An Evaluation of the 'See It Differently' project

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Executive Summary

Conflict between parents can have a lasting negative impact on their children. The stressors associated with disadvantages such as worklessness and low income can increase the likelihood of conflict as parents are left struggling to cope. Reaching parents where they usually access support or search for information online is an important step in being able to engage parents in improving their relationships.

Good Things Foundation, with OnePlusOne, were funded by the DWP Reducing Parental Conflict Challenge Fund to develop and pilot 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 (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 digital resource 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 resource, entitled *'See it Differently'* consisted of four videos alongside a project website, and a relationship conversations training programme. 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.

i. **'Independent'** – users accessed the 'See it Differently' videos independently on social media platforms (Facebook, Instagram, YouTube) or the project website, without referral.

ii. **'Referred'** – parents experiencing relationship conflict were signposted to the videos by community-based staff and volunteers (who had not attended the OnePlusOne 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.

iii. **'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, and/ 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 video/s or attending the training 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

The reach and impact of the resource

Across Facebook and YouTube, the 'See it Differently' videos had at least 834,797 views; 463,765 of which were the result of paid ads. Analytics indicate good engagement with the videos on YouTube and the seeitdifferently.org webpage, 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 - account for more than half of the traffic drivers. On Instagram, a total of 11,604 views were achieved through the five influencers involved with the project.

We were only able to collect feedback from a nominal number of 'independent' and 'referred' users (parents who accessed the resources remotely rather than with support from the centres and other community organisations). However, that feedback was largely positive and in line with feedback from 'supported' users. The videos resonated with the majority of users who reported being more aware of how they argued and more aware of constructive conflict skills. The majority also felt more able to use those skills and intended to try and do so next time they argued with their partner.

Comments left underneath the videos on Facebook suggest that people identified with the videos and were able to take away the impact on the child.

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 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.

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 training

Community-based staff and volunteers were trained to identify, and support parents experiencing conflict and share the training with colleagues. The training was well received

and had a significant positive effect on staff knowledge and skills around identifying relationship issues and supporting parents.

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.

Community-based staff saw the project addressing an unmet need they had for information and guidance on how to support the many parents at their centres experiencing relationship conflict. They also believed the videos had a positive impact on themselves, as staff who supported these parents, as well 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.

Conclusions and recommendations

Returning to the project's theory of change, the findings indicate that digital plus trusted support engages parents and enables them to recognise how they deal with conflict, its impact on children, and how they might improve how they argue. 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 know to be at risk but also drew their attention to some coping with domestic abuse. A supported practice model adds value to the services available through Good Things Foundation's community network and demonstrates that digital is a useful addition to face-to-face support rather than a replacement.

Digital content both addresses a gap in local services and builds on the trusted relationship between community organisations and parents. Community organisations provide not only important face-to-face support, this project shows that, as trusted sources, they are a gateway to online support for parents. Centres in the supported approach continued to signpost parents to the resources as did other partner organisations in our network and other Challenge Fund projects, who also used them in their own sessions, promoted them on social media and signposted to parents to watch outside of sessions.

Purely digital content, too, reaches our target audience and, from the limited data we have, can also have positive outcomes. Providing accessible content online, where parents already go, helps users to recognise conflict in their relationships and provides alternative strategies to deal with that. Different approaches to targeting had different benefits, suggesting the need for a multi-stranded approach that continues to find the best ways of reaching parents 'where they are'.

Covid-19 has seen more people going online but also more people struggling with lack of personal internet access, costs of data, and limited skills and confidence. At the same time, families are under greater economic and emotional strain, with both likely to create triggers for conflict. This highlights the continued importance of designing digital content that is short (not only to be engaging but also given data affordability) and designing with and for people who have limited digital skills.

The co-design process has been valuable and resulted in engaging and relatable content. Both quantitative and qualitative feedback suggests that combining co-designed content with the BMT approach is a promising means of helping parents to recognise problems around conflict, and, in some cases, learn the skills to reduce conflict in their relationships. Qualitative feedback from staff and parents suggests that the 'See it Differently' videos present an opportunity to go further and support parents to not just identify conflict in their lives but explore in more depth how they can change their behaviour, particularly in different scenarios.

Next steps

The following steps are those that we will be addressing in the upcoming Challenge Fund extension project.

Continue to invest in a blended approach by developing the training for practitioners and providing further guidance on how to use the resources. We are currently responding to these needs by producing a digital resource pack for practitioners. This will include: a training video or video-recorded webinar; guidelines on using the resources; and, session plans for front-facing organisations - to include example discussion topics, issues to consider, best practice and a vision for the user's journey.

Take the behaviour change model to the next level. The next phase of the project should explore if and how we can actively support parents beyond being able to identify conflict, to change their behaviour, by creating scenarios that help parents learn more advanced conflict and communication skills.

Improve the user journey. The extensive reach of the resources illustrates the hunger for online support amongst parents. Next steps include mapping and improving the full online user journey for parents so parents can be signposted and supported after viewing the videos.

Develop additional scenarios with more diverse representation. Part of an expanded web resource should respond to parents 'feedback on the need for additional scenarios, featuring greater diversity (e.g. class, culture and kinds of relationships), and addressing some of the barriers to using the skills that they identified. For example, not having the time, being stressed, more children involved, and from a co-parenting stance – lack of co-operation or engagement from the other parent.

Refine our approach to developing and testing culturally appropriate resources. The co-design process is a vital means for developing culturally relevant resources. Feedback from parents, however, highlights the challenge of reflecting the range of cultures and experiences of parents at the centres in a limited number of resources. Going forward, we need to explore with parents how we can further refine the process, by, for example, developing resources targeting specific cultures. That could also mean involving parents, not only in the co-design process, but as participants in the design and evaluation of the project.

Future research

The following represent gaps in the knowledge that would benefit from future research, although it will not be possible to address all of these fully in the upcoming extension.

Understand differences in the experience and impact of the independent and referred approach. Going forward we need to identify a means to differentiate between independent and referred cohorts, finding approaches that do not deter users from engaging with the resource.

Develop our understanding of the digital users' experience. Future iterations would benefit from a more in-depth user research approach amongst digital users to understand their views on the resources, experience of using them and potential impact.

Understand and refine the referred model. Future research needs to address our gap in understanding in the experiences of those who used the resource through a referred route, so consideration must be given to how we engage those centres.

Test out the most effective supported models. The qualitative data suggested that some ways of sharing the resources with parents may be more effective than others e.g., integrating the resource into a parenting programme or other course; sharing with an established group; using an experienced and trusted facilitator. As we develop resources for practitioners, these should be informed by a more rigorous understanding of what works best in sharing the resources in community centres.

Explore whether early, tentative changes are sustained. The findings suggest that the supported model had a positive impact on parents insights' into their own behaviours and, for some, prompted moderate changes in how they argue. Follow-up interviews with parents will help us to understand whether these benefits are sustained and what changes we might make to support long-term change.

Summary conclusions

The project findings help to answer the questions posed by the Challenge Fund's Digital Support strand around what works to digitally support and maintain engagement with disadvantaged families to reduce parental conflict. Important features of support include: utilising story-based resources that are co-designed with parents and framed around a BMT approach; placing those resources in trusted online and offline channels, and equipping

practitioners in those offline channels with the skills, knowledge and confidence to engage in relationship conversations and share those resources with parents in safe, supportive community spaces.

As part of the project extension awarded by the DWP Reducing Parental Conflict Challenge Fund we are addressing some of the remaining unanswered questions and developing the offer to enhance the content. This includes improving the digital user's journey, enabling parents to learn more complex conflict and community skills, developing more content and increasing its diversity; equipping more practitioners to support and signpost parents through developing a digital training and resource pack. These activities could not be timelier. In the wake of the Covid-19 pandemic, the pressure on parents and community organisations is ever greater and the need to support inter-parental relationships and family life ever more pressing.

1. Introduction

Children who are exposed to frequent, intense and poorly resolved parental conflict are at significant risk of experiencing poorer long-term outcomes (e.g., Harold et al. 2016; Reynolds 2014) ranging from emotional and behavioural problems through to a detrimental impact on health, attainment and relationships. The Department for Work and Pensions' policy paper 'Improving Lives: Helping Workless Families' (DWP 2017), highlighted that this problem is particularly pronounced for children growing up in workless families, where the stress associated with economic hardship is linked to increased interparental conflict. Indeed, children living in families where neither parent works are three times more likely to experience parental conflict than in families where both parents are in work (DWP 2017; 2019).

In 2019, the DWP launched the Challenge Fund, part of the Reducing Parental Conflict (RPC) programme, in order to gather insights and evidence into what works to reduce parental conflict, and improve outcomes for children, particularly in families at risk of worklessness. Through the Challenge Fund - 'Digital support for disadvantaged families funding stream', OnePlusOne and Good Things Foundation, were commissioned to develop and pilot the 'See it Differently' project designed to help parents develop more effective conflict and communication strategies. OnePlusOne develops targeted interventions, based in evidence about what works, that help people to strengthen their relationships. They combined their relationships expertise with Good Things Foundation, who support socially excluded people to improve their lives through digital, working with community partners through their community network.

About the 'See it Differently' project

Reflecting the ambition of the Challenge Fund to trial creative digital solutions, the project was designed as a test and learn early intervention that would enable low income parents with limited digital skills to recognise and reflect on conflict in their relationship with a current or ex-partner and the impact on their children. It is centred around four videos encompassing the spaces where parents already are – both online and offline – at organisations within Good Things Foundation's community network. The videos are structured around evidence-based Behaviour Modelling Training (BMT) techniques, designed to help parents adopt more constructive conflict and communication skills.

Programme Rationale

The same year that the Challenge Fund was launched, the DWP published the '*Reducing Parental Conflict: a digital discovery policy paper*' (DWP 2019). This reported on a user-needs research project to understand more about the online behaviour of parents in low-income households who are experiencing interparental conflict. It found that although these parents go online and primarily use social media (e.g., Facebook, WhatsApp) to

communicate, they would not usually go to established webpages for advice on parental conflict and found it difficult to search for such information.

This reflected both the delivery experience of Good Things Foundation and community partners, and a growing evidence base about the changing scale and nature of digital exclusion in the UK. Adults of all ages, especially from lower socio-economic groups, may be 'online 'but only have limited internet access (device, connectivity) and/or may lack the digital skills and confidence to benefit from the internet. Around 1.9 million UK households lack internet access (ONS 2019); and an estimated 11.7 million people lack all the essential digital skills required for life in the UK today (Lloyds Bank 2020).

As a result, we developed the 'See it Differently' project to be accessible for parents with low or limited digital skills, and to reach parents where they already go online (i.e., social media channels they trust and/or use regularly - specifically YouTube and Facebook).

The DWP digital discovery paper defined parents' user needs for information and support around parental conflict along four themes (for all user needs see Appendix A). We took two of those themes and identified five needs to guide the development of the 'See it Differently' videos, as outlined in Table 1.

Table 1. DWP parent needs used to guide 'See it Differently' video content

Issue	Parent needs identified
	As a parent, I need…
Understanding what parental conflict is	…to understand that parental conflict covers a wider range of behaviours that I think it does.
	…parental conflict material to be in the online places where the other things that matter to me are.
	…parental conflict material presented in a way that makes sense to me.
Handling parental conflict	…to understand that the way I deal with conflict can drive further conflict.
	…to understand that my children are learning from me how to deal with conflict.

Reflecting these needs, we refined our hypothesis to develop the following theory of change statement:

> 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._

Therefore, the 'See it Differently' videos were co-designed and tested with parents from the target audience, reached and supported by community partners in Good Things Foundation's network, so that parents who view the content:

- Are able to identify destructive conflict and its impact on children

- Learn about how to make small changes to better manage conflict

- Seek further digital and/ or offline support if necessary

The digital resource was designed to be relatable, engaging and shareable; and the digital marketing strategy was designed to test and learn how best to reach parents through targeting the online spaces they used and trusted.

Reflecting the experience of Good Things Foundation about the value of 'blended' or 'supported' learning in trusted community spaces, we included training for community-based staff and volunteers so they could support local parents to use the digital resource (whether through signposting or more direct support). Training was designed to:

- Increase attendees' understanding of the importance of healthy relationships

- Increase attendees' ability to recognise signs of relationship distress and respond appropriately

- Give attendees an opportunity to practice using the skills of the Brief Encounters® framework and the relationship insights

- Cascade and guide volunteers to the relationship learning resource

Report outline

The remainder of this report discusses the development and implementation of the 'See it Differently' resources in chapter 2, describes the approach adopted to evaluate its impact in chapter 3, reports on the findings of the evaluation in chapters 4 and 5, and concludes with a discussion bringing together essential learning and recommendations for next steps in the final chapter.

2. Programme development and delivery

This section describes the approach to the development and delivery of the programme.

Content development

The programme consisted of two strands.

i. The Digital Offer

Strand one encompassed a digital offer comprising four short BMT videos depicting parents engaged in conflict and demonstrating the skills required to resolve it. Videos were hosted on a specially developed webpage where parents could also talk to a trained listener through the 'Listening Room' and answer a survey about the videos. Videos were also hosted on Facebook, YouTube and Instagram.

ii. Practitioner 'Train the Trainer' training

Strand two involved half-day training workshops for community organisation staff and volunteers that provided them with the knowledge and capability to identify and support parents experiencing conflict and share the training with colleagues back at their community organisation.

Theoretical underpinnings

Although the stories which were used to convey the messages about interparental conflict were developed during iterative co-creation sessions (described below), the theory underpinning the videos drew on relational capability and behaviour change theory.

Relational capability is about the ability and opportunity to engage in effective social interaction to the benefit of both partners. Doing so requires individuals to draw on a range of relationship skills, including those that enable people to manage difference and conflict constructively (see Figure 1).

Figure 1. Examples of conflict resolution and communication skills

- Self-regulation (e.g., breathing, self-talk, steadying yourself)

- Active listening (e.g., "so what you're saying…", checking in, nodding, showing you've understood, kind gesture)

- Seeing it differently (e.g., seeing it from the child's point of view, thinking of reasons for the other persons behaviour and understanding that, not making assumptions about the other person)

- Stepping into the other person's shoes (empathy; e.g., reflecting on how the other person may feel, how would I feel in that situation, what would I do in that situation)

- Speaking for myself (e.g., "When x happens, I feel…", "It would help me if you could do x…")

Behaviour change theories help us understand how to change behaviours. The behaviour change objectives of the project were to raise parents' awareness of conflict resolution skills, rooted in relational capability theory, and help develop those skills by learning how to decrease negative interactions and increase positive ones (see in Figure 1).

For the videos we adopted the COM-B model of digital behaviour change (Michie et al., 2011) that recognises that behaviour comprises:

    I.   **Capability** - Knowledge, skills, stamina

    II.   **Opportunity** - Time, resources, prompts, support

    III.   **Motivation** - Motives, desires, impulses

Digital behaviour change interventions employ digital technologies to encourage and support behaviour change. They can include techniques such as, nudges, gamification, and goal setting.

BMT uses visual demonstrations of behaviours to help learners acquire and practice these new skills, based on the different steps that support behaviour change:

- **Attentional** - Observing ideal behaviours from least difficult to most difficult.

- **Retentional** - Memorising the new skills.

- **Reproduction** - Practicing the observed skills.

- **Motivational** - Positive reinforcements for demonstrating the newly learned skill.

Development process

The content was developed using an agile approach, working in discovery, alpha, and beta phases. User research, co-design, and user testing with parents from the target audience, supported by community partners and in spaces where they felt comfortable, were key aspects of the process (see Programme Rationale).

We worked with 10 different community organisations and 134 learners, re-engaging with some of the same parents at different stages of the process. Nine of the centres we worked with were Good Things Foundation community partners and one was involved through our Advisory Group – these included women only centres and community learning cafes. Co-design of the stories used in the videos was a key tenet of the project. Parents were involved throughout the co-design process.

We specifically targeted parents from BAME communities, and dads, as this was missing from the DWP research. Overall, we engaged 36 dads during the development process and 67 parents from BAME communities. A large proportion of whom were South Asian Muslims.

Retro sessions were carried out with Good Things Foundation and OnePlusOne at the end of each phase as a means of discerning what went well and what could be improved in the next phase. Throughout the project, we benefited from the expertise of Project Advisory Group members (see Appendix B).

Three development phases ran between April and December 2019.

i. **Discovery phase** (April - June 2019): This phase built on the DWP's research into the online behaviour of our target parents (DWP 2019) and research into audience needs, behaviours, motivations and pain points around conflict and seeking support online and offline. In order to build a rapport with parents and design suitable activities for the co-design session, we carried out our own user research. This provided insight into parents' family situations, everyday lives and challenges at home, if and how they got support and whether they use the internet for such support and information. We used the findings to establish personas, and early online and offline user journeys, engagement and delivery models.

Co-design sessions, involving a total of 54 parents, lasted two hours and were supported by centre staff and volunteers where appropriate. The activities included: establishing parents' circles of support (who parents are and are not close to), feeding back on existing BMT videos from other projects, and using creative tools to help parents' reflect on conflict (e.g. what people argue about, what makes things worse and what makes things better), facilitating openness by keeping away from personal experience and on their perceptions of people in general.

From these sessions, we developed 11 co-designed stories including those about money, shared custody and health, representing a variety of family situations, cultural backgrounds and conflict types. We used the co-designed stories to

develop early scripts and prototype storyboards and tested them in a variety of communities.

ii. **Alpha phase** (July - September 2020): This phase focused on understanding digital behaviours and was conducted in two community centres, which involved observing parent's use of their own devices and discussion of their online habits and routines. Using findings from this and the DWP research, and in partnership with creative agency ContentOD, we decided to develop the stories as videos. After working on the scripts, we tested one of the co-designed stories with parents at two centres, using animatics (animated hand drawn storyboards overlaid with audio), presented using three different concept ideas - 'Child's point of view', 'If you could see yourself 'and 'What would you do?'

It was in this phase that we developed a 'BMT Lite 'format for the stories, and through user testing, the video concept of 'If you could see yourself' came out as most effective and clear to parents, so we developed this concept. With the video concept chosen, we developed and tested an alpha video version of one of the stories, refining the language, scenario, video concept and script based on feedback from parents. During the Alpha phase, we worked with a total of 81 parents including 21 men, 18 parents re-engaged and 63 parents new to the project.

iii. **Beta** (October - December 2020): In this phase we built close-to-finished videos based on findings from the Alpha phase and tested and iterated them with parents. We refined our online marketing and engagement strategies, user journeys and delivery models. The Beta phase involved parents from Black British communities through our partnership with Race Equality Foundation, which provided important insight into both understanding of conflict and about representation of Black men and women in the media.

After much discussion about making sure we represented the parents in the co-design (different scenarios and conflict types) we chose four co-designed stories to take through to the live phase. We developed the scripts and cast the actors with input from our community partners and based on findings for beta user testing. In total, 30 parents were involved in the Beta phase; 12 of these were re-engaged and 18 were new to the project.

Table 2 summarises the learnings taken forward from these sessions and Appendix C provides further detail about each phase

Table 2. Lessons learned from the design phases

	Discovery	Alpha	Beta

Lessons	• Most parents are on Facebook, but not all.
	• Most parents use YouTube, for a range of activities.
	• Instagram is used by some mums; Snapchat used by fewer.
	• Many parents share content in non-visible ways (e.g. WhatsApp, in person, messenger).
	• Many mums are part of Facebook groups or follow pages related to parenting.
	• Parents prefer video to text content.
	• All use Google to find information.
	• Most parents only use the internet on their mobile phones.
	• Parents don't use the internet to search for relationship advice, but they do search for things related to their children, health, and local services.
	• Many are concerned about children's overuse of the internet. Some key triggers for conflict that parents identified during co-design were:
	  • Different ideas about parenting.
	  • Household chores and responsibilities.
	  • Work stress and working long hours.
	  • In-laws and extended families 'involvement in situations.
	  • Drinking and drugs.
	  • Jealousy.
	  • Cultural and generational difference in relationships and extended families.
	  • Shouting and raised voices
		• Parents understood and liked the concept of 'if you could see yourself' during alpha video testing.
		• There were many comments on how quickly the particular argument escalated; a challenge in attempting to condense BMT videos to a shorter form.
		• Across the groups, the parents identified the difference between going badly and going better. They could also identify the cause of conflict, identified a negative way of resolving conflict and also identified what had helped the situation to go better.
		• There were key differences in how the situation was perceived: White British groups tended to not see this kind of interaction as "conflict" as it was not of a high enough level. Parents in BAME communities saw the behaviour of raised voices and accusing as very conflictive.
			• With changes made to the beta version of the video, all groups still understood the concept of 'if you could see yourself'.
			• Parents were quick to identify positive and negative behaviours.
			• The child actor was well received as a powerful tool for understanding.
			• Viewers related to the conflict scenario.
			• Parents liked the skills being written on screen.
			• It inspired parents to talk about their own relationships in a constructive sense.

	were common, but also other types of conflict like criticising exes, withdrawing from a situation and children were sometimes said to be part of the conflict itself, and were perceived as making the conflict worse. • Body language and other non-verbal types of conflict were not mentioned		
How lessons were taken forward	• We made the decision to host the videos primarily on Facebook and YouTube as this is where parents were most often online. • Instead of focusing on the parent relationship, we agreed to focus on the impact on the child as this was most parents' concern.	• Having a range of families is important • Be mindful of cultural consistencies e.g. Muslim names • Including a child will help parents who don't recognise it as conflict, to identify negative behaviour and be more likely to want to make a change. • Scripts were developed based on user testing findings, using language co-designed with parents. • We tried to have more context before the argument escalated and showed more of the argument happening behind the screen. • Highlighting the turning point is key to effectiveness of the content. • Consider how we could make the skills more obvious to the viewer	• We retained the focus on the child and made sure that in the videos we had clear shots of how the conflict was impacting the child. • We had the skills presented as text on the screen.

The 'See it Differently' videos

Four videos were developed depicting four parent couples (three intact, one separated) arguing in front of their child. In line with BMT, each video depicted the argument escalating into destructive conflict. The scene was then repeated, but this time actors modelled positive conflict and communication skills (see Table 3).

The concept of 'If you could see yourself' was developed as a way to ground the content in BMT theory and was tested with parents throughout the alpha and beta phases. The concept comprised two parents behind a clear screen looking at themselves in a familiar

setting. The parents watch the start of a conflict situation between themselves and then the conflict happening in front of a child. In the first half of each video, the story goes badly and is interjected with the parents reacting to what they are seeing - including the effect on the child. Then they reflect on what has just happened by saying their thoughts out loud - to themselves and to each other, followed by one parent saying they wonder how it could go better. In the second half of the video, the scene starts off the same but then follows a slightly different course as one or both parents try to use one or more conflict communication skills (as detailed in Table 3). The end shows them reflecting on any change, and the focus being on the child.

Table 3. 'See it Differently' storylines and skills

Video title	Description	Conflict communication skills
Chloe's family	A White British separated parent couple co-parenting an 8-year-old girl. Conflict centres around dad making decision with his new partner about Chloe without consulting the mother (in this instance a haircut).	Self-regulation Speak for yourself Seeing it differently
Jag's family	A young Indian heritage couple, parents to a 3-year-old boy. Conflict centres around grandma buying the child a pair of trainers and mother not being able to find work.	Self-regulation Empathy
Maddie's family	A White British mother and Black British father, parents to a 5-year-old girl. Conflict centres around mother coming home from work and father not having cleaned whilst doing activities with their daughter.	Self-regulation Speak for yourself Seeing it differently
Mahmoud's family	An older Pakistani heritage couple, parents to a 13-year-old boy. Conflict centres around the mother being isolated in the family, father not communicating or recognising mothers loneliness.	Speak for yourself Empathy

The content of the community staff and volunteer training

The community-based staff and volunteer training was specifically developed for the project and followed a Train the Trainer model (TTT), teaching participants how to use the materials with families and how to cascade the training to their peers. Attendees were provided with a facilitator handbook designed to help them run the training sessions they would deliver to their staff and volunteers. This comprised three sections:

1. **Why relationships matter**

    o   Evidence about why relationships matter for health and wellbeing, and to children.

    o   Information about the types and impact of harmful conflict, identifying the differences between helpful and harmful conflict, and how children can be put in the middle of their parent's harmful conflict (Coleman et al., 2013).

2. **Brief Encounters®**

    Information from OnePlusOne's Brief Encounters® course, which equips participants with the ability to engage in supportive conversations about relationships.

3. **Relationship insights**

    Four key insights into how relationships function and change. Including 'Changes and stages of relationships' (Figure 2) and the 'Sliding scale of happiness' (Figure 3).

Figure 2. **Changes and stages of relationships**
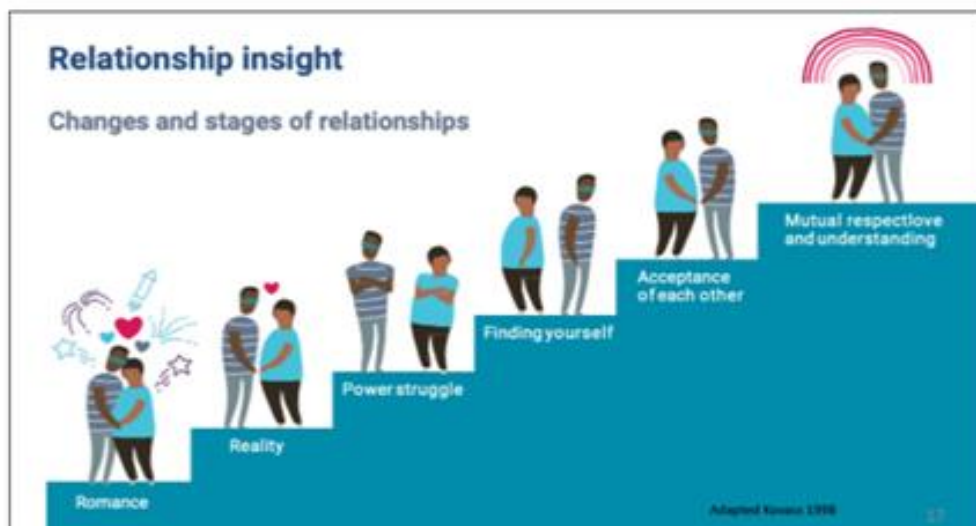
Figure 3. **Sliding scale of happiness**
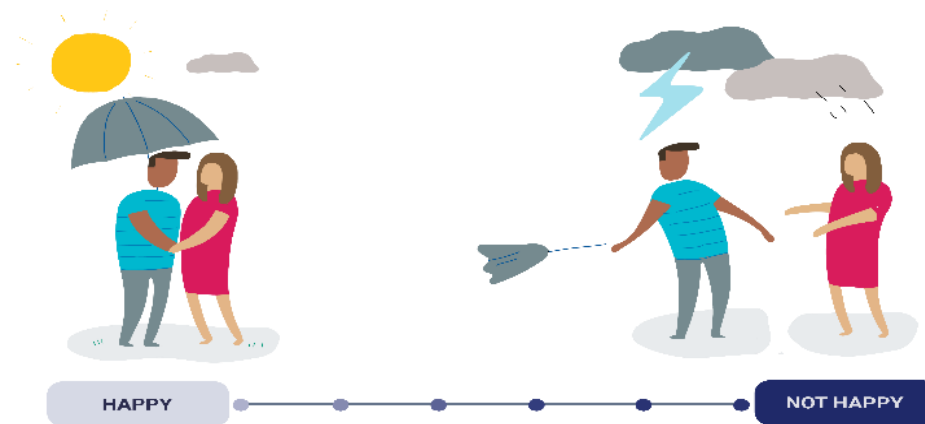
Programme delivery

A total of 22 senior staff and volunteers from Good Things Foundation's community network attended a half-day training workshop, delivered by OnePlusOne training associates. The training sessions were held in Birmingham, London, and Sheffield to ensure as many staff could attend as possible. Participants then went back to their centres and delivered the training to their peers. The approach staff took ranged from formal training workshops to delivery in staff meetings. Good Things Foundation provided ongoing support to staff from the centres as they trained colleagues and ran the sessions with parents at their centres to share the resource.

The videos were hosted on Good Things Foundation and OnePlusOne's social media channels – Facebook, Instagram, and YouTube. Paid ads on Facebook and YouTube were designed to increase reach. The videos were shared via three different routes across three distinct cohorts of parents:

i. **'Independent'** – Users could access the videos independently on social media platforms (Facebook, Instagram, YouTube), without referral. As well as the full videos on social media platforms, short trailers, known as thumbnails, on Facebook included a link to the 'See it Differently' webpage where parents could watch the videos in full.

ii. **'Referred'** - parents were signposted to the videos on the different social media platforms by community-based staff and volunteers, and other practitioners who had not attended the OnePlusOne training (e.g., partner organisations, other Reducing Parental Conflict fund grantees) and by digital advocates. Digital advocates were parents who were particularly engaged during the co-design phase, had sufficient digital skills and confidence to share content online and were keen to be involved in the project and share and get feedback on the resources amongst their peers. Staff/ advocates referred parents who they believed were experiencing difficulties in their relationships.

ii. **'Supported'** – Trained staff and volunteers shared the videos with parents in group sessions, following any format that worked for their centre. In practice, this meant sessions were generally either integrated into existing classes (e.g., an ESOL class) or were held purely for the purpose of the project. The majority structured their session around the OnePlusOne training, using content from the handbook to talk about conflict in relationships and the videos to demonstrate conflict communication techniques. They targeted parents facing additional challenges, for example, living in low-income/ workless households, English as a second language (ESOL), and/ or conflict in their relationship (see Chapter 5 for further details). The sessions provided an opportunity to observe how parents engaged with the resources and were observed by a researcher from OnePlusOne.

Delivery Challenges

As with any test and learn initiative, we expected and faced a number of delivery challenges.

Rollout frustrated due to Covid-19 pandemic

Due to the Covid-19 pandemic two sessions scheduled for mid-March were cancelled (Zest, Sheffield and Edlington Top, Doncaster). The pandemic also had an impact on take-up amongst the' referred digital 'cohort with fewer parents attending classes at the start of the pandemic and then community organisations closing during the lockdown.

Time taken to plan each co-design session with each centre

Planning and delivering the co-design sessions took longer than anticipated in order to accommodate the different set up of each community organisation - for example some have physical spaces and others do not, some have creches and others had to contract a creche service or work around childcare issues. The timings were also challenging. For example, school holidays (and regional differences) made it difficult to schedule sessions. During Ramadan we scheduled later sessions so that parents could get some sleep after breaking fast.

Lack of representation of LGBT+ communities

Despite attempts, we were not able to recruit participants from the LBGT+ community, which meant that we could not create content based on stories and scenarios from LGBT+ parents. After the videos were finished we informally shared them with two Lesbian couples, and their anecdotal feedback suggested some of the triggers, conflict and resolutions from the four videos were relatable, but that visual representation would have been ideal.

Ethical issues

We identified some digital marketing techniques (specifically Facebook Pixel, Facebook custom audiences for targeted Facebook ads) which are commonly used in the corporate sector for reaching specific audience segments - which we could have explored to reach low-digitally skilled users from our target audience online. However, we were concerned

about the ethical issues associated with this approach. The marketing techniques would have involved using users' data from one source to build targeting lists on social media platforms. Although this is acceptable in terms of GDPR if explained clearly at the point of consent, we were concerned that, because of their low digital skills, our target audience may not know what they were consenting to and we would therefore be manipulating their data for our own gains.

Challenge of working iteratively

The multifaceted nature of this project meant that managing production times and refining feedback into smaller changes presented challenges to our delivery. The production company's limited schedule and high resource nature of the work meant that the roll-out of the videos was delayed, which in turn impacted the roll-out of the training and evaluation.

Actor recruitment

Actor recruitment was time and budget constrained. Due to the small number of screening sessions for auditions we were limited in our choices of actors. This led to an under-representation of Black actors. This was also important for the child actors, as we had challenges in getting good quality child actors within tight timescales. Budgeting restrictions also meant that we were only able to recruit one child actor per video, which may have limited the kinds of families that we would present in the videos.

Language barriers and interpretation

User testing, co-design and research was carried out with people with English as a second language. In most cases a volunteer or member of staff helped with interpretation, but sometimes, there were not enough people to support the number of parents present. In these cases, the meaning of what some of the parents were saying may have been lost. This was especially important as responding to and using parents' own words was an essential part of ensuring the resources were relatable to our target audience. We also didn't have sufficient time to translate the resources into other languages, which may have made them more useful for people with English as a second language within our target audience.

Summary of programme delivery and development

- The project involved two strands. In the digital strand, four BMT videos were developed and hosted on a specially developed website as well as on Facebook, YouTube and Instagram.

- In the second strand, OnePlusOne trained 22 staff and volunteers from community organisations on its specially developed Train the Trainer course, designed to help attendees to: i) identify and support parents experiencing conflict and, ii) cascade the training to fellow staff and volunteers back at their own centres.

- The video content was developed using an agile approach, working in discovery, alpha, and beta phases. Ten centres were involved in the co-design process, with parents from the target audience involved throughout.

- Grounded in BMT, each video depicts an argument escalating into destructive conflict. The scenario is then replayed with actors modelling positive conflict and communication skills.

- The digital resource was tested through three different delivery routes:

  - **Independent** – Users accessed the 'See it Differently' videos independently on social media platforms (Facebook, Instagram, YouTube) or the project website, without referral.

  - **Referred** – Parents experiencing relationship conflict were signposted to the videos by community-based staff and volunteers and could watch them on any of the social media platforms.

  - **Supported** – Specially trained staff and volunteers ran group sessions based around the 'See it Differently' videos. Each centre decided on the structure of these sessions

- We encountered a number of delivery challenges including roll-out of the resource frustrated by the Covid-19 pandemic; delays to the roll-out as a result of the iterative nature of the content development process; the absence of the voices of the LGBT+ in the resource and challenges recruiting actors representative of different communities.

3. Evaluation Approach

The evaluation involved a mixed-methods approach collecting quantitative and qualitative data designed to answer the following research questions:

- 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?

- Does the training improve centre staff and volunteers' ability to identify relationship problems and deliver brief interventions on relationship issues, including running group sessions and offering one-to-one support?

Data collection

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

Data were collected across the three cohorts of users:

- **'independent'** - parents who came to the resource independently, without signposting or input from centre staff and volunteers.

- **'referred'** - parents who were signposted by staff and volunteers but did not receive any further input on the topic.

- **'supported'** - parents who took part in sessions hosted by the centres and facilitated by staff and/ or volunteers.

Analytics

Analytics were collected from Facebook and YouTube to examine user reach and engagement. For both platforms we used number of views as a proxy measurement of reach, although as both platforms have different analytics capacities we used different measures for engagement. For YouTube engagement, we collected watch time in hours, average view duration, audience retention, impressions click through rate and average views per viewer. For Facebook engagement, we collected percentage of videos that reached 10 second views, shares, and comments. For Instagram engagement, we collected likes and comments.

Post-resource questionnaires

A short feedback form was placed on the *SeeItDifferently.org.uk* webpage for digital users to complete after watching the videos (Appendix D). Parents in the supported cohort

completed a slightly modified version of the questionnaire at the end of their group session (Appendix E). The forms were designed to assess 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). These 'intentions' measures were included as they represent important final stages in achieving behaviour change.

Twelve semi-structured telephone interviews (see Appendix F for topic guide; see Appendix G for characteristics of participants) were carried out with parents from the independent and supported cohorts. Prior to the Covid-19 pandemic lockdown, eight face-to-face interviews were conducted with parents in the supported cohort. However, as this was not possible following lockdown the remainder four were carried out over the phone, three of which were with 'independent' digital users.

Parents were recruited for interview through recommendations from the member of staff or volunteer who ran the group observation sessions. Parents from one centre (Smartlyte) preferred to take part in the interview process as a group as they were concerned about language issues, so we carried out two focus group type interviews with eight parents from Smartlyte, as well as one translator.

Independent parents were recruited by leaving their email address for contact on the feedback forms on the seeitdifferently.org webpage.

All interviews were carried out by a member of the OnePlusOne research team and recorded on the researchers' phone. Lack of response to requests from centres in the referred digital cohort meant we did not interview any parents from this cohort.

Before starting the interviews, an information sheet was read to participants, who gave informed consent orally. A semi-structured approach was chosen so that it was possible to explore common experiences across users as well as users' unique experiences. 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 the ten centres, recording observations in line with a semi-structured observation guide (see Appendix H). Eleven sessions were observed, this includes two of the three sessions held at the KCLC centre in Liverpool.

Community-based staff and volunteer training
Community centre staff and volunteers completed a pre-training questionnaire (Appendix I) at the start of the training workshop, to provide a baseline prior to training. Post-test questionnaires were handed out at the end of the workshop (Appendix I). Eight semi-structured interviews were also conducted with staff who ran the group sessions with parents, of which seven had attended the OPO training workshop and one had been trained by her colleague who attended the OPO workshop. Only two interviews were carried out face-to-face, with the remainder being conducted via telephone. The goal of the interviews

was to understand staff and volunteer's experience of the training and how they were using the skills in their day to day practice (see Appendix J for topic guide).

Data analysis

Data from the questionnaires were analysed using descriptive statistics (frequencies, mean comparisons) and the qualitative data through thematic analysis. Although the study was designed to explore differences across the three cohorts of parents, lack of data on referred parents meant this was not possible.

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 and 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

Delay in video content development impacting training and subsequent evaluation
The delays in developing and rolling out the resource had a knock-on impact on the evaluation timeline. As a result, the follow-up interviews were conducted within a month of the group sessions where parents were introduced to the resource as opposed to the planned three-month gap. This meant it was not possible to explore whether parents demonstrated any sustained behaviour change as a result of watching the videos.

Closure of centres due to Covid-19 pandemic
As a result of the Covid-19 pandemic, two observation sessions were cancelled (as noted earlier) and a number of follow up interviews had to be conducted over the phone. This made it more difficult to recruit parents and staff and/ or volunteers and precluded the involvement of any parents from the Go-Woman! Alliance CIC (GOAL) because this would have required a translator. It was also not possible to engage any of the community organisations in the 'referred' digital group all closed as a result of the Covid-19 pandemic restrictions and did not respond to requests for telephone interviews with staff and volunteers, and centre users.

Limitations in comparing across cohort of users

We faced two data challenges which made it difficult to compare the effectiveness of the different digital and supported delivery routes. First, it was not possible to differentiate between users who accessed the resource on Facebook and YouTube through the pure digital, referred digital, or supported community approaches. Although we tested having 'pop-up' surveys following the YouTube videos, the size was limiting, and the surveys were not noticeable. Our only insight therefore came from an exit survey placed on the 'See it Differently' site. Unfortunately, as this relied on users visiting the page after watching the video on a social media channel, we had a poor response rate.

Secondly, although we had hoped to hear about digital only users 'experiences in the semi-structured interviews, we were able to recruit just three users from the independent cohort and no users from the referred cohort.

Limitations in analytics

Assessing user reach and engagement was restricted to the analytics that are available on Facebook and YouTube. The latter limitation means that we are only able to infer reach and engagement through number of views and proxies of engagement, such as time spent viewing or % of videos watched past 10 seconds.

Engaging the 'referred' centres

It was not possible to interview any staff and volunteers, or parents from the referred centres. One reason may be because these centres did not receive any financial incentive to participate and recruited to the project differently from centres in the supported cohort. Whereas the former were targeted by Good Things Foundation, the latter were recruited through an advert in their newsletter. It is not clear which of these factors influenced referred centres' lack of engagements centres. For example, whether it was the lack of financial incentive, whether they are different in some qualitative way from the targeted centres, or whether they needed greater input from Good Things Foundation to support their engagement.

Language barriers and social desirability effects

 A number of the parents that we interviewed spoke English as a second language and in the case of two of the focus-group type interviews it was necessary to have a translator. This was a barrier in some of the interviews as parents may have had a more limited understanding of the questions or struggled to express their thoughts and feelings in English. Alongside this, cultural expectations about conflict and discussing relationships outside of the family impacted some of the interviews with some mums stating that they did not have any conflict with their partners, but when we spoke to the facilitators who were familiar with these mums it was apparent that they were in conflict situations at home. This social desirability to appear as though one's relationship is free from conflict may have limited the depth of understanding of people's experiences.

Summary of our evaluation approach

- The evaluation combined qualitative and quantitative data collection to explore the reach and impact of the resource across three different cohorts of parents - independent, referred and supported. This included:

    - Analytics data on reach and engagement across digital platforms (i.e. Facebook, YouTube, Instagram) and the project webpage alongside a feedback form hosted on the latter.

    - Observation data recorded on the conduct of the group sessions.

    - Semi-structured interviews with parents across the three cohorts and staff and volunteers at the centres who had participated in the training and run sessions.

    - Data from pre and post training feedback forms.

- The greatest limitation concerns the inability to differentiate between those who came to the 'See it Differently' resource independently and those referred by centres, making it difficult to understand differences in reach and impact across the different cohorts. The problem was further compounded by not managing to recruit any parents or staff and volunteers for interviews from the 'referring centres' and the opportunity to interview just three parents who came to the resource independently.

- Other limitations include an early end to the roll-out due to the Covid-19 pandemic, limitations in the YouTube and Facebook analytics data, and delays to the initial roll-out, which meant that we could not explore whether parents sustained any changes in behaviour as a result of watching the videos.

4. The impact of the 'See it Differently' digital approaches on independent users

This section reports on analytics data and responses from the online feedback survey completed by a small number of parents who found the resource independently.

How did the resource impact independent digital users?

Findings from the feedback survey

The website feedback form included questions exploring users' experiences of the videos and how likely they were to put into practice what they had learnt from them. Of the 26 who completed the form, 88% agreed that the videos helped them think about how they deal with conflict, and 80% 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 how they argue (e.g., *"by helping me to become more self-aware of how our words and actions as parents can affect our children indirectly without thinking about it"; "when we argue I think I should slow down becose (sic) I always shout and I don't like it"*). 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 (e.g., *"I need to try and open up and explain when there is an issue"; "Take a breath, speak up, and see it from their point of view").*

The majority of users agreed (88 %) that they felt able to try and use what they had learnt next time they argued with their partner (measuring self-efficacy) and agreed (80%) they were more likely to try and stop an argument getting worse using what they had seen in the videos (measuring behavioural intentions). The mean, or the 'average 'response on these two questions was high at 4.00 (standard deviation = 1.04) for the self-efficacy question and 3.88 for the behaviour intentions question (standard deviation =1.23).

Interviews with independent users

It was possible to interview just three independent users of the resource. These parents were positive about the videos and saw a great need for them. However, the numbers were not sufficient to draw any meaningful conclusions about their experiences of using the videos compared with parents who viewed the videos in the centre sessions. As a result, their interviews have been analysed with the interviews conducted with centre parents and any notable differences drawn out there.

All three interviewees watched the videos alone, with one forwarding it to her partner and the other talking about what she had seen with her partner.

How did people come to the digital resource?

Interviews with independent users of the digital resource

The interviews with the three parents noted above provide our only qualitative insight into how independent users came across the videos. One user (Justina) saw an ad on Facebook which caught her attention because it was a topic that she was interested in. Another user (Sabina) had an advert pop up on Instagram. She watched the trailer then followed the link to the 'See it Differently' website.

> *"I think, it was a good advert, in terms of, it did draw you in, so you wanted to see what happened next. I think, as a new mum and also someone who, maybe, witnessed where conflict has occurred when I was a kid myself, I think, I was just interested in, maybe, not repeating those mistakes, if possible". Sabina*

The final interviewee (Hanna) followed the link in a news update from a parenting expert that she followed. The expert had given a talk at her daughter's school.

Insights from the analytics data

The analytics data tells us about the reach of the resource across the different social media platforms used and provides a measure of engagement with the videos in terms of how much of / how long users watched the videos, along with likes and shares.

The reach of the digital resource

Across Facebook and YouTube, the videos had at least 834,797 views, including those viewing the content organically (i.e., viewed on a friend's feed after being shared or traffic driven from search engines such as Google) and those viewing the content after being targeted by a paid ad on either Facebook or Google/YouTube platforms. Unfortunately, as noted earlier, we cannot determine from the platform analytics data how parents came to the resource, for example, whether they found the video independently or were signposted by a centre or other community organisation. However, we do know that 463,765 of these 834,797 video views were the result of paid ads.

The project website, seeitdifferently.org, had 6,649 unique page views with 6.7% of users returning to the site, and 91% of traffic from UK audiences. Direct referrals - where visitors type seeitdifferently.org into their browser bar - account for more than half of the traffic drivers:

- Direct referrals: 56%

- Paid search: 24%

- Social media: 16%

- Organic: 3

- Email: 0.5%

Of those who came to the site via social media, 75% (714) came via Facebook and 18% (172) via Twitter.

The nominal number of feedback forms completed by 26 users on the 'See it Differently' website provides another perspective on how users came to the site. As Figure 4 shows, just over half of those who responded found the resource through Facebook or YouTube and a further three were told by a friend online. The remaining third found the videos by some other means, for example, through an organisation that provides them with support (n=4) or a website / newsletter (n=1). We do not know to what extent this is representative of all users.

Figure 4. User routes to the seeitdifferently.org website
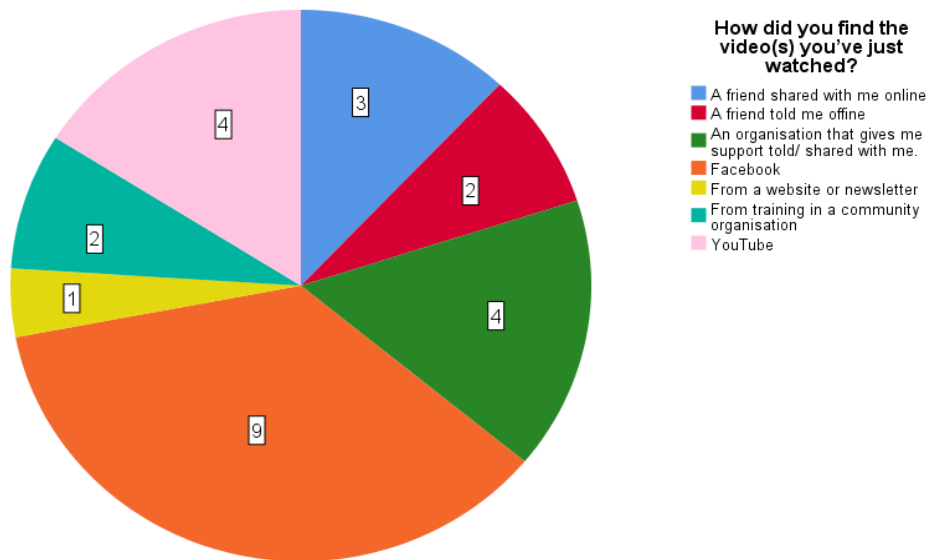
User engagement

Table 4 presents user views, shares and likes by video and platform. The final row reports on the trailer views, which viewers would have followed the links for to the main seeitdifferently.org website.

Table 4. Analytics for reach of 'See it Differently' videos across platforms

	YouTube		Google/ YouTube ads	Facebook paid ads		Facebook organic
	Views	Shares		ThruPlays	Shares	Views
Mahmoud's Family	31251	19	30611			
Maddie's Family	8022	31	6706			
Jag's Family	147719	28	146721			
Chloe's Family	58285	60	57403			
Mahmoud's Family (subtitles)	11	1		65,236	142	272593
Maddie's Family (subtitles)	42	0		5,041	1	270
Jag's Family (subtitles)	5	1		11,836	0	0
Chloe's Family (subtitles)	201	4		92,672	339	295343
Trailer videos	13765		19192			1120
TOTAL	**259301**	**144**	**260633**	**196962**		**569326**

Which videos proved most popular?

Table 4 also includes the number of views and shares for each video. It shows that, across YouTube, 'Jag's Family' was the most viewed, but 'Chloe's Family' was the most shared with 339 shares on Facebook. On Facebook, 'Chloe's Family' was the most watched video, with 'Mahmoud's Family' the second most watched on that platform. Of interest, 'Jag's Family' had no organic views on Facebook. 'Maddie's Family' was the least watched video across both platforms.

Table 5 reports engagement with each video on YouTube, in other words, how much of a video users watched, how many times an individual watched it and how many went on to watch the video from seeing the thumbnail clip on YouTube. These indicate that whilst 'Jag's Family' had the most watch time in hours, users watched 'Mahmoud's Family' for longer – with users watching 57% of the video on average. This was also the video that viewers were most likely to click through and watch following an impression on YouTube.

Comments left underneath the videos on Facebook suggest that people identified with the videos and were able to take away the impact on the child. For example, following on from the Chloe video a user noted that she had "*lived this*" and her "*daughter suffered because of this*".

Table 5. **Video engagement analytics for YouTube**

	Watch time in hours	Average view duration (min)	Average percentage viewed	Impressions click through rate	Average views per viewer
Mahmoud's Family	1,115.50	02:08	57%	10.40%	1.1
Maddie's Family	262	01:59	50.80%	7.50%	1.1
Jag's Family	4,462.70	01:48	50.60%	9.10%	1.2
Chloe's Family	1,762.80	01:48	49.50%	5.40%	1.2

Table 6 reports on Facebook engagement with each video by paid ad targeting approach (see Did we reach our target audience section? - for further information). Engagement is measured according to the percentage that were watched for 10 seconds or more. This shows that users engaged most with 'Jag's Family' video followed by 'Maddie's Family'. 'Chloe's Family' and 'Mahmoud's Family' showed similar levels of engagement.

Table 6. Engagement analytics for Facebook

	Targeting method	*%age of plays which reached 10+ sec*
Chloe's Family	Lookalike Learn My Way audience	22
	Targeted by demographics	17
	Postcode targeted	15
Mahmoud's Family	Lookalike Learn My Way audience	22
	Targeted by demographics	19
	Postcode targeted	19
Jag's Family	Lookalike Learn My Way audience	54

	Targeted by demographics	22
	Postcode targeted	21
Maddie's Family	Lookalike Learn My Way audience	34
	Targeted by demographics	20
	Postcode targeted	18

The different ways in which platforms record analytic data means it is not possible to compare engagement directly across the different platforms. However, overall, we can conclude that the analytics indicate good engagement with the videos on YouTube and moderate engagement with the videos on Facebook.

In terms of the seeitdifferently.org website. The average viewing time of the page was 3:33 minutes, but the top 1,000 most engaged users spent an average of 4:19 minutes on the page, and 55% of them took an action, whether visiting the Listening Room or taking the survey. Finally, 200 users clicked through to the Listening Room.

Did we reach our target audience?

To assess whether we reached our target audience (low-income/ workless households with low digital skills) 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 be low digitally skilled

- Targeted by demographics - targeting according to Facebook user data e.g. parental status, age, highest education level, and excluding interests such as 'early tech adopters' and frequent travellers

Table 7. Effectiveness of Facebook targeting approaches

	No. reached	No. ThruPlays	% ThruPlays
Postcode targeting	81,231	35,955	44%
Lookalike targeting	315,648	94,577	30%
Targeted by demographics	95,217	44,253	46%

Table 7 outlines the numbers reached by the ads as well as the numbers who clicked through the ad to the videos (i.e., ThruPlays). It shows that, although lookalike targeting reached the greatest number of people this converted to the lowest percentage of user ThruPlays. The greatest proportion of ThruPlays was apparent amongst those targeted through demographics (based on Facebook data), with postcode targeting achieving 44%. We also know, however, that a greater proportion of the lookalike audience went on to watch a larger portion of the video than those targeted on the basis of Facebook user data (see Table 7).

Influencer marketing

Background

In the beta phase of the project, we established that Instagram was one of the platforms where parents went for content. They also mentioned the names of celebrities who were also parents such as Holly Willoughby and Ferne Cotton, as influencers. Influencer marketing had never been used to reach our target audience so we decided to test whether it would be a good way to share this type of content.

We initially reached out to a list of parent vloggers who used both YouTube and Instagram to share their videos. However, this approach was both unsuccessful and time consuming. No influencers came back to us with their price list.

As a result, we used an influencer management platform called Tribe and focused specifically on using Instagram as our main platform to share content on. Influencers were briefed to create a 'reaction style' video (a video where someone reacts to an event, video or other popular content) where they would play one of the four 'See it Differently' videos and show their live reactions. At the end of the video, influencers discuss what they thought of the video and their reflections on how they would 'See it Differently'. We worked with five influencers in total: WhatMummyLoves, Isabella.Sheikh, Dadbloguk, Trinkletsss and NotSoSmugNow. Three of the influencers were recruited through the Tribe platform (WhatMummyLoves, Isabella.Shaikh, and Trinkletsss) and a further two influencers (DadBlogUK and NotSoSmugNow) approached Good Things Foundation through a brand management agency.

Two of the influencers reacted to the video with their partners, one influencer reacted to the video on her own with the project landing page in the background, and the remaining two influencers shared their thoughts after the video and signposted people to the full-length video.

Engagement

Table 8 outlines engagement with each Instagram video produced by an influencer. The video with the highest engagement rate was created by WhatMummyLoves, a video where both her and her partner react to the video live. However, there are limitations to what we can learn from Instagram engagements. 'Instagram Engagement Groups' or 'Engagement

Pods' are where groups of influencers who post similar content, for example beauty related content, will like and comment on each other's posts to increase engagement. In these groups they alert each other when they have posted, and all of the pod members will comment at the same time. This is a way to manipulate the algorithm and is useful particularly for paid partnerships as influencers are then able to report higher engagement and will be more likely to be booked for future campaigns.

Table 8 also shows that the total number of views for all content produced by influencers was 11,604 with the most viewed video being produced by Trinkletsss who also has the most followers.

Table 8. Influencer engagement analytics for Instagram

	Date published	Followers	Likes	Comments	Total engagements (Likes and comments)	Views	Engagement rate (total engagement divided by total number of followers)
Trinkletsss	23.01.20	38700	314	63	382	6200	0.97%
Isabella.Shaikh	04.02.20	3200	48	10	58	118	1.84%
WhatMummyLoves	11.02.20	12000	347	30	377	355	2.93%
Dadbloguk	21.02.20	7246	18	2	20	153	0.27%
NotSoSmugNow	13.02.30	27400	139	8	147	4778	0.53%

Traffic to website from Influencer Marketing

As part of our contracts with both DadBlogUK and NotSoSmugNow, they produced blogs to accompany their Instagram content. Table 9 indicates that 76 people visited the 'See it Differently' landing page via influencer marketing and specifically 75 of these users were new users. NotSoSmugNow blog resulted in the most traffic to the website accounting for 55% of all traffic from influencer marketing.

Table 9. Traffic to 'See it Differently' website from Influencer Marketing

	Users	New Users
NotSoSmugNow blog	42	41
DadBlogUK blog	9	9
Instagram	25	25

Summary of the impact of the 'See it Differently' digital approaches on independent users

- According to the website feedback survey, the majority of respondents agreed that the videos helped them to think about how they deal with conflict and how they might change the way they argue. The majority also felt able to try and use what they had learnt next time they argued.

- Comments left underneath the videos on Facebook suggest that people identified with the videos and were able to take away the impact on the child.

- Across Facebook and YouTube, the videos had at least 834,797 views; 463,765 of which were the result of paid ads directed at our target audience, suggesting that the approach was successful in reaching our target parents.

- The seeitdifferently.org website had 6,649 unique page views. Direct referrals - where visitors type seeitdifferently.org into their browser bar - account for more than half of the traffic drivers.

- In terms of reach, 'Jag's Family' was the most viewed video across YouTube, but 'Chloe's Family' was the most shared. 'Chloe's Family' was the most watched video on Facebook.

- In terms of engagement, on YouTube 'Jag's Family' had the most watch time in hours, but 'Mahmoud's Family' was the video that users watched the most of. For Facebook, targeted ads resulted in greatest engagement with the 'Jag's Family' video followed by 'Maddie's Family'.

- Out of the three targeting approaches, 'lookalike targeting' reached the greatest number of people but converted to the lowest percentage of user ThruPlays, whereas 'Facebook user data targeting' converted to the greatest proportion of ThruPlays (46%).

- On Instagram, a total of 11,604 views were achieved through the five influencers involved with the project.

5. The 'See it Differently' supported approach

This chapter brings together three perspectives on the 'See it Differently' supported approach, these comprise: insights obtained from observing the sessions held at the centres; feedback from parents who took part in the sessions shared through questionnaires and semi-structured interviews; and feedback from community-based staff and volunteers involved in the project in the form of semi-structured interviews and questionnaires about the training they undertook in preparation for delivering the sessions.

The organisation of the 'See it Differently' sessions

Groups sessions were organised by community-based staff and volunteers who attended the 'See it Differently' project training (see below for more information). Table 10 summarises the different ways in which the centres organised and ran the group sessions in which they shared the videos. Most of the sessions took place in lieu of regular classes and were specific to the project. For example, one centre shared the resources in place of a general skills session, another replaced an ESOL class. Other centres integrated the session into an existing class. For example, one integrated it into a functional skills session; one community organisation included the resources in a module of its Strengthening Families, Strengthening Communities (SFSC) run by the Race Equality Foundation[1] parenting course. The topic was presented similarly across sessions as conflict in relationships with a focus on families, and the impact on children.

A total of 122 parents attended group sessions in the 10 community organisations. Sixty-eight attendees completed feedback forms. These showed that the majority of attendees were mums, with 17 dads, 12 grandmas, and two foster parents (mums). Some staff/ students attended for observations (their responses were not included in the feedback forms). Most attendees spoke English as a second language and were from low-income or workless households.

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[1] https://raceequalityfoundation.org.uk/sfsc/

Table 10. Centre approaches to the group sessions

Location	Type of session	Facilitator	Attended TTT course	Setting	How topic presented
ACDA Skills Training – North London	ESOL class (whole class)	Teacher/ ESOL	N	School	Conflict in the family.
Skills Enterprise – East London	Project specific (took last hour of an ESOL class, but was not tied into ESOL)	-	Y	Church	Parents arguing and how it affects children.
Race Equality Foundation – South West London	Strengthening Families Strengthening Communities class (whole class)	-	Y	Community centre	Integrated into an SFSC module. Used previous SFSC topics/ learning to discuss how parental relationship and how it can affect children.
Oasis Hub – Birmingham	Project specific	-	Y	School	How parent relationships impact children
Go-Woman! Alliance CIC (GOAL) – Birmingham	Project specific (done at a time they usually have an ESOL class)	Manager	Y	School	"Parental conflict" – only session to introduce the project overall and say we were interested in knowing mums' opinions about the videos.
Smartlyte – Birmingham	Project specific (done at time they usually have a 'general skills' session)	-	Y	School	How we communicate in our parental relationships.
Learn for Life - Sheffield	Project specific (part of functional skills class)	Adult teacher/ ESOL	Y	Organisations HQ	How we deal with arguments and disagreements.
Kensington Community Learning Centre 1 – Liverpool	Project specific	Adult teacher/ ESOL	Y	Organisations HQ	Advertised as a 3-week course about arguing in relationships and the effect on children. Session 1 showed 1 video and part of the training content. Session 2 showed remaining videos and content.

Kensington Community Learning Centre 3 – Liverpool	Project specific	As above	Y	As above	Session 3 was a recap of the last two sessions and showed all of the videos. Longer discussions about the videos and sharing experiences. Broader theme centred around parental conflict and impact on children.
Starting Point - Stockport	Project specific	-	N	Community centre	Parental conflict and how it can affect children.
Sunderland North Family Zone – Sunderland	Project specific	Project workers	Y	Community centre	Parental conflict and how it can affect children.

The impact of the sessions on parents

Findings from parents' feedback forms

Sixty-eight attendees completed feedback forms following the sessions. These indicate that the majority of parents agreed that the videos helped them to think about how they argue (97%) and how to change how they deal with arguments (93%). These rates of agreement were slightly higher for users who accessed the videos in groups compared with those who accessed them independently or through a referral (see earlier).

Responses to the free-text question confirm that the videos helped to raise users' awareness about how they argue (e.g*., "That I was always biting back and not listening. I had my own issues and I expected her to see", "The video made me take in the whole situation and see it from both sides. Communicate more and listen."*) and how they might use the skills to change how they deal with arguments (e.g.,*" "Try and think before I speak, stay as calm as possible.", "Stay calmer - especially when the kids are in the house"*).

The majority of parents agreed (93%) that they felt able to try and use what they had learnt next time they argued with their partner (measuring self-efficacy) and agreed (84%) they were more likely to try and stop an argument getting worse using what they had seen in the videos (measuring behavioural intentions).

The mean, or the ''average response' on the self-efficacy single-item question (mean=4.31, SD=1.00) and for the behaviour intentions question (mean=4.11, standard deviation =1.21) was slightly higher than for the independent cohort reported earlier. However, an independent t-test indicates that this difference was not statistically significant (p=.19 and p=.43 respectively).

Findings from interviews with parents

This section reports on the findings from the 15 semi-structured interviews conducted with twelve parents who viewed the videos as part of sessions at the centres. Findings from the interviews with the three parents who accessed the videos independently have been included here and differences drawn out where helpful.

Finding out about the resource

From parent's perspectives, leaders varied in how they introduced the sessions. Some provided more detail about the content of the forthcoming session than others, for example, some described the content in more general terms as about relationships whereas others were more explicit about the focus on conflict. Either way, for the most part, participants were receptive and positive.

> *"Once you show us that. Yes, it good. It say, it show you something, you're learning."*
> *- Focus Group 2*

As noted later, in the discussion of the staff interviews, the positive way in which the resource was received is likely to reflect the way in which leaders took pains to tailor their introduction to the parents at their centre, reflecting leaders' understanding of centre users' needs. For one interviewee, however, there was a sense that leaders should have provided more of an introduction to the content. Watching the first video had come as something of a shock to some members of the group.

> *"Actually they don't know what's going on, what video is that. So, everybody watching, suddenly we stopped halfway, we looked at their face and they are like… [shocked]" - Ekani*

Not many of the participants talked about why they attended the sessions. Those that did described feeling curious, wanting to learn about how to improve their relationship and interested in hearing about other people's experiences, as in the case of Fiona,

> *"It's just a different experience that other people go through" - Fiona*

How well did the delivery format work?

For participants who saw the resources in the group, this discursive format worked well. Hearing about other people's experiences and points of view was helpful and also proved to be a good way to deepen relationships within the group. The format meant you could "*bounce off each other*" (Eva) and exposed you to different perspectives *"maybe how you think, how they think, are different*" (Jamila). It was also a means of getting to know one another better and building relationships. The diverse make-up of the group, including "*mums, grandmas, aunties and uncles and people that don't even have kids"* added to the experience and meant you got "*a different perspective on the different things*" (Eva).

The video format worked well for some because it meant the group could not get distracted, "*fall out of the topic*" (Ariel) or interrupt each other. For those who had been working through courses based around a manual, such as the Strengthening Families, Strengthening Communities (SFSC) programme, the video format also provided a welcome change from following a manual.

Although it is difficult to tell from the relatively small number of parents represented, slotting the session into a SFSC parenting course (delivered by the Race Equality Foundation) appeared to be particularly successful because of the shared family relationships theme.

> *"I think the way it was introduced to us and the way it was brought in halfway through the session, it was good. I think they should really make it a mandatory thing, that it's involved in this course anyway "- Ariel*

Whether interviewees viewed the videos in the groups or remotely they were equally positive about the 'See it Differently' videos/ resource themselves. They talked about it as a "*a very good resource*" (Nadia) which is "*very much needed*" (Justina). Participants felt that the videos helped to normalise conflict and made the content accessible and non-judgemental.

"And that the way you guys are approaching it isn't abrupt or making anyone feel like they're in the wrong. It's just saying that we all need help with all kinds of things, and here we are." - Ariel

The digital format was largely seen as a benefit by parents in the sessions. Hosted on Facebook/ YouTube, the digital format meant it was easy to use, with no need to log-in, easy to share and simple to return to if you wanted to revisit it.

"Now everything mainly is online. It's up to date, so it's better that way, and it's easier. First of all, you don't have to log in to anything to gain access to it. So, you can still show it to other people who feel like there's someone else who may be able to take from it as well." - Ariel

Lack of internet access and limited digital skills posed a problem with the digital format for some. As Lina noted about some of the people at the centre *"They're new to it and they're still learning. So that's why maybe for them will be a bit more harder to go online and check it." - Lina*

Independent users commented on how useful the resource is for people who do not have much time, such as new parents, and how rare it is to come across such a resource "*I've not seen anything like that*" (Sabina, remote). This is not something that users at the centres commented on, possibly because they see parenting videos or other resources as part of the courses they attend there.

What did users think of the content?

Many users were positive about the content and "*the diversity of situations*" depicted in the four scenarios. Most of them could relate to the scenarios, with some describing greater affinity to one or the other, depending on life stage or circumstances. For example, one new parent who accessed the resource independently, resonated with 'Maddie's family', when the mum comes back to the messy house where the father has been busy with the child. "*And especially with what I do as a job, I felt, that was really, on a personal level, I did resonate with that.*" [Sabina remote.] For another user, the messy home scenario resonated with her childhood memories of her father angry on coming home to an untidy house. Another parent, with older children, was struck by 'Mahmoud's family', where the partner and children were preoccupied with their phones during dinner.

"I could so relate to it. It was oh my God, I totally get that. Put your phones down. You're having dinner. That's your family time, put your phones down." - Eva

Comments were also made about how well the 'window approach' worked where you had a sense of looking in on the relationship and "*talking through what happened*". Likewise, the concept of standing in your partner's shoes was well received by some.

Views about the resource depicting the 'stages of relationships' were mixed. As noted in the feedback from the staff interviews and the observation sessions, for cultures with arranged marriages, the steps did not reflect their experience of the early stages of a relationship. More generally, some users felt the content was not sufficiently diverse. For example, the

videos were seen as featuring all 'heterosexual middle-class couples' and there was a call for couples from different backgrounds and gay and lesbian communities to be represented. For others, the relationships between husband and wife did not reflect their culture, for example, it was not realistic that the man would be at home with the children and the wife at work, or in another case, the relationship was "*too sort of calm and … that's not how they are*" (Nadia).

> "*But if it was maybe a little bit more diverse, then it will that, okay, it's not your actual situation, but the scenarios are still very similar.*" - Ariel

On the other hand, some participants felt that the content was relevant whatever your background. As Aashi noted, who originally came from Bangladesh and now, aged 59, had a large family of her own:

> "*It's nothing different, all human men, women, children. Everybody's the same thing… I know I'm the same. Muslim, Christian, Hindu, Buddhist, everybody's the same. Families are the same thing, any…. I think. I find like this. In my experience, 59 years, I find the same. All cultures are the same.*" - Aashi

For this participant and some of the other older ladies who watched it, watching the arguments even as they were was a bit much and they found the shouting too emotional. These participants were more comfortable with the videos demonstrating skills around stopping, thinking and staying calm as they saw this as more in keeping with how a woman should behave.

In terms of broadening the content, one of the independent users had hoped to see scenarios involving teenagers, although this may reflect her expectations of what the resource would offer, having been referred to it by a parenting expert from the school her child attends.

What difference did the sessions make to parents?
Greater self-realisation
A recurrent theme in the interviews was the way in which the videos raised awareness about conflict and its impact on children and prompted a level of reflection about their own behaviours. For example, Jamila described the way in which observing the skills made her realise that we bring into a situation our own problems, and we need to be able to separate that from the situation:

> "*So, it was showing me that when you have a problem, you don't have to take on someone.*" - Jamila

Participants talked about the way in which the videos made you "*think, stop and think*" and "*made everyone think about maybe taking a step back*"

> "*I think that the way it was filmed and the way it was directed was a very smart way of making you feel, maybe I should do that, and before I say anything, just think about it from the outsider's point. And then, deal with it that way. I thought it was quite good.*" - Ariel

Participants described having more insight into their behaviour and its impact. For example, one participant explained how watching 'Maddie's family' video made her realise she had been making the situation with her partner worse, which was "*a bit of a shock awakening*" and "*how I didn't realise it before. I thought I was always making the best effort*" (Ariel). Another described how watching the video, which she then sent to her husband, had prompted a realisation about their behaviour.

> "*When we watch this video, we realise so many things. Oh my God, we also do the same thing every day, in front of our kids, and with our husband, with our family. Actually, self-realisation happened.*" - Ekani

Seeing the impact on children

The videos brought home to participants how conflict can affect children. Participants could see that children "*take on a lot more… than we realise*" (Ariel); "*…just having the child in the middle and expressions from the child's face,*" (Nadia) helped convey the impact on the child and helped you to "*put yourself into their shoes*" (Naida). Fiona below summed up that 'before and after 'realisation.

> "*Before the videos you don't really realise what that child was seeing. Do you know what I mean? So, I think them videos were really, really good.*" - Fiona

Feeling empowered to change

Some participants took away from the videos a real sense of what they could do, or how they could change.

> "*All you've got to do is change the way you word things, and your demeanour, and it changes totally.*" - Eva

There was a sense amongst some of them that knowing what to do was in some way empowering. In the absence of access to counsellors or other specialists, the videos illustrated "*to people that you can do it on your own*" (Sabina, independent)

Making changes to how parents manage communication and conflict

Some participants described the ways in which they were putting what they had learnt from the videos into practice. In some cases, the greater awareness that they had developed was extending to thinking about how they had behaved in an argument and what they might have done differently.

> "*If we do look at our arguments, think about it again, think, I shouldn't have done that. Shouldn't have said that. You do play it out. Not resolved properly.*" - Lina

One participant talked about being mindful of her conversations in front of her son, how "*now it's made me a bit more wary of what I'm saying, where I'm saying it, and if my son can hear it or not.*" (Ariel). Another described how her and her husband now "*sort of just shut up*" when one of the children walks in on an argument. There was greater readiness to stand back and stay calm rather than rush into an argument "*so I definitely stand back and I'll wait…. Whereas normally I would just blow*" (Nadia). In contrast, another participant was now more ready to speak up about her own needs rather than fuming inside. Whilst

another had introduced new rules about using phones at the table and now "*we'll sit down, and we'll talk…. Spending more time not on the phone" (Fiona).*

A few participants could articulate changes in the relationship linked to the videos. One couple was making an effort to curb their anger, particularly the husband who was "*the one always shouting*… b*ut he's the one who said, okay, don*'*t shout. Try to talk. Otherwise, don't come to me. Don't come to talk with me." (Ekani)*

Another participant described how her, and her partner now had "*more understanding towards one another … it has helped us in many remarkable ways, and our fellowship with the children and being more sensitive." (Nadia).* In particular, her husband had been prompted by the videos to reflect on what went wrong with a previous relationship, "*which had helped him with his children*."

Putting it all into practice
What helped parents to change their behaviour?
There was some reflection in the interviews about the barriers that parents encountered putting their learning into practice as well as those factors that were a help. For a few participants, what helped was taking a pause, maybe even thinking about how to handle a conversation before you have it, or staying quiet, so that there is time to "*listen to each other what is saying*" (Focus Group 1).

> "*But I think, just being aware and noticing when things are escalating and being able to step back from them and just taking even just ten seconds to think, okay, things are escalating." - Sabina*

For others, taking a pause means withdrawing completely from the situation and giving themselves a chance to calm down.

In the same way that a participant may be more mindful of how they are reacting, they may also be more mindful of the potential impact of an impending argument on a child. In this instance "*I think just by seeing actually how it affects the kids actually*" is a sufficient prompt to encourage a change in behaviour.

What makes it more difficult to change the way they argue?
Even with the best intentions, some participants described how it is not always possible to put what you have learnt into practice. As one noted, when you are angry it is *"difficult to actually say, hold on, you just... Don*'*t start an argument. If you want to talk to me, talk to me later. Not in front of the kids. And I do say that" (Lina).*

Stress also makes it difficult. As Jamila described, when you have "*so many things on your mind*" it is difficult to stay calm "*That's the time I cannot control it*". More generally, the pressures of modern life can make it difficult to relate in the way you hope to. As Nadia described, the pressures of working, managing the demands of the children and all the other things that women take on is "*what makes it hard*".

Reflecting on what may be challenging for other people, respondents note "*Some people just don't have it in them to do it.*" (Eva), or others are not interested or "*just do not want to talk about it*" (Fiona).

> "*I think it makes it harder when... The only thing that makes it harder is when people don't want to communicate.*" - Fiona

And sometimes it is just easier not to say anything, as Eva summed it up: "*Sometimes it's easier to just put up and shut up.*"

What did parents do following the session?

Talking and sharing with others

A number of participants talked with other people about the resources following the session because they wanted to share what they had learnt or introduce them to the resource. That included talking to a partner. In some cases, this was about sharing their experience, in others they shared the link in the hope the partner would watch the videos.

> "*He was at home at the time. I came to work. I sent the video. Then he watched and he also felt something, okay, we also do the same thing.*" - Ekani

Participants also mentioned the resource content to group members who could not attend, a cousin, son, daughter/daughter-in-law, friends, mother and siblings. Six interviewees had shared the link with other people, sometimes, like Ekani, she had shared it with multiple people.

One of the obstacles to sharing noted by a few of the respondents was how to introduce the topic. There were worries about how to share the link without it appearing to be a criticism of the other person. As Ariel said

> "*I know my mum has a bit of a hostile manner, and even though I feel like she'd probably benefit from the videos, she's not going to seem too happy about her daughter showing it to her.*" - Ariel

As one participant pointed out, maybe the key was to do it in your own way, knowing the person who you are sharing it with.

Only one of the participants who attended the group sessions, however, discussed having gone back to the resources to look again, although leaders had shared the link, either through WhatsApp, a group text/ group chat, or verbally in the group. As noted earlier, the short amount of time between the sessions and the interviews meant parents had not had the opportunity to talk to centre staff and volunteers about relationship issues that may have been prompted by the sessions. However, in many cases, staff and volunteers were cited as a first port of call for parents who were experiencing difficulties of any kind.

> "*I'm not going through this but still, I know that if I talk about anything to them, they can help me*" - Aashi

Friends or family were also mentioned as people parents could turn to. More generally, a consistent theme was that there were few or no local options if parents were seeking

formal support. Even if there were places they could go, parents also talked about the fear of being judged, the need for anonymity and the way in which opening up about relationship problems somehow made issues seem 'real', *"to actually open up and speak to people, you're making it more real, aren't you?"* (Eva)

Parents who accessed the resource independently seemed more likely to seek out the information and support they needed, reflected in the fact that they had sought out the videos online. They talked about searching google or YouTube for information as well as using self-help books.

How did the sessions go?

Findings from the session observations

From the observation sessions it was possible to identify those approaches that appeared to generate the greatest engagement by parents. Sessions run with parents who enjoyed established relationships with other members of the group (e.g., if a particular group met every week anyway), tended to secure greater engagement. They were also characterised by more open discussions between parents and a greater willingness to share their own experiences where participants were less concerned about 'saving face'. Sessions that focussed more on the impact of conflict on children than conflict between parents were also more likely to engage parents and were those in which the message was best received. The integration of the videos into an existing programme, such as the SFSC course, was successful as the facilitator used the language of the course to explain key concepts to parents. This also benefited from the trusting relationship that had been established between attendees and the facilitator.

During the sessions, parents were extremely positive about the videos. They appreciated that the videos showed different relationship types and family make-ups, and all attendees reflected on the impact that arguing has on the child. A common point of discussion was the effect of culture on gender roles and that women may be expected to "*walk away*" from the conflict until the situation had calmed down. Parents were incredibly thoughtful after watching the videos and it was noted in every session that the videos prompted parents to think about how they argue in front of their children and its impact on them (see Appendix K for further detail on parent responses to each video).

In sessions where the facilitator used the content from the training to explain relationship concepts, such as the relationship insights staircase (see Figure 2) which portrays the different stages through which a relationship may pass, attendees often reflected on their own experiences. Parents who were shown this figure in centres where an arranged marriage was common, challenged the idea that the first step was romantic attraction. They felt they started higher up the staircase *("finding yourself")* and went back down to romantic attraction and love once they got to know their husband. The 'Kids in the Middle' slide (Figure 5), which demonstrates the different positions children can be put in when

parents are in conflict, was well received with many parents commenting that they had either experienced these issues themselves when they were children, or they put their children in these positions.

Figure 5. Kids in the middle
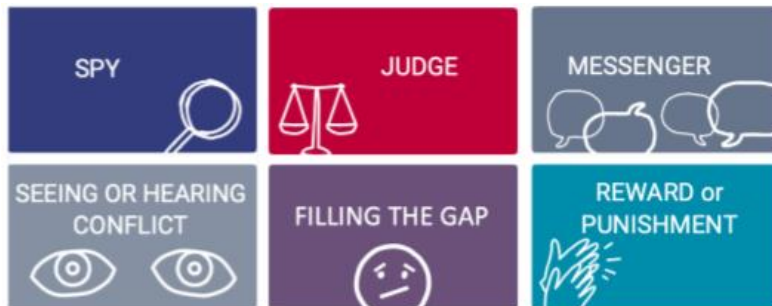
Overall, parent's conversations suggest that the resources were well received and encouraged reflection. Parents drew on their own experiences to understand the resources and appeared comfortable sharing these with each other. It was evident in these sessions that the existing relationship with the group facilitator encouraged parents to share their experiences and to ask questions.

Findings from interviews with staff

Interviews with eight centre staff who had undertaken the training (whether through a workshop or by a trained member of staff) and run sessions, provided insight into staff experiences of the project, what worked well, what could be improved and their observations about how parents had received the videos. No volunteers ran sessions, so only staff were interviewed.

Staff who delivered the sessions were project workers or tutors, with three being directors of the centres. Staff brought different experiences to what was described as a busy role involving multiple demands, however, all shared a passion for supporting members of their communities.

> *"working with the community, and that's where I was able to really, really make a difference, I felt, because that's what I really enjoyed." - Mehar*

The interviewees described the vital and varied role the community organisations played in their respective communities. Many of the centres engage with vulnerable or isolated communities and parents. Alongside running education courses (such as ESOL, digital skills, job skills) they provide social, emotional and practical support (e.g., food banks), having slowly built "*that trust in the community*" (Mehar) which meant individuals came to seek help with a whole range of concerns.

> *"So, if they had any problems with their kids or with their partners, they know they can always come and chat, and whatever they said it'd be confidential. And I could get them advice" - Lillian*

The important role of the centres and the trust placed in them by their service users was echoed in the parent interviews, some of whom described how a centre offered the first point of refuge, help and connection after coming to the UK.

> *"So, actually today I'm working with this centre. I met a lot of friends and we are always sharing our experiences and everything. Then only I had confidence, okay, I can do something in this country." Ekani*

These supportive and trusting roles allow the centres to organise classes and courses about sensitive topics, such as relationship conflict, and, from the perspective of staff was considered one of the reasons why it was possible to successfully share the 'See it Differently' videos.

Being responsive to the parents' needs

Staff and volunteers' understanding of the characteristics and needs of the parents at their centres, helped them to tailor the sessions accordingly. For example, staff were aware cultural differences in how conflict impacted their parents, including the way in which conflict was often hidden as well as the importance of traditional gender roles.

> *"Hidden conflict. So, yes, it could be that or it could be that they can't go to a friend's house for the day, they've got to be at home because they need to be cooking. If they're not doing that, then they're not being a good wife." - Alice*

Most of the parents at the community organisations experience multiple vulnerabilities, such as worklessness, English as a second language, refugee status, low-income and parenting alone. Couple conflict was common amongst many of the parents, and for some, domestic abuse was also a concern, although this was often hidden, involving coercive control or financial abuse.

> *"If they do spend any money, they have to let their partners know. They're too scared to... Their partners open all the bank statements." - Alice*

However, staff noted that the training helped them to identify service users who may be experiencing domestic abuse.

> *"She's quite scared of him. But until the course, I didn't realise how." - Lillian*

How were parents recruited to the sessions?

Centre staff varied in their approaches to recruiting parents to the session and introducing the videos, however, in all cases, parents' trust in the staff member was crucial. Some of the staff approached parents in a casual way that did not indicate that they felt the parent needed help, so as not to put people off. However, the staff spoke of the need to be open and honest about the sessions whilst recruiting so that they maintained trust with their service users.

"Never do it under false pretences either. Because I think then, if they lose trust in us, they will never engage, and I don't ever want to lose that engagement." - Mehar

Indeed, the parent interviews echoed the view that some users came to the sessions because they trusted staff and volunteers at the centres. As Aashi commented, "That's w*hy I'm not worried. I just come to see. I sit down and see the videos".*

Some staff described being mindful of who they invited to the session to ensure that everyone felt comfortable, for example not inviting men to a session as some of the mums would not feel comfortable discussing relationship issues in front of men. Whilst others purposefully recruited a diverse group of people, "*all from different places because we're going to support each other*". In either case, there was an awareness of the individuals involved, and the approach was tailored to suit.

"I think it just depends on your users and the individual people. Some of them might not want to admit that they need to watch it or stuff like that." - Chloe

Similarly, staff and volunteers adopted different approaches to introducing the resources. For example, one interviewee introduced the videos as a useful tool for learning how to manage conflict with teenage children as well as with a partner.

How did staff and volunteers run the sessions?

When reflecting on the delivery of the group observation sessions staff talked about what worked and what did not, as well as any challenges that they faced. They also reflected on any post-session follow ups with parents.

Staff made use of the opportunity to deliver the group sessions as they wished. For example, some embedded the session into an existing course whilst others ran a session solely for the project. Some of those interviewed felt it was important to share their own experiences in delivering the sessions, in order to get the parents to open up. Many staff also incorporated time in the sessions to facilitate a discussion about the videos amongst parents. When considering what worked in delivering the sessions staff noted that these discussions and reflections were part of what made the group sessions successful.

"If you let reflection happen, if you let discussions happen, people will always open up and that's what we've always found." - Mehar

Two centres used incentives in recruiting parents (voucher, goody bag) and felt that these were effective in engaging parents. However, a key success in delivering the sessions was the existing relationships and trust that the staff and volunteers had with the parents at the centre, a point echoed in the parent interviews.

"I think it's because of that trust that they do think, yes, it's come from someone who we do trust and know" - Aiza

When reflecting on what did not work and the challenges they faced in delivering the sessions, the main observation was not feeling that they had the time to deliver the session

effectively, and that the information would benefit from being spread across more than one session.

> "I think in hindsight, I maybe would have made it an extra week, so, we could have done... Took a little bit more time on some of the videos and spoke about them, maybe, a little bit more." - Lillian

As discussed in the training section that follows, some of the centre staff felt that the content they were using to explain relationship conflict to parents was too complicated and required some lay translation. This was further impacted by many of the parents who attended sessions not speaking English as a first language, as Isabella described "*… there's that barrier that we have here*".

Unfortunately, due to the short turnaround between the group sessions and the interviews with staff, many of them had not had time to follow up with parents about the sessions. However, some staff reflected on things that they would like to do post-session, including getting in other guest speakers, signposting parents to further resources, and incorporating the videos into additional classes.

How did parents react to the resources?

Overall, according to staff, reactions to the videos were overwhelmingly positive, with the centre staff commenting that the videos were both relatable to themselves and to their parents, which was seen as a key part of their perceived success.

> "Because it was just everyday people, people that we could relate to...too relatable. I was like, oh my gosh, that's my life." - Isabella

One of those interviewed noted that the videos gave their parents an opportunity to witness the impact that interparental conflict can have on children and the importance of 'seeing it differently'. The messaging in the videos was clearly received and some of the staff reflected that the conflict resolution messages could be applied to different relationships.

> "The ''See it Differently'' message is very strong and is about enhancing all relationships, not just between parents." - Anna

A key success of the videos was that they allowed parents to reflect on their own situation and ask questions about their own behaviours.

> "And a lot of our learners said, actually, I didn't see it that way. But when I stepped back and started asking questions, I realised that maybe in my situation I need to do that as well. So, that was a brilliant way, because it allowed them to actually question." - Mehar

When thinking about what did not work, two of the centre staff commented that some of their parents were not always clear what a conflict was about. For example, the video depicting Mahmoud's family was seen as depicting a family who were on their phones rather than the more complex issue of a withdrawal style of conflict where there is no

communication. Similarly, some parents were not clear that the video of Jag's family was depicting an argument about intergenerational difficulties.

> "We couldn't work out that actually the argument is over this intergenerational thing. That didn't come across at all." - Aiza

In addition to sharing the videos in the session, staff and volunteers at the centres shared the videos and links to the 'See it Differently' website on various platforms, including, through word of mouth, Facebook, Instagram, and WhatsApp groups.

It was evident from the interviews that many of the centre staff were not aware of the Listening Room and its function; however, when described further, these staff were positive about sharing the Listening Room with their parents.

> "So that's something that I think is really important. Having that awareness there's people out there that can listen." - Alice

What difference did staff feel the project made?

Centre staff talked about the impact that being involved in the 'See it Differently' project had on themselves, on the parents they worked with, and by proxy their children.

Three of the centre staff reflected that they had taken some of the messages from the videos and applied them to their own family relationships (e.g., with their partners and children). One of the staff described using the videos as a means of explaining to her children why her relationship with their father was strained.

> "Yes we sat down and watched because when I came away from that session I thought, that's myself and their dad. So, I sat them down and I explained, this is why mum's like this, and this is why dad's like this." - Isabella

Many of the centre staff relayed examples of the impact that the videos had on parents they had shared the videos with. Overall the impact was positive and in some cases very meaningful, with some parents finding ways of talking to each other as a means of improving things either for their own children or children of new partners.

> "…and they were talking … and that's just through those videos." – Isabella

> "We've only had positive. There's one young guy who's parenting apart, parenting with his ex and realising how much his daughter is being caught in the middle. That returning a child after contact, he's been able to make some immediate changes to make that better for a six-year-old" - Anna

Staff also described how sessions had helped to raise parents' awareness of their behaviours and the way in which parents were "*changing because they are seeing the difference and they're talking*" and actively working to change their behaviours.

> "a lot of people didn't think they were having problems. But then, when we spoke about things that were going on and showed them some of the videos, I think they realised, well, I do do that. We do do that, don't we?" - Lillian

"I think to see that literally on the screen has started all sorts of discussions and has started all sorts of thought. I can't believe we haven't done it before, to be honest with you." – Anna

The impact of the training on staff and volunteers' knowledge and competencies

A total of three training workshops were carried out in three localities. These were attended by 22 members of staff and volunteers from 12 different community organisations within Good Things Foundation's community network across Birmingham, London, and Sheffield (see Appendix L for description of centres). All 22 returned pre- and post-training questionnaires. Training aimed to develop staff and volunteers' skills in identifying relationship conflict and having relationship conversations with their service users.

As Table 11 indicates, staff and volunteers were extremely positive about the training. All (100%) attendees agreed that the course content was appropriate and relevant to their work and enhanced their understanding. They also agreed that the content helped to develop their skills (96%) and increased their confidence (91%).

Table 11. Centre staff and volunteers' views on usefulness of the training

Area of delivery	Strongly disagree* % (n)	Disagree* % (n)	Neutral* % (n)	Agree* % (n)	Strongly agree* % (n)
The course content was appropriate	0	0	0	36% (8)	64% (14)
The course content was relevant to my work	0	0	0	32% (7)	68% (15)
The course content enhanced my understanding	0	0	0	23% (5)	77% (17)
The course content helped to develop my skills	5% (1)	0	0	27% (6)	68% (15)
The course content increased my confidence	5% (1)	0	5% (1)	27% (6)	63% (15)

* Percentages have been rounded up or down for simplicity of presentation

Centre staff and volunteers also reported improvements in their knowledge of conflict in couple relationships. Following the training, all respondents felt more confident about supporting centre users who are experiencing conflict in their relationship (100%) including helping them to access additional relationship support services (95%).

As shown in Figure 6, analysis of mean scores, in other words, the average score measuring the extent to which respondents agreed with each statement, using a paired sample t-test, showed that centre staff and volunteers reported statistically significant improvements

($p<.001$) in their knowledge about the causes and impact of conflict in couple relationships[2]. There were also significant improvements in staffs' confidence in providing support to service users experiencing conflict in their relationship and working alongside them as a result of the training.

Figure 6. Changes in staff and volunteers' knowledge, understanding and confidence as a result of the training
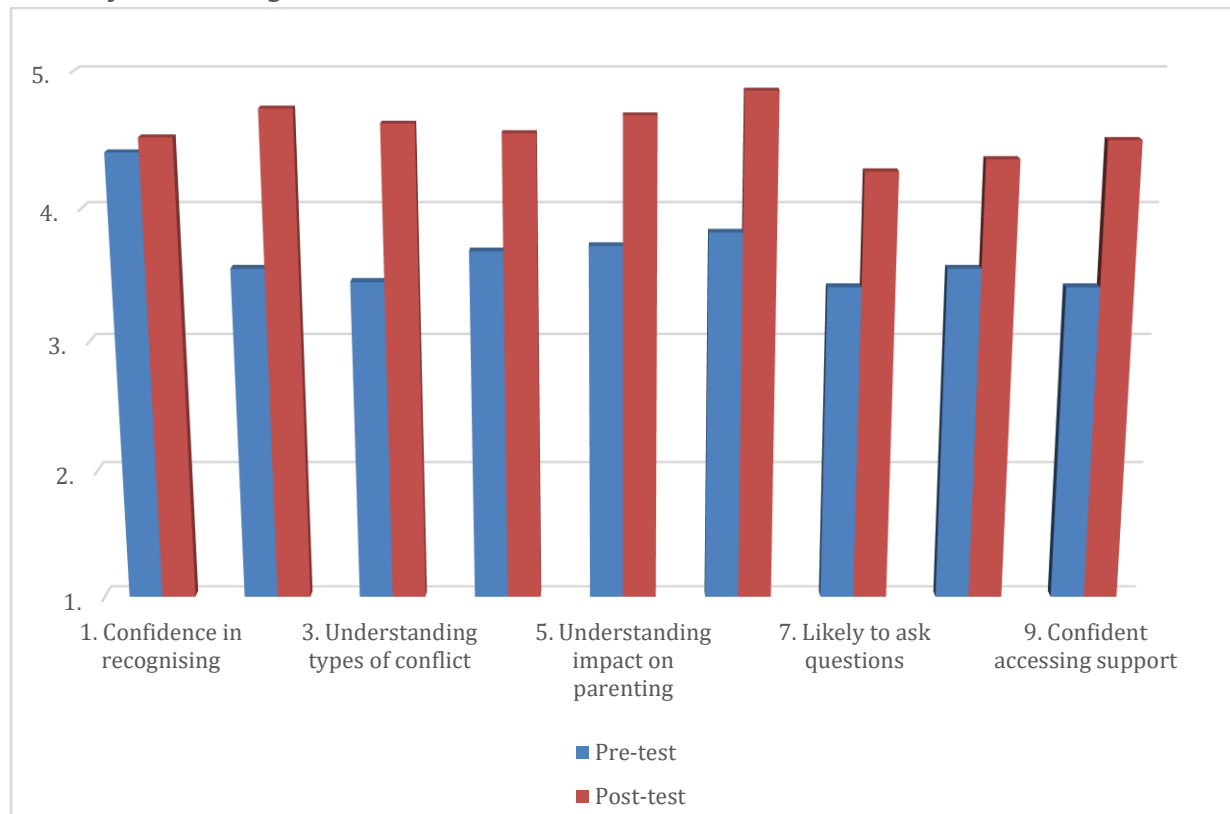
Overall, the questionnaires indicate that the training had a significant positive effect on staff's knowledge and skills around supporting couples experiencing conflict.

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[2] 1. t(20)=-6.06, p<.001; 2. t(21)=-5.79, p<.001; 3. t(20)=-8.03, p<.001; 4. t(21)=-4.31, p<.001; 5. t(21)=-5.70, p<.001;6. t(21)=-4.91, p<.001; 7. t(21)=-5.23, p<.001; 8. t(21)=-5.24, p<.001; 9. t(21)=-6.31, p<.001.

Participants' reflections on the training

Interviews with eight staff from community organisations provided the opportunity to explore their experiences of the training and its relevance to their service provision.

Content

Overall, centre staff felt that the content covered a wide breadth and depth of information and that it equipped them with the knowledge they needed to initiate relationship conversations with their service users[3]. They also valued the insight the course provided into relationships and the resources that it provided them with.

"although I might have expertise in how to deliver, I still wouldn't have been confident to go and do that without some sort of background information. And what I found in that skills workshop was the background information in terms of how you led up to the conflict and then various stages of it." - Mehar

One attendee felt that the content was too 'Eurocentric' portrayal of conflict did not reflect the diverse ways in which conflict may be handled across different cultures as well as the impact of intergenerational or overseas influences on parental relationships.

"…even if it's not intergenerational families living together, it's intergenerational influence. That could be influence that comes over from Bangladesh, Pakistan, Yemen." - Aiza

What they took from the training

All staff who attended the training took away skills that they felt would help them to identify service users who were experiencing relationship issues and also how to talk to users about them. In line with the questionnaires, staff described feeling more confident and more able to signpost individuals for further support.

"I think I feel a little bit more confident now giving them a little bit of advice, or directing them to certain people, using the links I've got on the book from the listening room, just like that." - Lillian

Staff also noted that the train the trainer model was effective and that they were able to go back to their centre volunteers and disseminate the information. The handbook meant that they could adapt the training to suit the different needs of the people that they trained.

"So, I don't think it's a one size fits all training that you can deliver out, but having that booklet really helped in terms of when we wanted to go and say, let's dig deeper into this. You gave us techniques in there, which really helped." - Mehar

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[3] Real names have been replaced with pseudonyms for all interviewees, staff and parents.

What didn't work

Although feedback from staff was generally positive, they identified some areas for improvement. Some staff felt they would have benefited from further guidance around how to disseminate the training to peers and how to pass the new knowledge onto their service users. This may reflect, in part, breadth of skills and experience that staff brought to the training, for example, with some drawing on teaching backgrounds and/ or more experienced at running parenting courses or similar. It may also reflect some confusion about the purpose of the training/ project, which saw them not only running training with colleagues that replicated the original training, but also running open sessions with parents to show the videos.

> *"I just think that the training sessions need to be a bit more specific. As in … Once you've done Train the Trainer, what are we asking them to do?" - Alice*

A number of the staff commented that the content was quite 'thin' and that there could have been more detail, with one suggesting that if they did the training again they would read up on the topic area before attending so that they had a baseline knowledge. It was also suggested by two staff who attended the training that it was too academic and could have been made simpler.

> *"I personally didn't like all the referencing. I thought it made it too academic when it didn't need to be. … For me, I thought yes, it was interesting… In terms of delivering it to the couple I was delivering it with, I just thought, I'm not really sure you need to know all this." - Aiza*

There were mixed views about the format of the training. Whilst one interviewee commented on how the model of "bite-sized pieces" for the training worked, some interviewees felt that the training was quite short. They would have valued a longer session so they could cover more.

> *"I wasn't a long training. I think maybe, I don't know, explain it a little bit more, really." - Lillian*

How well prepared did staff feel?

A few of the staff we interviewed had not known what to expect from the training and the 'See it Differently' project in general, perhaps indicating a need to disseminate information to the centres in advance. However, overall staff were motivated to know more about relationship conflict and the psychology behind it because they could see the benefit to the parents who accessed their centres.

> *"Some of the centre staff, we are dealing with groups where conflict is either the main issue or one of the main issues. What I'd already done was gone through our programme and created additional stuff. When your training came up, it was yes, please." - Anna*

"The reason we initially got involved was because we knew that we had learners, women, that were going through this issue, so we knew there were conflicts in the family." – Mehar

What next? Parents' and staff's reflections on next steps for the project

During the interviews, staff and parents reflected on how the videos could be developed and made available to more people. Staff also commented on how they might run future sessions with parents and the ways in which the initial training they undertook could be improved.

Developing the training and conduct of the sessions

Looking ahead, staff commented on how they could see the resources informing future work with parents.

"I mean, I think your videos will feed into… I'd quite like to deliver your stuff in every group because I think we fit so well". - Anna

Developing the workshops focussed largely on increasing the amount of time and resources available to run the workshops as a course and embedding them into their existing programmes. This shows the need for resources such as the 'See it Differently' videos and training in supporting the families that engage with these centres.

"I would actually do a workshop... A course of workshops on it. And it would be structured within... I'd use that book and I would structure the course on those." – Alice

"we feel that this project will be a great tool in our programme delivery and/or could be delivered in one off workshop settings." - Anna

It was also suggested that if there was the resource to do so, extending the training to a full day and including facilitation notes for running the group observation sessions as actual workshops in a more formal setting. Many of the staff identified that what they learnt in the training sessions was also useful for their parents and they wanted more guidance on how to use what they had learnt more formally with their parents and other staff (in Train the Trainer).

"Train the Trainer is great, but I think it would be really helpful to have an actual workshop or something on leading your own session." - Alice

Developing the content

Staff and parents agreed that new iterations of the videos should "*be more inclusive*" and represent a more diverse range of families, including LGBT+ families, intergenerational families, and 'working class' families. One suggestion was that each scenario might "*even

show there's different couples", reinforcing the point that "*even though families are different, the scenarios are still the same*" (Ariel), and another, that scenes could swap the genders around for the person who was using the conflict resolution skills in the video.

As noted earlier, parents' views about whether the representation of conflict was culturally appropriate were mixed. Those from Black British and Black African heritages could envisage the conflict being louder and more heated, as in the case of Jamila noted, "*in the Somali community, when they fight it's very loud, and people are very loud. It's not a polite way*". From her perspective we should "*Make it more dramatic and more argument, so that it will be very eye-catching, and people will be interested in watching it*". However, for some of the parents from Southeast Asian backgrounds, the conflict was too heated.

Parents were keen for more videos to be produced and shared ideas for additional topics. Continuing the conflict theme, one idea was for a scenario where one partner was jealous; another was what to do when you tried but failed to de-escalate a conflict as well as guidance on how to talk to children after an argument with your partner.

> *"And then if we do argue, what do we need to do afterwards to, and then from the child's point of view?" - Hanna*

Some parents would like to see a greater focus on broader family dynamics, including conflict between siblings, managing the impact of children/ teenagers on the couple relationship, and more on stepfamilies. It was also suggested that including Covid-19 storylines would be useful as families cope with the strains arising from the lockdown, a situation that could bring added challenges for stepfamilies.

> *"How do you deal with all living in a house together, where you're not allowed to go out for one reason or another?" - Eleanor*

Reaching more people

Many of the staff we interviewed had ideas on how we could increase and diversify our reach for the videos, training, and workshops. These ideas included engaging with local Jobcentres, Citizens Advice Bureau, Health Visitors, and even local GP surgeries to promote the videos with their service users. Ideas put forward by parents included advertising in Mosques, advertising on TV, running sessions with parenting groups or in SureStart centres, and showing the videos on loop in, for example, waiting rooms for midwifery appointments.

> *"I think it's quite a good thing to have on just playing and constantly repeating itself on a telly in reception or in the waiting room or something." - Chloe*

Parents in the sessions were keen to see more dads come along, noting that they may need to watch the videos more than the mums.

> *"But I'm thinking, well, we do everything kind of anyway. I think it's the men who need to come to these." - Lina*

In terms of increasing online take-up, parents talked about improving the video titles on Facebook as a means of hooking people in. Whilst another idea suggested by the centre

staff was gamification of the resources or embedding the videos in an app so that couples could watch the videos and work through some of the resources used in the training together.

"There'd be a game that you would try and play with your partner. And it would actually address the issues." – Alice

Summary of the 'See it Differently' supported approach

- According to the session feedback questionnaires, the majority of parents 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.

- Parents were receptive to the way staff and volunteers introduced the resources and positive about watching the videos in the group setting; a setting which prompted discussion and insight into different perspectives. They were also positive about the videos, which they felt normalised conflict and offered scenarios that resonated with their own experiences. Some parents, however, thought the videos needed to be more inclusive, representing a broader cross-section of class, culture and LGBT+ relationships.

- The digital format was seen as useful because it offered the opportunity to go back and watch the videos again and share with others. Although for a few, limited digital skills or lack of access to a computer meant this was not possible.

- Parents talked about how the videos raised their awareness about conflict, their own behaviour and the impact of conflict on children. Some parents felt empowered by what they had seen and aware of how they could change how they responded in an argument. Some were putting that learning into practice, for example, curbing anger, or being more mindful of how they behaved in front of a child.

- A number of parents had talked to their partner after the session and, or friends and family members and shared the links to the resources.

- The observation sessions indicated that group format prompted open discussions, facilitated insight into other people's perspectives and helped to cement relationships between group members. The most successful approach appeared to be incorporating a session on the resources into an established course, such as the SFSC parenting course.

- According to staff, sessions went well when facilitated by a trusted person, in groups where parents already knew each other, and when parents had space to reflect on their relationships and share stories. Although some staff felt they would have benefited from making the session longer or running more than one session.

- The training for community organisations was well received, and improved staff and volunteers' ability to identify relationship problems and support parents experiencing difficulties. It also enabled them to address an unmet need for support of parents contending with relationship difficulties. Some staff, however, felt they would have benefited from more guidance on training peers and running sessions with parents alongside more information about couple relationships to augment their knowledge. They felt this might be achieved by running the training over a full day and providing guidance notes on facilitating sessions with parents.

- Looking ahead, staff were keen to continue to use the resources, embedding them into their existing programmes. Parents were keen to see more videos covering topics such as how to talk to children after an argument, what to do when you failed to de-escalate a conflict, as well as videos that addressed broader family dynamics such as conflict between siblings, and stepfamily relationships.

- Ideas for reaching more parents included engaging with local Jobcentres, Citizens Advice Bureau, Mosques, Health Visitors, local GP surgeries and SureStart centres and showing the videos on loop in, for example, waiting rooms for midwifery appointments.

5. Summary and conclusions

The Challenge Fund digital programme sought to understand more about what enables disadvantaged parents to engage online (i.e., where to place information grounded in users' needs and experiences) and how best to support parents to reduce the conflict in their relationship.

In its response, the 'See it Differently' project set out to co-design and pilot 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.

This chapter summarises the key learning from the project and what it means for developing the 'See it Differently' approach and the ambitions of the Challenge Fund digital programme.

What have we learnt?

The effectiveness of the digital approach

From feedback questionnaires we know that, as a result of watching the videos, digital users were more aware of how they argued, more aware of constructive conflict skills, felt able to use those skills and intended to try and do so the next time they argued with their partner. When asked about the skills that they could use to change how they argue, parents were able to identify some of the key conflict resolution skills such as self-regulation (staying calm) and seeing it from the other person's perspective.

The three independent users who we interviewed were positive about the resource, describing how the videos raised their awareness of the impact of conflict on children and prompted reflections on their own behaviours. Although their accounts echoed those of parents who attended the centre sessions, the small number meant it was not possible to conduct meaningful comparison between the different cohorts of users.

The videos reached at least 834,797 users through Facebook and YouTube, with 463,765 viewing the videos after being targeted by paid ads, suggesting that we were successful in reaching our target audience. This was also borne out, to some extent, by Facebook comments. The seeitdifferently.org website had 6,649 unique page views.

Different approaches to targeting users on Facebook had varying results. Targeting demographics, utilising Facebook user data saw the greatest number of clicks through to the

full videos (46%); and postcode targeting saw 44% ThruPlays. However, targeting according to 'lookalike 'data reached the greatest numbers of individuals (315,648).

Engagement on YouTube was good for all of the videos with viewers watching at least half of each video, on average. Engagement on Facebook was lower, but insight is limited as we only have engagement data for the paid ads viewers. Facebook comments indicate that the videos resonated with viewer's personal experiences and raised awareness of the impact of conflict on children.

Taken together, the findings indicate that it is possible to reach the target audience of disadvantaged, low digitally skilled parents. It is more difficult to determine whether the videos helped parents to identify and respond earlier to the nature and impact of conflict in their relationship. However, the small numbers of parents who responded to the feedback survey suggest this was the case.

The effectiveness of the supported approach

Parents' experiences of the project and its impact on them

Like digital users, parents in the sessions agreed 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. Compared with digital users, parents in the supported approach 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.

In line with the staff interviews and the observation sessions, parents were receptive to the way community-based staff and volunteers introduced the resources and positive about watching the videos in the group setting; a setting which prompted discussion and insight into different perspectives.

Parents were also positive about the content of the videos, which they felt normalised conflict and offered scenarios that resonated with their own experiences. Some parents, however, thought the videos needed to be more inclusive, representing a broader cross-section of class, culture and LGBT+ relationships. Parents also valued the digital format as it offered the opportunity to go back and watch them again, and/ or share with others. Although for a few, limited digital skills or lack of access to a computer meant this was not possible.

Parents talked about how the videos had raised their awareness about conflict, their own behaviour and the impact of conflict on children. Some parents felt empowered by what they had seen and aware of how they could change how they responded in an argument. Some had gone so far as to put that learning 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.

A number of parents talked to their partner after the session and, or friends and family members and shared the links to the resources.

The supported session format

Although the observation sessions were originally designed as a means of collecting data on parents' responses to the digital content, they proved to be an effective intervention in themselves. The group format prompted open discussions, facilitated insight into other people's perspectives and helped to cement relationships between group members.

Centres varied in how they integrated the resource into their offer, guided by their insight into the needs and nature of their local communities. The most successful approach appeared to be incorporating a session on the resources into an established course, such as the Strengthening Families, Strengthening Communities programme. This flexible delivery model is a tried and tested way of working with the centres, and the Train the Trainer approach fitted well with it.

Staff that appeared to facilitate the most effective engagement were those that had the advantage of previous experience teaching or facilitating groups.

Staff's experiences of running the sessions

In terms of sharing the resources, staff discussed the benefits of a trusted person delivering the resources and the importance of parents having the space to reflect on their relationships and share stories. Although some staff felt they needed to have run longer or additional sessions. They would also have liked more guidance in the training on how to run a session.

Centre staff found the videos to be a useful resource for parents that helped them to reflect on their own relationships, how they handle conflict and how they might change the way they argue. In some cases, staff were aware of changes that parents had made as a result of the sessions, such as improving how they communicated with a current or ex-partner.

Overall, staff were extremely positive about their centres' involvement in the project. They felt that the information and training on conflict met a hitherto unmet need in view of the number of parents in their centres contending with relationship difficulties.

The effectiveness of the training

The training was well received by staff and volunteers at the community organisations, and analysis of feedback questionnaires showed that the training had a statistically significant, positive impact on their ability to identify relationship problems and support parents experiencing difficulties.

During semi-structured interviews, staff described how they took away the skills needed to identify people experiencing relationship issues and equipped them with the knowledge they needed to initiate relationship conversations. They felt that the Train the Trainer model was effective and that in disseminating the training they were able to use the handbook to adapt the training to suit their staff and volunteers. Some staff, however, felt they would

have benefited from more guidance on training peers and running sessions with parents alongside more information about couple relationships to augment their knowledge.

Parent and staff reflections on next steps

Looking ahead, staff and volunteers were keen to continue to use the resources, embedding them into their existing programmes. Parents were keen to see more videos covering topics such as how to talk to children after an argument, what to do when you failed to de-escalate a conflict, as well as videos that addressed broader family dynamics such as conflict between siblings, and stepfamily relationships.

Ideas for reaching more parents included engaging with local Jobcentres, Citizens Advice Bureau, Mosques, Health Visitors, local GP surgeries and SureStart centres and showing the videos on loop in, for example, waiting rooms for midwifery appointments.

Learning from the challenges and limitations

The project encountered a number of difficulties in understanding the effectiveness of the 'referred' approach where centre users were signposted by staff and volunteers. It was not possible to differentiate these users in the data analytics, we were not able to contact them for interview, and the rollout of the project was terminated prematurely by the Covid-19 pandemic. We are therefore limited in the conclusions we can draw about the benefits to this cohort. However, we can say, as far as we can determine from the data, that the digital and supported users had similar responses to the resource, and we are therefore likely to see a similar impact on referred users.

With this in mind, whilst the data we collected from feedback surveys in the digital group was encouraging, the low completion rate of exit surveys for remote users meant that we were unable to draw comprehensive conclusions about the experiences of independent users and the impact of the resource. It also impacted our ability to measure the success of reaching our target group and collect demographic information online.

The test and learn nature of the project meant working iteratively. Although this was largely successful, it also came with challenges, particularly with managing production times and refining feedback into smaller changes. Delivery timetables and the Covid-19 pandemic limited the ability to follow-up the impact of the project on parents over the longer term, leaving unanswered the question as to whether any early behaviour change was sustained.

Whilst the project filled gaps in the existing research in terms of engaging parents from BAME communities and dads, there were some issues throughout with lack of diversity. We were unsuccessful in our attempt to engage parents and groups form the LGBT+ community in our research, co-design and testing which meant that content was not developed based on the experiences of LGBT+ parents. Although anecdotal feedback suggested that parents from this group related to some of the triggers, conflict and resolutions from the 'See it Differently' videos, we would benefit from a more comprehensive understanding of LGBT+ parents experiences in future iterations.

There was also a lack of diversity in the final interviews carried out for evaluation, as the majority of parents were mums from South Asian, migrant, BAME communities, leaving the views of White British and Black British people underrepresented. Inclusion of a wider representation of communities and dads in the final evaluation would give better insight into the experiences of parents more generally.

Conclusions and recommendations

Returning to the project's theory of change, the findings indicate that digital plus trusted support engages parents and enables them to recognise how they deal with conflict, its impact on children, and how they might improve how they argue. From the perspective of staff, the sessions met an unmet need for information and resources and not only equipped them to support parents they know to be at risk but also drew their attention to some parents dealing with domestic abuse. A supported practice model adds value to the services available through Good Things Foundation's community network and demonstrates that digital is a useful addition to face-to-face support rather than a replacement. Offering these blended support models, however, requires continuing investment in community support and parenting programmes.

Although we were not able to compare the effectiveness of a supported vs referred approach, this lighter touch model also shows some promise. We know that staff and volunteers in the supported cohort continue to signpost parents to the videos out with the group sessions. Similarly, anecdotal feedback from centres in the referred cohort indicates that they are signposting parents to the resources. Beyond our network of partners, there has been great interest in the digital resources from other Challenge Fund projects who have been using them in their own sessions, promoting on social media and signposting to parents to watch outside of sessions. This suggests that the digital content both addresses a gap in local services and builds on the trusted relationship between community organisations and parents.

Purely digital content, too, reaches our target audience and, from the limited data we have, can also have positive outcomes. Providing accessible content online, where parents already go, helps users to recognise conflict in their relationships and provides alternative strategies to deal with that. Different approaches to targeting had different benefits, suggesting the need for a multi-stranded approach that continues to find the best ways of reaching parents 'where they are'. A number of the parents we interviewed had shared links to the resource with family and friends and they too may, over time, become an effective means of dissemination.

Covid-19 has seen more people going online but also more people struggling with lack of personal internet access, costs of data, and limited skills and confidence. This highlights the continued importance of designing digital content that is short (not only to be engaging but also given data affordability) and designing with people who have limited digital skills. It also points to an increased need to provide digital resources that allow staff and volunteers in

community-based centres to explore conflict with their service users with current restrictions on face-to-face support for parents and families.

The co-design process has been valuable and resulted in engaging and relatable content. Both quantitative and qualitative feedback suggests that combining co-designed content with a BMT approach is a promising means of helping parents to recognise problems around conflict, and, in some cases, learn the skills to reduce conflict in their relationships. Qualitative feedback from staff and parents suggests that the 'See it Differently' videos present an opportunity to go further and support parents to not just identify conflict in their lives but explore in more depth how they can change their behaviour, particularly in different scenarios.

Next steps

The following steps are those that we will be addressing in the upcoming Challenge Fund extension project.

Continue to invest in a blended approach by developing the training for practitioners and providing further guidance on how to use the resources. The project highlighted two needs: i) greater guidance on how to use the resources with parents and train colleagues to do so, ii) making training and guidance available to other Challenge Fund projects and partners. We are responding to these needs in the project extension by producing a digital resource pack for practitioners (e.g., local authorities, specialist agencies, voluntary and community organisations) to help them use videos/animation with parents they support. This will include: a training video or video-recorded webinar; guidelines on using the resources; and, session plans for front-facing organisations - to include example discussion topics, issues to consider, best practice and a vision for the user's journey.

Take the behaviour change model to the next level. The findings suggest that some parents exceeded our modest expectations around raising awareness and are changing how they argue. The next phase of the project should explore whether we can actively support parents to change their behaviour by creating scenarios that help parents learn more advanced conflict and communication skills. For example, explaining how and why a person used a certain conflict resolution skill; supporting targeted self-reflection by, for example, asking the person how they would respond in a 'going badly' and then targeting specific skills they could use instead and explaining why. This is something we are beginning to do in the extension phase of the project.

Improve the user journey. The extensive reach of the resources illustrates the hunger for online support amongst parents. However, the current offer misses the opportunity to connect parents to additional support and information beyond the videos. Next steps should include mapping and improving the full online user journey for parents so they can be signposted and supported after viewing the videos/animation. As above, we are making a start on this in the project extension and aim to link the videos to more information on an expanded version of the seeitdifferently.org webpage.

Develop additional scenarios and more diverse representation. Part of the expanded web resource will respond to parents' feedback on the need for additional scenarios, featuring greater diversity, and addressing some of the barriers to using the skills that they identified. Future iterations should develop and test whether it is possible to show more complex use of the skills, including what to do when the other person is not responding or when the argument becomes protracted. This should also include help in dealing with challenges or barriers to parents using skills, for example, not having the time, being stressed, more children involved, and from a co-parenting stance – lack of co-operation or engagement from the other parent. New resources will also include greater representation of different classes, culture and kinds of relationships.

Refining our approach to developing and testing culturally appropriate resources. The co-design process is a vital means for developing culturally relevant resources. Feedback from parents, however, highlights the challenge of reflecting the range of cultures and experiences of parents at the centres in a limited number of resources. Going forward, we need to explore with parents how we can further refine the process, by, for example, developing resources targeting specific cultures. That could also mean involving parents, not only in the co-design process, but as participants in the design and evaluation of the project. The latter may also help to overcome one of the challenges encountered during the evaluation of enabling parents from some cultures to share more freely about their relationship experiences.

Refine the referred model. Some of the reasons we may have struggled in the first phase to connect and hear from referral organisations was that organisations in this cohort received no funding or incentive to be involved, apart from receiving digital and hard copy marketing materials and information. Although some organisations were targeted such as other Challenge Fund grantees, community organisations were not specifically targeted and with lots of other information coming to them from Good Things Foundation, content about conflict with its sensitive nature, may have been overlooked. Future developments need to examine the most effective means of communicating with and incentivising referral partners to engage with the project.

Future research

The following represent gaps in the knowledge that would benefit from future research, although it will not be possible to address all of these fully in the upcoming extension.

Understand differences in the experience and impact of the independent and referred approach. Access through a pure digital route, such as Facebook, YouTube, and the seeitdifferently.org webpage had a much further reach than we initially expected. However, we were not able to differentiate between the independent and referred users through analytics. Going forward we need to identify a means to differentiate between these cohorts, finding approaches that do not deter users. For example, we could utilise UTM parameters or unique URLs with a compulsory question after or before the video, monitoring whether this reduces engagement.

Develop our understanding of the digital users' experience. Future iterations would benefit from a more in-depth user research approach amongst digital users to understand their views on the resources, experience of using them and potential impact. To achieve this, we may consider incentivisation to recruit more parents to complete surveys or attend interviews.

Understand and refine the referred model. We were also not able to engage centres who were part of the referred cohort and who were unfunded for this project. Future research would benefit from understanding the experiences of those who used the resource through a referred route. As noted above, consideration must be given to how we engage those centres. This could include nominal funding or a more targeted approach to recruitment.

Test out the most effective supported models. The qualitative data suggested that some ways of sharing the resources with parents may be more effective than others e.g. integrating the resource into a parenting programme or other course; sharing with an established group; using an experienced and trusted facilitator. Giving centres the freedom to tailor their approach to their settings and parents they support was also important. That does not, however, preclude the value in obtaining a more rigorous understanding of what approaches to sharing the resource appear to be most effective by testing out some of the findings from this first stage.

Explore whether early, tentative changes are sustained. The findings suggest that the supported model had a positive impact on parents' insights into their own behaviours and, for some, prompted moderate changes in how they argue. Follow-up interviews with parents will help us to understand whether these benefits are sustained and what changes we might make to support long-term change.

Explore whether parents are prompted to seek further support. Although a couple of staff mentioned that the sessions had prompted parents to talk to them about their relationships outside of the session, the lack of time between the sessions and qualitative interviews did not leave sufficient time to explore whether this is a consistent pattern. An outstanding question remains, therefore as to whether the 'See it Differently' project encourages parents to seek out the help they need.

Conclusion

The purpose of this project was to develop and pilot a digital resource to help parents identify and reduce conflict in their relationships. The resource, 'See it Differently', consisted of four BMT videos, alongside a project website and a relationship conversations training programme. These were developed through an extensive co-design process and tested through three delivery routes – independent digital, referred digital, and supported (through Good Things Foundation's community network). We used a mixed-method approach to evaluate the resource using quantitative surveys, group observation sessions, and interviews with staff at community organisations and parents who viewed the videos.

The videos had good reach, with at least 834,797 views across social media platforms and 6,649 page views to the project website. Feedback surveys indicate that the videos raised parents' awareness of how they argue and of constructive conflict skills, with the majority reporting feeling more able to use the skills demonstrated in the videos the next time they argued with their partner. Those in the supported group were slightly more likely to feel able to use those skills and intended to try and do so next time they argued with their partner. The videos resonated with the parents that we interviewed and helped them reflect on how they may change their behaviour. The training with community-based staff and volunteers was well received and had a significant positive effect on staff and volunteers' knowledge and skills around identifying relationship issues and supporting parents.

These findings suggest that a resource which is grounded in behaviour change evidence and co-designed with people with lived experience can have a positive impact on parents in raising awareness about parental conflict and motivating them to reduce conflict in their own lives. The findings highlight the value of placing those resources in trusted online and offline channels, and equipping practitioners in those offline channels with the skills, knowledge and confidence to engage in relationship conversations and share those resources with parents in safe, supportive community spaces.

As part of the project extension awarded by the DWP Reducing Parental Conflict Challenge Fund we are addressing some of the remaining unanswered questions and developing the offer to enhance the content. This includes improving the digital user's journey, enabling parents to learn more complex conflict and community skills, developing more content and increasing its diversity; and equipping more practitioners to support and signpost parents through developing a digital training and resource pack. These activities could not be timelier. In the wake of the Covid-19 pandemic, the pressure on parents and community organisations is ever greater and the need to support inter-parental relationships and family life ever more pressing.

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Appendices

Appendix A. DWP digital discovery user needs statements

Issue	Parent need identified
Understanding what parental conflict is	As a parent, I need: • to understand when we are in conflict as a couple • to understand that my partner may think about parental conflict in a different way to me • to understand that parental conflict may cover a wider range of behaviours than I think it does • parental conflict 'material' presented in a way that makes sense to me • parental conflict 'material' to be in places where I go online for other things that matter to me • to understand that what I learned in my past doesn't have to influence my present
Handling parental conflict	As a parent, I need: • to understand that the way I deal with conflict can drive further conflict • to understand that our children are learning from me about to how to deal with conflict • to understand what addictive behaviours are and how my addictive behaviours can impact the long-term future of my children • to understand that my mental health can impact my family as well as me
Conflict triggers and multiple issues	As a parent, I need: • to understand that conflict in relationships may not have a single cause and / or a single solution • to understand how my behaviours can add to parental conflict • to understand how parental conflict has wider implications for my children, my partner and other family relationships
Parenting when separated	As a parent, I need: • to understand my on-going obligations when agreeing to a family based • to understand my on-going obligations around the contact arrangements I have agreed for my children

Appendix B: Advisory group members

Organisation	Member
Race Equality Foundation	Leandra Box and Jabeer Butt
Skills Enterprise	Gemma Stone
CAFCASS	Mike Coote
Mother Studios	Mike Clear
Smartlyte Limited	Hafsha Shaikh
Action for Children	Kate Atkinson
DWP	Emily Swash
OnePlusOne and Good Things Foundation	Project Teams

Appendix C. Summary of design phases

Discovery phase (months 1-3)	Alpha (months 4-6)	Beta (months 7-9)
User Research (16 parents): We conducted one-to-one semi-structured interviews with service users at two community organisations. These asked users about their everyday lives, daily challenges, how they get help and support and if and how they use the internet. Community based staff were interviewed about their service users' experiences of parental conflict, and how they currently support parents. **Co-design (27 parents):** We ran co-design sessions with parents and staff and volunteers at four community organisations. In these sessions parents took part in activities to find out more about who parents are close to, what they argue about, understand how they respond to existing Behavioural Modelling Training videos; and co-design stories about what parents argue about, including how we can make it better and how the stories can help other parents. **User Testing (26 parents):** Lastly we tested early prototypes at 3 centres - including two centres we had previously visited for co-design sessions. We tested the 'going badly' versions of the stories we had co-designed in the previous phase by telling a relevant story at each session using sketched storyboard power point slides. We then worked in smaller groups to get parents' feedback on the stories - editing them where necessary - followed by co-designing the going better versions of the stories with the parents.	**Digital Behaviour Research:** Based on feedback from the Discovery phase, we decided to carry out additional focussed sessions to research digital behaviours of our target audiences. We visited 2 centres and spoke to 19 parents one-to-one, as well as observing how they use the internet. **Alpha Concept Testing:** We used 3 different video concepts with 16 parents in a low fidelity format to test the best way to reach parents in a digital capacity - which concept was visually engaging, why parents related to/preferred these videos etc. **Alpha video testing:** We tested 3 videos with 46 parents- 2 versions of 'Going badly' (reflection within conflict and reflection after conflict) and 1 version of 'Going better'. We wanted to test both 'Going badly' versions, so to avoid bias we utilised A/B testing where we showed half of the group video 1 and then we swapped and showed the other half of the group video 2. After this we showed the whole group video 3, followed by discussion. We hoped that we would be able to discern differences in feedback depending on which video they watched, but this was very difficult in reality. However, it was a good way to test both videos and avoid unconscious bias, and by showing all participants both films at the end of the session, we were still able to get consensus on which version people preferred.	**Beta video testing:** For this, we tested the updated beta video with 33 parents. In this research we asked if parents could describe the situation in the video, identify the points of positive and negative behaviours, identify the point of reflection in the conflict scenario, to test the relatability of the updated BMT content The main changes that we made between alpha and beta videos were: • Introducing the child in the video. • Working on sound and lighting effects. • Swapping the roles of the mum and dad to avoid gender stereotypes. In the Beta version the mum was the one who comes in and the dad is at home looking after the son. • Changing the trigger for the argument from the floor seat to new trainers as we thought this would be more relatable based on user feedback. • Labelling the skills on the screen. • Combining the going badly, reflection and going better scenes into one short video.

Appendix D. Feedback form on '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 5 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?
- Facebook
- Google
- YouTube
- I saw a poster
- 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
- Good Things Foundation Instagram
- Other Instagram account
- From a website or newsletter

1.   Has watching these videos helped you to think about how you deal with arguments in your own relationship? **Yes / No**
o   If so, in what way?

2.   Have these videos helped you to think about ways that you could change how you deal with arguments in your own relationship? **Yes / No**
o   If yes, what kinds of things could you do differently next time you and your partner argue?

3.   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.
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**

To understand more about what you think, we'd like to get in touch for a chat either over the phone or via webchat. We would contact you on a day suitable to you and ask a few questions about your experience. It won't take any longer than 30 minutes. If you are happy for us to contact you, please put your email address or phone number below.
We won't use your details for any other purposes and won't share your details. For our privacy policy please see: https://clickrelationships.org/data-protection-and-privacy

Appendix E. Post-session questionnaires for group sessions

Thank you for your attendance and watching the *'See it Differently'* videos. It would be great to get your feedback on the videos and content that you discussed.

4. Has watching these videos helped you to think about how you deal with arguments in your own relationship? **Yes / No**
o If so, in what way?

5. Have these videos helped you to think about ways that you could change how you deal with arguments in your own relationship? **Yes / No**
o If yes, what kinds of things could you do differently next time you and your partner argue?

43. 6. After watching these videos, how much do you agree with the following statements…
44.

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

4. What did you like about the session you attended?
5. What do you think could be done better in future sessions?
6. Do you have anything else you would like to tell us about the session you attended?

Appendix F. Semi-structured interview topic guide (parents)

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

<u>Background information</u>
- 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?

<u>Seeing it differently resource</u>
How did you hear about the programme?
[***probe****: who suggested you do it? Why?*]
How did you access the resource?
[***probe:*** did you view it on your own? Did a member of centre staff go through it with you? Did you attend a group session?]
What did you think about being directed to look at the Seeing it Differently videos and online resources?
[***probe***: If understood why being referred? Whether felt it was appropriate? What thought about an online tool?
What did you hope to get out of watching the videos/going to the Seeing it Differently webpage?
Did you use the Listening Room?
[***probe***: was it in relation to the videos you had watched? Was it useful? Would you use something like that again?
<u>Using/ viewing the Seeing it Differently videos/ resource</u>
How did you find watching the videos? What about the website?
What parts did you like? Why? What parts didn't you like? Why?
[***Probe***: thoughts on each video
- Haircut
- Chores
- Withdrawal
- New trainers
Probe: thoughts on the different parts of the website
- The listening room
- The articles
- The question
Do you have any suggestions for how any of it could be improved?

<u>Sharing</u>

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?

<u>Learning</u>

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

What was most useful? Why?

What was least useful? Why?

<u>Implementing what learnt</u>

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? [e.g. 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 G. Characteristics of the semi-structured parent interviewee participants

File name (pseudonym)	Age	R'ship	R'ship YRS	Living situation	Children	Child age	Country of origin	Time in UK	Gender
Ekani	35	Married	9	Mum, dad, child, MIL, FIL	1	4	India	9	F
Aashi	59	Widowed	39	own	4	40, 37, 34, 27	Bangladesh	43	F
Lina	33	Married	9	mum, dad, children	3	8, 6, 4	Wales (Indian heritage)		F
Jahid	56	Married	22	mum, dad, children	6	5, 6, 16, 17, 19, 21	Libya	6	M
Jamila	24	Married	6	mum, dad, child	1	3	Somalia/ Kenya	2	F
Nadia	41	Married	13	mum, dad, children	5	12 (twins), 6, 1	England (Pakistani heritage)		F
Ariel	30	Separated	4.5	mum, child	1	11	England (Black British)		F
Focus Group 2_participant 2	33	Separated	10	mum, child	4	9, 8, 6, 3	Yemen		F
Focus Group 2_participant 3	38	Separated	16	mum, child	4	16, 14, 12, 6	Yemen		F

Name	Age	Marital		Household	No. children	Children ages	Origin/Ethnicity		Gender
Focus Group 2_participant 4	34	Married	17	mum, dad, child	4	18, 11, 8, 7	Yemen		F
Focus Group 2_participant 1	41	Divorced		own	0		Somalia		F
Focus Group 1_participant 1	62	Separated		with children	3	Adults	Pakistan		f
Focus Group 1_participant 2	64	Separated	3	with children	3	Adults	Pakistan		f
Focus Group 1_participant 3	54	Separated	3	with children	1	Adults	Pakistan		f
Focus Group 1_translator	30	Married					Pakistan		f
Focus Group 1_participant 4	65	Separated		With children	4	Adults	Pakistan		f
Esma	35	Married	16	mum, dad, children	3	11, 8, 7	English (Pakistani heritage)		
Sabina	34	Married	4	self, husband, children	2 (twins)	8 months	England (mixed White and Asian heritage)		
Fiona	34	Single	5 years (4 years separated)	self and child	1	4	England (White British)		f
Eva	38	Married	17	self, husband, children	3	11, 8, 5	England (White European)		f
Justina	26	co-habiting	5	Self and partner	0	0	Lithuanian	4	f
Hanna	47	Married	15	self, partner, children	2	14, 11	European (didn't specify)		f

Appendix H. Group observation session topic guide

'See it Differently' (Crossroads) Service User Group Observation v2 28.01.20

Detail	NOTE
Name of facilitator	
Role	
Type / objective of session (e.g., 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? (e.g. 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 (e.g. 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 (e.g. 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 (e.g. Mums vs. Dads)
  - o 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 I. Pre- and post-training questionnaires

Pre-Workshop Questionnaire

Welcome to your workshop. Here are the learning objectives for today:

- To increase facilitators 'understanding of the importance of healthy relationships for adults and children.
- To increase facilitators ability to recognise relationship distress and respond appropriately
- To help facilitators to feel confident to guide and support service users (people) in the use of the digital relationship content
- To help facilitators to feel confident to cascade and guide volunteers to the relationship learning resource

Before you start, we'd be grateful if you could answer a couple of questions. **Everything you tell us here will be kept securely and confidentially** and will be used to help us to keep track of the project and how it is working. Thank you for your time!

Your initials: ....

Your job role: ………………………………………………………………………………..

Q1. How confident are you that you can recognise when someone is experiencing relationship distress / difficulties / conflict with their partner?
(Please answer by selecting on the scale of 1 - 5, with 1 = not at all confident and 5 = very confident)

  1   2   3   4   5

Q2. How well informed do you feel about the causes of couple relationship distress / difficulties / conflict?
(Please answer by selecting on the scale of 1 - 5, with 1 = not at all informed and 5 = very informed)

  1.   2   3   4   5

Q3. How would you rate your understanding of the following?
(Please answer by selecting on the scale of 1 - 5, with 1 = little understanding and 5 = high understanding)

a) **The different types of conflict:**
  1   2   3   4   5

b) **The impact of conflict on the relationship:**
  1.   2   3   4   5

c) **The impact of parental conflict on parenting:**
  1.   2   3   4   5

d) **The impact of parental conflict on children:**

    1.   2   3   4   5

Q4. How likely are you to ask questions about someone's relationship with their partner when you suspect there are difficulties?
(Please answer by selecting on the scale of 1 - 5, with 1 = not at all likely and 5 = very likely)
1   2   3   4   5

Q5. How confident do you feel when you are trying to help someone to deal with a problem in their relationship?
(Please answer by selecting on the scale of 1 - 5, with 1 = not at all confident and 5 = very confident)
1   2   3   4   5

Q6. How confident do you feel in helping someone to access relationship support services if needed?
(Please answer by selecting on the scale of 1 - 5, with 1 = not at all confident and 5 = very confident)
1   2   3   4   5

THANK YOU FOR YOUR FEEDBACK!

Post-Workshop Questionnaire

You have nearly completed the workshop. Before you go, we'd really appreciate you answering the following questions to help evaluate and improve the training. Here's a reminder of the learning objectives:

- To increase facilitators 'understanding of the importance of healthy relationships for adults and children.
- To increase facilitators ability to recognise relationship distress and respond appropriately
- To help facilitators to feel confident to guide and support service users (people) in the use of the digital relationship content
- To help facilitators to feel confident to cascade and guide volunteers to the relationship learning resource

Everything you tell us here will be kept securely and confidentially and will be used to help us to keep track of the project and how it is working. Thank you for your time!

Your initials: ....

Your job role: …………………………………………………………………..

Q1. Overall, how satisfied were you with your training today?

Dissatisfied   Indifferent or mildly dissatisfied   Satisfied   Very satisfied

Q2. How confident are you that you can recognise when someone is experiencing relationship distress / difficulties / conflict with their partner?
(Please answer by selecting on the scale of 1 - 5, with 1 = not at all confident and 5 = very confident)

1   2   3   4   5

Q3. How well informed do you feel about the causes of couple relationship distress / difficulties / conflict?
(Please answer by selecting on the scale of 1 - 5, with 1 = not at all informed and 5 = very informed)

1   2   3   4   5

Q4. How would you rate your understanding of the following?
(Please answer by selecting on the scale of 1 - 5, with 1 = little understanding and 5 = high understanding)

a) **The different types of conflict:**

   1   2   3   4   5

b) **The impact of conflict on the relationship:**

    1   2   3   4   5

c) **The impact of parental conflict on parenting:**

   1.   2   3   4   5

d) **The impact of parental conflict on children:**

   1.   2   3   4   5

Q5. How likely are you to ask questions about someone's relationship with their partner when you suspect there are difficulties?
(Please answer by selecting on the scale of 1 - 5, with 1 = not at all likely and 5 = very likely)

| 1 | 2 | 3 | 4 | 5 |

Q6. How confident do you feel when you are trying to help someone to deal with a problem in their relationship?
(Please answer by selecting on the scale of 1 - 5, with 1 = not at all confident and 5 = very confident)

| 1 | 2 | 3 | 4 | 5 |

Q7. How confident do you feel in helping someone to access relationship support services if needed?
(Please answer by selecting on the scale of 1 - 5, with 1 = not at all confident and 5 = very confident)

| 1 | 2 | 3 | 4 | 5 |

Q8. How confident do you feel cascading the information you have learnt in this session to centre volunteers?
(Please answer by selecting on the scale of 1 - 5, with 1 = not at all confident and 5 = very confident)

| 1 | 2 | 3 | 4 | 5 |

Q9. How much do you agree with the following statements? In my opinion the course…

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
a. …. content was appropriate	☐	☐	☐	☐	☐
b. …. was relevant to my work	☐	☐	☐	☐	☐
c. …. enhanced my understanding	☐	☐	☐	☐	☐
d. …. helped to develop my skills	☐	☐	☐	☐	☐
e. …. increased my confidence	☐	☐	☐	☐	☐

Q10. Please add any comments you have about the training you have received:

Q11. Would you recommend this training to others?

Yes ☐

No ☐

If 'No 'please say why:

THANK YOU FOR YOUR FEEDBACK!

Appendix J. Semi-structured interview topic guide (staff)

Crossroads Staff Topic Guide vs3

Key discussion points
• Background
- What is your job title?
- How long have you been in that role?
  - ○ [Probe: what were you doing before? What's your background?]
- What were your initial reactions/thoughts about being involved in the project?

Thoughts on the OnePlusOne training / content
• How did you find the skills workshop?
- Thinking about before you attended the training session, what was your experience of interparental conflict in couples that you work with?

[*Probe*: relevance to their work? How often they come across conflict as an issue? any previous training? associations with particular demographic variables? Any distinctions between IPC and DV, indicators of where IPC becomes DV?]

- What did you think about the content overall?

[*Probe*: breadth of information covered? Level of detail? most useful?; least useful?; length?; style of delivery / teaching style?

- How does the training course compare to other courses you have attended?
- Was there anything missing from the training?
- How could the training programme be improved?

Introducing the resources / overall approach
- How have you shared the video resources with your service users? (e.g., signposting, individually going through the resources, in group settings?)
- Why did you take that approach? [i.e. group, vs signposting, individual?]
- How did you introduce the idea of the resources?
- How have people responded when you've suggested using the resources? [*Probe*: any challenges? Reluctance?]
- How often have you shared the resources? [*Probe*: if used in sessions - how many run? How many people signposted? Talked through with individuals…?]
- Who / What kinds of parents have you used them with? [*Probe*: fathers, friends/family, same sex parents, adoptive parents) was it more difficult to engage certain groups? Why do you think that is?]

Staff approach and parent's reactions
- 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?]
- How have parents reacted/engaged with the videos/resources? [*Probe*: how engaged were parents in the exercises/discussions; how interested/ disinterested were parents; what feedback have you had from parents?]
- Are there differences in how different groups engage in the sessions? What ways?
- Which videos/ bits of the videos spark the most reaction? This can be either good or bad (e.g., sections that spark the most conversation?)
- Are there any bits of the resource that feel less relevant or important to parents?

Overall staff experience of using the resources
- How confident do you feel in discussing the material (whether in group sessions, going through the resource 1:1, or just signposting?)
- If you carried out group sessions, how did you find them/ how did they go? [**Probe***: issues raised that couldn't be addressed; did your training provide enough skills to address issues raised? If issues came up that you didn't feel you could address, how did you deal with that?*]
- Are there any parts of the resource that feel uncomfortable to talk about/ that parents seem uncomfortable talking about? [Probe: why do you think that is?]
- How has the resource changed the ways that you can support service users, if any? [**Probe***: changes in parents interactions; parents requests for additional support whether digital or face-to-face; accessing additional resources*]
  48.

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

How do you see the materials informing your work with parents going forward? '
- Do you have any thoughts about how it could be offered in the future?
- Do you have any other comments?

Appendix K. How attendees responded to each video in the group observation sessions

Content	How did parents react?
Jag's family	- Users were very engaged with this video. Leaning forward, smiling and laughter initially (when mum came in and Jag showed her the picture). This turned very quickly. Some shaking heads, furrowed brows, tutting. Some discomfort, particularly when Jag was shown as being physically in the middle. Some uncomfortable laughter. - When going better, a lot of nodding, some smiling, Much more relaxed. Agreeing noises when reflecting on the going better. - There were conversations about how Jag would feel. That he may have been proud of the trainers but would feel bad that his parents were arguing, and it was his fault. In centre 2, mums became very emotional as they said that seeing this video made them think of their own children. - Users noted that sometimes 'being calm' and thinking about your actions doesn't work. Users found this video more shocking than the other videos "more shouting" and even though they weren't involving Jag in the argument, it was about him. - There was a real engagement with the content and people related to it. Users acknowledged that the argument wasn't about the trainers but about stress and work, or perhaps Am's relationship with her MIL. - *"(there's) two different perspectives – one from everyday life. I liked the looking in, I wish I could've had that in the past"* - *"reminds me of my own"*
Chloe's family	-Users were very engaged with this video, responses were animated. Leaning forward, some incredulous laughter at dad's "oh here we go" and knowing laughter at mum's "Is this Lisa's doing?" When argument got louder parents began crossing their arms, furrowing brows, tutting when close up on Chloe's sad face. Some silence after video finished. Nodding when going better, smiling when Chloe happy in the going better, - Most of the parents commented that Chloe's hair didn't look cut. - Parents who had separated from their child's other parent shared their stories of co-parenting. *"even if mum and dad are split up they are still parents and it is a hard balance to strike"*. Parent's shared times that they had struggled to communicate with their child's other parent. - Many centres discussed that they thought the argument happened because the mum was jealous of Lisa and the dad moving on. In these conversations there was often a lack of focus on how mum and dad were arguing and more focus on what they were arguing about (or what users perceived). Focus on underlying emotion and motivation. - Parents noticed that there was less competition in the going better video. - A mum at centre 2 sent the video to her husband but didn't follow up on it. The next time they argued he asked her why she sent the video and said, *"if you want me to change, you have to change too"*. They have since been trying to use the skills in the video. - In centre 10, the facilitator said that although the videos are good, you don't do that in real life arguments. One parent challenged this and said that the video is good at showing that if people think about their arguments afterwards then they will do it differently in future. - *"Really powerful"*

Mahmoud's family	- Discomfort when going badly. Frowning. Muttering when dad asks, "what did I miss?" - Laughter at dad's obliviousness and when Mahmoud replies with "humph". - Every session had a long conversation about the use of technology at the dinner table and seemed to miss that the focus of the video was that withdrawal in arguing is also a destructive form of conflict. The only session that really identified that mum was being ignored and she wasn't speaking up, was centre 5. At centre 5 this video was the one that mums engaged with the most. - Across sessions there was a lot of discussion about Mahmoud learning from his dad and that the dad should pay attention to how his son is copying him in using his phone and ignoring his mum. - At some of the centres there were conversations about gender roles, and it can be taken for granted that mum should cook the dinner and be quiet about it. At centre 3 one mum said it was unrealistic in Pakistani culture that Naz would complain about her role and that as a woman it was important for her to accept her position as cooking dinner and to do it quietly. - At centre 3 the dads were really engaged until Naz shouts, they then leaned back and disengaged. - Even though there is no shouting between mum and dad, Mahmoud is picking up on the hostile environment. This is why he replies "humph" when initially asked how his day was but replies "fine" and laughs when it has gone better. - It's important to demonstrate communication to children. - A lot of nodding when it went better. - *"when we ignore, we feel the pain and husband doesn't see that."* - *"she's invisible."* - *"he doesn't even realise, he doesn't even care."*
Maddie's family	- Some comic relief in this video. Parent's laughed at "properly" and "I don't know". The laughter at Maddy's "I don't know" quickly became uncomfortable, people shifting in their seats. Shaking heads when parents bringing Maddy into the argument, crossed arms, furrowed brows. - Smiling during going better when dad says, "it's okay Maddy", nodding and approving noises "mmmhmm". - During this video there were some break away conversations between parents *"they shouldn't do that with her there".* - Interest and attention dropped off as the reflection in going better went on across quite a few of the centres. Parents noted that Maddy had probably had a good day with her dad and that she would blame herself for the parents arguing. "*It can make children mentally depressed and they can't focus on education".* - Parents really related to this story and shared their own stories. - At centre 3, there was a mum and dad couple, and during this video the mum commented that it was wrong to bring children into the parents argument. Dad challenged this and said that mum brings kids into their arguments, but mum contested that because their kids were older it was different, also they didn't argue about the children. This raised a discussion about how parents see their engagements with their children and arguments differently. What is and isn't acceptable. - At centre 7, a mum said this exact situation happened to her. She came home from work and started an argument with her husband about the house being a mess. Her husband said "*What's wrong? Your children are safe."* Which made her laugh, broke the tension? - "*It's not fair to involve the child" "They're getting her to choose sides – it's confusing"* - *"It's ridiculous!" "way worse than the first one (JAG)"*

Appendix L. Community organisations who ran group sessions

Centre	Centre details
Kensington Community Learning Centre, Liverpool	Community learning centre in disadvantaged part of Liverpool; many families are low income/ workless. Ethnically diverse community. Acts as community hub, lots of different classes available; IT, ESOL etc. Also hosts the community food bank.
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.
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 (e.g., job searching). Very community oriented. Focus on education.
Oasis Hub Hobmoor, Birmingham	Community hub attached to a local primary school. Diverse group of women attend classes, but some men also attend. Largely South Asian community. Focus on education, runs courses with certifications. Collaborates with school to run child day care and summer groups. Focus on volunteering in the community.
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.
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 focussed. Very disadvantaged community. Many of the courses are accredited.
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 job seekers allowance.
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.