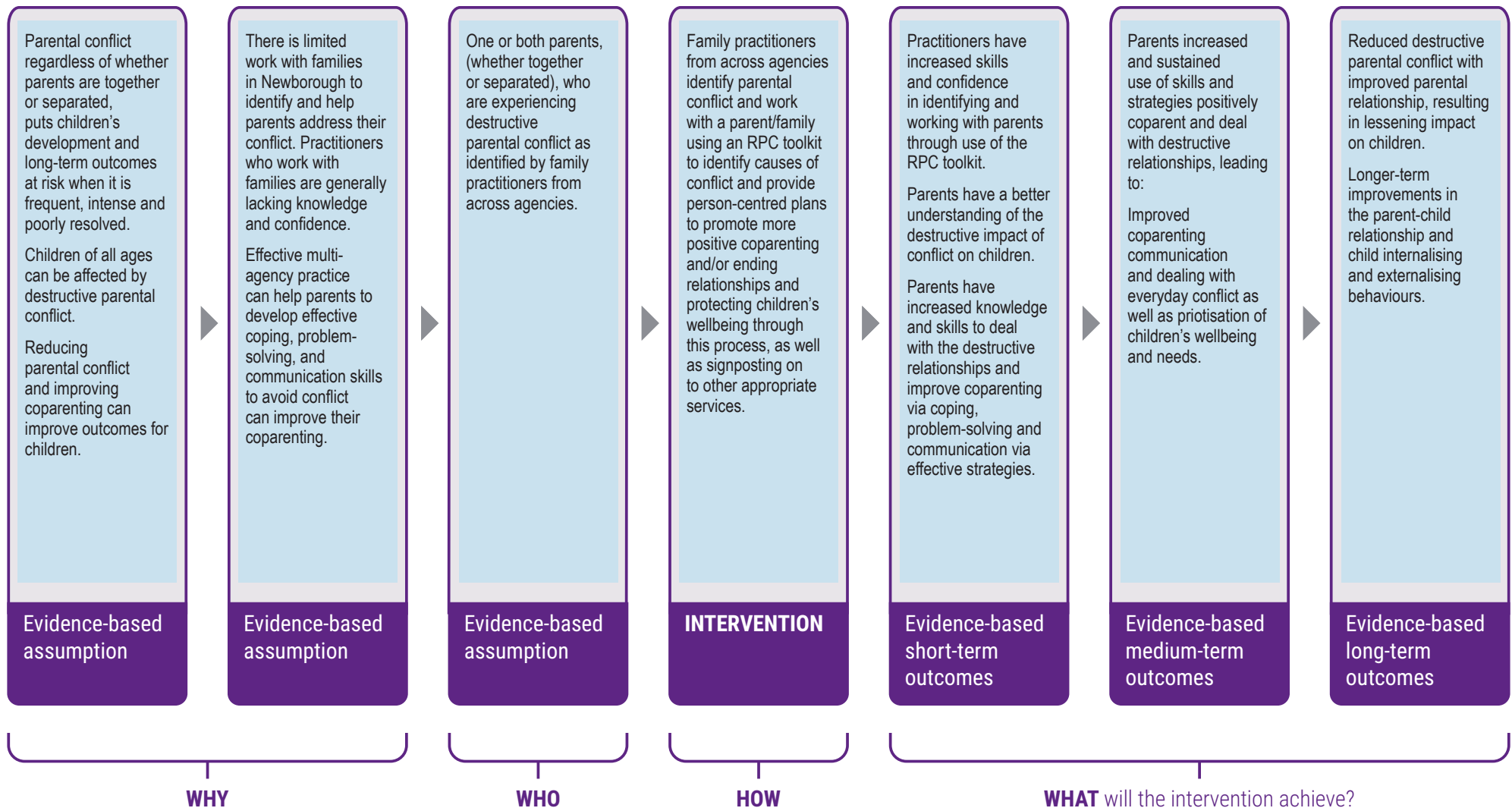# EXAMPLE THEORY OF CHANGE: NEWBOROUGH

Newborough used a theory of change as a catalyst to draw together local stakeholders as part of their RPC partnership, helping to identify need and set key outcomes. It identified that effective practice was needed to support parents to deal with their interparental conflict, which resulted in the rollout of a practitioner toolkit, which their theory of change helped them to evaluate. In setting out the theory of change, they identified the need to develop a child voice measure to capture the views and impact of parental conflict on children. Using EIF's outcomes measure report and searches for other child-level measures of interparental conflict, they developed a suitable measure.

Evidence-based assumption	Evidence-based assumption	Evidence-based assumption	INTERVENTION	Evidence-based short-term outcomes	Evidence-based medium-term outcomes	Evidence-based long-term outcomes
Parental conflict regardless of whether parents are together or separated, puts children's development and long-term outcomes at risk when it is frequent, intense and poorly resolved. Children of all ages can be affected by destructive parental conflict. Reducing parental conflict and improving coparenting can improve outcomes for children.	There is limited work with families in Newborough to identify and help parents address their conflict. Practitioners who work with families are generally lacking knowledge and confidence. Effective multi-agency practice can help parents to develop effective coping, problem-solving, and communication skills to avoid conflict can improve their coparenting.	One or both parents, (whether together or separated), who are experiencing destructive parental conflict as identified by family practitioners from across agencies.	Family practitioners from across agencies identify parental conflict and work with a parent/family using an RPC toolkit to identify causes of conflict and provide person-centred plans to promote more positive coparenting and/or ending relationships and protecting children's wellbeing through this process, as well as signposting on to other appropriate services.	Practitioners have increased skills and confidence in identifying and working with parents through use of the RPC toolkit. Parents have a better understanding of the destructive impact of conflict on children. Parents have increased knowledge and skills to deal with the destructive relationships and improve coparenting via coping, problem-solving and communication via effective strategies.	Parents increased and sustained use of skills and strategies positively coparent and deal with destructive relationships, leading to: Improved coparenting communication and dealing with everyday conflict as well as priotisation of children's wellbeing and needs.	Reduced destructive parental conflict with improved parental relationship, resulting in lessening impact on children. Longer-term improvements in the parent-child relationship and child internalising and externalising behaviours.

WHY   **WHO**   **HOW**   **WHAT** will the intervention achieve?

DEVELOPING A THEORY OF CHANGE

Evidence-based observation	Evidence-based need	Target population	Intervention activities that will address the need	Immediate outcomes	Intermediary outcomes	Primary outcomes
Evidence-based assumption	**Evidence-based assumption**	**Evidence-based assumption**	**INTERVENTION**	**Evidence-based short-term outcomes**	**Evidence-based medium-term outcomes**	**Evidence-based long-term outcomes**

Question 3:
Why is the intervention necessary?

Question 4:
How will it add value?

Question 5:
Who is the intervention for?

Question 6:
What will the intervention do?

Question 7:
How much of it is required?

Question 2:
Why are the primary outcomes important?

Question 1:
What are the primary outcomes?

WHY   **WHO**   **HOW**   **WHAT** will the intervention achieve?