



**SURREYDOWNS**  
Health & Care Partnership

***Children's Neurodiversity***

***Skills Sharing: Supporting  
Parents***

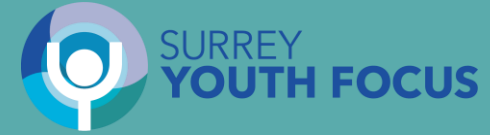
***Wednesday 11th June 2025***

---



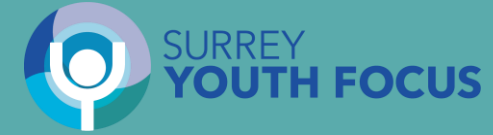
**Mental Health Investment Fund**

# AIMS OF TODAY



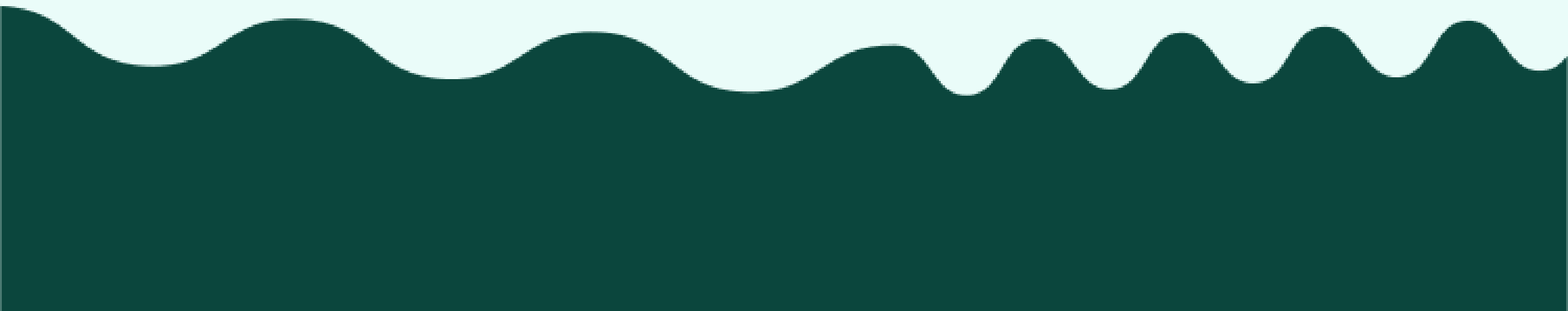
- Barnardo's to share learnings from their own work with parents and carers. (Leading to increased knowledge and confidence).
- Create a space where we can meet local colleagues and learn from each other.
- Access to problem solving conversations with peers.
- Increased understanding of other organisations working with children and young people and their families.
- Enabling you to meet colleagues you could continue to network with after today.


# OUR TIME TOGETHER



Time	Content	With
<b>12.00 - 12.10</b> (10 mins)	Welcome!	Deb, Surrey Youth Focus
<b>12:10 – 12:25</b> (15 mins)	Place based introductions	All
<b>12:25 – 12:55</b> (30 mins)	Barnardo's Working with parents & carers.	Michaela Hussey, Children's Services Manager Barnardo's.
<b>12:55 – 13:20</b> (25 mins)	Continued time together <ul style="list-style-type: none"><li>• Connections</li><li>• Learning / skills sharing</li><li>• Problem solving</li></ul>	All
<b>13:20 – 13:30</b> (10 mins)	Reflections and evaluation	All

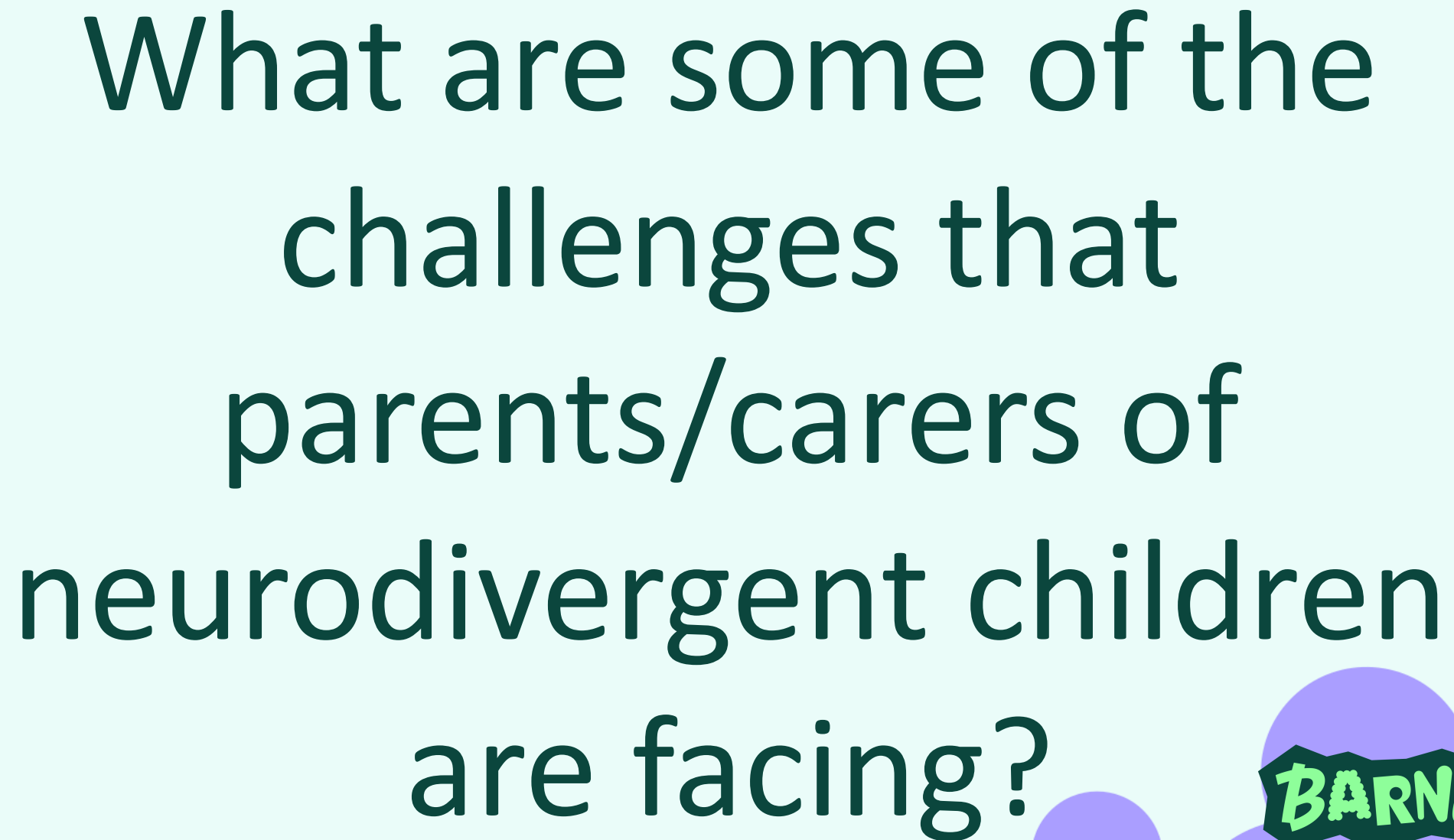
BARNARD's





We've been changing  
childhoods and changing lives  
for over 150 years, and we'll  
be here for as long  
as we're needed.

**BARNARD'S**



What are some of the  
challenges that  
parents/carers of  
neurodivergent children  
are facing?

# Key challenges:

Managing their own wellbeing, individually, as a couple, or co parenting

Time and space for support

Finding support (the right support for them)

Meeting the needs of their child whilst juggling everything else, for example other children/work

Dealing with the child's school

Doctors appointments and waiting lists

Dealing with all the usual co-existing conditions we often see, for example, anxiety, sleep troubles, eating differences



# Offering support in groups

At Barnardo's\* we make a conscious effort to create a warm and welcoming space for our parent/carers at our groups, whether online or in person.

During our in person groups we invite our parents/carers to wear a name badge to help the practitioners and other parent/carers can see attendees names. We feel this supports a strong group experience.

At the beginning of our groups we invite the parents/carers to share their child's name and age, as well as something they love about their child's personality. This is very powerful because so often in the world of neurodevelopmental conditions there is a strong focus on the struggles and negatives.

\*Our Surrey services are commissioned by the NHS, Surrey Wellbeing Partnership and SCC





# Hopes and Fears

This works well in person and online. Our practitioners will go around the group of parents/carers and ask for their hope and fear. Usually, a practitioner will start.

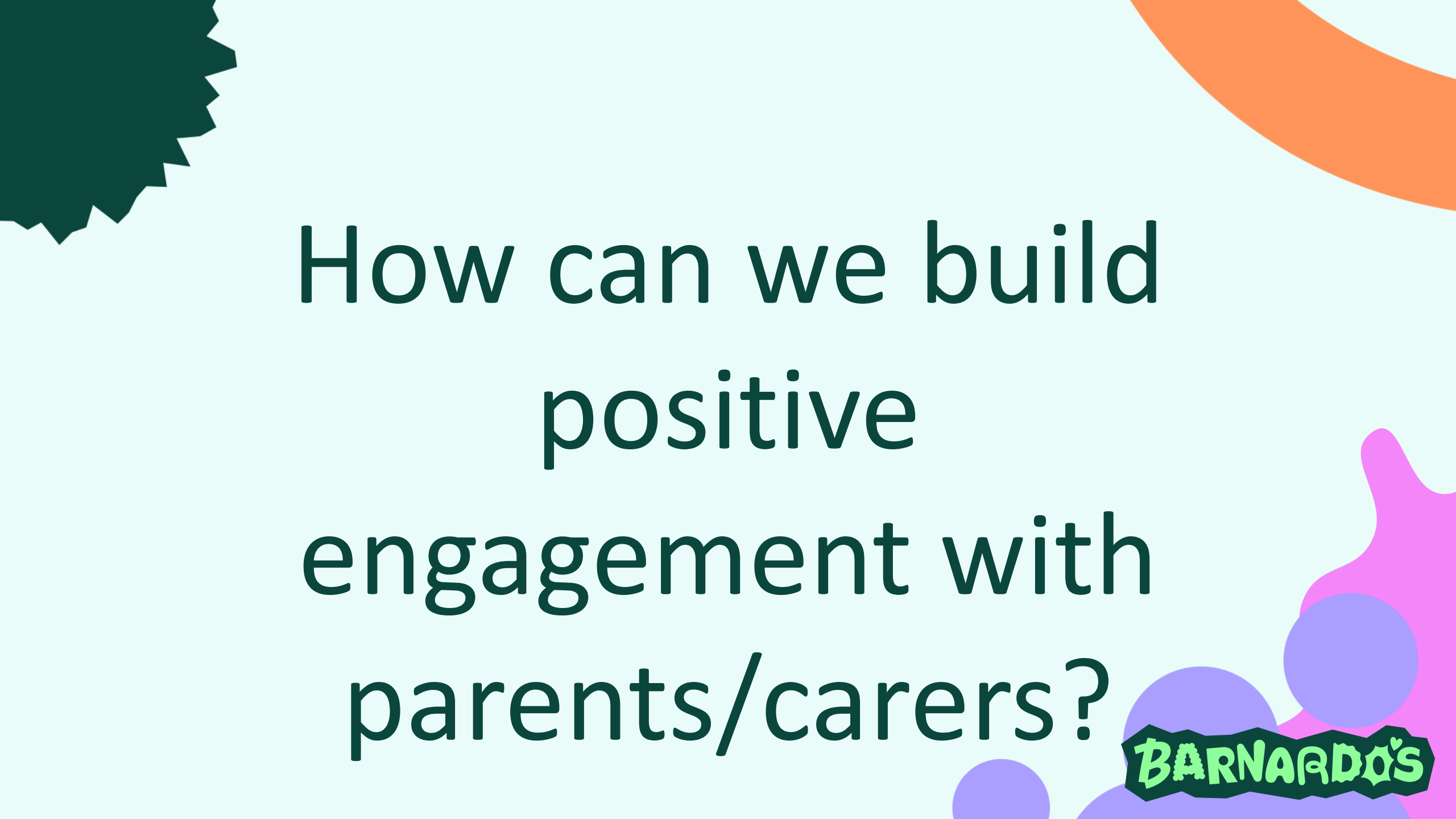
For example, my hope is we can create a safe meaningful space for you all to come each week, make connections with other families in similar situations and gain something from the X weeks we are here for. My fear is going stuck in traffic on the way here as I have to use the motorway to get here.

Allowing time for the practitioner to start this task eases the tension.



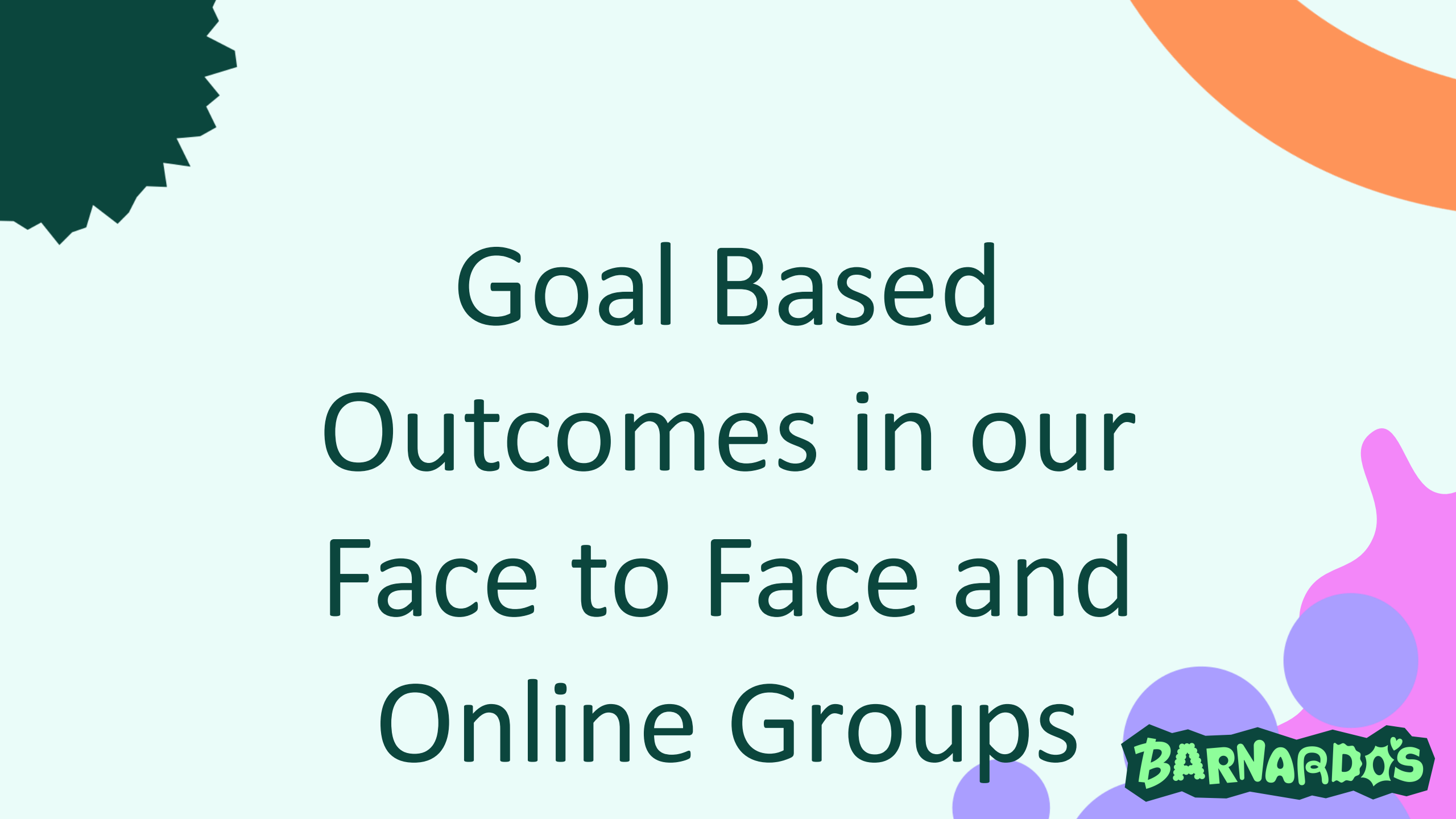
Space to share positives  
of your delivery styles

**BARNARD'S**



How can we build  
positive  
engagement with  
parents/carers?

**BARNARD'S**



# Goal Based Outcomes in our Face to Face and Online Groups

**BARNARD'S**

# Pros

Can supporting in getting an insight into how the individual/family are feeling

Can be thought-provoking for the individual/family

Helps service hold tangible data on their KPIs - Leading to analysis on the data

See the journey the individual/family over the course of the intervention

Can be supportive for individual/families to create their own goals to work towards

Promotes shared decision making between the individual/family and the practitioners working with them

Versatile and straightforward to use

# Cons

Can be difficult to get the individual/family to answers truthfully without social desirability

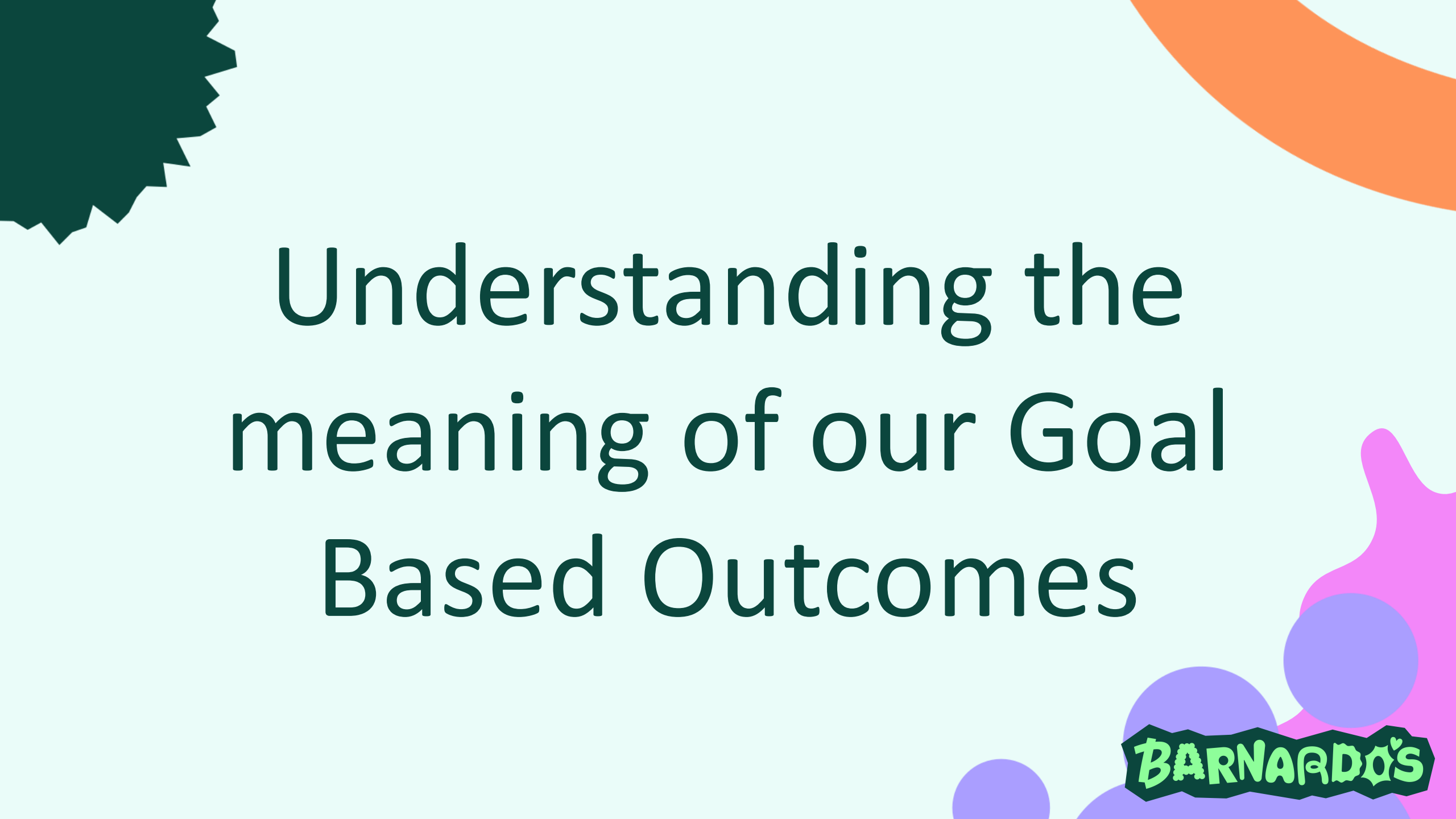
Scores could be missed if the individual/family do not attend some of the sessions

Could create some outliers in the data when the questions have been answered untruthfully or misunderstood

The outcome could imply a negative effect but in reality, the intervention has been a realisation journey that leads the individual/family onto more dedicated support

The individual/family might decide unmanageable/unachievable goals, for example, 'back in employment' but only during a 3-week intervention

There can be barriers for answering goal questions, for example, age, disability, awareness of intervention



# Understanding the meaning of our Goal Based Outcomes

# Key points to make:

Personal for you

Names on the form

Privacy for your answers

Take time and space to think about the scoring

Meeting your needs and making the most of out the support on offer

The journey over the support time frame





**How confident are you in your ability  
to manage your child's behaviour?**

**1      2      3      4      5      6      7      8      9      10**

---

# Breaking it down with examples

## 1-2 (one or more of these statements may apply)

- Your child is not in control of their emotions and feelings on a daily basis and these are often a barrier to everyday activities such as getting dressed or going to school.
- Their feelings, emotions and how they express them interfere with a harmonious family life on a daily basis.
- Your child's behaviours and needs stop or delay you in carrying out necessary tasks like cooking, showering or going to work on a daily basis.
- You find yourself daily worrying about, avoiding, cancelling or rearranging certain activities or experiences because you're worried about your child's behaviours.

## 3-4 (one or more of these statements may apply)

- Your child is not in control of their emotions and feelings on a regular basis and these are often a barrier to everyday activities such as getting dressed or going to school.
- Their feelings, emotions and how they express them interfere with a harmonious family life on a regular basis.
- Your child's behaviours and needs stop or delay you in carrying out necessary tasks like cooking, showering or going to work on a regular basis.
- You find yourself regularly worrying about, avoiding, cancelling or rearranging certain activities or experiences because you're worried about your child's behaviours.

## 5-6 (one or more of these statements may apply)

- Your child is sometimes not in control of their emotions and feelings and these are often a barrier to everyday activities such as getting dressed or going to school.
- Their feelings, emotions and how they express them sometimes interfere with a harmonious family life.
- Your child's behaviours and needs sometimes stop or delay you in carrying out necessary tasks like cooking, showering or going to work.
- You find yourself sometimes worrying about, avoiding, cancelling or rearranging certain activities or experiences because you're worried about your child's behaviours.



# Breaking it down with examples

## **7-8 (one or more of these statements may apply)**

- Your child is rarely not in control of their emotions and feelings and these are rarely a barrier to everyday activities such as getting dressed or going to school.
- Their feelings, emotions and how they express them rarely interfere with a harmonious family life
- Your child's behaviours and needs rarely stop or delay you in carrying out necessary tasks like cooking, showering or going to work
- You rarely worry about, avoid, cancel or rearrange certain activities or experiences because you're worried about your child's behaviours.

## **9-10 (one or more of these statements may apply)**

- Your child is good at controlling their emotions and feelings and these are never a barrier to everyday activities such as getting dressed or going to school.
- Their feelings, emotions and how they express them do not interfere with a harmonious family life
- Your child's behaviours and needs never stop or delay you in carrying out necessary tasks like cooking, showering or going to work
- You never worry about, avoid, cancel or rearrange certain activities or experiences because you're worried about your child's behaviours.



# Reflections on goal-based outcomes

Do you use them?

Would they be helpful to introduce?



**BARNARD'S**



# End of Service Questionnaires



**BARNARD'S**

‘The course has made a huge difference to us as a family. We have more patience, more empathy, more realistic expectations. We have learnt so much about neurodiversity and a better understanding of the strategies for both of us as parents and our children.’

‘for me, its reformed my parenting, my approach is now different for my two children but with the same expectations and easy tools, with the change of approach we are creating a more positive environment at home consistently.’

‘I have adopted some of the recommendations presented, which has helped in negotiating awkward and sensitive situations. I have also shared my new knowledge with friends and have recommended the complimenting book which has been well received by friends with similar struggles...I found it really helpful and definitely became more patient and ultimately a better parent to my child.’

‘It made the biggest impact mentally and continuing to recognise the struggles that our son faces and better support him emotionally.’



**‘About me’** pack and further resources will be shared.

Look out for **future Skills sharing sessions:**

**24<sup>th</sup> June 12.00 – 13.30: Schools**

**And** later in summer and Autumn (themes PDA and EBSNA) [Our Events](#)  
[- Surrey Youth Focus](#)

[Sign up to Surrey Youth Focus Bulletin](#)

## **Resource pack**

Please share any resources, knowledge about local organisations supporting parents.

Email [events@surreyyouthfocus.org.uk](mailto:events@surreyyouthfocus.org.uk)



**Would you or a colleague like to learn more  
about other events?**

**Check out our website**

**[www.surreyyouthfocus.org.uk/events](http://www.surreyyouthfocus.org.uk/events)**

**You may also be interested in our bulletin to  
learn more about what is happening in Surrey  
for children and families and funding  
opportunities.**

**[www.surreyyouthfocus.org.uk/bulletins](http://www.surreyyouthfocus.org.uk/bulletins)**



**Mental Health Investment Fund**