

Guide for FDAC workers on the parent letters and evaluation

January 2021

Summary

Why send these letters to parents?

- Evidence suggests that peer-to-peer communication can be beneficial for those enrolled in services such as FDAC.
- Based on this evidence, we're testing whether receiving letters describing the experience of parents who have *previously* gone through the FDAC process encourages parents during their FDAC journey.
- We are interested in whether the letters can improve parents' attendance and their level of engagement in the process.
- We're testing this as a randomised controlled trial (RCT): half of the FDAC worker's families* will be allocated into the receiving the 'letters' group and half will not (they will be the 'control' group). By comparing the attendance and engagement of parents receiving the letter against those who do not, we can measure the 'impact' of the letters.
- For families allocated to the 'letters' group, we're asking FDAC workers to send three letters to each parent over the course of their FDAC journey.
- The letters are designed to be relatable and motivational. Each letter describes the author's personal experience of FDAC, including some examples of challenges they faced and what they learned through the process.

How are parents allocated to the 'letters' or 'control' group?

- We are providing an Excel randomisation tool that will do the randomisation per family. The tool will generate an Excel register for each family for FDAC workers to record parents' attendance and engagement. When an FDAC site manager enters a new family into the randomisation tool, the spreadsheet will automatically assign them to the 'letters' or 'control' group.
- We are providing a short pamphlet to be given to all parents, whether in the control or letters group, to let them know that the trial is going on and that some parents will

* A 'family' is a FDAC case. This can include one or more parents.

receive letters. This should be given to all parents before the meeting at which the first letter is given (see below)

How should workers prepare the letters?

- FDAC workers are responsible for preparing the letters and giving / sending them to parents in the 'letters' group.
- Before giving / sending each letter to a parent, their worker should:
 - Edit the document so that it is addressed to them by name
 - Print it out on FDAC-headed letter paper
 - Introduce the letters to parents by mentioning that they were co-developed with a parent who previously completed FDAC, and who volunteered to share their story in the hope that it might help others

How should the letters be delivered to parents?

- Workers have discretion over how to send the letters, however we suggest workers ask the parent how they would prefer to receive them. Parents may prefer workers to:
 - Give them the letter by hand and use it to structure a discussion in key work.
 - Give them the letter by hand and leave them to read it in their own time.
 - Send the letter in the post, and discuss it at the next key work session.
- Workers should mention that the letters are based on the experience of a parent who completed FDAC and who volunteered to share their story in the hope that it might help others.

When should the letters be delivered to parents?

- The letters should be staggered throughout the Trial for Change:
 - Letter 1: in week 1 or 2, or by the time of the first Intervention Planning Meeting (IPM)
 - Letter 2: in week 8 or 9, before the second IPM
 - Letter 3: in weeks 14-16, well before the third IPM, or later at the FDAC worker's discretion if there is an extension

How does the FDAC worker record attendance and engagement?

- At the point of each non-lawyer review, FDAC workers will use the Excel register to record parents' attendance and engagement with the process since the last non-lawyer review.
- In order to compare attendance and engagement of those receiving or not receiving the letters, the register needs to be completed for those in both the 'letters' and 'control' groups.

1. Introduction

1.1 What is in this guide

This is a practical guide for FDAC workers on how to implement the parent-to-parent letter programme and how to provide the data needed for the evaluation.

The letters were developed as part of the *Supporting Families: Investing in Practice* programme of investment in FDAC in 2020. BIT worked with a consortium of FDAC sites to generate ideas to improve parental engagement with FDAC. The letters were chosen as the most promising idea from a shortlist of five.

The effectiveness of the letters on parents' attendance and engagement is being measured via a randomised controlled trial (RCT) run by the Centre for Evidence and Implementation (CEI) and Bryson Purdon Social Research (BPSR). From January 2021, new families will be randomly allocated into those where parents receive the letters (the letters group) and those who do not (the control group). A comparison of the attendance and engagement of the two groups will give us a measure of the 'impact' of the letters.

1.2 How to use this guide

The rest of the guide is split up into ten short sections.

- Section 2: Why send letters to parents?
- Section 3: Informing parents about the trial
- Section 4: Which parents should get the letters?
- Section 5: How should the workers prepare the letters?
- Section 6: How should the letters be delivered to parents?
- Section 7: When should the letters be sent out?
- Section 8: How should the evaluation data be provided?
- Section 9: The behavioural science underpinning the letters
- Section 10: FAQ
- Section 11: For more information
- Appendix A: Using the 'Parent letter randomisation tool'
- Appendix B: Instructions on completing the register

2. Why send letters to parents?

A well-known insight from behavioural science is that people react differently to information depending on who delivers it.¹ When we feel we can identify with the messenger we're often more likely to take information on board, and change our behaviour accordingly.

¹ Durantini, Albarracín, Mitchell, Earl and Gillette (2006) Conceptualizing the influence of social agents of behavior change: A meta-analysis of the effectiveness of HIV-prevention interventionists for different groups. *Psychological Bulletin* 132: 212–248.

During BIT's research with parents, many told them that hearing the stories of other parents helped them to understand they're not alone. In the development of these letters, BIT tried to channel these stories to create letters that provide encouragement and support to parents as they work through FDAC.

BIT co-created a set of three letters with three individual parents who successfully completed FDAC.

Each letter is based on and faithfully reflects one of these parents' experiences (but they are signed off anonymously).

The letters are designed to be relatable and motivational for parents who are currently on the programme. Each letter describes the author's experience of FDAC, and explains why they benefited from it. They acknowledge that it is not an easy process, but encourage parents to engage with it and give reasons why.

Each letter has the following core message:

- Letter 1: What you're about to embark on will not be easy; be honest with yourself and with your workers.
- Letter 2: There will be setbacks and that's ok. How you deal with them is what matters.
- Letter 3: Take time to reflect on everything you've accomplished so far - acknowledge the bad days and know that they'll pass.

CEI and BPSR (the evaluation team) are evaluating how well these letters work in terms of encouraging parents to engage in the FDAC process. This will be measured both in terms of attendance at internal FDAC meetings and hearings and sessions with external providers and, beyond attendance, FDAC workers' perceptions of how well parents are engaging with the process. Using an RCT design, half of the families will be allocated into the receiving the 'letters' group and half will not (they will be the 'control' group). By comparing the attendance and engagement of parents receiving the letter against those who do not, the evaluation team can measure the 'impact' of the letters.

CJI will be providing an information sheet for parents concerning the collection of data for the FDAC overall, and for the NatCen and letters evaluations. Please follow their guidance in using this.

3. Informing parents about the trial

All FDAC sites have been sent a short leaflet (figure 1) to be given to all parents, whether in the control or letters group, to let them know that the trial is going on and that some parents will receive letters. This should be given to all parents before the meeting at which the first letter is given (see below).

If a parent says, following this, that they do not want to receive the letters, please continue to randomise the case, but do not use the letters with that parent and do not complete the register for that parent even if the case has been allocated to the control group. Please add a comment to the randomisation tool to that effect.

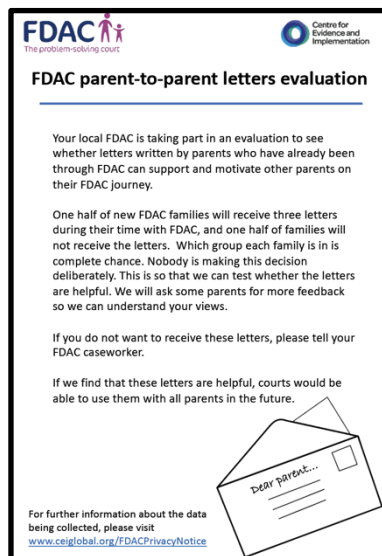


Figure 1. FDAC parent-to-parent letters evaluation leaflet

4. Which parents should get the letters?

The evaluation team has developed an Excel register for FDAC workers to record parents' attendance and engagement with the FDAC process.

When a new family is entered into the Excel randomisation tool, the tool automatically assigns the family to the 'letters' or 'control' group and produces a register for them. Where two or more parents are involved in a family assigned to the 'letters' group then all parents will receive the letters.

Whether or not the family is in the 'letters' or 'control' group is clear to the FDAC worker when they open the register.

5. How should the workers prepare the letters?

FDAC workers are responsible for preparing the letters and giving them to parents in the 'letters' group.

Before sending each letter to a parent, their worker should:

- Edit the document so that it is addressed to them by name
- Make any small edits to how your FDAC site is named or to ensure language is appropriate for the individual parent (for example, if the word 'half-arse' in letter 3 may offend, feel free to delete it/replace it with another word you feel is better suited)

- Print it or produce an electronic version on FDAC-headed letter paper
- Introduce the letters to parents by mentioning that they were co-developed with a parent who previously completed FDAC and who volunteered to share their story in the hope that it might help others

6. How should the letters be delivered to parents?

Workers have discretion over how to deliver the letters, however BIT suggest workers ask the parent how they would prefer to receive them. Parents may prefer workers to:

1. Give them the letter by hand (perhaps in an envelope addressed with their name), and use it to structure a discussion in key work (e.g. about whether they found the content relatable).
2. Give them the letter by hand (perhaps in an envelope addressed with their name), and leave them to read it in their own time.
3. Send the letter by post or email, and discuss it at the next key work session.

Workers may want to deliver the letter in different ways to different parents, depending on the individual's preferences. Once parents receive the letter, they are free to take it home and discuss it with others for example, a trusted friend or partner, if they so wish. Once the parent has had time to absorb what is written in the letter, they may wish to reflect back to their worker during a subsequent meeting, any learnings or messages that resonated with them.

BIT hope some of the themes in the letters will act as conversation prompts between workers and parents. For example:

- The quote *"I realised that FDAC wasn't just another organisation trying to prod my life"* in letter 1. This is not to dismiss other services, but rather to highlight FDAC's unique way of working. This may be a good conversation prompt around how to work with other services and what to expect when working with FDAC.
- The reference to a relapse in letter 2. This may be a good conversation prompt around specific details and processes if relapses occur.
- The quote *"After 18 months of FDAC I got my daughter back"* in letter 2. This is not within the 'usual' FDAC timeline, however could prompt conversation between workers and parents that extensions may occur, but with perseverance, positive outcomes can be achieved.

In the interviews, the evaluation team will be asking staff how they used the letters, how they adapted this for different parents, and what approaches they felt worked best.

7. When should the letters be sent out?

The three letters are designed to be staggered and sent at set periods in the Trial for Change where BIT feel they will have the biggest impact (although the exact timings are up to individual sites). They are:

1. Letter 1 welcomes the parent to FDAC. It should be sent **in weeks 1-4**, when the parent is settling in, but has some familiarity with FDAC and their FDAC worker. A good time might be around the time of the first Intervention Planning Meeting.
2. Letter 2 should be sent around or just before the **halfway point**. We suggest **week 8 or 9**, before the second Intervention Planning Meeting.
3. Letter 3 should be sent towards the end of the programme. Based on what we know about the programme, we recommend sending in **weeks 14 or 16 (to coincide with a fortnightly review)**, or several weeks before the final decision about whether to proceed with a contested hearing is made. If there is an extension to the process, choosing when to give the letter at week 14-16 or later is at the discretion of the FDAC worker.

The above is a suggested timeline for when to send the letters, however some letters may be better received at different points in time particularly if there is an extension. BIT therefore recommend worker discretion, ensuring timings are relevant to the individual parent.

8. How should the evaluation data be provided?

When a family starts the FDAC process they will need to be randomly assigned to letter group or to control group. We are providing each site with an Excel spreadsheet (the 'Parent letter randomisation tool') to do the assignment. A few details need to be entered per family and then the spreadsheet will do the assignment and generate a register for the family. Instructions on how to use the randomisation tool are included in Appendix A.

The randomisation tool will generate a separate register per family, with a tab per parent, to be completed and updated by the FDAC worker. Where possible, the register should be held electronically in a central shared location. Otherwise, the FDAC worker can save it electronically or use a paper version (which they will later need to input into an electronic version). The evaluation team needs attendance and engagement data for each family, both those in the 'letters' and those in the 'control' groups. Details on the register and how to complete it are included as Appendix B.

No data should be returned to the evaluation team until after data sharing agreements are in place. At that point we will request that you return a copy of the randomisation tool plus one or two completed or partially completed registers so that we can check that they are being completed as intended. We are likely to repeat this after another few months have passed. After that, we will need copies of the randomisation tool and all registers to be sent to us at the end of the trial period.

9. The behavioural science underpinning the letters

At the beginning of this process, BIT interviewed parents, workers and judges in three FDAC sites and conducted an evidence review to inform our ideas. When creating the letters, BIT also thought about lessons from the wider behavioural science literature. This table includes four behavioural science concepts that BIT have incorporated into the letters, and some reasons why they might be effective.

Behavioural concept	Why is this important?
1. The ‘messenger effect’ <i>The letters communicate key messages from people with relatable experiences.</i>	<ul style="list-style-type: none"> • People are more likely to pay attention to a message if it comes from someone similar to them.² This is known as the ‘messenger effect’. • This aligns well with what we learned in our research with parents, workers and judges. Parents told us that they find it helpful to share experiences with other people in the same position as them in the FDAC group work. • Some of BIT’s previous work has successfully used letters from peers to encourage behaviour change. One study with the Department for Education involved sending letters to high-achieving sixth form pupils from underrepresented areas, encouraging them to apply to university. The letters were written by current students from a similar background. The study found that pupils who received two letters were 34% more likely to take up a place at a selective university.³
2. The ‘fresh start effect’ <i>The letters will be timed with important milestones in the FDAC process, when they are likely to have the biggest impact.</i>	<ul style="list-style-type: none"> • People are more motivated to change their behaviour at milestones in time or in their lives, such as a new year, birthday or new school term.⁴ This is the ‘fresh start effect’. • The letters will be sent at key milestones in FDAC: the beginning of the process (letter 1) and just before Intervention Planning Meetings (letters 2 and 3), when parents are most likely to be receptive to key messages (e.g. the importance of honesty with workers, setbacks can be overcome).
3. Positive mindsets <i>The letters emphasise that setbacks can be overcome if you learn from them.</i>	<ul style="list-style-type: none"> • Mindset theory suggests that people fall into two camps in their attitudes to ability and success. Someone with a ‘fixed mindset’ believes that we are born with a set of skills which are more or less unchangeable. On the other hand, someone with a ‘growth mindset’ believes that our abilities improve through hard work and perseverance, and are not limited by predetermined

² Durantini, Albarracín, Mitchell, Earl and Gillette (2006) Conceptualizing the influence of social agents of behavior change: A meta-analysis of the effectiveness of HIV-prevention interventionists for different groups. *Psychological Bulletin* 132: 212–248.

³ Department for Education, (2017). *Encouraging People into University: Research report.*

⁴ Dai, H. Milkman, K, Riis, J. (2014). The Fresh Start Effect: Temporal Landmarks Motivate Aspirational Behavior. *Management Science*, 1 - 20.

	<p>capabilities. A key part of the theory is that people's mindsets can change with practice.</p> <ul style="list-style-type: none"> • People with growth mindsets have been shown to have better educational outcomes, health outcomes, and relationship success.⁵ • The letters, especially letter 2, are written to instill a growth mindset perspective. In particular, they emphasise that setbacks are not the end of the road and that parents can use them to grow and learn hard lessons.
<p>4. Personalisation</p> <p><i>The letters are addressed to each parent as an individual.</i></p>	<ul style="list-style-type: none"> • We are more likely to pay attention if information is personalised to us. Brain imaging studies have even shown that hearing your own name activates different parts of your brain than hearing other people's names.⁶ • In line with this, personalised messages tend to be more effective than standardised ones. Simply adding someone's name to a text message reminding them to pay a court fine has been shown to increase repayment amounts by more than 30%.⁷

10. FAQ

Q1: The parent thinks that the letters were not written by a real FDAC parent. What can I tell them?

Each letter was developed with a parent who has previously been through FDAC and faithfully reflects that parent's story.

Q2: The parent reacted negatively to the first letter. Do I need to send the second and third?

⁵ Dweck, C. S. (2012). Mindsets and human nature: Promoting change in the Middle East, the schoolyard, the racial divide, and willpower. *American Psychologist*, 67(8), 614. There is a lot of academic debate about mindset theory and some recent studies of it have not been effective. For an example: Li, Y., & Bates, T. C. (2017). Does mindset affect children's ability, school achievement, or response to challenge ? Three failures to replicate. *SocArXiv Preprint*.

⁶ Carmody, D.P., Lewis, M. (2006). Brain activation when hearing one's own and others' names. *Brain Research*, 1116(1), 153-158.

⁷ Haynes, L., Service, O., Goldacre, B., & Torgerson, D. (2012). Test, learn adapt: Developing public policy with randomised controlled trials. Behavioural Insights Team, Cabinet Office.

In this situation, we recommend a further discussion with the parent about what in the letter they disliked. The content for each letter is different, and it may be that they can relate more to the second than the first. The parent might also be in a different frame of mind by the time they receive the second and third letters. The evaluation aims to test the letters with all parents in the intervention group so that we can assess whether and where it is effective.

However, workers have discretion over whether to send the letters, and if they think using them would be damaging to a parent's engagement, then they do not have to use them.

Q3: The parent is confused about why they have been sent the letter, and who it is from. What can I tell them?

Each letter is based on the experience of another parent who successfully completed FDAC. They volunteered to share their story in the hope that parents currently going through FDAC might find it helpful.

Q4: The parent I'm working with struggles with written materials. Do I have to send them the letters?

In this case, it might be best to hand the letter to the parent personally and talk them through it in a key work session. You could even read it through aloud with them, if you think that would be helpful.

Q5: Parents in FDAC often have multiple, complex needs and previous histories of trauma. How is a letter going to help?

Lots of research shows that small 'nudges' can sometimes make a significant difference to behaviour. For example, in section 9 we mention a study which sent letters to encourage students into university. You might not think that a single letter could not influence such a major life decision but we found that it did make a difference.

Of course, we do not know for sure that the letters will work. The evaluation is designed to test this in the real world to see whether they do.

Q6: What should I do if the parent does not feel the letter is relevant to them?

BIT have tried to strike a balance between making the letters specific enough to be authentic, and broad enough to be relevant to as many parents as possible. BIT hope that this means that there is something for everyone in the set of three letters. If a parent feels that the first letter doesn't resonate with them, BIT recommend still sending the others as they may be able to identify more with subsequent letters. The evaluation aims to test the letters with all parents in the intervention group so that we can assess whether and where it is effective. However, if you feel it would be damaging to a parent's engagement with the FDAC process, or otherwise harmful to the parent, then BIT leave it to workers to use their discretion not to use the letters.

Q7: Can I change the content or wording of the letter to make it more relevant to the parent?

It is ok to make small edits to ensure language is appropriate for the individual parent (for example, if you feel the word 'half-arse' in letter 3 may offend, feel free to delete it/replace it with another word you feel is more appropriate). However, each letter is based on a real person's experience of FDAC and is presented to parents as such. BIT think that it is really valuable for the letters to be authentic, and it is important that the evaluation is able to test the three versions, so workers should avoid changing anything other than small wording choices.

Q8: A parent has said they don't want to receive the letter. What should I do?

If a parent does not wish to receive the letters, please continue to randomise the case, but do not use the letters with that parent and do not complete the register for that parent. Please note their decision in the randomisation tool as a comment in column M.

You should still use the letters with other parents in the family who have not opted out of the letters, if they have been randomised to receive them. You should complete the register for these parents.

Q9: What should I do if a parent or family drops out from FDAC before the final hearing?

If a parent or family stops using FDAC services before the final hearing, you should stop sending them letters (if they were allocated to receive them), and add a comment to the randomisation tool (column M) to make the evaluation team aware that they are no longer in FDAC.

Q10: I have a question about randomisation or the register. Where can I go for help?

Review this guidance first to see if you can find the answer. In the early weeks of the trial, the evaluation team will be in touch to check everything is going smoothly and resolve any questions or problems. But you can contact us at any time by emailing Becca Dean at rebecca.dean@ceiglobal.org

11. For more information...

If the information you need is not in this guide or you have other questions, please get in touch with Dave Wilson at the Behavioural Insights Team about the letters, or Becca Dean at the Centre for Evidence and Implementation about the research arrangements.

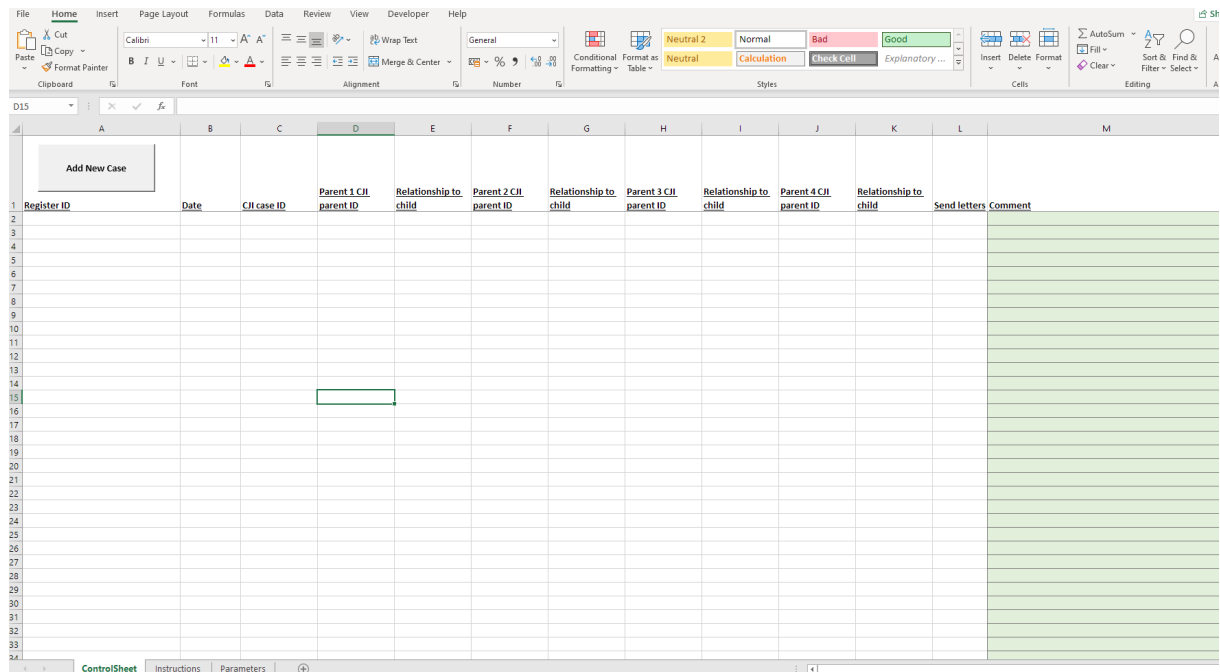
Dave Wilson | Behavioural Insights Team | dave.wilson@bi.team

Becca Dean | Centre for Evidence and Implementation | rebecca.dean@ceiglobal.org

Appendix A: Using the 'Parent letter randomisation tool'

We will send you two versions of the parent letter randomisation tool: a dummy version which you should use to familiarise yourself with the tool, plus the main tool. Please save the two tools in separate folders on your computer. **The tool should not be used directly from the email.**

When you first open the tool you should see the following sheet. You will need to enable macros if they are disabled. (Click on the button 'enable content' to do this.)



When a new family starts with FDAC click on the 'add new case' button in cell A1. This will open up the following screen:

New Case
✕

CJI Case ID

Parent 1: CJI parent ID

Parent 2: CJI parent ID

Parent 3: CJI parent ID

Parent 4: CJI parent ID

Relationship to child

☒ Mother
 ☐ Father
 ☐ Other

Relationship to child

☐ Mother
 ☒ Father
 ☐ Other

Relationship to child

☐ Mother
 ☐ Father
 ☒ Other

Relationship to child

☐ Mother
 ☐ Father
 ☒ Other

Comments:

Add Record

Cancel

Add the CJI case ID for the family and for up to four parents (the CJI ID numbers being those use for the new FDAC data collection system). Complete the 'relation to child' question per parent, add any comments that you think would be useful, and then click 'add record'. Please avoid using any parent names, or other identifiable information, in the comments.

Clicking on 'add record' will automatically add a row to the main sheet, complete the randomisation to letter group or control group (column L) and generate a register for the family. The register will be saved to the same folder as the randomisation tool and will be identifiable because its name will start with the family ID number.

Father												
Register ID	Date	CJI case ID	Parent 1 CJI parent ID	Relationship to child	Parent 2 CJI parent ID	Relationship to child	Parent 3 CJI parent ID	Relationship to child	Parent 4 CJI parent ID	Relationship to child	Send letters	Comment
Family-BMS0001-area-BSM-record-00	17/12/2020	BMS0001	BMS000P1	Mother	BMS000P2	Father					No	

Please remember to save the randomisation tool once you have used it.

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If you make an error, don't worry: the main sheet of the randomisation tool cannot be edited, with the exception of the comments box. But if you enter data for a family by mistake, or with errors, add a comment in column M, and delete the register for that family. You can then enter the same family again – it will show up as a new row in the tool.

Appendix B: Instructions on completing the register

The randomisation tool will produce a separate Excel register for each family with a separate sheet for each parent involved in the case (up to four parents).

A	B	C	D	E	F
Family unique ID		123456			
Parent 1 unique ID		1001			
Relationship to child		Father			
Whether parent (s) should receive letters?		Yes			
Letters	Date letter used/sent	How was the letter given?			
	dd/mm/yy	Select from drop down			
First letter					
Second letter					
Third letter					
Record of meetings: To be completed when compiling progress report for each non-lawyer review meeting					
First non-lawyer review					
Report date	Number of scheduled hearings, meetings or sessions with members of the FDAC team since start of FDAC	Number attended by parent	Number of meetings or sessions with external providers scheduled as part of the FDAC plan since the start of FDAC	Number attended by parent	Your perception of the parent's level of engagement with FDAC since start of FDAC
dd/mm/yy	Estimated if necessary	Estimated if necessary	Estimated if necessary	Estimated if necessary, and can be based on parent's self-report	Select from drop down
Subsequent non-lawyer reviews					
Report date	Number of scheduled hearings, meetings or sessions with members of the FDAC team since previous non-lawyer review	Number attended by parent	Number of scheduled meetings or sessions with external providers since previous non-lawyer review	Number attended by parent	Your perception of the parent's level of engagement with FDAC since the last non-lawyer review meeting
dd/mm/yy	Estimated if necessary	Estimated if necessary	Estimated if necessary	Estimated if necessary, and can be based on parent's self-report	Select from drop down

YELLOW BOX: ALL INFORMATION AUTOMATICALLY ENTERED FROM THE RANDOMISATION TOOL

All the information in the yellow box at the top left-hand corner of the register will be automatically entered from the information in the randomisation tool. This includes:

- the FDAC case number for the family;
- a unique parent ID;
- the relationship of that parent to the child;
- and whether the case has been randomised as being one where parents receive the letters or do not receive them.

If an FDAC case has been randomised to receive the letters, then all the parents involved in that case will receive them.

BLUE BOX: ENTER INFORMATION ON WHEN AND HOW THE LETTERS ARE GIVEN TO PARENTS

Following the guidance, parents from families who are randomised to the letter group should be given letters at three time points:

- Letter 1: in week 1 or 2, around the time of the first Intervention Planning Meeting (IPM)
- Letter 2: in week 8 or 9, before the second IPM
- Letter 3: in week 14 or 15, well before the third IPM

Each time a parent is given a letter, the date should be entered into Column A. Whether it is given to them during a meeting, by post or by email should be coded in Column B using the dropdown menu.

5			
6	Letters	Date letter used/sent	How was the letter given?
7		<i>dd/mm/yy</i>	<i>Select from drop down</i>
8	First letter	15/01/2021	<i>During a meeting</i>
9	Second letter	15/03/2021	<i>By post</i>
10	Third letter	22/04/2021	<i>By email</i>
11			

RECORDING ATTENDANCE AND ENGAGEMENT:

The register is designed to record a parent's attendance at sessions and their level of engagement at the point when a report is being compiled for a non-lawyer review. This will often be at fortnightly intervals, but it does not matter if the gap is longer (e.g. if a non-lawyer review report is not compiled because another meeting (e.g. an IPM) takes its place).

The register asks for information to be compiled at the point of the first non-lawyer review, referring back to the time since the start of the FDAC process. The register should not include any pre-proceedings work.

The register then asks for information to be compiled at the point of each subsequent non-lawyer review, collating information about the period since the last non-lawyer review. The final entry should be at the point of the final non-lawyer review. For many cases, this will be around 18 to 20 weeks after the start of the process. However, for those who do not complete the process, this may be earlier. And for those whose process continues after the 18-20 week point, this will be later. However, if the FDAC team continues working with a family after the Final Hearing, the register should only include information on attendance and engagement up to the Final Hearing.

The following fields should be completed at the point at which each non-lawyer review report is being compiled:

- **Column A:** the date that the report is completed.
- **Column B:** the number of ***scheduled*** hearings, meetings and sessions ***with members of the FDAC team*** since the start of FDAC (for the first entry) or since the last non-lawyer review report (for subsequent entries).

The precise nature of these meetings will vary across FDAC sites, but they typically include the following. Some of the services on this list may be internal to the FDAC team in some sites and external in others – so please ensure that you only include those that are within your FDAC team.

- Non-lawyer review or hearing with the judge
- Court hearing involving the lawyer/lawyer review
- Childs Needs Meeting
- Intervention Planning Meetings (IPMs)
- Key/case worker meetings
- Appointment with psychiatrist (if part of the FDAC team)

- Appointment/session with internal mental health worker
- Appointment/session with internal domestic abuse worker
- Appointment/session with internal drug/alcohol misuse worker
- Meeting with Probation Service (if part of the FDAC team)
- Meeting with social worker/Social Services (if part of the FDAC team)
- Internally-run clinics
- Internally-run therapy
- internally-run group sessions or classes

Only include meetings where the parent is scheduled to be present, and not meetings between professionals about the case. If it is not possible to provide an accurate number of scheduled hearings, meetings or sessions, please provide a best estimate.

- **Column C:** the number of scheduled hearings, meetings and sessions with members of the FDAC team recorded in Column B that the parent **attended**. If it is not possible to provide an accurate number, please provide a best estimate.
- **Column D:** the number of meetings and sessions **scheduled** with **external providers** which are included as part of the FDAC plan (or Trial for Change) since the start of FDAC (for the first entry) or since the last non-lawyer review report (for subsequent entries).

The precise nature of external provision will vary across FDAC sites but typically includes the following. Some of the services on this list may be internal to the FDAC team in some sites and external in others – so please ensure that you only include those that are external to your FDAC team.

- Drug or alcohol misuse intervention/treatment
- Psychiatrist
- Psychologist
- Cognitive Behavioural Therapy
- Family therapy
- Trauma focused therapy (e.g. EMDR)
- Other mental health support
- Physical health support/treatment (including GP appointments)
- Dental treatment
- Domestic abuse services (including perpetrator and survivor programmes)
- Family support
- Parenting support
- Meeting with Probation Service (if part of the FDAC team)
- Meeting with social worker/Social Services (if part of the FDAC team)
- Housing services
- Debt management
- Education or Training support
- Peer-led recovery support
- Sexual abuse or trauma support
- Women's Centre
- Community groups (e.g. parenting groups)

If it is not possible to provide an accurate number of meetings or sessions, please provide a best estimate.

- **Column E:** the number of meetings and sessions with external providers recorded in Column D that the parent **attended**, so far as you are aware. We appreciate that you will not always know whether the meeting/session was attended, and we do not expect you to do any special information collection to find out. If it is not possible to provide an accurate number, please provide a best estimate.
- **Column F:** perception of the parent's engagement in the FDAC process since the start of FDAC (for the first entry) or since the last non-lawyer review (for subsequent entries). Use the dropdown menu to record whether – across both internal sessions (Columns B/C) and sessions with external providers (Columns D/E) – the parent has engaged 'very well', 'fairly well', 'not very well' or 'not at all well'.

Indications of engagement include:

- Active listening, taking things in, being focussed
- Contributing to sessions, communicating and being open
- Sharing reflections during meetings/sessions
- Putting what has been discussed into practice - making changes to day-to-day life or lifestyle
- Being proactive about taking forward what had been learned
- Acceptance of the issues that led to proceedings/motivation to change
- Appearing to believe in the process

Please make an overall assessment, across these considerations, of the parent's level of engagement. Your perception of a parent's level of engagement is to some extent subjective, but the following descriptions may help in your coding:

- **'Very well engaged':** a parent is engaging in all or most of the ways you would want to see for them to be fully engaged. A high level of engagement across all session types.
- **'Fairly well engaged':** a parent is engaging well but there is room for improvement. A parent may only partially engage across all session types, or their engagement level may be inconsistent or sporadic.
- **'Not very well engaged':** a parent is engaging to some extent, but this is a lot of room for improvement. This may be due to low level engagement or infrequent engagement in some or all session types.
- **'Not at all well engaged':** a parent is not engaging with the FDAC process to any degree. There is consistent lack of engagement across all session types.

	A	B	C	D	E	F
1	Family unique ID	123456				
2	Parent 1 unique ID	1001				
3	Relationship to child	Father				
4	Whether parent (s) should receive letters?	Yes				
5						
6	Letters	Date letter used/sent	How was the letter given?			
7		dd/mm/yy	Select from drop down			
8	First letter	15/01/2021	During a meeting			
9	Second letter	15/03/2021	By post			
10	Third letter	22/04/2021	By email			
11						
12	Record of meetings: To be completed when compiling progress report for each non-lawyer review meeting					
13	First non-lawyer review					
14	Report date	Number of scheduled hearings, meetings or sessions with members of the FDAC team since start of FDAC	Number attended by parent	Number of meetings or sessions with external providers scheduled as part of the FDAC plan since the start of FDAC	Number attended by parent	Your perception of the parent's level of engagement with FDAC since start of FDAC
15	dd/mm/yy	Estimated if necessary	Estimated if necessary	Estimated if necessary	Estimated if necessary, and can be based on parent's self-report	Select from drop down
16	22/01/2021	20	18	15		8 Fairly well engaged with the process
17	Subsequent non-lawyer reviews					
18	Report date	Number of scheduled hearings, meetings or sessions with members of the FDAC team since previous non-lawyer review	Number attended by parent	Number of scheduled meetings or sessions with external providers since previous non-lawyer review	Number attended by parent	Your perception of the parent's level of engagement with FDAC since the last non-lawyer review meeting
19	dd/mm/yy	Estimated if necessary	Estimated if necessary	Estimated if necessary	Estimated if necessary, and can be based on parent's self-report	Select from drop down
20	07/02/2021	25	23	10		3 Fairly well engaged with the process
21	21/02/2021	15	15	12		8 Fairly well engaged with the process
22	07/03/2021	22	21	7		6 Very well engaged with the process
23	18/03/2021	20	20	10		8 Fairly well engaged with the process
24	01/04/2021	17	14	8		8 Very well engaged with the process
25	15/04/2021	23	21	9		6 Fairly well engaged with the process

	A	B	C	D	E	F
1	Family unique ID	123456				
2	Parent 1 unique ID	1001				
3	Relationship to child	Father				
4	Whether parent (s) should receive letters?	Yes				
38						
39						
40	Last non-lawyer review					
41	Report date	Number of scheduled hearings, meetings or sessions with members of the FDAC team since previous non-lawyer review	Number attended by parent	Number of scheduled meetings or sessions with external providers since previous non-lawyer review	Number attended by parent	Your perception of the parent's level of engagement with FDAC since the last non-lawyer review meeting
42	dd/mm/yy	Estimated if necessary	Estimated if necessary	Estimated if necessary	Estimated if necessary, and can be based on parent's self-report	Select from drop down
43	27/05/2021	14	14	4		2 Fairly well engaged with the process
44	Comments. Please add any information that you think might help us to interpret the data (e.g. about attendance or dropout). Be careful not to include the parent's name in your text.					
45						
46						