medium (ie Zoom). The small size of the groups seemed to facilitate greater openness from parents about their experiences compared with Phase One. Although parents were also open in Phase One, in the current setting parents seemed quicker to offer their experiences, rather than having to be prompted by the facilitator. The group setting was an effective way of parents sharing stories with each other and the sessions were largely led by parents, with practitioners taking more of a back seat compared with the face-to-face sessions conducted in Phase One.

As can be expected, there were some technical issues in the sessions. In all of the digital sessions, one or more participants required support from the facilitator to either log in or get their audio connected. One of the sessions had difficulties sharing the videos, with buffering causing a disconnect between the video and audio. Finally, although the face-to-face session experienced no technical issues in-house, there were issues with the remote observation that made it difficult to assess in full. These technical issues did not seem to impact engagement with the videos or the flow of conversation.

Of the five sessions, three shared the new animation with parents. Parents' reactions to the animations were positive, with some of the parents noting that the animations were helpful as they acted as a 'how to' for parents to use the skills in the videos. However, it appeared that the animations made less of an impression on parents than the videos. This may be because practitioners did not spend as much time discussing the animations as the videos or because parents found it harder to identify with the animations than the videos.

In terms of the original videos, practitioners tended to show 'Mahmoud's family' and 'Jag's family', with none of the community partners sharing the 'Chloe's family' video. Parents' reactions to the videos were largely positive and parents related their own experiences in a range of relationships to the characters in the videos – which was echoed in the parent interviews (see Appendix H for a review of parent responses).

The impact of the ‘See it differently’ resource on referred and supported parents – findings from interviews with parents

Thirteen parents took part in the Phase Two interviews. Three of these preferred to be interviewed together with the course facilitator. As Table 11 in Appendix I shows, participants were drawn from eight different community organisations.

Ten of the parents were part of the supported cohort and three were in the referred cohort. As noted above, one of the referred parents was shown the videos at the organisations. One of the intentions in Phase Two was to compare the supported and referred models to understand if the additional support provided by the former resulted in any differences in the impact of the digital resource on parents. However, in practice it was necessary to combine the analysis of referred and supported interviews. First, the small number of parents recruited from the referred cohort means we cannot assume they are representative of the larger cohort of referred parents. Secondly, the makeup of this referred sample is quite distinct. One of the parents was the only male in the whole sample of parents we interviewed as well as the only divorcee. In addition, his ex-wife had been diagnosed with a personality disorder. Another parent was a refugee whose husband was living in hiding abroad with two of her four children. She also watched the videos in the class setting. As a result, we concluded that it would not be valid to try and draw comparisons between the referred and supported cohorts when two of the three in that comparative group are so distinctive. Any differences that were apparent are noted in the discussion.

How well did the delivery format work?

For the supported cohort parents, as in Phase One, watching the videos in the group context was helpful, even though for many of the participants these were ‘virtual’ groups. The Zoom format worked, according to some participants, because they already knew one another, which made it more comfortable. As Naamah described, the group format provided space for the teacher or facilitator to explain the videos and lead a discussion, both of which were helpful. *“And then after explaining everything, talking about it, it really helped me, what other people’s views are and everything.”* (Naamah)

Hearing other people’s experiences helped to normalise participants’ own experiences and create a sense of shared challenge:

“It’s nice to know that there are other people going through the same thing, really, like the arguments and then making up. Or with the kids going through it, it’s good to know people are going through it as well. We’re not alone.” (Naamah)

One participant, Hana, commented on how completing a quiz before watching the videos was helpful because, *“[it] makes us think a little bit, and be more involved ... they could all participate,”* suggesting that it helped to open up the conversation and facilitate inclusion.

This quiz was part of the practitioner guide and intended as a knowledge check for practitioners; however, its use with parents in this session was well received.

The two parents who watched the videos alone in the referred group were both positive about the process and the videos. As Aabir put it: *"Yes, it's very good thing. I like it. And I like these kinds of videos."* Neither had any difficulties watching them, and from their comments both understood what the videos were about and the messages they were sharing. Arjun was given the links at the community organisation he attends and, it seems, briefly shown a video to illustrate what they were about. He then went home and watched them via the website and *"was gripped."*

What did users think of the new content?

Some participants commented on the Phase Two developments, including the website, new animations, and the quiz. However, most comments related to the four original videos.

The website was seen as easy to find your way around. Parents also appreciated the signposting to charities and support groups because it provided everything, *"all in one place."* On the other hand, it was suggested that it could include more content, although they did not specify what that content should be. Another parent preferred to go on YouTube to watch the videos, which avoided the need to read lots of information. A couple of participants mentioned the quiz they had completed at the start of the session. As noted earlier, Hana found it a good way to get everybody involved. Bala found that it helped make her think about a problem, as did hearing other people's responses.

Feedback on the animations was mixed. Relatively few of the parents had watched or even noticed them. As Arjun in the referred cohort said, as he went to the website prompted by the interview, *"Oh wow, I didn't see that. I'm actually on it now, as well, but I didn't actually click on those buttons. Oh right. Maybe they should be expanded."* Emir suggested that the portrayal of the Muslim girl in the animation was not relevant to his culture because it was *"Asian culture"*. And Bala did not feel that they added anything that was not already in the videos. In the three-way interview, views were mixed about the suggestion to talk to a friend if you were experiencing relationship difficulties, as Leyla explained, *"because the husband and wife is very sensitive. So, some talk, we can share, somebody, my friends, like family."*

In terms of the strengths of the animations, the fact they were short was seen as a positive, particularly for young people as *"they can't watch things for very long,"* and it meant they went *"straight to the point."* Mia was also more enthusiastic. #. She intended to show the animation to her partner as a way of opening a conversation in the way she had used the videos.

"You see, what is really difficult is starting the conversation. And I love the way those videos started those conversations, because I had something to show my husband."

And I really loved that. And I think with the animation, I'm very much going to go about it the same way." (Mia)

Parents' views on the existing Phase One content

As in Phase One, parents in both cohorts were enthusiastic about the videos, which they thought were a helpful way to learn. What particular aspects of the videos worked for them?

Relevant and relatable

Many of the parents felt the content echoed their own experiences eg *"Why I enjoyed the bit? I don't know. Maybe I feel it's like me?"* and they could see themselves in the same situations: *"Honestly, I saw the same thing, might be we're still young, but I saw the same in reality."* The scenarios they portrayed felt realistic: *"Very much day-to-day stories, which a lot of people can relate to," "good examples of everyday life,"* and *"very real situations."* As Handan commented, for people such as herself who did not talk to others about her home life experiences, watching the videos was helpful because it normalised those experiences: *"Sometimes you don't share with your problems with friends and family, so if we see the videos then it's the same thing happening to you."*

Solutions and ideas

As well as normalising problems, participants valued the way in which the videos *"give us the other side of the right thing we have to do."* Presenting the problem, followed by ideas on how to do things differently, was a key part of what parents valued:

"It's good thing, how you learn because they show us bad things and then they show good things and how they're doing it. That's good." (Amira)

Part of the success of the approach was the way in which the videos recognised that conflict was a normal part of family life – and that rather than being told not to argue, parents were given effective ways to deal with their differences. Participants commented on how clear the messaging was, and appreciated that *"You're not telling people don't argue, you're not trying to act like you're bad parents if you argue, just saying this will happen, we're going to give you tools how to deal with it."* (Serwer)

A number of participants commented on the effectiveness of the mirror approach in illustrating the problem-solution model. Seeing the solution rather than talking it through was helpful, and a welcome change from how courses are often run. Having the scenarios acted *"brought it to life,"* helped *"you understand more,"* and helped them to remember because *"you can recollect the conversation."* A parent who was also doing the SFSC parenting course found it helpful that the videos illustrated some of the relational skills, such as empathy, which they were learning about on the course:

"It's definitely illustrated in the videos by saying ... If I give you empathy. If I've gone where you are right now. I give you eye contact, I stop, I pause everything, and I'm with you in that room, right now, right this moment." (Mia)

One parent, Serwer, could also see how these skills could be used in other situations, such as in the workplace, for example, recognising where they're feeling stressed and taking a bit of time out. *"Let me just go and make myself a hot chocolate, you know."*

Which videos did parents prefer?

A number of parents commented on 'Mahmoud's family'. As in Phase One, the scene of the husband and son absorbed by their phones at dinner resonated with parents, as Justina poignantly explains: *"I feel the same."* In Justina's case it has prompted her to get her family to put their phones away for an hour to create *"family time."*

'Maddie's family' ushered in some interesting discussion with a couple of the parents around gender roles and how positive it was to portray a traditional role reversal. Both of them felt they would have been delighted to see a partner baking with the child, as in the case of Serwer:

"I would be so proud of my husband doing that with my children, obviously, that mum wasn't. I'd be like, oh my god, this guy's amazing he can get his hands dirty and play with the kids, what is a bit of mess?" (Serwer)

The events in 'Jag's family' also struck a chord with some of the parents – Justina again, but also Mia as she had recently lost her job and could see how the loss of income would change the power dynamics – *"that hold that someone may have. You used to buy the trainers and now someone buys the trainers."*

There was very little discussion about 'Chloe's family', which may reflect the fact that practitioners tended not to show this one in the group settings.

Diversity

Compared with Phase One, few parents commented on the videos' diversity of representation. Those who did were positive, for example, Aabir stated that *"And the most thing I like it that you take members of every I don't know if it's every religion or culture. From every culture you take different member. As well as valuing "the multicultural aspect of it."* Mia also applauded the positive gender roles represented, for example, the dad in Maddie's video at home baking with his daughter.

What did not work?

Participants identified very few areas that they felt did not work so well. Like some of the parents in Phase One, Arjun wanted more guidance *"that can actually help parents then to say okay, well this is good, this is making think, but then what can I do now?"* providing

more scenarios that show you how to adopt the skills. This is the gap that the animations and project page were designed to address but, as noted above, very few parents seemed to watch the animations. Not all parents felt that way, however, with some feeling that the videos provided them with what they need. Justina, talking about the Chloe video, said, *"Because I did believe it's wrong thing, but I was concerned how we can do better than that. So, I believe, you give us like a light to find the solution for some problem."*

A second area noted by participants was the failure to represent the impact of children on parents and the way that they are a third force in the relationship. *"But in videos, you show us that children do nothing. But in real life, they do. Even in positive or negative, but they do in real life. They do."* (Justina)

What difference did the resource make to parents?

Parents' reflections on the impact of the resources were similar to those described in Phase One. Participants talked about the importance of sharing how you feel with your partner: *"Express yourself so other people can know what you're feeling. That's what, I think, I learnt,"* and putting yourself in the other person's shoes. Handan was demonstrating this in practice by trying to be more mindful of when she raised issues with her partner: *"I think about other people what they are going through. Because sometimes a husband come from work, he's not in the mood [to talk]..."*

Others also took away the need to *"stop and think and stay calm."* That could mean, *"we have to count up to ten maybe,"* or *"go in another room,"* *"take a deep breath,"* or step away and *"then later on when we are more quiet ... we can have a good conversation about the same issue."*

Participants were also much more aware of the impact of parental conflict on children and how their children might be feeling. For example, Justina's husband had commented on how she had become more patient, which Justina said was, *"Because when I will start to argue with my husband, I remember that video, because my baby, honestly. And I want to train myself to be calm. I don't want to start to argue with my husband."*

Some participants were seeing positive changes in their relationships. Participants reflected on how they were communicating more and making the effort to spend time away from the phone: *"It's quite good. Now he listen to me."* Justina felt that both her and her husband were making an effort not to argue: *"Now I think before I start an argument,"* and *"I try, and he is trying as well"*. Aabir commented that her *"husband has a better understanding of her and her boundaries,"* and that they are both trying to get on better. It is notable that Aabir was one of the parents in the referred cohort and her husband is living abroad. Even across that gap, and in the challenging circumstances of their lives, the videos seemed to have given them tools to improve their relationship.

Participants also described taking pains not to argue in front of the children because of how it will affect them: *“They are going to be sad.”* In Justina’s case, raising that awareness with her husband dissipated the argument:

“I wanted to argue with my husband. But what I do, I took my baby to another room. So, I want to start to argue. And he looked at me and he laughed. What do you...? I said, I don’t want to argue with you in front of my baby. I have to take care of him. So, I’m not going to.” (Justina)

There was also greater self-awareness, with increased insight into *“the mistakes we are doing first ... but we don’t realise,”* and the need *“to understand each other.”* While Handan realised how little she knew about how to manage a relationship, having married young, and found the *“video really helped me. Because nobody advise me anything, how do you behave with your husband?”*

What helped parents to use the skills?

Participants identified a number of factors that helped them to change their behaviour. For some, it was thinking about the children’s needs: *“Putting the children at the forefront of the picture really. It has to be.”* Another strategy was to focus on a partner’s good traits. As Aabir put it: *“Maybe he will really do something wrong. But really, it’s just once between ten good things. Maybe I can just be calm. It will go, move on and finish.”* Or more generally, to think about the positives in life and put things in perspective. Taking time to calm down or staying calm were also helpful, and in turn *“may encourage the other person to in the end.”* Relatively few parents talked about the challenges of using the skills. Amongst those that did, Amira talked about how much of it depended on her husband and how he reacted. Similarly, for Arjun, his ex-partner could misinterpret what he said *“because anything you could potentially say will spark literally fireworks.”* Although we had hoped that the animations would play a role in helping parents to put the skills into practice, they do not appear to have made any real impact on parents.

Summary points

- Thirty-seven participants attended the supported group sessions which were run across five community organisations. All of the sessions, bar one, were conducted remotely. Parents appeared to be comfortable in the format and quick to share their experiences. This was echoed in the interviews with parents. The quiz was seen as a good way to start the session and help people share their thoughts.
- Parents in the referred cohort were given the links by a practitioner but watched the videos alone. They were similarly positive and had no difficulties in accessing or understanding the resources. However, practitioners from the referred cohort had shown some parents the videos at the community organisations because they felt that parents did not fully grasp what the videos were communicating.
- In terms of the new content, the animations were shared in three of the five sessions. Although it seems from the observation sessions that parents were positive

about them, the animations did not appear to have as much impact as the videos. It is not clear whether that is because the groups spent less time on them or because parents found them harder to identify with. Feedback from parents on the animations in the interviews was mixed. Few parents had noticed or watched them. Some thought they were useful because they were short, and the content was relevant. Others felt they did not add anything to the resource.

- Parents were positive about the website. It was seen as easy to navigate and parents liked having information signposting to other support all in one place. However, given the relatively poor engagement with aspects such as the animations, user flow could be improved to facilitate greater engagement with the content.
- In both cohorts, parents were enthusiastic about the resources as a whole. They found them relevant to their day-to-day lives and could relate to the stories which, in turn, normalised their own experiences. Parents liked the way the videos presented the problem and then ideas on how to do things differently.
- The findings around the impact of the resource were similar to Phase One. Parents took away a range of insights and skills from the videos. They were mindful of sharing their feelings with a partner, putting yourself in your partner's shoes, and staying calm, and were much more aware of the impact of conflict on children.
- Parents also described how they were trying to put those insights into practice. For example, communicating more, choosing a good time to talk, making an effort to spend time away from phones, staying calm, being more aware of their feelings, and not arguing in front of the children. One parent in the referred cohort was keen to see more guidance about how to put skills into practice but that might reflect the lack of discussion and guidance that was available to parents in the supported groups.
- Due to the small number of referred cohort parents recruited and their distinctive circumstances, it is not clear whether there are any differences in outcomes for referred versus supported parents. However, the referred cohort appeared to benefit in similar ways to parents in the supported cohort.

7. Practitioners' experiences of working with the 'See it differently' extended resources

This section describes practitioners' engagement with and use of the digital practitioner guide, as well as their experience of using the 'See it differently' resources with parents at their community organisations.

The digital guide

Practitioner engagement with the digital guide

There was a total of 1,247 views to the practitioner guide. Of these, approximately 50 users came back several times, indicating they were engaged users. Analytics indicates that the majority of visits to the page were repeat views from a core number of practitioners.

This core group of 50 engaged users mostly completed the videos to the end (61%) and clicked most of the questions of the quiz (59%). The majority (70%) scrolled the full length of the pages.

Every metric indicates that practitioners at least explored the content. For example, the bounce rate (leaving the page immediately on landing) was 6.7% overall (very low) and the average time spent on each of the main pages of the guide was between 2 minutes 10 seconds and 2 minutes 34 seconds. This includes average users and engaged users. It appears to be enough time on average to go through all of the content on each page, but it would suggest that practitioners have not been using the guide in real time with parents in the way we had hoped. However, findings from practitioner interviews suggests that they are more likely to use the guide by sourcing for ideas and developing plans.

The feedback page was visited by 10% of the total traffic. The time spent on that page was a minute on average, which is appropriate for a quantitative feedback page of this nature. We feel positively about how we made the feedback page a part of the user journey.

Impact of the practitioner guide on practitioners' knowledge and competencies

Fourteen practitioners from the referred and supported cohorts completed the practitioner guide feedback form. This included multiple practitioners from the same community organisation in some cases. Practitioners completed the feedback form prior to starting delivery of Phase Two with parents. This was to ensure that they were confident in discussing and disseminating the material and to offer support if necessary. No support was necessary in this instance. Six of the practitioners who completed the feedback form had also taken part in the face-to-face training in Phase One. To ensure independence of data and to understand the impact of the practitioner guide alone, these six respondents were excluded from analysis.

For the remaining eight practitioners' responses, the impact on their knowledge and competencies was considerable. All of the practitioners felt more confident about supporting service users experiencing conflict in their relationship and 88% were more confident about helping them to access additional relationship support services.

To compare the effectiveness of the guide with that of face-to-face training, we converted the individual items of the questionnaire into a scale that assessed an overall measure of practitioner knowledge and skills based on average scores². An independent samples t-test showed that, although practitioners who attended the face-to-face training had slightly higher average scores (see Table 12), there was no significant difference in knowledge and competencies between practitioners who only used the practitioner guide and those who attended the face-to-face training³. This suggests that the guide is an effective resource in practitioners' professional development.

Table 12. Average knowledge and competencies scores.

<i>Intake</i>	<i>Mean (standard deviation)</i>
Phase One face-to-face training	4.56 (0.28)
Phase Two practitioner guide	4.15 (0.73)

Finally, all the practitioners agreed that they were likely or very likely to use the 'See it differently' videos with parents who they worked with. The reasons they gave for this included: *"The videos are a great tool and will let parents relate. And show them how they can react differently."*; *"they have a clear, simple, and powerful message. Also, they give an opportunity to look at difficult situations objectively"*; and *"The videos are current, reflect modern issues and situations. The actors reflect our target audience which makes the content feel more inclusive. The strategies offered are also simple to implement."*

Practitioner feedback on the digital guide

Further feedback on the digital guide was obtained in focus groups held with each cohort of practitioners conducted remotely via Zoom. In the supported cohort there were seven staff (two staff attended from Skills Enterprise) and in the referred there were four. As well as feedback on the guide, we explored their experiences of engaging with the content in Phase Two and their experiences of either running group sessions with parents or referring parents to use the resource.

All of the practitioners were positive about the guide and how it could be used in their day-to-day practice. The format of the guide was seen as helpful. Unlike face-to-face training, you could go through it in your own time, and once you had completed the guide you could

² Scale analysis of the pre- and post-training items showed sufficient internal consistency to be treated as a single scale ($\alpha > .80$)

³ $T(7.80) = -1.55$, $p = .161$ (equal variances not assumed)

“reflect back and go back and find information,” (Bahija) or “go back and dip in again if you want to.” (Maude)

Practitioners found the guide supported the way they worked, whether face-to-face or remote. Practitioners often move between different topics and areas of support with their parents, which can result in them forgetting where they were with parents about certain topics. The guide allowed them to keep track of their progress and refresh themselves on a topic that they may not have discussed with parents in some time.

“Because you are not doing the other topics, you forget about it. But when you have your guide there, you can always go back and refresh your memory and make yourself confident to actually do that.” (Bahija)

Practitioners varied in how experienced they were in dealing with parental conflict. For example, one of the practitioners was very experienced in this area while another was new to the subject. As this was also the case in Phase One, the guide was designed to be used by practitioners with different levels of experience. It appears to have met that objective, as all of the practitioners felt the content was appropriate for any level.

A benefit of the wide appeal of the content was that practitioners could add their own experience and knowledge of the parents they work with, to tailor delivery to those particular needs.

“If you know your users, you can take that as a foundation almost and then definitely tailor it. So what Anna was saying, when you know you’re stuck up there going through, and the cultural stuff, you can really try to read between the lines almost and add in what you know is necessary.” (Melissa)

Practitioners in the supported cohort valued the guide being online as they could watch the videos they planned to share with parents. They particularly liked the animations, videos, and illustrations.

“I loved the quiz and all the animated bits. And in terms of how to do the sessions, we loved that we had the videos and then the animated, and how to apply it to the user’s lives and stuff. That was really great.” (Melissa)

As with the face-to-face training in Phase One, two practitioners from the supported cohort felt that greater instruction on how to run the sessions with parents, like a lesson plan, would have been useful.

“I think before we even did a session, that was our planning. It was what do they want from us? What are the expectations? We want to hit the ball on everything you wanted us to do.” (Ahana)

Of interest, these two practitioners had not taken part in Phase One, so offering a session plan for practitioners if they wanted to use it may be something to consider in future guides.

In terms of future developments, one practitioner suggested adding some guidance on how to support parents through conflict arising as a result of the pressures of the pandemic, including conflict between parents and children.

“Because we have this Covid-19 going on at the moment... Maybe we can have something added on online regarding this situation, because at the moment it’s not only parents are arguing because of children, it’s so many other things that are happening at the moment, it seems everybody is actually arguing with everybody.”
(Maude)

Practitioners’ experiences of sharing the resources

What did practitioners think of the new content?

Three practitioners from the support cohort had comments about the expanded website, although all three were positive. They felt that it was easy to navigate: *“Very clean, very simple. I prefer something that’s really clean and really easy and user friendly,”* (Melissa) and easy to find on Google. This accessibility was particularly useful for practitioners who worked with parents where English was a second language.

“I think something that was really good is that I was Google searching just to say, ‘See it differently’, and then the name of the story or what it was about, and the videos show up on it. So, we’re telling our parents about that as well, that if you can’t remember the name of the website, just type in the name, random words, and you will find it, and it’s really easy to find as well.” (Ahana)

When asked what they thought about the ‘See it differently’ site, only one practitioner in the referred cohort discussed the site itself, stating: *“this website, ‘See it differently’, not only for the other people, but I really find this useful for me as well.”* (Nadira)

Across both groups, just one practitioner discussed the animations. She found the messaging clear and effective in managing the concerns that users may have, which was our goal in developing them.

“I love the fact that those cartoons handle the objections. Yes, handle the people who are going to say, it’s great for them. Stay calm, stay calm. And it’s wonderful to see that that’s already been anticipated, because I think that’s part of the thing.”
(Eleanor)

While this was positive feedback, it was standalone across both practitioner focus groups.

Practitioners' responses to the Phase One content

Community partners in the referred cohort

All of the practitioners in the referred cohort were positive about the video resources and discussed not only their use of the resource with their parents but also sharing them wider with partner agencies.

"I think it's amazing, and we have passed it on. We're now passing the site onto people and different agencies that we work with" (Maude)

Practitioners particularly liked that the videos were able to demonstrate behaviours that were recognisable to the parents they worked with, regardless of language or circumstance.

"It's a very good idea, because anybody who even has less English understanding, they can still figure out what is happening with the videos." (Bahija)

Practitioners also reflected that the videos were effective in helping parents to recognise and reflect on their own behaviours.

When discussing the feedback from parents who had watched the videos, the responses were largely positive, with the only criticism being that it always seemed to be the woman in the relationship starting the argument.

"Overall, the feedback was amazing from what people thought about it and they all said the same thing." (Maude)

Some of the practitioners discussed specific examples of the videos raising parents' awareness of their own behaviours and the impact that this could have on their children.

"Yes, one of our ladies, she turned round and said, oh my goodness ... And she realised that, I can act differently. I think that's what it made her think, that she can see how she could act differently from watching those videos." (Maude)

Community partners in the supported cohort

Most of the practitioners in the focus group were familiar with the 'See it differently' videos from Phase One of the project and all practitioners were positive about them. Teresa, who was new to the project but has worked with families for decades, reflected: *"I just wish that I would have had these videos... when I was family support lead.* Teresa explained that she would have valued easy-to-digest resources for parents and not just intensive parenting programmes, such as Triple P, that she had to offer.

Practitioners also noted that the videos encouraged parents to talk in the group settings and encouraged reflexivity and openness: *"The format of them was a great help to start with. But just then getting your parents to open up and talk, and just listening sometimes to what*

they have to say.” Practitioners also commented on the value of the videos in the context of the Covid-19 pandemic . Melissa suggested that the videos may be a way of supporting parents to address conflict that may have been “unsaid for so many years [and] now need to be said. And this is the way you can do that.”

A key piece of feedback that practitioners in the referred cohort made, was that the ‘See it differently’ videos and the skills they demonstrate would be useful for many types of relationships.

“All relationships, friendships, can be benefiting from watching these videos and just putting it into your day-to-day.” (Sarah)

Delivering the resources in the supported cohort

In delivering the group sessions, practitioners had to consider how they would adapt to an online delivery, with all but one community organisation delivering their sessions via Zoom. Considerations included the impact of children in the home and parents being distracted, how to manage situations where a parent may be vulnerable in a relationship, and not being able to read participants’ body language. To address these issues, many of the practitioners discussed the importance of “*staying flexible*.” This included adapting the sessions to suit the learners and letting them have discussions to determine what is relevant.

“I think really you’ve got to be almost fluid. You’ve got to be organic with it. Use the resources as you see fit with the group of people you’ve got.” (Eleanor)

This more flexible approach, facilitated by the nature of the ‘See it differently’ resources, was considered by all practitioners to be a key aspect of what made a session successful.

“Let the people who you’re talking to guide you, and don’t be worried if you go off at tangents, because the tangents are often more exciting. But it’s exactly the seed, isn’t it? You plant the seed and then watch it grow.” (Eleanor)

The practitioners agreed that it was important to understand their users’ needs, so that they could adapt their approach to those parents, for example, understanding that having too structured a session may isolate some of the parents in attendance. Practitioners were also mindful of the relational circumstances of parents, with a concern that participants in volatile relationships may experience a backlash from partners who notice the sessions going on.

“Because even if they don’t discuss or join in, the partner or the people around them, it could be not safe for them. They might be thinking, who are these people giving them this idea? And it might actually create a hostile argument.” (Melissa)

Aiza, for example, was aware that the partner of a woman in a “quite damaging relationship” was in the room when she was running a session. In response, she avoided using the word conflict in the session and framed the conversation as: *“this is about you arguing or discussing with absolutely everyone, because these are just communication skills that we all need to improve and do.”* Practitioners also took pains to follow up with welfare calls to vulnerable parents after sessions.

“We knew which way we were going to take it. We had to have all that in place before we actually went online, and I think that’s happened. They’ve continued. All the learners still get a weekly welfare call, so there’s always that follow up to know where you’re going.” (Mehtar)

Despite the careful planning to address the switch to a purely digital offering, practitioners encountered inevitable obstacles. Practical barriers such as *“the child in their room going crazy, or a filled nappy. Or screaming for a bottle, or there’s something like this and it just doesn’t work sometime,”* can mean that *“the parents who desperately need it are half listening, getting bits of the message.”* Low digital skills of the parents attending sessions also presented barriers. *“Sorting out these minor niggles with learners dropping in, dropping out, can’t get the video on”* meant that practitioners often had shorter sessions than planned and parents were then *“stressed out with all of this,”* reducing their engagement.

How practitioners addressed these barriers is in large part due to how well they knew the parents and how they might benefit from the resources being shared.

Impact

It is difficult to draw any conclusions about the impact of the resources on parents from the perspective of the practitioners. As noted earlier, follow-up by practitioners in the referred cohort was very limited. In the supported cohort, the focus groups took place two weeks after practitioners had run their online group sessions with parents. However, Aiza noted that a number of parents who attended her sessions had reported using the skills that they had seen in the videos. Aiza also had another parent who, immediately following the group session, had gone online to investigate other resources that may be similar and extend on her learning.

Summary points

- After completing the digital guide, practitioners in both cohorts were more confident about supporting parents around conflict in their relationships and around helping them to access more specialist support. There were no significant differences in the knowledge and skills of those who had followed the digital training guide compared with practitioners who had participated in face-to-face training.
- Practitioners were positive about the use of the guide and valued the flexible way in which it could be used when supporting a parent to access the resource, for

example, enabling practitioners to keep track of progress or refreshing their understanding of a topic.

- The resources were well received by practitioners. They thought they were effective in raising parents' awareness about how they managed conflict regardless of language or circumstances. Only one practitioner across both cohorts commented on the animations which she felt were clear and effective in their messaging. Just three practitioners commented on the website, which was seen as easy to navigate and accessible to parents with English as a second language.
- Community partners in the referred cohort varied in how they shared the resource link. One had shown the videos during a class at the organisation because they felt that parents did not fully understand the content when viewing it without support. Follow-up by practitioners around parents' use of the resource was patchy and variable, which made it difficult to draw any conclusions about use and impact of the resource by parents from the perspective of these practitioners.
- Practitioners in the supported cohort had adapted to online delivery. A key part of doing so was being flexible in their approach, tailoring it to the needs of the parents they work with. Challenges included children at home, low digital skills or digital hiccups, and pre-existing conflict between parents which created a volatile atmosphere in the home. Practitioners responded to these issues sensitively and flexibly, for example, calling parents in difficult situations after the sessions.
- It was too early to see if the resources had had an impact on parents who had joined the group sessions. However, practitioners, as in Phase One, described benefits in their own lives, for example, using the skills in their personal relationships.

8. How the resources could be strengthened: suggestions from practitioners and parents

Developments to the content

Although the feedback about the resource was overwhelmingly positive, there were some suggestions for developments to the content.

Animations and the website

Although there were very few observations about the animations, one parent suggested that it was easy to miss the animations, and that *“maybe they should be expanded”* so that they were easier to spot on the page. A small number of parents suggested the site could include more content, although they did not expand on what that content might look like. During pre-live user testing of the webpage and animations, one parent commented that they didn’t expect to see the animations hidden in the accordion menu, suggesting that they could be more prominent. Another parent described the animations as *“not quite fitting with the website’s conversational feel.”*

Two parents said it would be helpful to have calls to action such as access to further support (including to the Listening Room) immediately after the videos and animations and when people are more likely to need it instead of, or as well as, further down the home page and behind menu tabs which people might miss. Parents in the co-design phase talked about their interest in sharing and hearing from peers. However, as previously mentioned, parents in pre-live testing said they were unlikely to use the chat function. They also suggested alternative ways to support this experience, such as a private Facebook group, anonymous message board, or other ways to join the conversation via Facebook or Twitter, such as using a hashtag. We decided to test the chat function during the live phase to see what the uptake was and to provide visitors to the site with more learning.

Greater diversity

As we heard in Phase One, practitioners wanted to see more diversity in the resources to be more reflective of UK society. These suggestions included diversity in terms of family makeup (eg showing extended or adoptive families), videos filmed or dubbed in different languages, ethnicity of families represented, and inclusion of same-sex couples.

“Because we live in a multicultural society at the moment. I think we saw videos of mostly people from the UK. Maybe we can have videos of families from Bangladesh. We can have Arab families, Chinese families. So, we can actually give a chance to different communities so they can feel a part of this community, because it’s multicultural place.” (Nadira)

“Parents who are living with their parents, because sometimes you get divorced and you move back with your own parents, like grandparents.” (Nadira)

The original plan for Phase Two was to address these issues by developing additional scenarios with more diverse representation and refining our approach to developing and testing culturally appropriate resources. However, due to Covid-19 it was not possible to take forward these elements of the project.

Conflict in other relationships

Another suggestion, also aired in Phase One, was to represent different types of relationships in the videos. The practitioners noted that the skills demonstrated in the videos were relevant not just to couple relationships but to a variety of relationships and interactions, and videos that showed the skills being used in different relational contexts were desired.

“One of our ladies that took part, one of our families, her conflict wasn't with her immediate partner, it was a conflict with her mother-in-law. Yes, I think it's mother-in-law, and that was where her conflict was.” (Bahija)

This suggestion was echoed by parents, who identified the opportunity to portray different people, for example single people, sibling conflict and work relationships. There was also a suggestion to use the video format to demonstrate how to cope with other personally challenging circumstances, such as bereavement or depression.

Conflict during separation or divorce

One practitioner suggested that parents who are going through separation or are newly separated may benefit from seeing situations more relevant to those turbulent times. A specific example was the use of video calls as a common form of contact, and resident parents blocking contact between the non-resident parent and child, creating additional conflict. Demonstrating effective ways of managing those conflict situations and the impact on children would be of benefit to parents.

“...the non-resident finds that although the courts may have given them video calling as one of the options in a weekday, what they tend to do is the resident parent tries to disrupt that. So, they either don't ask or either say, the child doesn't want to speak to you. So, they tend to close the door. And that can obviously add to the conflict.” (Padma)

One of the parents also talked about resources for separated or estranged parents. One suggestion was to include content on how to manage conflict when one parent has mental health problems and cannot engage with more constructive ways of communicating. He also suggested that it would be helpful to have ideas on how to get on with a partner when you are apart, for example, during handovers.

“About when you only have a small window of opportunity to be face to face that your children see you together, even if you’re not really getting on it’s important to demonstrate to the children that you can effectively do it, you can effectively be pleasant to each other really.” (Arjun)

Abusive relationships

A practitioner in the supported cohort suggested that a video demonstrating what coercive control may look like in relationships and how to manage it may be of use in future.

“And I’m mindful of the fact that I appreciate that the project and the videos are dealing with nonviolent conflict between parents. But we know that that can still move into the controlling, coercive behaviour.” (Sarah)

New scenarios

Reflecting more specifically on the videos, one parent suggested it would be helpful to illustrate additional trigger points such as bedtime, homework, or getting out to work in the morning:

“What I remember personally was getting my kids to bed. Number one. Number two, getting them ready for school. That was very much a crunch point. Bedtime is an interesting one, because let’s say addy comes home after a long day’s work. They want to spend time with dad. And, equally, you want to spend time also doing something else.” (Mia)

By extension, this would mean more videos could be set outside of the kitchen. One parent, Mia, observed that conflict does not only happen in the kitchen: *“...It happens in the hallway. It happens in the bathroom. It happens in the bedrooms. I thought it was interesting to reflect on that. The home is not just the kitchen. It’s other rooms.”* Another parent was keen to see the videos show the impact that children have on parents as well as vice versa.

Developing session delivery

As discussed above, the only suggestion for the practitioner guide was to include some form of lesson plan or guidance on how to run sessions. However, practitioners did have a number of thoughts around how they might improve the delivery of the sessions. When reflecting on the barriers to delivering sessions, practitioners agreed that revisiting the resources over multiple spaced out sessions would allow for the message to sink in for parents, and would also be of use to parents who may not be able to attend a group session.

“But every couple of weeks, or every couple of months, to freshen it up.” (Ahana)

This thought was extended to include running individual sessions for parents who may be in a vulnerable situation, where conflict is high in their households: *“If they really want to join, maybe they can’t be a part of the group discussion, but maybe they can plan a one-to-one with you, especially for people that are living in volatile situations and cannot have that conversation happening.”* (Melissa)

The key part of planning sessions for the future was ensuring that parents were *“being in the conversation and hearing other people who are able to engage or not in that situation. Hearing other women or mothers be able to share.”* This continued engagement may also be of use *“when it does come to a time where you can be more face to face and you can be more comfortable or whatever, at least we’ve been having these conversations that other people have been.”* (Anna)

Summary points

- Practitioners and parents made suggestions about how the resource could be developed. Ideas included:
 - Creating new content that demonstrates use of the skills in different relationships such as parent-child or between siblings and in different settings such as the workplace, and the impact of children on parents’ relationships.
 - Increasing the diversity of content, for example including different languages, ethnicities, and same-sex relationships.
 - Including videos specific to managing conflict during or immediately following separation, such as managing contact arrangements.
 - Illustrating other family stress points, such as homework time, bedtime or getting out to work in the morning.
- As in Phase One, some practitioners would have liked more guidance on how to run a session, for example, having a lesson plan. Practitioners also reflected on spreading sessions over a longer period to reinforce learning or catch parents who missed a session; or having one-to-one sessions with parents in challenging or vulnerable home situations.

9. Summary and conclusions

The Challenge Fund digital programme sought to understand more about what enables disadvantaged parents to engage online (ie where to place information grounded in users' needs and experiences) and how best to support parents to reduce the conflict in their relationships. The target audience was disadvantaged parents with low or limited digital skills.

In Phase One of the 'See it differently' project we co-designed and piloted digital content to help parents identify and reduce conflict in their relationship and explore the effectiveness of different approaches to sharing that content with parents. Our theory of change statement was:

If engaging, co-designed, story-based content using evidence-based Behaviour Modelling Training techniques is placed in trusted online and offline channels, disadvantaged parents are more likely to recognise the problem, reflect, and seek further support if necessary.

In Phase Two, we set out to build on our learning from Phase One and address its recommendations by:

- Producing two new animations to help parents implement the skills they had learnt.
- Improving the website user journey and signposting to further information and support.
- Understanding differences in the impact and experience of the independent and referred approach for users.
- Refining the referred model.
- Exploring whether the initial impact of the resource Phase One was sustained.

This chapter summarises the key learning from the project and what it means for how we take 'See it differently' forward.

What have we learnt?

Digital exclusion and Covid-19

As in Phase One, Phase Two showed the importance of embedding digital support in community settings and programmes, where practitioners are able to share or direct parents to the resources based on their knowledge of parents and levels of need and ability. Importantly, Phase Two also showed that there is a role for purely digital support and an opportunity going forward to maximise both reach and depth. This requires carefully co-designing and testing content with parents who have limited digital access and skills, and finding ways to reach and engage with parents in familiar online spaces where they already feel comfortable.

Following up with Phase One participants

The advance to digital, catalysed by the Covid-19 pandemic, highlighted the impact of digital exclusion on those most excluded and the important role that community organisations played in supporting parents to access technology, both physically – for example, by distributing tablets – and practically – for example, by teaching parents how to access platforms such as Zoom.

Follow-up interviews with parents and practitioners from Phase One indicate that while Covid-19 put pressure on family relationships and brought challenges around managing children's needs and behaviours, parents found ways of overcoming and adapting to these difficulties. Community organisations were vital in offering emotional, pastoral, digital, and practical support to parents and families. Continuing to share the 'See it differently' resource involved managing parents' low and limited digital skills, being mindful of the relational dynamics in the homes of those attending remote sessions, and following up with vulnerable parents.

Findings from the supported and referred cohorts suggest the impact of resources was similar to that seen in Phase One. Parents took away a range of insights and skills from the videos, particularly the impact on the child. They also discussed staying calm, sharing feelings with their partner, and trying to put themselves in their partner's shoes. As in Phase One, sharing the videos in the context of the wraparound support provided by community partners seemed more effective, increasing salience of the message.

The effectiveness of the digital approach

Feedback forms show there was high agreement that the videos helped users to think about how they argued (95%) and how they could argue differently in future (97%). These results are much higher than in Phase One, which reported 80% and 88% agreement respectively. Qualitative feedback indicates greater reflection on the impact of the child than in Phase One. This suggests that the wraparound user journey provided greater confidence in the digital resource for those who engaged enough to complete feedback forms – at a level similar to the support cohort in Phase One. The positive responses further substantiate the Phase One findings and the original hypothesis that the most effective means of reaching parents with limited digital skills is through co-designing content, using a storytelling model underpinned by Behaviour Modelling Training.

Similar to findings from Phase One, the original video that reached the most viewers was 'Chloe's family,' while 'Mahmoud's family' encouraged the most reactions, shares, and comments. 'Jag's family' not only reached the fewest users but also encouraged the least engagement, such as shares and reactions. Of interest, in Phase One 'Jag's Family' was the best performing video via YouTube, with the highest number of views and the longest watch time, but its performance on Facebook was similar to the engagement seen in Phase Two. This indicates some difference between how videos are accessed on Facebook and YouTube.

The lower volume of video views in Phase Two supports the learning from the original DWP user research and also from our test and learn in Phase One, which is the need to promote and provide content on familiar places online where people already visit, such as YouTube, rather than on Vimeo via a separate website. This is especially the case where the target audience may have limited digital access and skills. Unfortunately, we were not able to collect demographic data on users from the independent cohort but the lookalike audience that we targeted for independent users are low income and typically have low or limited digital skills, so users picked up from this approach would fit our target audience.

Digital marketing to push users to the 'See it differently' website seemed successful, with 19,704 visits and 17,123 unique users. Over a third of these watched a video all the way to the end. Our marketing goal for Phase Two was to encourage the target audience to visit and engage with the 'See it differently' website. This substantial increase in visitors to the site and their sustained engagement with the videos is evidence of the efficacy of this approach. Overall, however, we reached significantly fewer parents than through our social media marketing campaign in Phase One. This suggests the need for some combination of the large social media drive seen in Phase One, to increase reach, and the personalisation of the user journey seen in Phase Two.

Engagement with the animations was low. This may be explained by the fact that, on average, visitors to the page scrolled only 25% of the way down the page. This supports findings from our user testing, which suggests that viewers need an immediate call to action once they have watched a video (eg as part of an end screen) rather than having to go somewhere else for it (eg another tab). However, those viewers that went to the animations watched between 76% and 84% of an animation on average. Future iterations could test the effectiveness of a link to the animations at the end of the video.

The success of the user journey adaptations for Phase Two was mixed. There were relatively few visits to the signposting to resources page. However, when users did visit the page, engagement was high, with nearly half of the views being unique visitors, and a third of visits resulting in action (ie clicking an outbound link to an additional resource). Engagement with the community chat was very limited. While we expected it to be of value because of the important role that peers play in encouraging behaviour change, user testing indicated that it was not favourable due to issues such as privacy and having to sign in to use it. Interesting to note, however, that some of the Facebook discussion did serve the function of encouraging change.

Views on sharing content were mixed. While some parents were happy to share links with friends or family, others were concerned about how that would be perceived. This points to the ongoing need to promote the resources directly to parents online (eg via Facebook) and offline in community settings, and raise awareness of them amongst other community organisations and frontline practitioners.

The effectiveness of the supported versus referred approaches in Phase Two

Parents in both the referred and supported cohorts were positive about the resource and the use of remote tools (eg Zoom) to run the supported sessions was not seen as a barrier by those who were able to access them. Indeed, some parents seemed to engage more in a remote setting and were quick to share their experiences. That may, however, reflect trusting relationships already established with the community partners before the move 'online' due to Covid-19.

Our insights into the referred model remain constrained by our inability to recruit any practitioners from that cohort for interview. It also proved more difficult to maintain the engagement of those community partners. However, there appears to be a role for a referred model. The few parents that we spoke to from that cohort were positive about the resources and there appears to have been similar impact on the basis of the feedback forms. Overall, our evidence suggests that the resource is best deployed when practitioners know and understand the needs of the parents they are working with and can tailor the way they share the resources to those needs – with some requiring the more intensive group setting and others able to engage with the resources independently.

Although the animations were shared in three of the five sessions, and parents were positive about them, they appeared to have less impact than the videos. Feedback from parents highlighted how few parents either noticed or watched them. That could be because practitioners spent less time discussing the animations in the supported sessions and did not make the connections between the videos and animations. It may also be that parents did not notice them, as one of the parents in the referred cohort noted. This is supported by the analytics which show around a 25% scroll depth on the website, suggesting that users were just not getting to the animations before leaving the page. This can be addressed and tested in future iterations.

Impact of the digital practitioner guide

Practitioners were extremely positive about the digital guide and both qualitative and quantitative feedback indicates that it may perform at a similar level as face-to-face training. Indeed, some practitioners noted that, in some ways, the guide was more helpful as a digital resource because it facilitated the flexible ways in which they worked. The guide was also seen as useful for practitioners of differing levels of experience, which had been one of our ambitions in developing it and the original training. However, practitioners did note that some additional guidance on how to run sessions with parents (eg session plans) would be useful, particularly given the current climate with Covid-19.

Recommendations for next steps

Practitioners and parents made suggestions about how the resource could be developed. Their ideas included:

- Creating new content that demonstrates use of the skills in different relationships, such as parent-child and between siblings, and in different settings, such as the workplace.
- Increasing the diversity of content, for example including different languages, ethnicities, and same-sex relationships and the representation of separated families and extended families.
- Including videos specific to managing conflict during or immediately following separation, such as managing contact arrangements.
- Illustrating other family stress points, such as homework time, bedtime or getting out to work in the morning.

The issue of diversity came up in Phase One. We had intended to address it by developing additional scenarios with more diverse representation and refining our approach to developing and testing culturally appropriate resources. However, due to Covid-19, it was not possible to take forward these elements of the project to the level we wanted.

In addition, the evaluation findings and web analytics point to a number of recommendations which would be valuable to take forward in future:

- Iterating the website design to link the animations (which address obstacles to change) more closely to the videos.
- Using a combination of the large social media drive (used in Phase One) to increase reach to the target audience, and the personalisation of the user journey (prioritised for Phase Two) to increase engagement of the target audience in the content.
- Developing the website to include a section targeted at separated couples, so they can more readily find relatable content (including the existing video content) and be signposted to other relevant resources.
- Raising awareness of the digital resource and guide with other parenting and relationship programmes especially with community organisations, and supporting its use in communities and with parents (separated and together) and extended families.

Conclusion

Since its launch, the 'See it differently' videos have been viewed over 1,001,918 times – far exceeding our original expectations. As in Phase One, Phase Two showed the importance of embedding digital support in community settings and programmes, where practitioners are able to share or direct parents to the resources based on their knowledge of parents and levels of need and ability. To do so confidently and effectively, however, practitioners benefit from training and resources that help them to flexibly integrate information and resources into their existing practices. Phase Two also confirmed the findings from Phase One that there is a role for purely digital support and an opportunity going forward to maximise both reach and depth.

Regardless of how resources are delivered, however, the evaluation findings confirm the value of Behaviour Modelling Training and a storytelling approach, and the importance of co-designing content and digital resources with the target audience to ensure resources are relatable and inclusive by design.

Extending the project enabled further testing of the Phase One findings and improvements to the digital resource, user journey, and support for practitioners. This has improved the quality of user engagement and created a stronger legacy from the project.

The Covid-19 pandemic continues to have a profound impact on many parents, children, and young people – accompanied by social, relational, health, and economic consequences which will likely be felt for months and years to come. In this context, the ‘See it differently’ resource stands out as a much-needed contribution which practitioners can use to support parents to reduce conflict in their homes and relationships, and which parents can access directly online where they have the digital access to do so.

The government’s recent decision to extend the resources for the Reducing Parental Conflict Fund are welcome and will provide an essential route for building on the findings of the ‘See it differently’ project and promoting the resources to practitioners, advocates and supporters in local authorities, community organisations, and more broadly as well as directly to parents themselves.

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Appendices

Appendix A. Obstacles to implement skills and potential solutions.

Obstacle	Issues covered	Solutions offered
“It wouldn’t work like that for me”	• It might work, but it wouldn’t happen that quickly. • The person that I’m working with is not listening. • That’s all well and good but both partners need to engage if it’s going to work. • What if I try and don’t get it right first time? • What if I try it and it doesn’t work?	• Increase motivation by highlighting the impact on children. • Acknowledgement that it won’t work first time, but that you can practise the skills over time. • Reiterate that behaviour change requires repetition and consistency. • It might take several attempts – you couldn’t drive a car or bake a cake the first time you tried. • It can be hard but if you keep trying, you’ll get there. “I used to be like that too.”
“My family is different”	• This doesn’t apply to my culture. • I am in a same-sex relationship • One of us tends to lead the conversation (power imbalance). • I don’t relate to the family dynamics in the video. • My partner won’t engage. • There’s more than one adult involved (wider family, etc.) • I’ve got more than one child, so it wouldn’t work that way.	• Acknowledge that all families are different, but that there are universal skills which can be learned by everyone: ○ Stop and think: what else is going on? ○ Stay calm. ○ See it through their eyes. ○ Say how you feel. ○ Take responsibility. • Offer tips on how to practice these skills, and the difference they can make, no matter the family setup.

Appendix B. Logic model for Phase Two

	Indicators	Verification method COHORT 1: Independent	Verification method COHORT 2: Referred	Verification method COHORT 3: Supported community	Assumptions
Goal / impact Parents are more skilled in identifying and managing conflict, allowing for happier more stable home environments for children to have better life chances.		Follow-up interviews with parents	<i>**no opportunity for follow-up remote interviews as no Phase One interviews**</i>	Follow-up interviews with parents and practitioners	
Outcomes - Increased engagement of disadvantaged parents in accessing online relationship content. - Development of new skills/ techniques in communication and constructive conflict. - Development of new skills and/ techniques in finding information online. - Motivation and intention to change behaviour. - Identification of elements of intervention that engage/ reengage user.	- Increased engagement of disadvantaged parents in accessing online relationship content. - Users re-engaging with content - Shares, likes, click-throughs on relevant content - Users increasing use of independent online information searching - Users demonstrate skill awareness - Users discussing awareness with centre staff/ in interviews	- Increased engagement of disadvantaged parents in accessing online relationship content. - Analytics - Post-video questions - Semi-structured remote interviews - Follow-up remote interviews	- Analytics - Post-video questions - Semi-structured remote interviews with parents	- Analytics - Post-video questions - Semi-structured remote interviews with parents - Practitioner focus groups - Follow-up remote interviews - Observe group Zoom sessions	- Access to parents for follow up interviews - Functionality of digital tools to collect data - Engagement with users and centre staff - Adequate English to engage in interviews (or translators) - Parents access to digital tools to engage with resource

Intermediate results • Users are aware of impact of stress & conflict on them, their relationship and their family • Users awareness of their own conflict behaviours and how that can impact their children • Knowledge of online information available to support parenting/ manage parental conflict • Knowledge of local resources to support parenting/ manage parental conflict	• % Agreement/ knowledge answers to questions about the knowledge and understanding that they have taken from the videos • Return visits to the seeitdifferently.org site • Increased discussion with centre staff about additional support • Users clicking out from seeitdifferently.org to suggested help pages.	• Post-video questions • Analytics	• Post-video questions • Centre staff observations • Follow up interviews • Analytics	• Observe group Zoom sessions • Post-video questions • Centre staff observations • Follow up interviews • Analytics	• Functionality of digital tools to collect data. • User engagement in intervention & data collection • Access to centres and engagement of centre staff • Research team access to digital resource to observe sessions
Outputs • At risk/ vulnerable users engaged with digital centres • Views • Shares • Click-throughs • Likes/ engagement • No. of target group reached • Upskilled practitioner workforce	• Increased number of views, shares, click throughs and likes • Increased uptake of parents engaging with service • High response rate to post-view questions • Comparative practitioner feedback scores to Phase One training	• Analytics • Engagement with follow up interview requests	• Analytics • No. users re-engaging with centre/ staff/ interviews • Practitioner feedback forms	• No. users re-engaging with centre/ staff/ interviews • Practitioner feedback forms	• Centre staff recruitment • Comparative quality of centre staff delivery of intervention • Time and cost constraints don't limit user or centre staff engagement

Appendix C. Feedback questionnaires on the 'See it differently' website.

We'd like to know more about your thoughts of the video(s) that you watched. It won't take more than five minutes and will really help us improve the video(s) and services that we offer. Thank you.

1. How did you find the video(s) you've just watched?
 - Facebook
 - Google
 - YouTube
 - I saw a poster
 - If so, where? [open text]
 - From training in a community organisation
 - A friend shared with me online
 - A friend told me offline
 - An organisation that gives me support told/shared with me
 - If so which organisation? [open text box]
 - I attended a group session run by a community organisation
 - If so, which one? [open text box]
 - Good Things Foundation Instagram
 - Other Instagram account
 - If so which one? [open text box]
 - From a website or newsletter
 - If so, which one? [open text box]

Has watching the video(s) helped you to think about how you deal with arguments in your own relationship? **Yes / No**

In what way have they helped or not helped?

Has watching the video(s) helped you to think about ways that you could change how you deal with arguments in your own relationships? **Yes / No**

In what way have they helped or not helped?

After watching these videos, how much do you agree with the following statements...

a) I feel able to try using some of what I've seen in the video(s) next time me and my partner argue to make things go better.

Strongly disagree / Disagree / Neither agree nor disagree / Agree / Strongly agree

b) I am more likely to try and stop an argument getting worse using what I've seen in the videos.

Strongly disagree / Disagree / Neither agree nor disagree / Agree / Strongly agree

c) I am more confident in my ability to stop and stay calm next time my partner and I argue.

Strongly disagree / Disagree / Neither agree nor disagree / Agree / Strongly agree

d) I am more likely to seek further support to manage arguments in my relationships.

Strongly disagree / Disagree / Neither agree nor disagree / Agree / Strongly agree

If you have used any of the skills that were shown in the videos and animations, or intend to, please list them here.

Would you share these videos or this site with another parent? **Yes/ No**

Why would or wouldn't you share the videos?

Appendix D. Feedback questionnaires for supported cohort group sessions.

We'd like to know more about your thoughts of the video(s) that you watched. It won't take more than five minutes and will really help us improve the video(s) and services that we offer. Thank you.

How did you find the video(s) you've just watched?

- An organisation that gives me support told/ shared me.
- I attended a group session run by a community organisation.

Which organisation did you attend?

Has watching the video(s) helped you to think about how you deal with arguments in your own relationship? **Yes / No**

In what way have they helped or not helped?

Has watching the video(s) helped you to think about ways that you could change how you deal with arguments in your own relationships? **Yes / No**

In what way have they helped or not helped?

After watching these videos, how much do you agree with the following statements...

a) I feel able to try using some of what I've seen in the video(s) next time me and my partner argue to make things go better.

Strongly disagree / Disagree / Neither agree nor disagree / Agree / Strongly agree

b) I am more likely to try and stop an argument getting worse using what I've seen in the videos.

Strongly disagree / Disagree / Neither agree nor disagree / Agree / Strongly agree

c) I am more confident in my ability to stop and stay calm next time my partner and I argue.

Strongly disagree / Disagree / Neither agree nor disagree / Agree / Strongly agree

d) I am more likely to seek further support to manage arguments in my relationships.

Strongly disagree / Disagree / Neither agree nor disagree / Agree / Strongly agree

If you have used any of the skills that were shown in the videos and animations, or intend to, please list them here.

Would you share these videos or this site with another parent? **Yes/ No**

Why would or wouldn't you share the videos?

Appendix E. Follow-up interview topic guides.

Crossroads parent topic guide:

Introduction to the interview

- Interviewer name, role
- Description of the project – funders & who is involved
- What the interview is about
- Assurances re how the data will be used, confidentiality & consent to recording

Background information

- How old are you?
- Are you in a relationship? [probe relationship situation]
- How long have you been together?
- Living circumstances?
- Any children? How old are your children?
- What sex are they?
- Relationship between the children and partner?

Using/ viewing the ‘Seeing it differently’ videos/ resource

Do you remember watching the videos?

- What do you remember about them?
- What parts did you like? Why?
- What parts didn’t you like? Why?

Sharing

Have you shared any of the videos or the website with your partner? Or with anyone else?

[Probe:

if talked to partner about any sections? What sections? Why?

If looked at any sections together? What sections? Why?

How helpful was it to look together?]

Involvement of referrer

[How] has the person who recommended the videos to you been involved in any other way?

[Probe - if professional followed up on whether being used? Looked at any of the programme with parent? Made any additional referrals? Or suggested other resources?

Learning

What are the main things that you learnt from the Seeing it Differently resource?

What was most useful? Why?

What was least useful? Why?

Implementing what learnt

How have you found putting what you have learnt into practice?

- What things helped you to do that? Within the programme? In your own life?
- What is hard about putting it into practice? Within the programme? In your own life? [eg probe: amount of time you need to do it? partner not interested, don’t know how ...

What difference has doing the programme made ...?

[Probe:

- to you
- your relationship with your partner
- children?

Have you talked to anyone else about the issues it covers since doing the programme?

[Probe: Who? What aspects? Why?]

What other help would you find useful in dealing with issues any of the resources covers?

Where could you go for help?

Appendix F. Group session observation topic guide.

'See it differently' (Crossroads) service user group observation v2 28.01.20

Detail	NOTE
Name of facilitator	
Role	
Type / objective of session (eg, ESOL class; specifically, for project)	
Total session length	
Total amount of time devoted to OnePlusOne content (if set up specifically for project note 100%)	

Attendees

- **How many people attending**
- [IF REGISTRATION IN ADVANCE] **How many people were expected to attend?**
- **Who attending** (couples vs. just mothers, just fathers, any other friends / family members)
- Whether any same sex-parents / adoptive parents

Evaluation of 'See it differently' resources

Overall views of the session and reactions to OnePlusOne content

IF ONEPLUSONE MATERIAL DID NOT TAKE UP THE WHOLE SESSION:

- *How was it introduced to parents?*
- *Was it woven in or introduced as a separate section?*
- *IF SEPARATELY: How did they react? Did the idea of the resources being introduced change the general atmosphere?*
 - Did parents make any positive or negative comments in response to the introduction of relationship support video content?
 - Were there any changes in body language as the content was introduced? (eg shifting in chairs, looking away vs leaning forward)
 - Did parents appear to feel comfortable or uncomfortable at the idea / introduction of the content?
 - Did these reactions vary depending on the type of attendee (eg mums vs. dads)?

• **Record comments on parents' reaction to / engagement with the OnePlusOne content**

- What was the reaction of the group and how did this change throughout the session (if at all)?

– *IF ONEPLUSONE MATERIAL DID NOT TAKE UP THE WHOLE SESSION: Did the OnePlusOne content cause a particular lull / lift in atmosphere/engagement?*

- ~ Did parents make any positive or negative comments in response to the 'See it Differently' content? Probes: what did they notice; skills; intention; could they use those?

~ Were there opportunities for parents to ask questions and discuss individual relationship issues?

- ~ How comfortable did parents appear discussing relationship issues?
- Did the above depend on the type of attendee (eg mums vs. dads)

- **Record comments on the interaction between centre staff and parents**

CONSIDER FACTORS SUCH AS:

THE BALANCE BETWEEN STAFF AND PARENTS TALKING, PACE OF DELIVERY, ANY DIFFICULTIES IN UNDERSTANDING, LEVELS OF ATTENTION FROM PARENTS, LEVELS OF PARENT PARTICIPATION, RAPPORT

- **Record comments on how engaged with / comfortable centre staff seemed to be in delivering the OnePlusOne content**

- How knowledgeable did they appear?
- Did they appear confident in the material they were delivering?
- Were they enthusiastic about the content?
- How did they respond to any difficulties or issues raised during the session?

NOTE IF THIS VARIED BY

- Type of content
- Type of attendee they were addressing (eg mums vs. dads)
 - Did they interact differently with mums vs. dads?
- **Any other general comments.**
- **Which activities / materials were used and how?**
- **Probe to self: how well did the session go? Why?**

Content	Activity / material used	How did parents react?
Jag's family		
Chloe's family		
Mahmoud's family		
Maddie's family		

- **Overall reflections.**

Appendix G. Practitioner focus group topic guide.

Focus group aims

- To understand practitioners experience of using the practitioner guide.
- To explore practitioner's views of the 'See it differently' Phase Two resource and how it compares to Phase One.
- To explore practitioners experience of organising and running the group Zoom session with parents.

Practitioner guide

- What did you think of the idea of a practitioner guide rather than face-to-face training?
 - Pros; cons; useability; accessibility.
- How did it compare to F2F?
 - Preference; why?
- What did you think about the content in the guide, overall?
 - Breadth; depth; level of detail; most useful; least useful; length; presentation style
 - Was there anything missing?
 - Did you feel it was sufficient for someone to use the resources to support parents?
- How could it be improved?

Phase Two resource

- What did you think of the new 'See it differently' website and additional content?
 - Good bits; not so good bits; accessibility; messaging; changes.
- How relevant do you think the new bits of material are to a Covid-19 world?
 - And the old material.
- Have parents spoken to you about the old material or new material?

Sessions

- Most did Zoom, one did F2F. How did you find organising a session to show parents the new material?
 - Recruitment; timing; technical issues
- Overall, how did the sessions go?
- Did you find parents engaged differently in a digital session compared to F2F?
 - How; why; differed by type of parent?
- [**Probe:** how engaged were parents in the exercises/discussions; how interested/disinterested were parents; what feedback have you had from parents?]
- Which videos have you used with parents?
 - How did you choose which ones to use?
 - How did you access them? [**Probe:** YouTube/ Facebook or use the landing page?]
- Are there any bits of the resource that feel less relevant or important to parents?
 - Why; what could be different.

- Any standout reactions from parents?
 - Any follow up? Evidence of parents using the skills?

Overall thoughts

Can you think of any other successes or challenges in delivering the project that we have not already covered?

- Going forward... what can we do differently?

Appendix H.

The following table summarises the group sessions and discussions conducted as part of the supported cohort.

Content	How did parents react? Did it depend on the type of attendee eg mums vs. dads?
Jag's family	<u>Learn for Life</u> Facilitator arranged breakout rooms for smaller groups to have discussions about the videos that they had just watched. Parents reflected on what the videos were about and what the messaging was. <i>"It's a good video. It looked real. It's good how they explain it and how they handled the situation better."</i> <i>"It's about family problems. When I talk and took the time to take with my baby or with my son or daughter that's not good."</i> <i>"It's always good to take the children out of the argument, it makes them sad if they see the parents arguing all the time. It will impact them in future."</i> <i>"People will need this more in lockdown, because they are always together, no job, no school, not going to friends. Not going out."</i> Some of the key things that parents took away was staying calm by trying to talk, leaving the room and try to calm down, and finding other things to do when upset, such as finding a hobby, or play or cooking, drawing. Why was the video useful? - Shows that you should question 'why do we need to shout' and that we should just sit down and talk. - Important to learn these skills because it can impact the children forever. - Find a way to talk about it. At the end what was the child learning? - To be polite. <u>Race Equality Foundation</u> One parent completed the videos to work by Rosenthal on non-violent communication. <i>"You don't have to say no, you just have to say what you are feeling."</i> During this session the facilitator did not share the animations that addressed obstacles to using the skills in the videos. One parent said that the videos reminded her of her relationship with her brother and the way that they engage in conflict. <i>"When I watched the video, I felt it was a reflection of myself and my brother. Most times it's how you say things and the tone."</i> Another parent noted the children in the middle.

	"Children want to defend her from the dad. Devolves into an argument where children have to defend mum to dad. He will say 'you didn't say that' and children have to defend." <u>GOAL</u> There were technical issues with the videos buffering, which interrupted the viewing. Therefore, it was difficult to understand the parents' immediate reactions as the buffering quality was so bad. Parents liked the way that the actors in the videos reflected on their behaviours. They particularly liked that in the videos, the men spoke about their feelings when normally they don't. Parents felt that the videos would enable them to think about their own behaviours next time they were in an argument. They also felt it would be helpful if both people in a relationship watched the videos. <i>"When you watch a video that's similar to your circumstance, maybe the next time it's a bit of a reminder and you'd think 'oh yeah do you remember she said to stop'."</i> Parents found the slogan at the end very powerful and impactful <i>"it would have been so useful for me to see as a young mum at 20."</i> <i>"Those subtle arguments and disagreements impact our children. They don't always understand things like sarcasm, children can take things so literally and can try to defend each parent. They're right in the middle of it."</i> Parents said that the videos made them reflect that sometimes you don't realise when you're talking to your partner what you're saying. <i>"I've seen it when I say something to my husband then children do intervene."</i> Parents noted that although children were in the middle of the videos, in their experience their children were more likely to speak out about the impact that their parents' conflict may have on them. Some of the parents worked in schools and noted that due to this, children could help practitioners to refer parents. <i>"Now children speak but when we were young, we wouldn't speak we would just watch and listen. Now it's good because the children can tell us how they feel."</i> The impact of people being at home all the time due to Covid-19 was discussed with some parents noting that this can cause increases in fighting between parents and causing problems with the children, and even with mental health. <i>"You might not always want to watch a video like this when you're in a bad situation."</i> It would be good for it to be accessible for all parents. Risk it being offensive to people.
Chloe's family	No community partners showed this video. There was no reason given for this; however, two practitioners noted that they were keen to share 'Mahmoud's family' as they had not had an opportunity to in Phase One. This may have taken priority over 'Chloe's family' in the limited time available.
Mahmoud's family	<u>Learn for Life</u> As in Phase One, parents focused on the use of phones and the impact of social media on the family.

	"Social media isn't good for the family because it stops communications. They don't talk to each other." One of the mums spoke about the mum in the video and the fact that she is the only one who is at home all day and felt that when they get together in the evening they should be socialising, but this family aren't. They considered that there may be problems in school but because the parents aren't talking, they don't know this. The parents don't know what's happened. <i>"All families are using social media and are on their phones all the time, so they aren't being social inside the home. Even though they can't leave. So, it's making the use of social media worse. So even though they are at home all the time."</i> What was different about this video? It was still about disagreeing but in a different way. - Everyone was looking at their phone. Nobody was paying attention or listening to the wife. - The mum in the first part wasn't helping because she wasn't saying that it was upsetting her. And that is something that can create an atmosphere. - It was a video about care and attention. Because it's okay to be on social media, but not all the time. It should be during your own time, not during family time. <u>GOAL</u> As with Learn for Life, the focus here was on the use of phones. Many felt that the son had picked up behaviour of the dad as he was monosyllabic in first part of the video and then more engaged in the second part. One mum noted that the videos could be of benefit to children as not only would the parents reduce conflict but the child would observe effective conflict and communication skills via the parents. <i>"We are so influenced by our parents, we are impressionable. If the young generation learn this from us now, then they shouldn't have these problems in future."</i> Parents felt that the imagery of the child running away was very powerful and made them think of the impact on that child going forward and where will that child find comfort in future? They reflected that there are so many things that children can seek comfort from (eg grooming, drugs) that if they aren't getting comfort from their parents and their parents are in conflict then where will they go. <i>"It ruins their day, they're only little. You can tell when a child has been affected by their parent's arguments."</i> <u>Smartlyte</u> The facilitator couldn't get volume to work for this video initially, so we watched it twice. <i>"Sometimes my husband doesn't want to talk, he's on his phone. And I want to talk but he knows, and he ignores me."</i> His way of going quiet is to always be on his phone.
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Maddie's family	<u>Skills Enterprise</u> Parents looked engaged throughout. Many thought the video was sad. One mum thought that the argument happened because dad is now not working (due to Covid-19) and as only mum is working, and she wants the house cleaned. Mum sees this as more important than the child's needs, but dad sees child's needs first and the child feels helpless, is a middleman. When asked what they thought the parents changed, parents said that they thought the parents in the videos were trying to reflect and see it through the eyes of the child. Maybe had less to say when they saw the going better part of the video. It went better because they spoke to each other and had better communication.
It wouldn't work like that	<u>Skills Enterprise</u> When the facilitator asked, "What does anyone think about how they could use this resource in real life?" parents had the following thoughts: <i>"If I stayed calmer it would help my children quite a bit, if I stay calmer."</i> One mum reflected that after watching these videos she was more aware of the impact on her children and that had made her stop and stay calm when she felt an argument happening. Some parents felt this video gave a man's perspective which was good as it is important to see the other person's view. The main lesson that parents learnt was that in the heat of an argument to stop, stay calm, take a break, and have a cup of tea. But one parent noted: <i>"that's the hardest thing ever."</i> <u>GOAL</u> One of the parents reflected that it does take two people to have a conversation and follow on. <i>"It's easy to say it's never gonna work and you won't try, and if at least one of you tries – you can't have an argument if one of you won't do it."</i> <i>"When it gets diffused then often the next day you can laugh about it – it's different when you revisit it without the strong emotions. It's all triggered emotions, we say the thing that we know will hurt someone."</i> Parents felt that follow-up gave actual answers as to how to use the skills (eg go have a cup of tea and come back to it). It's giving ideas of how to stay calm, not just stay calm. <i>"We give our children time out, tell them to calm down and we don't do that ourselves."</i> A mum said that her son often used the stop and stay calm technique and that is worked <i>"My husband will sometimes stop and won't say anything to me when I start."</i> Another mum agreed that taking a step back and keeping calm makes the situation much better. One of the parents particularly liked the function of the objective friend in the animation. <i>"Sometimes there's such a focus on what you need to do and what he needs to do, it was nice that there was someone else with a bird's eye view so it shifts the focus from how you're feeling and onto the suggestions."</i>

It's different in my family	<u>Smartlyte</u> One of the mums felt that she had learnt things from the video that she could pass on to her son about how to manage his friendships at school. In this group there was a lot of discussion about how parents could pass these skills onto their children. The 'silent treatment' type of conflict that is represented in this animation struck a chord with the parents in the group. <i>"If you don't know your problem you can't help it, so you need to talk to them rather than going silent."</i> One mum said she would like to try the skills with her husband and was going to share the video with her husband.
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Appendix I. Community organisations participating in Phase Two

Centre	Centre details	Cohort
GO! Women Alliance, CIC, Birmingham	All women community centre. Started as a focus on digital skills and innovation but has adapted to 'empower' women. Classes include ESOL, IT, sewing, cooking, speaking English, Living in Britain test practice. Majority South Asian community. Holds external classes for women to educate and empower – often touches on difficult subjects such as FGM, cervical screening, modern day slavery.	Supported
Smartlyte, Birmingham	Organisation holds classes in different centres in Birmingham, mostly attached to schools. Vulnerable families, majority South Asian. Classes include ESOL, IT, life skills (eg job searching). Very community-oriented. Focus on education.	Supported
Sunderland North Family Zone, Sunderland	Community centre in largely white British area, not very ethnically diverse. Vulnerable / low income / worklessness families attend. Runs local food bank. Runs classes for digital skills also health and beauty.	Supported
Learn for Life, Sheffield	Learning centre for refugees. Teach digital skills, ESOL, living in Britain, and 'general skills' – which covers anything from job searching to how to rent a house. Run by a mum and daughter. Very community-focused. Very disadvantaged community. Many of the courses are accredited.	Supported
Skills Enterprise, East London	Digital skills organisation run out of a church and a nursery in East Ham. Attendees are very diverse, perhaps majority East Asian women. Holds day-care and mums & bubs classes. Works with local job centre to teach digital skills to those signing onto Jobseeker's Allowance.	Supported
Race Equality Foundation, West London	Organisation that hold classes and courses in different centres in West London. Works with ethnically diverse communities. 'See it differently' videos were run as part of the Strengthening Families, Strengthening Communities course. There is a focus on supporting families to support disadvantaged communities.	Supported
Havelock Family Centre, Southall	Organisation that holds group parenting programmes, advocacy for vulnerable adults and children, and acts as a contact centre for separated parents and their children. Works with a diverse group of people, mostly of young-middle aged range.	Referred
Moorlands Family Centre, Milton Keynes	Offer services to families and wider community, including youth groups, activities for older people, and an online centre. Works in an area of high deprivation (top 10% area of deprivation in England). Diverse group of service users in terms of ethnicity and age.	Referred

Adult and Community Development Academy (ACDA), Ealing	Community-based with a focus on training and education, and employment opportunities and programmes, including ESOL and IT classes. Works with a diverse group of service users, many of whom are vulnerable through worklessness, conflict in the home, and speaking English as a second language.	Referred
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