TIDieR
Template for Intervention Description and Replication

The Family Rocket intervention TIDieR checklist[1]

1. Brief name

The Family Rocket (directly translated from the Danish ´FamilieRaketten´)

2. Why

The Family Rocket is a multi-component, family-oriented intervention. Please, refer to the intervention development protocol for detailed descriptions of the intervention rationales and development processes (1).

Briefly, the purpose of the Family Rocket is to strengthen the health, learning, and wellbeing of socially disadvantaged children by developing their parents' or guardians' parenting skills in supplement with the children's language development and literacy, food literacy, physical literacy, and emotional literacy through a family-oriented intervention in YMCA´s Social Work´s (YSW) social cafes and kindergartens located in Denmark. The intervention will build on YSW´s experiences and identified need for assistance with the target group in a Danish context. The Family Rocket will qualify the existing YSW activities by supporting and continuing to train employees or volunteers in YSW´s social cafes and kindergartens by developing, testing, adapting, and evaluating concrete tools and methods that will facilitate the meeting with socially disadvantaged families and promote children's well-being and health. The intervention theory of change, i.e., the formalization of logic, principles, and assumptions of the intervention, is depicted in Figure 1.

For simplicity, the figure is inspired by the linear theory of change schematic by Ghate (2), but the real-world delivery of the Family Rocket is iterative rather than linear in that the intervention delivery occurs and develops through constant feedback loops between the intervention content and form with the target group, the staff and volunteers, and the wider context and culture. The wider context and culture in which the intervention is embedded influences the delivery of the intervention in important ways. The social cafés and kindergartens constitute two different settings with obvious physical differences (e.g., the kindergartens might have more readily available attributes that can be used as part of the intervention), social differences (e.g., the differences in the staff professional backgrounds and the sociodemographic of the main users of the institutions from which recruitment predominantly occurs), cultural differences (e.g., the norms for engagement with service users), and infrastructural differences (e.g., the existing or non-existing connections to social and psychological services). Thus, the relational and practical challenges that are met in the different types of contexts in relation to delivery of the Family Rocket content might be of different complexity and type. Consequently, the staff and volunteers must constantly gauge and adept the content and delivery according to context and situation with feedback from the families, the YSW contact, and a supervisor as needed. The figure does not illustrate the root causes or the specific need that the

[1] https://www.equator-network.org/wp-content/uploads/2014/03/TIDieR-Checklist-PDF.pdf

Family Rocket is intended to meet. This is instead addressed in short above, and in more detail in the intervention development protocol (1).

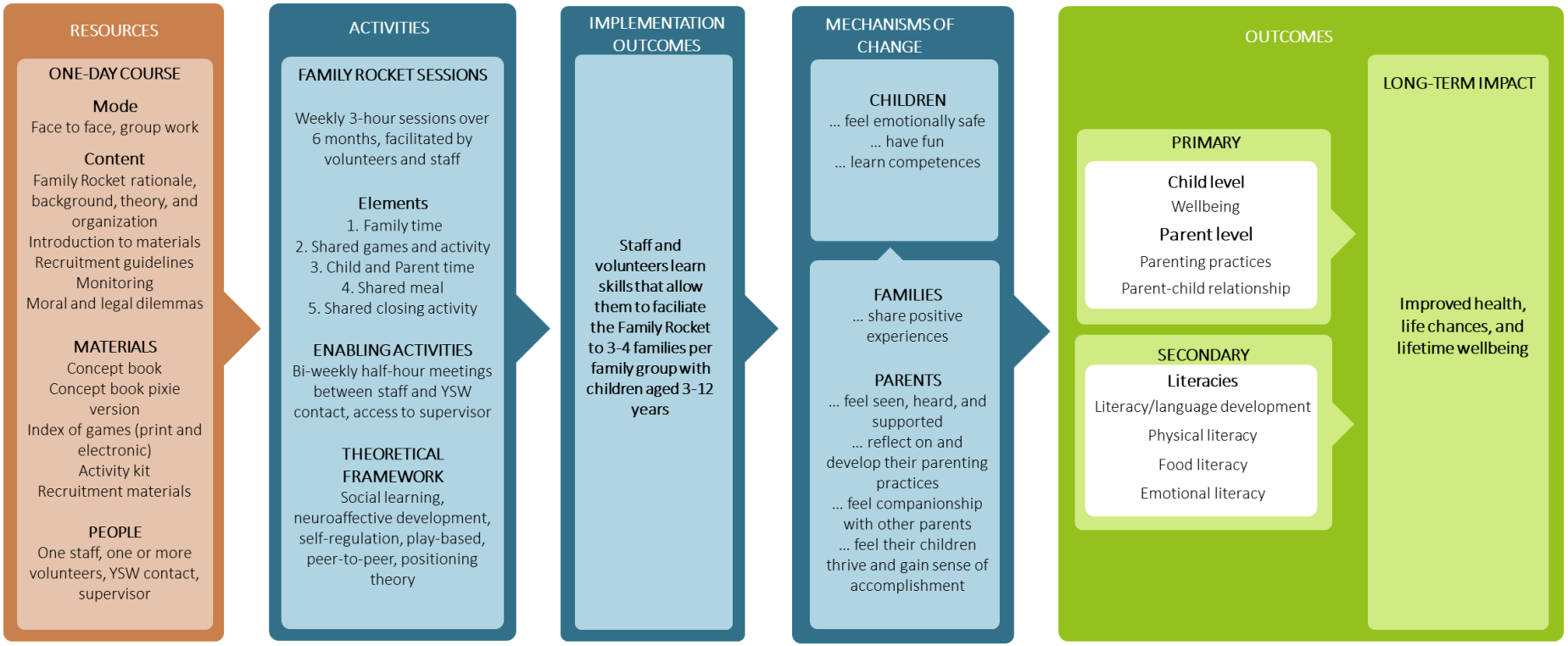

Figure 1. The Family Rocket theory of change schematic.

The Family Rocket takes inspiration from social modelling principles of social learning theory (3) and attunement and mirroring approach from neuroaffective developmental psychology (4). Both parent and child level educative principles are inspired by the concept of self-regulation, or translation, from the Triple P method (5,6) in developing and using activities aimed toward encouraging development of the constituent competences that underly behaviors (e.g., parental competences and physical literacy) rather than on the outcome behaviors and states themselves (e.g., sensitive parenting and physical activity). Parent and child level activities are play-based under the assumption that joy facilitates both motivation for learning and learning (7,8), and parent-training components, in particular, encompasses peer-to-peer methods to increase the relevancy of the content delivery, to build trust and to allow mirroring between the parents (9,10).

The importance and difficulties associated with the role of the staff and volunteers who deliver the intervention cannot be underestimated. The Family Rocket relies fundamentally on successful building of trust and relationships between staff, volunteers, and families. The Family Rocket therefore takes inspiration from positioning theory (11,12) in supporting the staff and volunteers become aware of and comfortable with the various positions they will be required to take. They will, for instance, at one point take the position of a host who at one time leads the way whilst activating their professional backgrounds and at other times take on a role of the active listener who uses their own personal experiences to validate emotions and to model the socioemotional learning involved in the Family Rocket.

3. What (materials)

Concept book outlining the why, what, how, and for whom of the Family Rocket (intended for use by staff and volunteers). The first part of the concept book describes the values, principles, structures, and progression of the intervention, as well as an in-depth description of the four core competences, i.e., language development and literacy, food literacy, physical literacy, and emotional literacy. The second part of the concept book describes the parenting training component of eight different themes including a short presentation, discussions, and variations of input such as video materials or practical exercises. The third part of the concept book includes supplementary descriptions that provide staff and volunteers with a more elaborate understanding of the theory behind and purpose with the content in the second part of the concept book.

Pixi version of concept book summing up the most important content of the concept book (intended for use by staff and volunteers). It serves as a short and easy guide for the practitioners delivering the intervention.

Print and electronic index of games (intended for use by staff and volunteers). The indexes provide inspiration and guidance for games that support the four core competences.

Activity kit (intended for use by families). Each family group is provided with an activity kit including: 1 * ´Hokus Pokus Filiyoga´ book (inspiration for play-based yoga activities supplemented by rhymes and chants), 1 * ´Rend og hop med Oliver´ set (a set of activity inspiration cards activities and a book to inspire conversations about activities), 1 * set of Bikablokort (conversation starter cards), 1* set of Danish Cancer Society Cards about feelings (conversation starter cards), 1 * Vamos Box (activity cards for physical activity), 3 * skipping ropes, 13 * soap bubbles (60ml), 1 * bottle detergent, 1 * bottle glycerin (for use in home-made soap bubbles), 1 * box of elastic bands, 20 * balloons, 2* large elastic bands (for jumping games), 20 * pea bags, 20 * metal coat hangers, 1 * roll Gaffa tape.

Volunteer recruitment pamphlets for print and online use on volunteer portals (e.g., frivilligjob.dk) (intended for use by staff). The pamphlets include basic information about the Family Rocket, the role of the volunteers within the Family Rocket, and contact information.

Family recruitment pamphlets for print and online use on relevant portals (e.g., Aula) (intended for use by staff). Each family group is provided with an individualized (i.e., address and contact details, and date of intervention startup) family recruitment pamphlet.

Information sheets (intended for use by staff or recruitment gatekeepers (e.g., municipal social workers)). The sheet includes basic information about the Family Rocket and the target group, as well as contact information.

Staff and volunteer training materials. The training materials include Power Point slides introducing the why, what, how, and for whom of the Family Rocket. The slides also include examples of phrases to explain the purpose of the Family Rocket in an inclusive and non-judgmental way, guidelines for family recruitment, guidelines for volunteer recruitment. Furthermore, the slides include definitions of the four core components and elaborations on how to integrate and work with each of the components over the course of the intervention. The slides introduce the rationale, theory, and organization of the parent training concept, and provides examples of the execution of a single parent time session (please see Section 4 for definition). Finally, the slides include paradoxical and challenging scenarios (e.g., if circumstances around the child or parents require reporting to authorities) that can occur within the Family Rocket and outline the legal boundaries and official pathways and resources used in cases of conflict or where psychiatric or psychological assistance is required.

Monitoring as part of intervention? Why and how?

4. What (procedures)

The intervention facilitators are trained in the Family Rocket concept in a one-day course. The course is based on the themes and elements described above under “Staff and volunteer training materials” and includes theoretical lectures, supplemented by illustrative examples in workshops and videos, plenum discussions on local implementation. Biweekly half-hour meetings between the staff and YSW contact person enables ongoing peer-to-peer support and activation of YSW resources when necessary.

5. Who provides

Workshops and presentations are held by the YSW contact and Family Rocket ambassadors (i.e., experienced Family Rocket staff who were part of the development of the intervention).

The YSW social café and kindergarten staff are responsible for family and volunteer recruitment, as well as coordinating the delivery of the intervention to the participating families. The staff should have pedagogical or social worker qualifications, and optimally have experience with coordinating gatherings between diverse groups of people. The staff typically manages the Parent time. The staff participates in biweekly half-hour meetings with staff from other family groups, as well as the YSW contact.

The volunteers participate in the sessions and are typically responsible for the Child time and assist with tasks related to the communal meal.

Each family group will be supported by a psychologically trained supervisor who can be contacted on ad hoc basis, and who will visit the family group once.

6. How

The one-day course is delivered face-to-face and in groups.

The bi-weekly half-hour meetings are conducted virtually.

Actual sessions are provided to the families by the staff and volunteers once a week for three hours over six months.

7. Where

Sessions can take place in YSW social cafes or kindergartens. The location needs kitchen facilities as one of the elements in each session is cooking.

8. When and how much

Each family group meets on a weekly basis for three hours, i.e., a session, in the afternoon (e.g., 4pm-7pm) over the course of 20 weeks. Each session consists of five elements: 1) Family time, 2) Shared games and activities, 3) Child time and Parent time, 4) A shared meal, and 5) Shared closing activity.

The individual elements can vary in duration but must always be included in each session. The family groups can deviate from this model once or twice during the intervention in the context of an 'out of the house' experience, e.g., to a fun-park or restaurant intended to provide some variation to the program and an opportunity for the families to use and further develop competences and insights derived from the previous weeks.

Tid	Structure of one session
16.00-16.30	Family time and snack
16.30-17.00	Shared games and activities
17.00-18.00	Child and Parent time
18.00-18.45	Shared meal and Reading aloud
18.45-19.00	Shared closing activity

The full intervention duration of 20 weeks is subdivided into a familiarization phase, a competency phase, and a closing and continuation phase. The duration of each of the three phases is adapted to the individual family group depending on how quickly the families become acquainted with the facilitators and other families, as well as the level of difficulties exhibited by the families.

9. Tailoring

N/A

10. Modifications

N/A

11. How well (planned)

N/A

12. How well (actual)

N/A

13. References

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