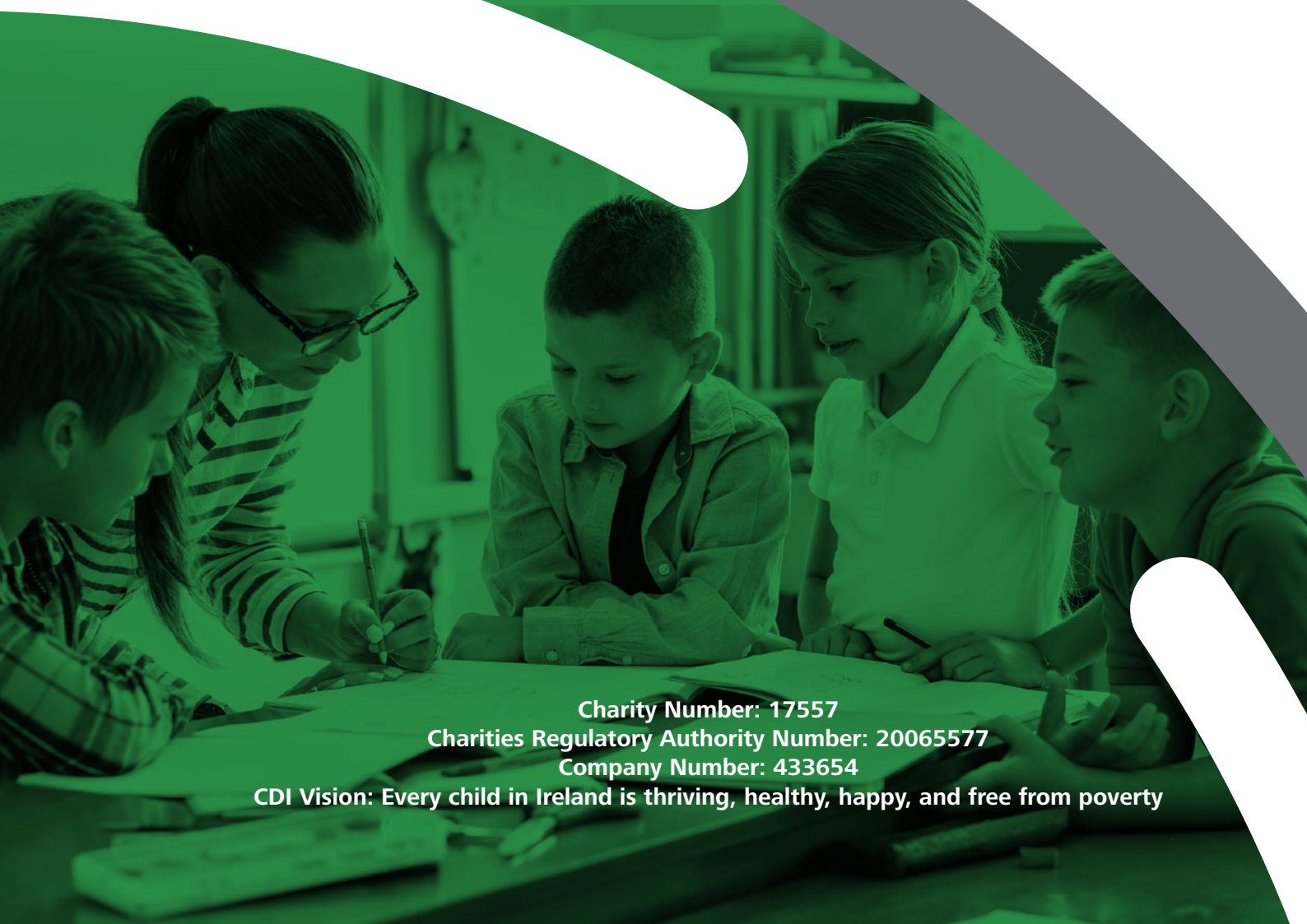




ANNUAL REPORT

2021

TÚSLA An Ghníomhaireacht um
Leanaí agus an Teaghlach
Child and Family Agency



Charity Number: 17557

Charities Regulatory Authority Number: 20065577

Company Number: 433654

CDI Vision: Every child in Ireland is thriving, healthy, happy, and free from poverty

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Reference and Administrative Information

Directors

John Paul Byrne (Attended 5 of 6 meetings)

Mary Corcoran (Attended 6 of 6 meetings)

Brendan Cremen (Attended 5 of 6 meetings)

Madeline Mulrennan (Attended 5 of 6 meetings)

Paul Murphy (Attended 4 of 6 meetings)

Elizabeth Nixon (Attended 5 of 6 meetings)

Caitriona Rodgers (appointed 23/04/2021) (Attended 3 of 3 meetings)

Darren Bracken (appointed 23/04/2021) (Attended 1 of 3 meetings)

Aisling O Reilly (appointed 24 September 2021) (Attended 2 of 2 meetings)

Anita Nolan (appointed 24 September 2021) (Attended 2 of 2 meetings)

Emer Woodfull (appointed 3 December 2021) (Attended 0 of 1 meeting)

Isabel Aust (Resigned 03/12/2021) (Attended 5 of 5 meetings)

Helen Johnston (Resigned 03/12/2021) (Attended 5 of 6 meetings)

John Murray (Resigned 15 August 2021) (Attended 3 of 5 meetings)

James Dolan (Resigned 12/02/2021)

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Philip Zambra

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CDI Mission:

We will improve outcomes for children by delivering quality, integrated, evidence-informed services and workforce development through partnership and innovation.

CDI Values:

We work in partnership with people, taking a strengths-based, family- and child-centred approach focused on children's rights, responding to needs and driving change.

We use evidence, innovation, and prevention and early intervention approaches to underpin our work.

Tallaght is our home, and we prioritise the needs of this community. We are also committed to transparently sharing our learning to inform policy and practice nationally and internationally.

We are respectful, inclusive, collaborative, relationship-focused and believe in having fun while we work hard.

Chairpersons' Foreword

The last year was characterised by uncertainty, government-imposed restrictions and limited access to services and connections. The global pandemic continued to affect how we work, deliver services and live our lives. Towards the end of 2021, the impact of ongoing remote working became apparent, with increases in reports of mental health issues, low energy levels and morale, and growing numbers of people leaving the workforce. Services began to see the early manifestation of the post-covid reality, with children as young as four years old exhibiting anxiety and specialist service waiting lists growing inexorably.

The long term effects of the pandemic have yet to be fully realised, but it is now evident that the most vulnerable sectors of the population have been most impacted. Poor communities, families with young children, and older people have particularly struggled over the last two years and the demands on public services are going to most affect those with little or no capacity to turn to private alternatives.

CDI's Board of Management has been very cognisant of its responsibilities in maintaining a healthy work force and a positive work environment in this difficulty context. I am grateful to my fellow trustees for the commitment and professionalism they brought to all deliberations during the year. It is testament to their efforts, as well as the enthusiasm of the staff, that a *Great Place to Work* assessment undertaken in late 2021 had such positive conclusions, finding that staff feel engaged and listened to, that they value their role and are passionate about the work they do, and that they believe the organisation celebrates innovation and effort.

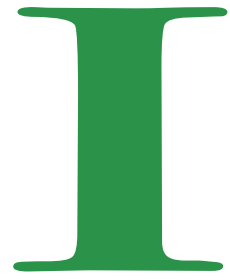
This report illustrates the breadth and depth of work led by CDI, in Tallaght and beyond. It also references some significant consultancy contracts progressed by the team during the year. These are important developments in terms of our strategic objectives to engage with wider audiences, to share our learning and expertise. Further, this Annual Report provides an insight into the dynamic responsiveness of the team, as new and emerging issues are identified, inter agency structures established to gain the buy-in of relevant stakeholders, and solutions collectively sought.

CDI's work is funded largely by Tusla, as part of the Government's Area Based Childhood Programme, and we are grateful for the funding and support received. An increasing number of corporate grants are also now important to CDI's income, and these are critical for enabling the level of innovation and evidence-informed work on which CDI has built its reputation. Finally, we are thankful for the many partnerships developed, locally and nationally, with parents living in the area, other services, policy makers and influencers and all those whose support and wisdom we value so much.

I am proud to commend this Annual Report and to formally acknowledge the hard work and great spirit of all those working in and with CDI.

Professor Mary P Corcoran
Chair
CDI Board of Management



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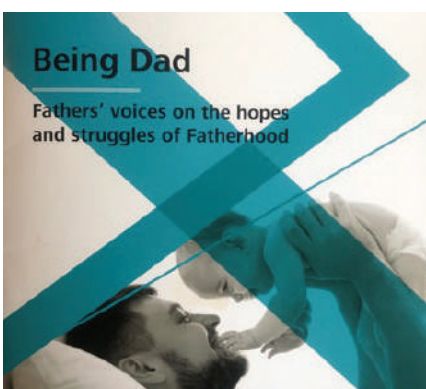
CDI INTERVENTIONS



1.1 ATTI

Interagency work 2021

- Ante-Natal to Three Initiative continued to work closely with a broad range of agencies and practitioners in the community with the ATTI Steering Group (SG) continuing its work online. Overall, there was very positive feedback from the ATTI survey. 100% of respondents agree or strongly agree that ATTI addresses important complex issues, serves a unique purpose in the community, and builds on community strengths and services
- ATTI also collaborated with colleagues and local services on several initiatives including Circle of Security Foster Carer project, CYPSC Safe and Protected from Harm Committee, *Minding Baby* (Ante Natal Child Protection) and Family in Mind.
- CDI continued to roll out Solihull Foundation training to practitioners on an interdisciplinary bases and provide Community of Practice meetings to bridge the gaps between theory and practice. Solihull Advanced training was also provided to 18 practitioners who had completed Foundation training.
- A focus on building and developing relationships with the Peri-Natal Mental Health team in the Coombe Hospital proved very worthwhile resulting in several clinical and medical staff completing Solihull and Infant Mental Health (IMH) training. ATTI and the Coombe Peri-Natal MH team also collaborated to host a very well attended and thought provoking webinar on how to support peri-natal MH during Covid and beyond.



Achievements and outcomes 2021

ATTI completed the *Being Dad* research project and launched the final report in 2021. A total of 11 Dads participated in the process, through completing a questionnaire about their family and participating in in-depth, one-to-one interviews. Between them, participants in the project had 16 children, aged between three months and thirteen years.

Three major themes emerged from the analysis of the in-depth interviews with dads, in relation to their experiences, challenges and barriers encountered. These were: embracing fatherhood, the desire for greater equality in caregiving and seeking parity of esteem in encounters with health care professionals. The *Being Dad* report

made the following recommendations: further research about the needs of expectant, new and more experienced dads; systematic data collection and analysis required; support the transition to fatherhood; develop targeted resources specifically for fathers; provision of structured 'Father inclusion and engagement' training; formal and informal supports and interventions for expectant and new fathers; shift the discourse to promote gender equality and shared caregiving to children and young people.

ATTI is working with other stakeholders to further the recommendations from the report.

ATTI is leading the process by which CDI will become a trauma informed organisation with training completed by all staff in the following areas: Understanding the principles of trauma informed care; understanding and recognising trauma; responding to trauma; vicarious trauma, and self-care. All Board members also received an introductory input on trauma-informed practice. Work is ongoing to finalise a Trauma Statement, protocol and review of internal policies and procedures.

The *Bonding with Baby* guide for new and expectant parents was developed and is being disseminated to a broad range of stakeholders working directly with parents and families. Bonding with Baby branding is also being used with practitioners to promote on infant mental health strategy.



BONDING
with **BABY**



An online Infant Mental Health Masterclass was delivered to 24 practitioners from a range of disciplines in October by ABC colleagues from Young Ballymun. A pre-briefing was completed by ATTI and Primary Care Psychology. Several colleagues from surrounding areas were included plus Consultants and Senior Registrars in psychiatry from the Coombe Hospital. Nine practitioners committed to joining the IMH Network bringing membership of the Network up to 17. ATTI is also working with Primary Care Psychology to facilitate the Network group to integrate learning and support practitioners.

58 practitioners attended CDI's webinar on *Supporting Peri-Natal Mental Health* during Covid and beyond.

Working closely with Tusla colleagues external consultants and quality specialists further progress was achieved on the Ante Natal Child Protection *Minding Baby* project. A logic model and implementation plan was developed with training needs identified. Further work to focus on gaps in services, knowledge and competences and to develop a framework to support practitioners working with at risk families will be progressed in the year ahead.

Targets 2022

- Facilitate eight ATTI SG meetings and work with the SG to respond to needs in the community
- Work with a broad range of stakeholders to advance on Tallaght
- Co-facilitate the IMH Network, forging and developing relationships with frontline practitioners working with parents and infants
- Organise two webinars / learning events to promote IMH and attachment focussed interventions
- Implement the findings of the *Being Dad* research and promote father inclusion and engagement
- Submit *Being Dad* research project for publication to academic journals
- Collaborate with Quality Specialist and Tusla colleagues to develop, deliver and evaluate the *Minding Baby* project
- Lead the trauma informed project within CDI.

1.2 Parental Support

1.2.1 Powerful Parenting

2021 was another very busy and exciting year for CDI's parental supports. CDI's Senior Speech and Language Therapist Michelle Quinn took on the role of Parenting Specialist to provide maternity leave cover. While in the driving seat, in January 2021, she commenced a 360 review of the programme and one of the key highlights came when CDI's parental support proudly received a rebrand in the form of a new programme name and logo "*Powerful Parenting*".



September 2021 was another exciting month with the return of Elaine from maternity leave and the appointment of Denise Loughnane as the new Parent Carer Facilitator (PCF) in Fledglings St Anne's. CDI also said a very fond farewell to PCF Elisabet Garcia, who continues to support CDI in the role of Quality Specialist, facilitating the delivery of the Parental Engagement and Relationships (PEAR) training programme.

The team also said a very fond farewell to St Kevins, Kilmainham and their PCF Ciara Treacy. Their departure, from directly working with CDI has left an opening to bring Powerful Parenting to a brand new site in Tallaght. It is anticipated that a new service will be identified in the first quarter of 2022; providing an opportunity to support a new co-host of children and families.

Interagency Work 2021

Powerful Parenting continues to collaborate with a variety of agencies. CDI's Parenting Specialist attends the National Parenting Working Group, Local Parenting Forum, ABC's learning group for Parenting and represents CDI as a Parental Support Champion within TUSLA's Parent Support Champions Project.

During 2021 each PCF was engaged in at least two to three interagency meetings including Meitheal meetings, Family Group meetings, case management, parent support networks, homelessness forum and CYPSC Sub-Committees.

Achievements and Outcomes in 2021

The following quality support were provided to the PCF's during the year:

- Eight Communities of Practice
- Two planning mornings
- Fifteen Service Provider meetings
- Team building day with a focus on well-being, boundaries and self-care.

Achievements and Outcomes in 2021

PCF Activity:

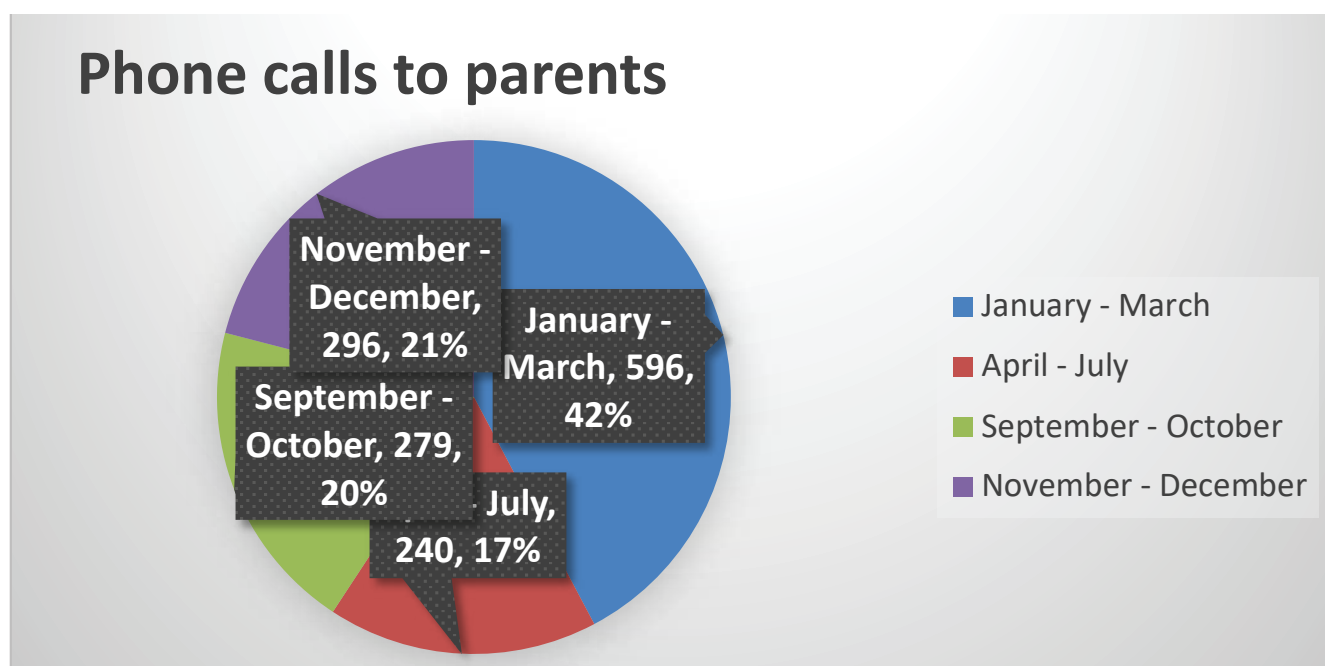
2021 was a year that presented many challenges as the pandemic continued. Throughout the year PCFs provided a significant amount of emotional support related to parents' anxieties around the pandemic. Social isolation, lack of familial support and financial worries were reported frequently. PCF's used a range of methods to support parents remotely and face to face e.g. phone calls/texts/zoom calls, video messages, delivery of resource packs to family homes, and home visits. Workshops and seminars were held both in person and virtually depending on restrictions; PCF's continually adapted their model of service delivery depending on government guidelines and offered support through innovative methods e.g. school readiness/transition packs, recorded information videos for parents etc.

By the last quarter of 2021 all PCFs reported that parents were very eager to get back to face to face supports and were seeking out opportunities to meet for in person groups, parent education training programmes, social gatherings, and interactions. The PCF's very much look forward to providing face to face supports to parents in 2022.

PCF Achievements:

- PCF's supported over 250 parents
- 593 one to one meetings with parents
- 512 home visits or virtual home visits with parents
- Between January and March, PCFs made 596 calls to parents, 240 between April and July, 279 between Sept and Oct; and 296 between Nov and Dec resulting in a total of 1,411 calls made during the calendar year:

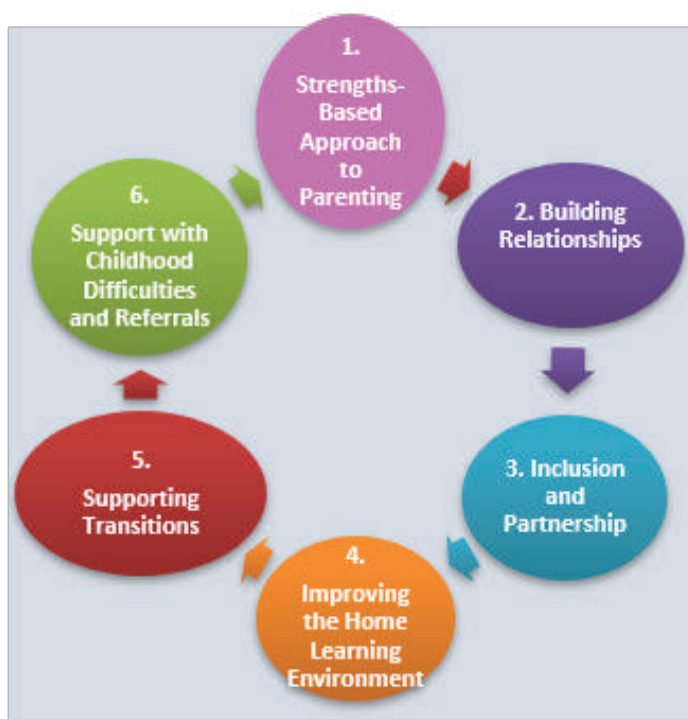
Figure 1: Number of calls to parents quarterly



- Over 3,000 text messages sent to parents
- In November and December and in conjunction with International Men's Day, PCFs ran five separate events to specifically engage with fathers and other significant male caregivers reaching a total of 51 individuals.
- One PCF was awarded her Parents Plus Accreditation
- During 2021 Powerful Parenting maintained a weekly social media presence in relation to parental support by covering a variety of topics such as tips to encourage your child to prepare for school, tips to build emotional resilience in children and tips for strengthening your relationship with your child.
- Seven PCFs were trained in Infant Massage and are currently working towards their certification. This has been an exciting extension of their role and will widen their reach, supporting early intervention, with parents and babies in the wider Tallaght community
- PCFs engaged in a range of CPD courses during the year including: Solihull, Cultural Awareness, Trauma Informed Practice, Healthy Families, Restorative Practices, and many more
- The MSCA research into CDI's Parental Support Model continued with high engagement from parents and services. We look forward to the final report and implementing the recommendations in 2022 and beyond. (See below)

Targets for 2022

- Identify the location for the eighth PCF and commence *Powerful Parenting* supports
- Eight PCF demonstration sites are maintained and supported
- Evidence a reduction in parental stress through effective programme implementation across all sites
- Complete review of *Powerful Parenting* and implement recommendations
- Eight parent education programmes delivered to parents in Tallaght
- Six infant massage courses delivered to parents in Tallaght
- Seven PCF CoPs attended and four ELC managers CoP's completed
- One annual team development session conducted
- Increase awareness of CDI's Parent Engagement and Relationship (PEAR) toolkit within the ELC sector by disseminating information to a wider audience
- Coordinate the roll out of PEAR training
- Explore new ways to engage with more fathers through *Powerful Parenting*
- Maintain weekly social media presence in relation to parental supports



1.2.2 Parental Engagement and Relationships

A large body of evidence indicates the vital role of parental engagement to children's learning and development. Early Learning and Care services are increasingly recognising the need to work in partnership with parents with a view to improving outcomes for children and families.

CDI have developed a continuing professional learning programme based on our experience of establishing the Parent Carer Facilitator (PCF) role in a number of Early Learning and Care services in the Tallaght West area. The CDI model of Parental Engagement is underpinned by six strategies which have been developed into a comprehensive continuing professional learning programme comprising of six training modules.

CDI's Model for Parental Engagement

- Is everyone who comes through the door greeted with a welcome on arrival and wished well on departure?
- Does every parent feel welcome and valued as an expert on their child?
- Is the open-door policy working? Are parents and professionals coming and going? Is the service a hub of activity in the community?
- Do I play my part to encourage active participation of children, parents/carers and other professionals in order to ensure high quality service provision where everyone's needs are met?
- Is my role valued in the service? Do I feel like an active member of our community?
- Have I taken steps to ensure diversity is celebrated?
- What else can I do to improve inclusion and partnership?

PARENTING ENGAGEMENT AND RELATIONSHIPS



2021 was a busy and exciting year for PEAR with 131 Early Learning and Care practitioners around the country receiving either part or all of the training modules.

Based on evaluation feedback from participants who completed the entire programme online, work was undertaken to update and condense the PEAR modules into two-hour online sessions, CDI looks forward to rolling out this training again in 2022.

Interagency Work

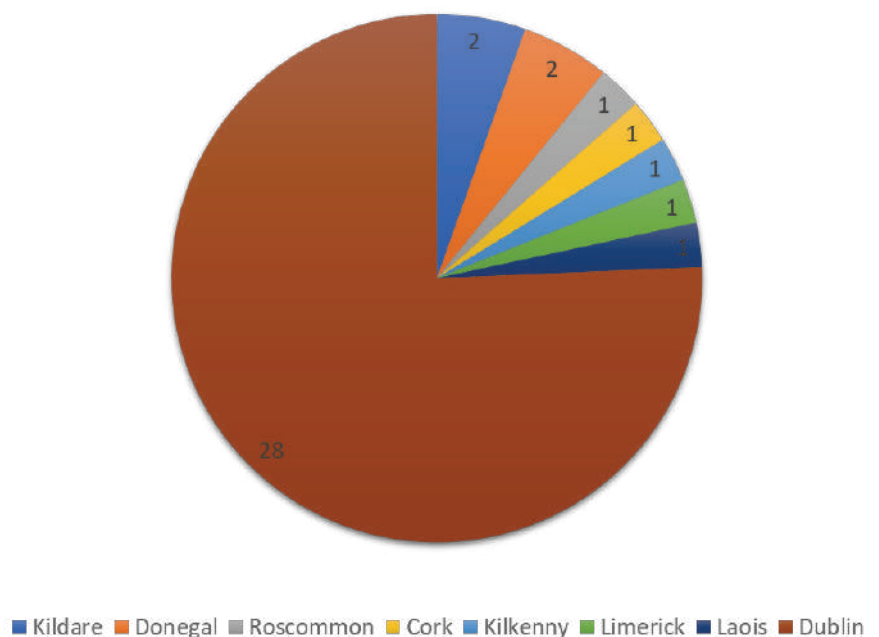
Achievements

- Module 2 Building Relationships was delivered to 63 participants nationally in January
- Module 5 Supporting Transitions was delivered to eight

participants in May;

- Module 6 Childhood Difficulties and Onward Referrals was delivered to 22 participants in June 2021
- PEAR was delivered in its entirety online to 37 ELC practitioners in Ireland and 1 practitioner in Sicily during the months of October and November as part of the CDI Training and Consultancy social enterprise:

Figure 2: Location and # PEAR participants nationally



- Three PCFs attended PEAR ToT training with a view to facilitating PEAR in 2022 and beyond.

Targets 2022

- Run two online PEAR courses, Spring and Autumn, featuring all six modules
- Deliver the full PEAR course to a minimum of 40 Early Learning and Care practitioners across the country
- Develop links with third level institutions to promote and raise the profile of PEAR nationally
- Train remaining PCFs in the delivery of PEAR.

Evaluation 2020-21: Recommendations from the MSCA project

- To continue measuring **Parental stress** (as a central dimension addressed by PP)

- To consider evaluating PP's impact on the quality of the **Home Learning Environment** or **Parent-service partnerships**.
 - Only if the questionnaire can be completed within 10-15 minutes (it is important to pilot it if more scales are added)
- To consider asking parents about their **expectations or needs** at pre-test (optional question)
- To consider asking PCFs to record which **dimensions** they addressed in the support provided (e.g., emotional support, parenting support, practical support, first needs support, etc.)
- To consider asking PCFs to register parents' attendance to the parenting courses/formal supports
- To communicate about the PCF's role (expectations and duties) among parents

1.3 Chit Chat

Chit Chat is CDI's Early Intervention Speech and Language Therapy Service, and incorporates delivery of therapeutic supports to three DEIS primary schools, six Early Learning and Care (ELC) Centres and one Early Start in Dublin 24. The covid 19 pandemic continued to pose challenges for the service throughout 2021. While the second lockdown (Jan- March 2021), was very challenging for all, the team were more prepared for switching back to teletherapy and had learned from first lockdown which families needed more support with technology, home programmes etc. Chit Chat experienced a high level of engagement from families. CDI's PCFs further supported families to engage with teletherapy through the loan of IT equipment. The Chit Chat team continued to offer online training and support for parents and staff online alongside face-to-face therapy in the form of virtual coffee mornings and online staff training. Recruitment for the 2021 Chit Chat Summer Courses was challenging because teachers were able to carry forward their Extra Personal Vacation and CPD points allocations from 2020. Graduation of newly qualified teachers was postponed due to delays with placements and because school staff were tired at the end of the academic year. Unfortunately, due to insufficient numbers the Chit Chat summer course was postponed for this year.

Toddler Talk, an online parent course for late talkers aged eighteen months to four years old was a great success and was well received by parents. Covid restrictions and the introduction of the Omicron variant brought challenges during the second half of 2021. The



team continued to deliver face to face interventions in schools and preschools throughout the various restrictions, however there were challenges regarding attendance and incidences where children/ parents/ SLT's were self-isolating.

There were some staff changes in 2021, we bid a fond farewell to our colleague Alice Coghlan who was a central part of the team for nearly three years. We wish her all the very best in her new role with the HSE. We were delighted to welcome the newest Chit Chat SLT to our team, Jemma Colclough, in August 2021. Jemma has a wealth of experiences working with children and has been a wonderful addition to the Chit Chat team.

Interagency Work 2021

Interagency working continued to be a core theme throughout 2021 in Chit Chat. Integrated service delivery continued through engagement and working in partnership with the three primary schools and six ELCs, and one Early Start in receipt of the Chit Chat service. Chit Chat continued to work closely with the HSE Dublin South West (DSW) SLT department. Chit Chat and other ABC SLT colleagues met with the Schools Demonstration project on 28th January. All Chit Chat SLTs attend the HSE SLT team meetings to share service updates and participate in joint education sessions. Chit Chat SLTs also attend the Oral Language Forum which is a national forum comprising of ABC SLTs, HSE, Early Years and Teachers, chaired by Duana Quigley, TCD. The Chit Chat Co-ordinator participated in the design group for a joint ABC/ CYPSC initiative for Children in Direct Provision and homeless accommodation and remains a member of this Working Group. The Chit Chat Coordinator led the development of an ABC position paper on SLT in community settings. Work continued on this throughout the second half of 2021.

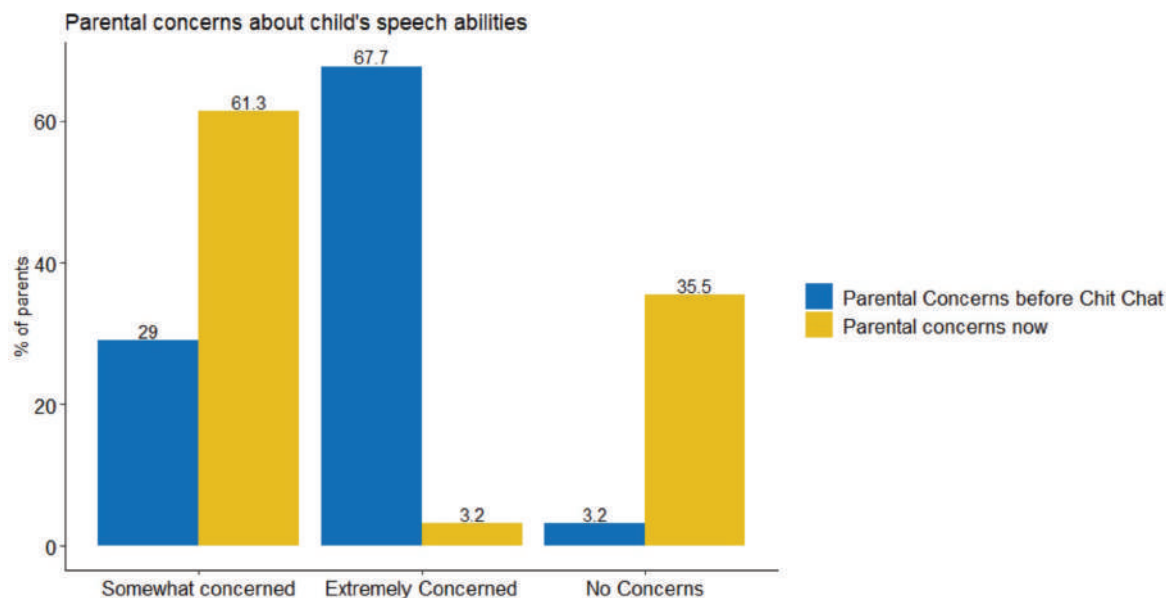
Achievements and Outcomes in 2021

Expected change: Reduction in parental stress and worry regarding their child's communication: Parents surveyed post intervention reported reduced worry with regard to their child's speech and language abilities.

When parents were asked about their concerns regarding their child's speech and language abilities before the Chit Chat service, 67.7% (n=21) parents were extremely concerned, 29% (n=9) were somewhat concerned while only 3.2% (n=1) had no concerns about their child's speech and language abilities. Asked about their concerns after accessing the Chit Chat service, only one parent

(3.2%) was extremely concerned, 61.3% of parents were somewhat concerned and 35.5% (n=11) parent had no concerns regarding their child's speech and language abilities, as shown in Figure 3 below.

Figure 3: Parental concerns before and after the Chit Chat service



Expected change: Continued access to a high-quality Early Intervention Speech and Language Therapy Service

The Chit Chat team supported 75 children and families in Tallaght throughout 2021 and continued to provide Speech and Language Therapy throughout the Covid-19 pandemic. Health promotion coffee mornings were delivered virtually to six early years services with 60 parents attending. All parents who engaged with Chit Chat were satisfied with the support that the service provided to them and their child. 147 parents attended an online parent training 'Toddler Talk' which was delivered over three sessions in November. 40 #ChitChatTuesday social media posts were posted and 20 calls were received by the helpline.

Satisfaction with SLT quality

Parents were asked to rate their satisfaction with the SLT service and all those surveyed were satisfied with the Chit Chat service. When asked to comment about teletherapy and the SLT process, parents showed their appreciation of the service. Some of the parents commended the resources shared by the Speech and Language Therapist and the availability of teletherapy during the pandemic when most services were closed.

"SLT posted pictures out every week which helped having the same things to work on."

"It was very helpful and my child lost out on nothing during lockdown I was extremely happy with that."

"Enjoyed it nice route for my son through this tough time his speech improved and gained much more confidence."

"This really helped my daughter so much and had seen her come on loads in her speech. Great service, really appreciate it."

Targets for 2022

- Develop a guide to support parents of children with additional needs
- Continue service delivery to three DEIS primary schools, six ELC Services and one Early Start in Tallaght
- Roll out of the Talk to Your Baby Cube and accompanying social media campaign
- Roll out of Talkboost training to Primary Schools and ELC centres
- Deliver Online Summer Course to 75 Primary School Teachers: 'Supporting Speech, Language and Communication in the Primary Classroom and Beyond'
- Weekly social media posts for Chit Chat Tuesdays on CDI's social media platforms
- Quality review with ELC's and Parenting Specialist receiving the Chit Chat service to be conducted in October and April annually
- Continue to work closely with the HSE DSW SLT Department and our ABC SLT colleagues.



1.4 Doodle Den

Doodle Den operates throughout the school year, over a 32-week period, and is aimed at 5- and 6-year-olds (Senior Infants class). It involves the children attending three after-school sessions per week, each lasting 1½ hours. During this academic year 2020/2021 Covid 19 resulted in significant disruption to schools delivering classes in person, with schools switching to remote learning for some of the academic year. when face-to-face delivery was possible, schools

followed Covid 19 Government guidelines. This required certain adaptations to the routine and environment. Each child needed their own equipment and materials, and therefore each child was provided with their own *Doodle box* with all the resources needed for these sessions. Maximising fidelity to the programme, whilst recognising the very real practical difficulties presented by Covid restrictions was a considerable challenge. In consultation with the facilitators delivering the programme, it was agreed that maintaining Doodle Den contact and the relationship with the children and their families was crucial. This contact would consist of manageable elements of the Doodle Den intervention delivered to the children and their families.

Level of Activity and Outcomes in 2021

Despite Covid-19, Doodle Den was delivered in eleven sites across Dublin 24, Dublin 1 and Dublin 7 and in Limerick. This was a significant achievement, and testament to the determination of the schools, facilitators, children, and their parents.

The key skills children are expected to have improved after participating in the Doodle Den Programme are phonics, sight vocabulary, social skills and writing skills. The findings presented in the figure 1 below show the positive changes children experienced after participating in the Doodle Den Programme. Key demographics used to explore their relationship with improvement in literacy and social skills were child's gender and ethnic background. Despite the delivery of Doodle Den being affected by the Covid-19 pandemic, children who completed the programme and had data available for analysis seemed to improve in all the areas of literacy. Most children improved their sight vocabulary (98%), phonics (92%) and social skills (89%). The implementation of the Doodle Den Programme had to be adapted to suit the restrictions imposed due to the Covid-19 pandemic.

Figure 4: Doodle Den Pre and Post-Assessments

Changes in children's literacy skills before and after the programme					
Literacy skill	Number of Children	Pre-programme score (SD)	Post-programme score	Average Change	
Phonics	95	17.64 (6.27)	24.44 (2.44)	6.8 (5.59)	↑
Sight Vocabulary	114	15.80 (16.40)	46.24 (18.18)	30.42 (17.0)	↑
Social Skills	115	15.4 (3.59)	20.50 (3.86)	5.10 (3.67)	↑

2021 saw 19 new facilitators trained in delivering Doodle Den with 31 facilitators in total attending the training in September. There were two Communities of Practice including one with Dr Jennifer O Sullivan who gave an input on 'The Science of Reading', and was attended by 17 participants.

On the 23rd of September CDI hosted a webinar to launch the DoodleDen.ie website and a paper called 'The Great 8' which highlights key learning from delivering literacy interventions over the last number of years. This was attended by 30 participants from a variety of disciplines.

Targets for 2022

- Deliver Doodle Den in 16 schools, eight in D24 and eight in Dublin City, reaching a total of 240 children and their families.
- Present at the European Conference On Literacy, in DUBLIN in July.
- In addition, have been working with *Let's Grow Together* in Cork to establish three Doodle Den sites in Cork commencing this September 2022.
- Completion of the Social Return on Investment piece of research with the Doodle Den sites, families and children
- Host another literacy conference in September 2022.
- Sustain high quality delivery through ongoing training, reflective practice and quality assurance processes
- Review delivery following covid interruptions to ensure programme fidelity is maintained.



1.5 Doodle Families

Doodle Families is a manualised family literacy programme designed for children in First Class who would benefit from support with social skills and literacy development. The programme actively encourages children with a mixed range of abilities to participate.

Achievements 2021

Doodle Families (DF) ran in three sites during the last academic year reaching over 30 parents.

Targets for 2022

- Continue to support the delivery of Doodle Families in six sites in Dublin 24 and another eight new sites funded through Amazon Web Services (AWS).
- Engage with relevant agencies and institutions such as National Adult Literacy Agency (NALA), Education Support Centres of Ireland (ECI), The National Parents Council, Education and Training Boards (ETB) and academic institutions to promote DF.
- Collect and analyse data and disseminate findings.

1.6 Dolly Parton's Imagination Library

The Dolly Parton Imagination Library is an international book-gifting programme that CDI launched in Dublin 24 in 2019. This initiative ensures that all registered children from birth to five years old, residing in Dublin 24 will receive a free book each month.



Achievements 2021

Dolly Parton's Imagination Library (DPIL) had another fantastic year in that 61,090 books were delivered to children living in Dublin 24, equating to 72% eligible children. Since starting the programme 153,082 books have been delivered.

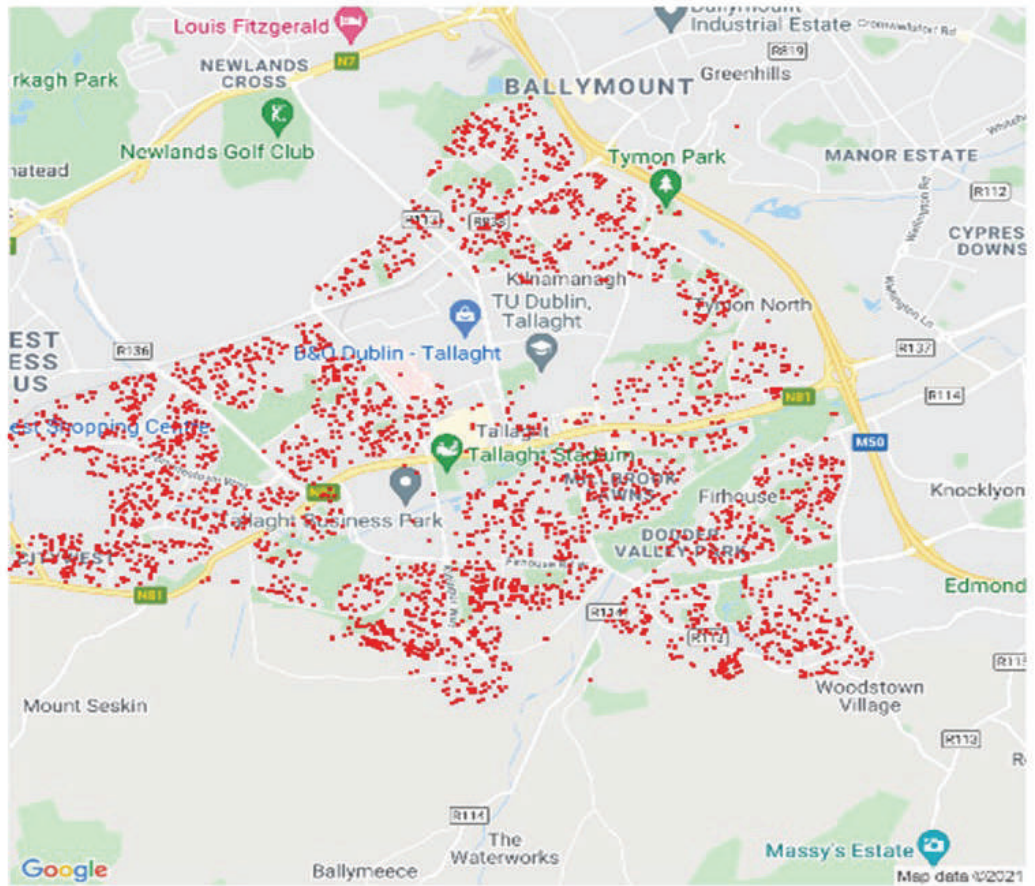
There was successful engagement with various funders including ESB for Generations, Dublin Bus Community Grants, HSE Lottery Grants and a new connection with The Stocker Foundation, our partnership with An post continued.

CDI was successful in submitting an abstract to present at the ELINET conference- European Conference On Literacy, in Dublin on July 4-6, 2022.

The objectives of the Imagination Library are:

- The home learning environment will be enhanced and children's literacy abilities improved
- The relationship between parents and their children will be improved through engaging in home learning activities
- Children will have positive attitudes to reading and parents will have positive attitudes to their child/children's literacy.

Figure 5: Map illustrating DPIL registered children in Dublin 24 (Nov 2021)



The figure below demonstrates that 74% of children receiving Imagination Library books now have 30 or more books in the home.

Figure 6: Number of books

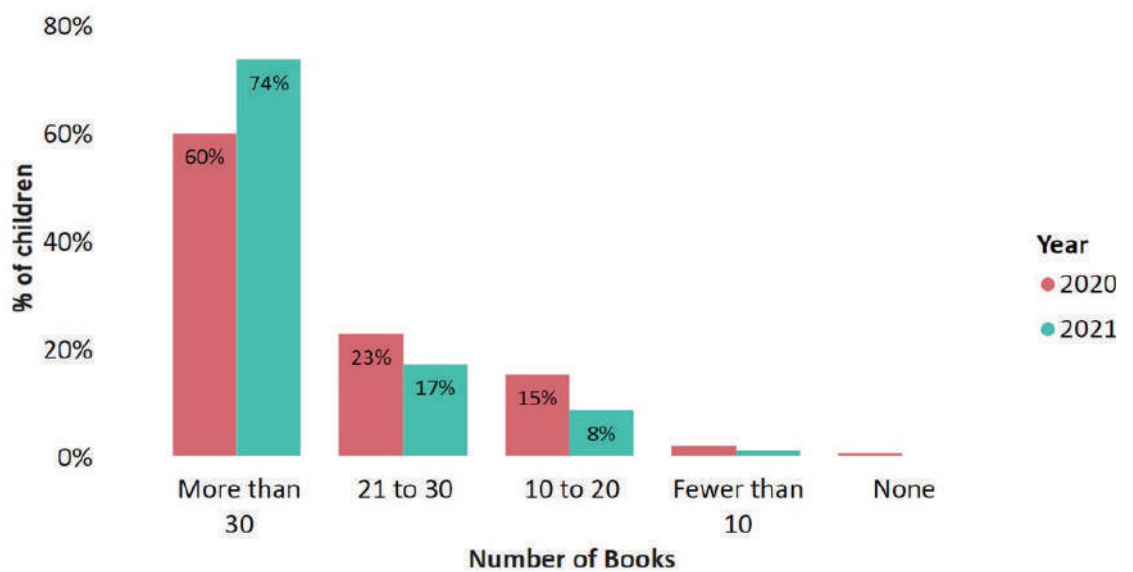
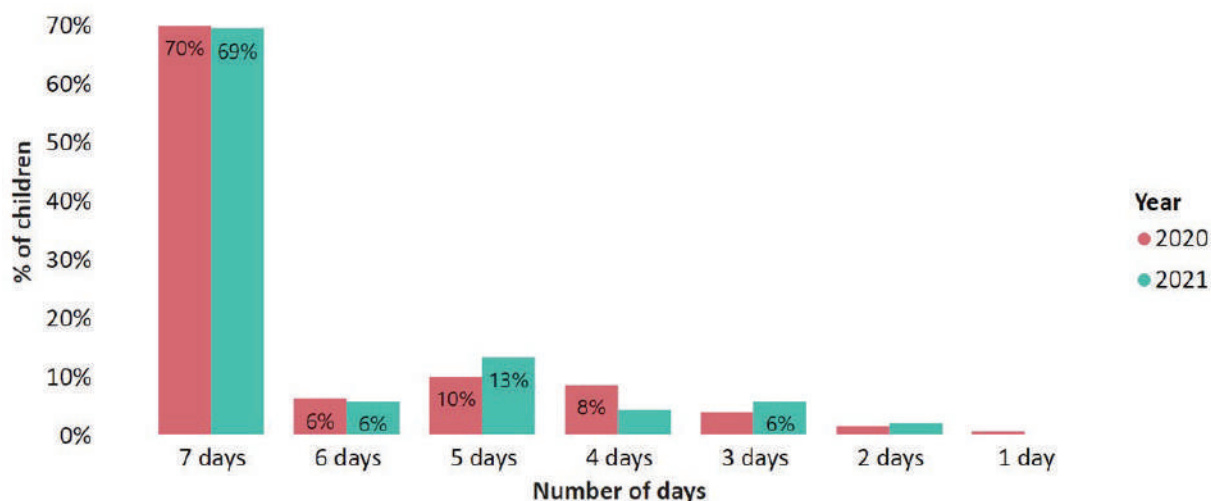


Figure 7 illustrates frequency of days the children who receive Imagination Library books are being read to. 88% of children are being read to between five and seven days a week.

Figure 7: Number of days children are read to



The home learning environment (HLE) is an important predictor of children’s academic and social development. The Home Learning Environment Index (HLEI) is used to assess the quality of the home learning environment, in terms of the activities that take place in the child’s home environment that are known to support and promote their learning. It measures the frequency with which children engage in each of the following activities: (1) being read to, (2) painting and drawing, (3) going to the library, (4) playing with letters or numbers, (5) learning activities with the alphabet, (6) learning activities with numbers or shapes, and (7) playing with songs, poems, or nursery rhymes (HLEI adapted from Melhuish et al., 2001)¹. By measuring the quality of the HLE, we can improve our understanding of learning activities in the home which can support children’s development. This data can evidence the impact of the programme and help target value-added activities such as tips and resources to support parents appropriately.

CDI uses an adapted HLEI as a questionnaire to assess the reading and learning activities a child engages in at home in a week. The minimum HLEI score is 0.0 and the maximum score is 49.0.

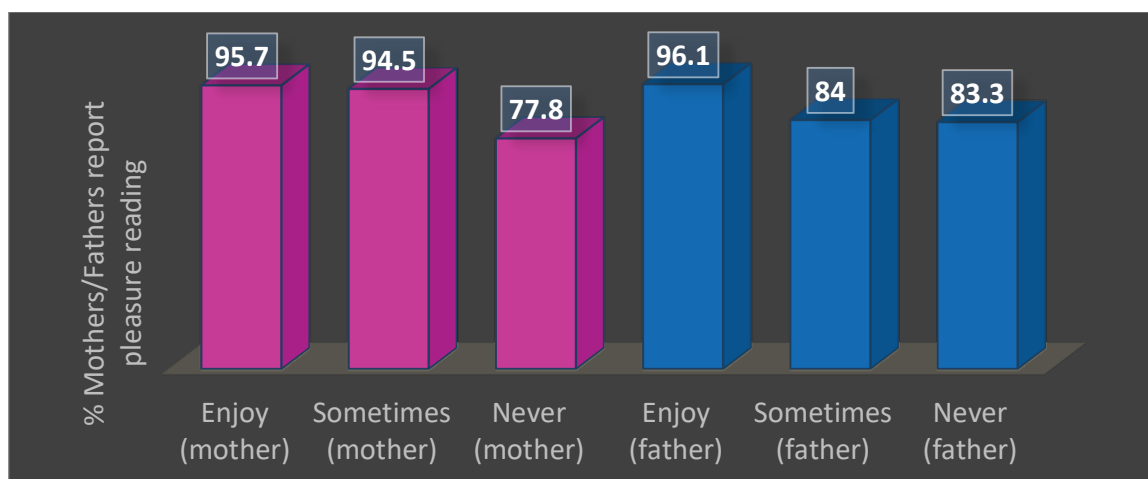
¹ Melhuish, E. C., Sylva, K., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2001). The Effective Provision of Pre-school Education Project, Technical Paper 7: Social/behavioural and cognitive development at 3-4 years in relation to family background. London: Institute of Education/DfES. ISBN 0 85473 5984

The 2021 annual survey of DPIL parents indicated that the average HLEI score was 39.82. In the sample for the 2020 annual survey of DPIL parents, the average HLEI was 34.00, while in the 2019 sample the average HLEI was 33.50, indicating year on year improvements.

Children who had access to a greater number of books at home were found to be significantly more likely to report higher than average scores for closeness in the child-parent relationship.

Mothers who enjoyed reading to themselves were more likely to enjoy reading to their child (95.74%) compared with mothers who sometimes enjoyed reading to themselves (94.54%), and mothers who did not enjoy reading to themselves (77.78%). Fathers or other caregivers who enjoyed reading themselves were also more likely to enjoy reading to their child (96.12%) compared with fathers or other caregivers who sometimes enjoyed reading themselves (84.09%), and fathers or other caregivers who did not enjoy reading themselves (83.33%).

Figure 8: Parents who report pleasure reading to self / child



Targets for 2022

In 2022, DPIL will be further developed through the following:

- Continue to build a relationship with local services to maximise uptake of DPIL by eligible families
- Maintain and strengthen relationships with local businesses and agencies in Tallaght and beyond, for the purposes of ensuring all children avail of the programme and to support fundraising for the Imagination Library
- Continue to deliver high quality books to children in Dublin 24 and reach 75% of the population

- Develop effective mechanisms to monitor participation of and increase engagement with hard-to-reach and vulnerable groups
- Become a TUS host organisation and create a dedicated post to work with Traveller and Roma communities in Tallaght
- Maintain regular contact with families registered with DPIL providing them with added value activities in the form of social media posts, information on local activities and prompts to support a positive HLE
- Host a family fun day in the library to celebrate 200,000 books delivered in D24
- Host an affiliate event for the UK and Ireland.

1.7 Restorative Practices

Interagency Work 2021

During 2021 CDI began working with Tusla to pilot a system of Restorative Practices (RP) training and supports with the aim of embedding restorative approaches that build on existing good practice. RP training was provided for a number of managers, social workers, foster care and residential care staff in the Dublin South West area, with a focus on staff supporting fostering and working with children in care. Twenty-six staff completed the *Getting Started with RP* course. Seven senior members of staff continue training to complete the *RP Facilitation Skills* course and a plan has been agreed for promoting and embedding RP in their workplaces.



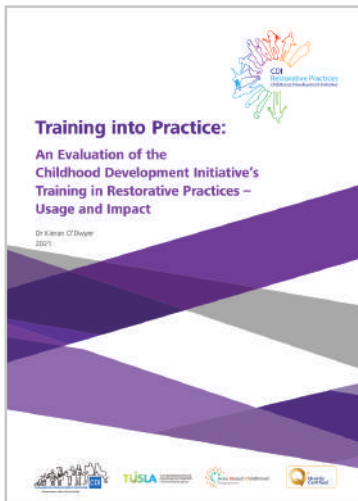
Throughout 2021, CDI continued to support Restorative Practice Ireland (RPI) to establish itself as a national network for promoting and supporting RP across the country. This included organising and hosting an online conference “Working Towards a Restorative Society” during Restorative Justice Week in November that was attended by 120 people.

In addition, the RP team led a number of consultancies detailed in section x – CDI Training and Consultancy Service.

Achievements and Outcomes in 2021

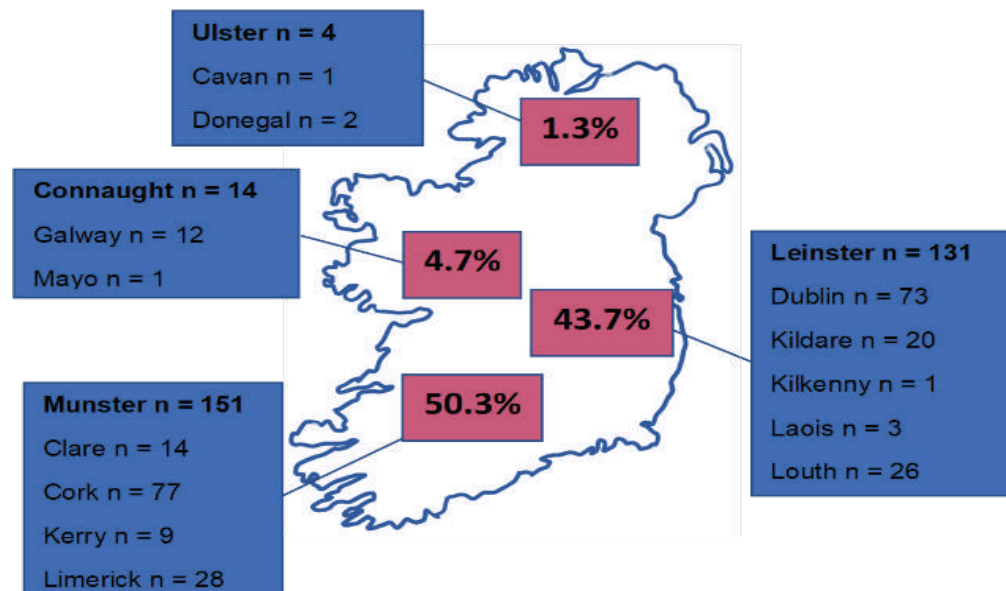
Highlights during 2021 included:

- Despite the ongoing Covid-19 pandemic restrictions, RP Training was delivered to 420 people
- In March, 69 people graduated as RP Trainers



- In August, 15 people began training as RP Trainers
- The first ever fully online self-directed RP Summer Course for Teachers was delivered during July and August and 68 teachers completed the Course at their own pace
- In October, as part of the Erasmus+ project which CDI is a partner to (TReP) 18 people completed the first ever online course in RP accredited at Level Five on the European accreditation framework
- A major independent evaluation of the Quality and Impact of CDI's RP training provision was completed and launched during Restorative Justice Week in November.

Figure 9: Distribution of RP Trainee Location by County: September 2020 – August 2021



The independent evaluation involved surveys of 624 trainees and 41 interviews and found that 94 – 97% of participants were satisfied or highly satisfied with the training and 92 – 96% of participants reported that they were likely or very likely to use the skills they had learned. Analysis of training data from September 2020 to August 2021 revealed that a majority of trainees were based outside of Dublin, in Munster.

Targets for 2022

Targets for 2022 are as follows:

- Ongoing provision of RP training courses in line with demand
- Adaptation of RP Training Materials in line with the findings of

the independent evaluation

- Publish and disseminate 14 RP Case Studies from around Ireland
- Publish and disseminate two RP Implementation Guides
- Pilot one QQI-accredited Level 6 RP Course
- Pilot RP modules in two Teacher Training courses
- Pilot RP as a mechanism for improving relationships between An Garda Síochána and African Irish young people, through a partnership with Maynooth University.

2

**CDI TRAINING AND
CONSULTANCY SERVICE**

CDI's social enterprise – CDI's Training and Consultancy Service- continued to grow in 2021 with a focus on quality delivery of supports to the Irish children and family sector. Key consultancy and training achievements included:

Quality Implementation Training- Tusla ABC

CDI Training and Consultancy Service was commissioned by Tusla to develop and deliver a training programme for the Area Based Childhood (ABC) programme and their key stakeholders. The aim was to enhance knowledge and skills in the use of evidence-based and evidence-informed practice. CDI adapted four modules from the Quality Services, Better Outcomes (QSBO) training series. Modules included:

1. Introduction to QSBO framework for Effective Evidence-informed Practice and Interventions
2. Assessing Need
3. Logic Modelling (part 1 and 2)
4. Monitoring and Evaluation (part 1 and 2)

The training was delivered over a period of eight months to 48 participants from the 12 ABC sites nationally, and included staff from Tusla, the HSE, County/ City Childcare Committees, CYPSC members and Barnardos. The vast majority were very satisfied or satisfied with the training overall.

NEIC/ YPAR Research

CDI Training and Consultancy Service also successfully tendered for research commissioned by the Young People at Risk (YPAR) 0-5 Working Group into the needs, current and unmet, of families with children aged under six years of age in Dublin's North East Inner City (NEIC). The research began in August 2021 and is due to be completed in early 2022. It will provide an up-to-date picture of current service-provision in the area and an outline of the strengths and challenges facing local services in catering to the 0 – 5 population. The project methodology included:

- A comprehensive review and examination of national policy and local practice documentation relevant to children (0-5) and their families in the NEIC
- Consultation with 50 parents residing in and raising young

children in the NEIC catchment area

- Consultation with local providers of early childhood services for children in the NEIC, from statutory, community and voluntary backgrounds, and providing a variety of services to children and families
- Consultation with representatives from the various government departments with high levels of interest in and influence on 0-5 services in the NEIC, and particularly those represented on the NEIC Project Implementation Board (PIB)
- Collation and analysis of all information emerging from items a) to d) above, preparation and presentation of a draft report to the YPAR Research Steering Group and finalisation of the report in accordance with final comments from the Steering Group.

Tusla PPFS Outcomes Framework

In 2021, CDI Training and Consultancy Service successfully bid for the tender to develop the Tusla PPFS (Prevention, Partnership and Family Support) Outcomes Framework. This includes the development of an agreed outcomes framework for PPFS, an agreed, embedded, Outcomes Framework for ABC, and a common measurement framework. In 2021, a comprehensive desk review and wide consultation was undertaken to inform the framework which will be completed mid-2022.

RP Consultancies

During 2021, CDI delivered RP Training to 14 Staff at Maynooth University Law Department, and provided them with support in developing an RP Policy for dealing with conflict and complaints within the Department. RP Training was also delivered to Waterford Institute of Technology (WIT) teaching staff and Irish Prison Service (IPS) tutors who co-facilitate the WIT accredited Higher Certificate in Custodial Care.

CDI also continued to work with Oberstown Children's Detention Campus in 2021, completing the production of a Staff Induction "Introduction to Restorative Practices" DVD.

Training

RP training was delivered to 420 participants, this included 15 participants trained as RP trainers. See more detail in Section 5.7. CDI's PEAR (Parental Engagement and Relationships) training was delivered to 38 ELC practitioners during October and November, while the QSBO training series was adapted online and delivered as part of the Tusla-ABC consultancy described above.

2022 Targets

CDI Training and Consultancy Service aims to build on the growth and reputation developed in 2021 in training and consulting.

Targets include the expanded delivery of bespoke quality implementation training to organisations and interagency structures, continuing to deliver RP Training, and growing the reach of the PEAR Training. CDI will also offer the Speech and Language Therapy (Chit Chat) Summer Course and continue to build on the Quality Service, Better Outcomes series, developing a Quality Leadership package adaptable to organisational need.

CDI Training and Consultancy Service will complete ongoing consultancy contracts and bid for new contracts building on its growing expertise and reputation for delivering M&E and research solutions for the sector. One component of this growth strategy is to expand the panel of consultants with expertise in monitoring, evaluation and research.

3

GOVERNANCE

CDI continues to take great pride in our governance arrangements and this year maintained its “Triple Lock” standard with the Charities Institute of Ireland and continued its adherence to the ‘Charities Governance Code’ as devised by the Charities Regulator. CDI was also awarded the Excellence Ireland Quality Association (EIQA) Q Mark Level 2 in May 2021 following an assessment by EIQA. These achievements continue to give us and our funder’s reassurance that our approaches, spending and strategy maximise the investment in our work.

The Board of CDI is chaired by Prof. Mary Corcoran. In 2021 there were six meetings of the Board with an average of nine Board members present. 2021 saw a period of change for the Board with the resignation of four Directors: James Dolan, John Murray, Helen Johnston and Isabel Aust, and the appointment of five new members: Catriona Rodgers, Darren Bracken, Aisling O Reilly, Anita Nolan and Emer Woodfull. While always sad to see Board members resign the addition of new members, who are all extremely experienced and knowledgeable in their area of expertise, brings a new vigour and vitality to the Board and we look forward to the valuable contributions these new members will make to the work of CDI in the years ahead.

There are established and efficient governance structures, with several Committees supporting CDIs Board, as follows: HR & Remuneration; Finance & Risk; Research; Communications and Business Development. For more detailed information on our Board members, Board functions and Committee details please click [here](#).

Throughout 2021 CDI continued to respond to Government public health guidelines and staff, whether working from home or essential frontline workers, have continued to be supported. CDI have an Employee Assistance Programme (EAP) in place and all staff are regularly reminded of this facility and how it can be used. We began a phased return to the office in September encouraging staff to return 40% of their working week but due to the changes in the Government guidelines working from home was reintroduced for many CDI staff. Our frontline staff however, including our Chit Chat Speak and Language Therapist and our Parent-Care Facilitators, continued to engage directly with children and families, always working in line with public health guidelines.

CDI was delighted to be awarded with the Great Place to Work accolade following an assessment by the Great Place to Work Ireland organisation in 2021. This assessment incorporated 73 questions

which employees are asked to complete about working in CDI and gave us a great indication from our employees of things that CDI is doing well and areas where we can improve. An action plan has been drawn up based on the feedback and will be worked on during 2022.

In 2021 CDI also submitted for consideration of the Excellence in Ireland Quality Association (EIQA) Q Mark. This has been considerable work, led by the Programme Manager, but involving all team members in documenting and improving on internal processes and systems. The independent assessor ended the day-long inspection by stating *'it has been a wonderful day'*, and suggesting that the standard of processes and systems demonstrated in CDI is rarely seen outside academic communities. CDI was awarded a Grade Two Q Mark for Quality Management Systems. There are three levels, and it is very unusual to receive a level two on first submission, so this is extremely positive. A 2021/22 Improvement Plan has been developed arising from the recommendations of the assessment and CDI continues to implement improvements in processes and procedures.

CDI's audit of its 2021 financial activities was carried out by auditors Crowleys DFK and further information can be found at <https://www.cdi.ie/about-us/financial-statements/>

Governance targets for the year ahead include:

- Maintaining the Excellence Ireland Quality Association (EIQA) Q Mark Level 2
- Creating a phased return to the office in line with Government Guidelines
- Continued adherence to the Charities Regulator Governance Code of Conduct
- Ensuring all policies are in line with best practice and legislation and that all staff fully adhere to them
- Continue to ensure a succession plan is in place for all Board and Committee positions.

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MANAGEMENT AND STAFFING



CDI is managed by a Chief Executive who is supported by a Management Team of four persons and a staff of 17 with a range of backgrounds and disciplines, who are committed, professional and work collaboratively to achieve organisational goals.

The CDI team increased its number during 2021 with three new members joining the hardworking and dedicated team across the range of CDI activities which demonstrates the continued growth of the organisation.

At the end of 2021, three staff members had over 11 years' service, one had nine years with the remainder stretching between four years and four months. Two members of staff returned to work following the arrival of their daughters in 2020.

During September the Government public health guidelines were relaxed, enabling CDI to hold a two day residential for all staff which provided the opportunity to reflect on recent events, and changes to our work, plan for the future but more importantly gave all a chance to see each other face to face. Our Social Club provided the entertainment and organised a multi-faceted Treasure Hunt which was eagerly competed for by all teams – but there was only one winning team:



For a list of the CDI team and biographies, click [here](#).

During 2021, despite the restrictions in place, staff continued to participate in courses and professional development opportunities, supported by CDI. These included:

- Supporting Multilingual Classrooms
- Information Privacy and Data Protection
- Children First
- First Aid
- Restorative Practices
- Infant Massage
- Manual Handling
- Website Design
- Certificate in Counselling and Psychotherapy Skills
- Social Return on Investment
- IT Programming
- Supporting Children through Loss and Grief
- Introduction to Play Therapy
- Internal Audit Training
- Embracing Complexity.

Despite the continuation of CDI working from home managed to continue its commitment to team working and strong internal communication. Remote Weekly Monday morning check-ins, six weekly coffee mornings, monthly team meetings and individual supervision meetings all took place. The Programme Team which was established in 2020 to maximise learning and synergies across intervention areas, met every six weeks and continued it's work in developing and implementing ideas across our range of programmes.

The Management Team, made up of CEO and four Senior staff members, continued to meet on a monthly basis fulfilling their role of providing an efficient, focused space for decision-making, planning and review. Feedback from these meetings are shared with the wider team at the monthly Team meetings, with each member taking turns to update all staff on related items.

CDI's Social Club continued its activities to ensure that staff have fun along with all the hard work, with a visit from the Easter bunny, a very memorable on line quiz including pictures and music and a Christmas night out to the cinema.

Key targets relating to staff for 2022 include:

- Ensure a smooth return to the office for all staff
- Programme Plan and Personal Development Plans, aligned to overall Strategic objectives for all staff
- Appropriate support and supervision for all staff
- Ideas implemented following Great Place to Work action plan.

5

COMMUNICATIONS

In 2021, CDI developed and began implementing a new communications strategy for 2021-2024. This includes targets for digital, traditional and internal communications and supports the overall business strategy.

The CDI Communications Committee was established, chaired by Isabel Aust. The Committee was also attended by three other members, and the Committee was also attended by the CEO and the Training Officer. This Committee was established to help support the monitoring and delivery of the communications

An internal Communications Working Group was also established, made up of members of staff with communications experience – CEO, Training Co-ordinator and Social Media Co-ordinator. The Working Group was also attended by Ronan Cavanagh, an external communications consultant who has worked with CDI for many years.

Future Targets

- To maintain and grow levels of activity on all social media platforms
- To effectively disseminate programme data and learning.

6

EMERGING NEEDS

CDI's Programme Team continue to meet every six weeks during the year to discuss the progress of each of programme area, associated projects and interventions; to share best practice; identify new and emerging needs and agree supports for each other and stakeholders.

CDI's target to '*Dad-Proof*' all services progressed in 2021, with continuous improvements across programme areas in terms of engaging and including fathers in work and activities.

In 2021, CDI received a Google Data Centre Community Grant to develop a new programme to develop parental capacity to engage with Science, Technology, Engineering, Art and Maths (STEAM) with their children in the home. Following an open competitive tender, DCU was commissioned to undertake a literature review and to develop the resources required for this exciting innovation. An Advisory Group has also been established to guide the programme. 2022 will see a pilot and evaluation taking place, with a view to creating a programme of training and parental supports which enables the integration of STEAM activities in the home.

During 2021, CDI started exploring opportunities to become an autism-friendly organisation, and possibly even community. This work will progress further in 2022 starting with some inter disciplinary and cross programme training to ensure that CDI programmes are accessible and autism aware/friendly.

Delays in delivering the national '*Progressing Disabilities*' programme in CHO7 had a significant impact on parents of children awaiting disability services. There is a lack of understanding about the referral process amongst parents and a lack of clarity regarding supports available to parents and children with additional needs. CDI are compiling an information booklet for parents to map the process and support them in their journey. This will be launched in 2022.

Future Targets:

- To work with the CYPSC to provide supports for families experiencing homelessness
- To progress the development of an intervention for young people with unmet mental health needs

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PLANNING, MONITORING AND EVALUATION

Achievements and Outcomes in 2021

In 2021, CDI continued to strengthen its Planning, Monitoring and Evaluation (PM&E) processes with a particular focus on building a collective PM&E and dissemination of CDI's programme impact and results. The *"Over the Fence"*, child poverty report was also launched and dissemination focused on developing and implementing action plans and influencing national level policies, as informed by the study.

Planning, Monitoring and Evaluation

- Monitoring and evaluation of impact on the children and families we work with continues. For all programmes, data were collected and analysed and reports completed, to assess the results and impact of interventions and inform planning and implementation
- In 2021, an evaluation of CDI's Doodle Den programme began using the Social Return on Investment (SROI) framework, which will be completed in 2023. An intern from UCD, Lea Zagar, was welcomed, who helped us to consult with 30 children participating in the Doodle Den programme in Dublin 24, seven parents of these children and three facilitators implementing the programme. These consultations were important for building the Doodle Den SROI Theory of Change.

Targeting and Child Poverty



- The *Over the Fence* report following completion of CDI's child poverty study in Tallaght *Over the Fence* Was launched by Mr. Joe O'Brien, Minister of State at the Department of Rural and Community Development with a special responsibility for Community Development and Charities. The launch brought together staff from different organisations working with children and families to discuss and reflect on the report, with special input from Dr Yekaterina Chzhen, Assistant Professor of Sociology at Trinity College Dublin and Tanya Ward, Chief Executive at the Children's Rights Alliance
- Following the launch of *Over the Fence*, the South Dublin Children and Young People's Services Committee (CYPSC) and Local Community Development Committee (LCDC) started a process of developing a Local Child Poverty Action Plan for South Dublin County, informed by the *Over the Fence* report
- Socioeconomic data were reviewed to inform CDI's decisions

in relation to the location of a PCF, following the ending of this support in St Kevins ELC.

Dissemination of results and impact

- In 2021, dissemination plans for each programme were developed to guide the sharing and dissemination of evidence, results, and impact of CDI's interventions. This has improved the systematic sharing of results and expanded the network of stakeholders with whom these are communicated
- Different platforms were targeted to disseminate CDI's work, including conferences, workshops, and publications. Drawing on the *Over the Fence* report, presentations were made on the impact of Covid-19 on children and families at the [Interdisciplinary Child Wellbeing Network](#) and a journal article, awaiting publication. Key findings were presented to the South Dublin LCDC and during the national ABC programme child poverty day
- A presentation on housing and homelessness will be made in May 2022 at the Sociological Association of Ireland Annual Conference. The presentation will draw from on the *Over the Fence* report
- A journal article was submitted to the prestigious PLOS One journal, drawing on the *Powerful Parenting* research. A total of four conference presentations were made based on this research.

Internal capacity building

- CDI focused on developing internal capacity in research, monitoring and evaluation and building a participatory monitoring and evaluation system. In 2021, plans were developed to create Data Champions drawn from CDI frontline staff. This role aims to support data collection and maintain a strong focus on M&E throughout the year. data Champions were identified from CDI's PCF's and training was provided. The initiative will be extended to other programme areas in 2022.
- In 2021, four community peer researchers were trained in Qualitative Data Specialist under the [Marie Skłodowska-Curie Action \(MSCA\)](#) grant. The peer researchers undertook consultations for the implementation evaluation of the *Powerful Parenting Programme*

- CDI's Data Specialist completed training SROI methodology, and is currently using the approach to assess the social impact of the Doodle Den programme
- The Data Specialist also completed training in Information Privacy and Data Protection, to strengthen internal Data Protection systems
- CDIs Research Fellow undertook a study visit to Belfast, meeting with a number of stakeholders in relation to approaches to engaging parents, and specifically methodologies for working with fathers.

Influence the wider Tusla and ABC programme

- As further detailed in Section 2 (CDI Training and Consultancy Service), in 2021, CDI contributed to various processes within the Tusla and ABC programme. Our PM&E unit contributed to CDI's consultancy training of ABC staff on monitoring and evaluation under the Quality Implementation Training programme. We also trained identified national ABC Quality Implementation Champions
- Our PM&E unit also contributed to the development of the draft national ABC logic model. The development of the logic model was important as it guides the direction of the ABC logic model and development of the ABC Outcomes Framework
- Our PM&E unit contributed to the development of the PPFS Common Measurement Framework.

Targets for 2022

- Internal system strengthening: Progressively strengthening staff capacity, particularly in using data for reporting and planning, development of data collection tools, and data analysis and visualisation
- Complete the application of the SROI framework to the *Doodle Den* programme. This will help us assess the social impact of our programme.
- Continue the rigorous monitoring and evaluation of CDI interventions, review all programme logic models, PM&E plans and align them to the National ABC Outcomes Framework
- Undertake a quasi-experimental evaluation to assess the impact of our Doodle Families programme

- Continue to widely disseminate the learning and findings from across all CDI interventions using different platforms, including conferences, workshops, programme reports and journal publications.

8

**INTERAGENCY
COLLABORATION**

During 2021, CDI staff participated in several interagency structures and processes including:

- CYPSC and the following subcommittees: Safe and Protected from Harm; Youth Mental Health; Homelessness
- Prevention and Early Intervention Network: Executive Committee and Homelessness Working Group
- Circle of Security Peer Support Group
- Tusla Parent Support Champions
- Tusla Parenting Forum
- Tusla Parenting Working Group
- Oral Language Forum
- ABC Oral Language Paper Working Group
- Tusla Child and Family Support Network
- South Dublin County Partnership Children and Families Subcommittee.

9

CONCLUSION

CDI's 2021 Annual Report provides a summary of the work undertaken throughout the year, the outcome arising from these interventions, and an overview of the processes which underpin all CDI engagement. Effective collaboration, strong governance and a commitment to high quality delivery are consistent characteristics of CDIs work. The report also sets out the key targets for the year ahead, all of which will be monitored through the range of structures referenced in the report.

Acronyms

ACEs	Adverse Childhood Experiences
ART	Anti-violence Restorative Training
ATTI	Antenatal to Three Initiative
AVP	Alternatives to Violence Project Ireland
AWS	Amazon Web Services
CoPs	Community of Practice
CYPSC	South Dublin Children and Young Persons Peoples Services Committee
DF	Doodle Families
DPIL	Dolly Parton Imagination Library
DSW	Dublin South West
ECSI	Education Support Centres of Ireland
EIQH	Excellence Ireland Quality Association
ELC	Early Learning and Care
ETB	Education and Training Board
EY	Early Years
HEL	Home Learning Environment
LCDC	Local Community Development Committee
M&E	Monitoring and Evaluation
MSCA	Marie Sklodowska Curie Award
NALA	National Adult Literacy Agency
NEIC	North East Inner City
OFM	Office and Finance Manager
PCF	Parent Carer Facilitator
PDST	Professional Development Service for Teachers
PEAR	Parental Engagement and Relationships
PEIN	Prevention and Early Intervention Network
PM&E	Planning, Monitoring and Evaluation
PPFS	Prevention, Partnership and Family Support
QS	Quality Specialist
QSBO	Quality Services Better Outcomes

RDQAT	Routine Data Quality Assessment Tool
RP	Restorative Practices
RPI	Restorative Practices Ireland
SG	Steering Group
SORP	Statement of Recommended Practice
STEAM	Science, Technology, Engineering, Arts, Math
TOT	Training of Trainers
TWBF	Tallaght Welcomes Breastfeeding
IMH	Infant Mental Health
YPAR	Young People at Risk

Glossary of Terms

Adverse Childhood Experiences: Adverse childhood experiences (ACEs) are traumatic events that occur during childhood. ACEs can have a significant impact on a person's physical, emotional, and mental health throughout their life.

Ante-Natal to Three Initiative: aimed at improving connectivity and consistency of approach with relevant services and professionals.

Area-Based Childhood Programme: The Government programme, funded and managed through Tusla, developing prevention and early intervention approaches in disadvantaged communities.

Bonding with Baby: Information leaflet developed by the Ante Natal to Three Initiative Coordinator for expectant and new parents to help respond and bond with their new baby.

Chit Chat: CDI's Speech and Language Therapy Service, including assessments and interventions for children (individually and in groups), support and education for parents and capacity building for professional.

Circles of Security: Circles of Security Parenting: An early intervention attachment-based programme to promote secure attachments for children.

Community of Practice: Semi-structured space for reflection, challenge, and support in relation to how we deliver services.

Doodle Den: CDI's evidence-based literacy programme for children aged five and six years old.

Doodle Families: A literacy-support programme aimed to develop parents capacity to support their children's development.

Doodle Steam: An initiative aimed at providing parents with the knowledge, skills and confidence to support their children's development.

Excellence Ireland Quality Association: An organisation to support and improve organisational performance through the requirements of audit and assessments that are above regulatory requirements. The Q Mark programme is a Quality Management System framework which builds on the business excellence model of continuous improvement.

Infant Mental Health: Approaches aimed at enabling parents and carers to maximise bonding and positive engagement.

Logic model: An evidenced way of mapping a 'theory of change' or the interventions and resources needed to achieve specific outcomes.

Minding Baby: CDI's anti-natal child protection programme, to improve outcomes for pregnant women and new mothers who have previously been subject to child protection concerns.

Parent-Carer Facilitator: The name for the staff who deliver CDI's Powerful Parenting model.

Powerful Parenting: CDI's model of parental support.

Quality Services, Better Outcomes: CDI's publication setting out the learning from and application of implementation science approaches to child and family supports.

Restorative Practice: A proven approach to avoiding conflict and de-escalating it when it happens.

Restorative Practice: Approaches to preventing conflict and de-escalating it where it occurs.

Social Return on Investment: A research methodology aimed at estimating the social and financial return on investment.

Solihull: Evidence-informed training to support frontline practitioners to promote parent-child attachment

Trauma-Informed Practice: Practice which recognises the impact of trauma on service users and staff, and seeks to avoid re-traumatising and promote healing.

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