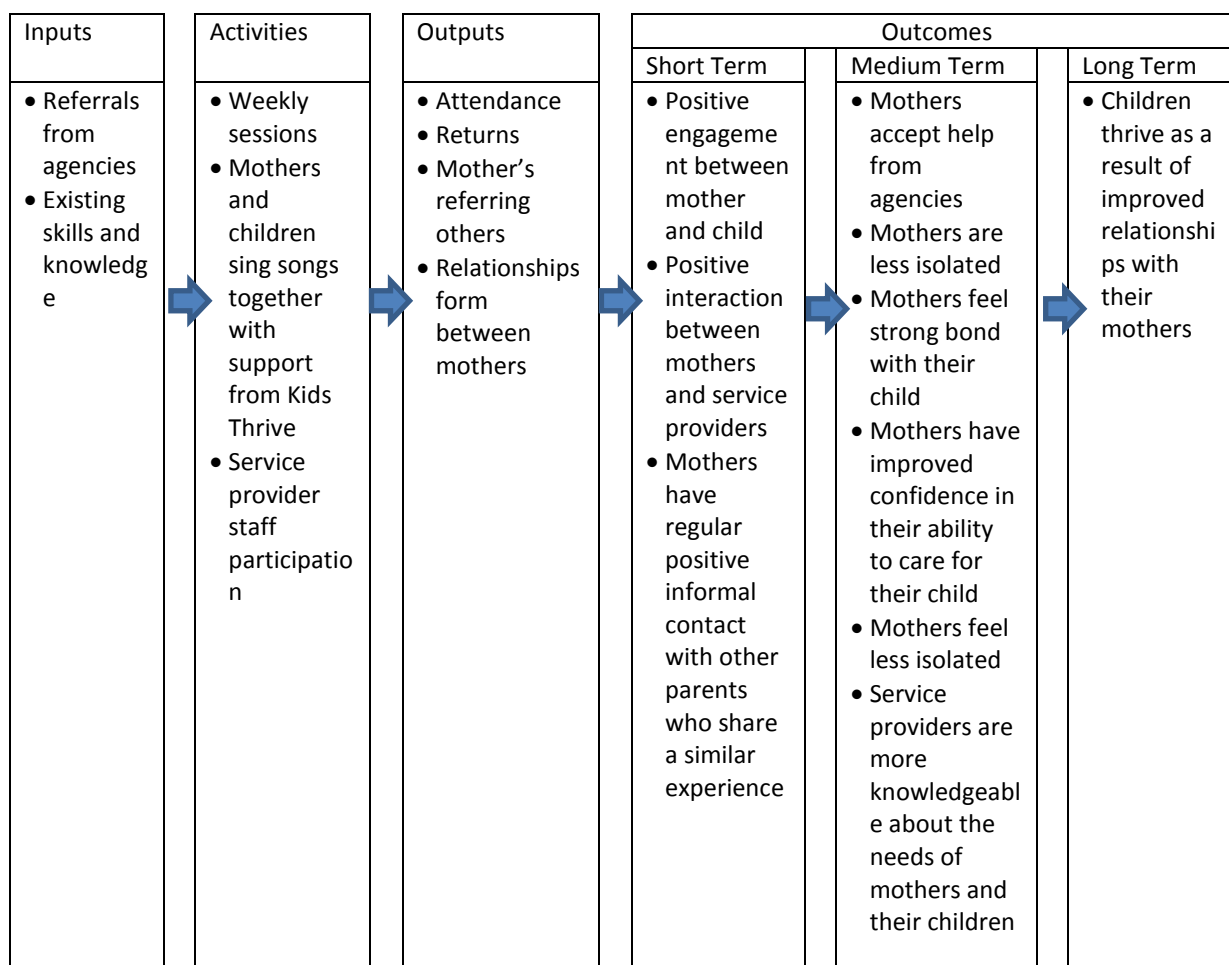


## Kids Thrive Baby Choir – Project Logic – First Draft



### ***Attendance – count & %***

Forty five families attended Baby Choir in 2014.

58% of families attended Baby Choir over one or more terms and 42% attended for one session only.

Of the 45 families that attended baby choir in 2014 -

- 18% (8/45) attended one term only.
- 40% (18/45) attended for two or more terms.
- 42% (19) of all families attended for one session only, with most of this group (74%) attending in Term 1 (7/19) or Term 3 (7/19).

58% (26/45) attended for one or more terms. From these ...

- 31% (8/26) attended for 1 term
- 35% (9/26) attended for 2 terms
- 19% (5/26) attended for 3 terms
- 15% (4/26) attended 4 terms

69% (18/26) attended two or more terms.

### ***Attendance – across terms***

15 Families attended in Term 2

Families were least likely to attend Term 2 with attendance at 0 – 2 families across 4 sessions in May 2014.

- None of the families that went to Baby Choir for one term attended in Term 2.
- The majority of families that went to one session attended in either Term One (37%) or Three (37%)

Investigation of family attendance at the 8 sessions of Term 2 demonstrated that from the 15 families ...

- 67% (10) of families went to one session
- 20% (3) of families went to two sessions
- 6.5% (1) of families went to four sessions
- 6.5% (1) of families went to six session

Although a similar number of families only attended one or two sessions in Terms 1, 2 and 3, their absence in terms 1 and 3 were offset by a larger overall family attendance. Attendance numbers for Term 2 are presented in the table below.

Session Date	Number attending
29 April	6 families
6 May	2 families
13 May	1 family
20 May	0 families
27 May	1 family
3 June	3 families
10 June	5 families
17 June	8 families

Looking across terms it could be argued that attendance was equally low in Term 4 as it was in Term 2. There were, however, only two sessions (excluding the rehearsal and performance) in Term 4 which makes comparison with other terms of 6-8 sessions, problematic.

### **Attendance Data 2014**

Term	Workshops count	Workshop dates 2014	Total adults	Total children	Total families
Term 1 Feb - March	6	18 <sup>th</sup> , 25 <sup>th</sup> February; 11 <sup>th</sup> , 18 <sup>th</sup> , 25 <sup>th</sup> March	23	25	22
Term 2 April - June	7	29 <sup>th</sup> April, 6 <sup>th</sup> , 13 <sup>th</sup> , 20 <sup>th</sup> , 27 <sup>th</sup> May, 3 <sup>rd</sup> , 10 <sup>th</sup> June	17	19	15
Term 3 July- Sept	8	22 <sup>nd</sup> , 29 <sup>th</sup> July, 5 <sup>th</sup> , 12 <sup>th</sup> , 19 <sup>th</sup> , 26 <sup>th</sup> August, 2 <sup>nd</sup> , 9 <sup>th</sup> September	31	33	27
Term 4	2	7 <sup>th</sup> , 14 <sup>th</sup> October	16	21	13
Rehersal		21 October	0	0	0
Performance		22 October	2	3	2

Ten families did not attend the Rehersal in term 4 despite regular attendance for 2 or more terms (inclusive of term 4). Similarly, only 2 families attended the Performance. It would seem the Performance and related Rehersal do not meet the needs of people who attend Baby Choir.

Family number	Adult name	Child Name	Attendance
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#### ATTENDED One Term only

12	Leila	Shervin	Attend <b>T1</b> x 4/6 sessions
13	Rachel	Lucy	Attend T1 x 6/6 sessions

23	Naomi	Oliver & Ethan	Attended <b>T3x3</b>
24	Prada	Parisa	Attended T3 x 7/8 sessions
25	Sharelle	Xavier	Attended T3x 3/8 sessions
21	?	Alisa	Attended T3 x 3 sessions
26	Sarah	Nathan	Attended T3x 4/8 sessions

18	Maryam	Daniel	Attended <b>T4</b> x 2/2 sessions
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#### ATTENDED Two or more terms

2	Najmeh	Nadia	Attend T1,3,4 (not 2)
3	Leonore	Alessandro	Attend T1 and 2
4	Emily B	Ishe & newbie	Attend T1 and 4 (T4 with newbie)
7	Christine	Nicholas	Attend T2 and 3
8	Jessie	Gus	Attend T1,2,3 (not 4)
9	Laura	Finlay	Attend T1 and 3
10	Kellie	Isabella	Attend T1,2,3
11	Madison	Indianah	Attend T1,2,3
15	Michelle	Rosie	Attend T1,2
17	Anna T	Isabella	Attended T1,2 & 4 (T4 with newbie)
14	Trang	Xuan	Attend T 3,4
19	Leesa and Wendy	X3	Attended T3,4
20	Esmat	Ryan	Attended T3,4
22	Adam	Isabella	Attended T1, 2

#### ATTENDED four terms

16	Jean	James & Anthony	<b>4</b>
5	Irene S. & dad	Zachery	4
6	Marketa R	Thomas	4
1	Amos & Lowanna	Waru & Piltenggi	4

**ATTENDED One SESSION only**

A	Caitlin	Jordan	<b>T1 x1</b>
B	Fatima	Mohammad	T1 x1
C	Felicity	Rosalie	T1 x1
D	Romina	May	T1 x 1
E	Karen	Anson & Anna	T1 x 1
F	Jess	Alison	T1 x1
G	Janelle	Alice	T1 x1

H	Sally	Hunter	<b>T2x1</b>
I	Emma	Indie & Ruby	T2x1
J	Ellie	Daniel	T2x1

M	Aimee	Leon	<b>T3x1</b>
N	Azadeh	One child	T3x1
O	Kerry	Hannah	T3x1
P	Firoozeh	?	T3x1
Q	Narelle	Archie & Bonnie	T3x1
R	Narjes	Parnian	T3x1
S	Nicki	?	T3x1

K	Mary	Siva	<b>T4x1 (out of 2 sessions)</b>
L	Nellie	Ava & Arissa	T4x1

## **Survey Results**

11 adults responded to the survey distributed during afternoon tea time at Baby Choir 2.9.14

Responses indicated the following **themes**

- Time that the adult had with their child
- Social connections made between adults
- Social connections and developmental outcomes for children
- Improvement in adult coping skills
- Positive feelings, relaxation and being calm

36% (4/11) of surveyed adults said that the best thing about Choir was the time that they had with their child.

- "I can just have fun with my kids"
- We have "time together"
- "both kids share me"
- Best things about coming to Baby choir are "family time"

45% (5/11) of surveyed adults said that the best thing about going to Baby Choir was the *social connections* made with other adults.

They said that the best thing about going to Baby choir was:

- "Being less shy and getting out"
- "music and social interaction"
- "family time and friends"
- "making new friends and getting out of the house"
- "time with other parents."

64% (7/11) of adults surveyed described positive social connections and developmental outcomes for their child. When asked about changes in themselves or their baby since attending Choir adults said:

- "Better social skills for my baby"
- "Smiling to strangers more"
- "Less shy of new people"
- "She looks, enjoys seeing other babies"
- "My daughter loves to sing and now feels comfortable enough to sing here."
- "My son's language [has improved] and my other son has come out of his shell and gained some independence."

In addition, one adult said "my baby interacts more with other babies here" compared to when she goes to other adult child groups.

Adults described improved coping skills as a result of attending Baby Choir.

64% of surveyed adults described how they coped in difficult situations, both before and after starting Baby Choir.

All surveyed adults who reported how they coped in difficult situations described responding in a “more calm” way since attending Baby Choir.

**Survey Question: Think about a difficult situation you were in before coming to Baby choir. You don't have to say what the situation was.**

<i>In a few words describe how you handled the situation?</i>	<i>In a few words describe how you would handle the same situation now?</i>
Got upset	More calm
Perhaps a few tears	Perhaps a few more laughs now
I cried, I swear.	Sing, dance, relax. Things that felt too tough I now know will go away.
Selfishly and negatively	In a positive, healing more understanding
Got upset	Still upset but calmer
Put him in ‘time out’	‘Deep breath’ and calm down
Got angry	I can lighten up easier

27% of adults reported a similar theme of *relaxation and being calm* for both themselves and/or their child.

- “It makes me more calm; me and my baby have fun ... it also helps him to have a long nap ... it always energized me with positive thoughts and the whole day is happier”
- “More relaxed when she goes home, she sleeps when we go home and more sleeps [sic.] during the day” ... the best thing about Baby choir is that it’s “so joyful and relaxing.”
- Baby Choir is different from other adult and child groups because it is “friendly, welcoming and relaxed.”

73% (8/11) of adults surveyed reported *positive feelings* about being at Baby Choir and the environment.

- “friendly, welcoming and relaxed”
- “I enjoy this a lot. Wouldn’t change anything”
- “It’s non judgemental”
- “so joyful and relaxing”
- “It always energized me with positive thoughts and the whole day is happier”
- “re-energising the spirit”
- “Environment for baby to have fun and learn with other people”
- “fun, easy going environment”
- “It’s the one thing in my week that I really look forward to – wouldn’t miss it for the world”

On average adults said that they attended 3 other adult, child groups in addition to Baby Choir. This figure excludes two adults who reported that they did not attend any groups other than Baby Choir.

27% survey respondents (3/11) indicated that Baby Choir was different from other groups because it was more flexible and active.

- “This is different. No others do this. Other groups are so structured; no rules, open, express and bend” [sic.]
- “Baby choir is a lot more flexible” and “my son needs space to move. Containment and long activities [as is done in other groups] are challenging.”
- It’s non-judgemental and active for kids and parents as well.

***Provision of Baby Choir in a disadvantaged community of West Heidelberg***

Choir is purposely delivered at Banyule Community Health, a service hub in West Heidelberg where families rank in the 95<sup>th</sup> percentile of dis/advantage. Provision of a family program in this location maximises attendance by disadvantaged families who typically have poor social and community connections.



## Structured Observations

Interval recording that measured frequency of three types of interaction.

1. Adult/child, specifically face:face
2. Adult/adult
3. Child/child

Indicators	Rationale for selection of indicators
Adult/child; specifically face:face	<ul style="list-style-type: none"> <li>• Relationships between adults and children are known to build a child’s sense of identity and communication skills (<i>Aust. Early Years Framework, 2009</i>) and contribute to healthy brain development at a time of rapid growth (ages 0-3 years) (<i>AEDC, 2012</i>).</li> <li>• Community nurses interviewed said that this interaction is what they would expect to see as an indicator that Baby Choir was addressing social connection and adult/child relationships. Specifically, face:face interaction.</li> <li>• Ages 0-3years are a “rapid period of brain development which can be fostered by relationships with caregivers.” Socio-economic disadvantage, amongst other factors, such as family violence, cause long lasting stress to children. Such stress can interfere with “brain development and lead to life-long problems in learning, behavior and both physical and mental health.” “Caring and positive relationships are essential to ensure stress levels promote resilience for babies and children.” (<i>AEDC, 2014 Brain Development in Children</i>).</li> <li>• Triangulate data = Collect information using more than one method to increase strength of findings. 36% (4/11) of surveyed adults said that the best thing about Choir was the time that they had with their child.</li> <li>• Baby Choir Program Logic indicator</li> </ul>
Adult/adult talking	<ul style="list-style-type: none"> <li>• Adults talking to each-other and moving and singing with the music are role models that contribute to a child’s developing sense of identity (<i>Aust. Early Years Framework</i>).</li> <li>• Community nurses said that this interaction is what they would expect to see as an indicator that Baby Choir was improving social connections and resilience of adults.</li> <li>• Triangulate data = Collect information using more than one method to increase strength of findings. Survey findings that 45% (5/11) of adults said the best thing about going to Baby Choir was the <i>social connections</i> made with other adults.</li> <li>• Baby Choir Program Logic indicator</li> </ul>
Child/child	<ul style="list-style-type: none"> <li>• When children reach out to other children or respond positively to others they are showing that they feel “connected with, and contribute to their world” (<i>Aust. Early Years Framework, p.25</i>).</li> <li>• Community nurses interviewed said the behaviours in children that they would expect to see in Baby Choir were (1) Children watching, tracking and responding to adults/children, (2) Change in facial expressions of baby to show happiness/responding; illustrating a connection (3) Look for if child involved in group or is playing somewhere else?</li> <li>• Triangulate data = Collect information using more than one method to increase strength of findings. 64% (7/11) of surveyed adults described <i>positive social connections and developmental outcomes for their child</i>.</li> </ul>

## Data Collection

Two Baby Choir sessions were videoed. 7<sup>th</sup> and 14<sup>th</sup> October 2014

At five minute intervals 15 seconds of footage were observed for (a) the total number of behaviours and (b) the total number of interactions for the three variables. This method meant a percentage of interactions could be calculated.

A behavior was defined as what people were doing at the time. For example, if three adults were talking it was recorded as one behavior and one adult/adult interaction. An adult holding a child was counted as one behavior with no interactions recorded, unless they were looking at each other face:face. Should the adult or child change what they were doing in the 15 second interval then what they did next was counted as a separate behavior. In one 15 minute interval some people engaged in the same behavior and others changed several times. Data analysis focused on the total number of behaviours and not the number of individuals or how many actions each carried out.

Only behaviours that could be clearly seen were counted. For example, there may have been 20 people in the room but 16 behaviours observed during one 15 second interval.

## Results

A total of 145 behaviors were analysed during twenty one observations of 15 seconds. A sufficient sample was determined by the number of behaviours observed and not the length of time. The evaluation was concerned with the frequency of interactions and 145 counts of behavior across two sessions was thought to be representative. It is of no consequence that only 5 minutes and 15 seconds of two one hour sessions were analysed because duration of behaviours was of no interest.

- 70% (101/145) of actions carried out by families in Baby Choir supported positive childhood development.
- 49.5% (50/101) of observations were face:face interaction between an adult and child.
- 38.6% (39/101) of observed interactions were of an adult talking with another adult.
- 12% (12/101) of observations were interactions of a child with another child.

## Observational Data 7<sup>th</sup> October 2014

Observation time minutes.seconds	Behaviours observed: count	Session Activity	Adult/child Face:face	Adult/Adult talking	Child/Child	Total observed interactions % (n)
2.00-2.15	7	Standing in circle singing 'Hello, Hello'	4	0	0	57% (4/7)
7.00-7.15	10	Sitting in circle Seated and 'clap, clap [name]'	1	3	0	40% (4/10)
12.00-12.15	7	Sitting in circle singing 'grows a little each day'	3	0	0	43% (3/7)
17.30-17.45	6	Getting mats out to lay down	2	2	0	67% (4/6)
22.45-23.00	6	Laying down and spoken relaxation (breathing)	2	0	0	33% (2/6)
28.00-28.15	5	Packing up mats	1	1	0	40% (2)
33.30-33.45	6	Standing and Spanish song	1	1	3	83% (5)
38.45-39.00	5	Standing singing 'See ya later matey'	3	2	0	100% (5)
43.45-44.00	4	Packing up to go home	3	1	0	100% (4)
<b>2 min 15 secs</b>	<b>56</b>		<b>20</b>	<b>10</b>	<b>3</b>	<b>60% (33)</b>

## Observational Data 14<sup>th</sup> October 2014

Observation time minutes.seconds	Behaviours observed: count	Session Activity	Adult/child Face:face	Adult/Adult talking	Child/Child	% (n) per 15 seconds
0.15-0.30	8	Standing in circle, about to start 'Hello, Hello' (first) song	1	3	0	50% (4)
5.30 - 5.45	9	Seated and started 'clap, clap [name]' in a circle.	1	4	2	78% (7)
10.45-11.00	8	Sitting in circle singing 'grows a little each day'	2	1	1	(4)
16.00-16.15	8	Standing in circle, singing Spanish Song.	4	1	0	62% (5)

21.15-21.30	8	Free time	3	4	1	100% (8)
26.30-26.45	10	Lying on pillows, facilitator singing 'In the jungle ..'	3	0	1	40% (4)
30.45-31.00	11	Some sitting on floor others standing and 'dipping' baby to facilitator singing 'Slow dancing'	9	2	0	100% (11)
36.00-36.15	7	Free time, morning tea	2	5	0	100% (7)
41.15-41.30	7	Free time, morning tea (fewer people on screen)	3	2	2	100% (7)
46.00-46.15	6	With bags and packing to go (fewer people on screen)	2	1	2	83% (5)
51.00-51.15	3	With bags and packing to go	0	3	0	100% (3)
56.00-56.15	4	With bags, last few to leave	0	3	0	75% (3)
<b>3 min</b>	<b>89</b>		<b>30</b>	<b>29</b>		<b>76% (68)</b>

## Totals

Observation time minutes.seconds	Behaviours observed: count	Session Activity	Adult/child Face:face	Adult/Adult talking	Child/Child	% (n)
5 min 15 sec	145		50	39	12	70% (101/145)

**Behaviours would expect to see in choir are:** Babies watching, tracking and responding to adults/children. With babies would expect face:face with adult. Andrea often says 'with your babies facing you' and this doesn't always happen. Or adults think the child should face Andrea to take part, so face;face with adult is important. However, important to note that sometimes child is distracted about other things that are going on which can impact on face:face time.

- Change in facial expressions of baby to show happiness/responding; illustrating a connection.
- Check if child involved in group or is playing somewhere else?
- Look for mums interacting with other mums, this is very important.
- You will see on some video that I stand behind the mum's and look at the babies and get close to their faces and get them to open their eyes wider and engage more.

**Comments:**

There is enormous value in a parent seeing another adult interact positively with their child. Often these parents can be embarrassed by their child's behavior or have experienced more negative feedback than positive. Another parent might say 'oh look another tooth coming through isn't she gorgeous' and it can start a whole positive conversation which is something not all parent experience a lot.

Having the signing and dancing means the parent has something to do with the child and conversations can start more naturally. If you are talking to no one it is not noticeable because of the singing and dancing. Other group like play steps etc will have parents and children sitting in a circle and turning to the person next to them and saying something – this can become awkward and place a great deal of pressure on parents if they are not confident. It is also an environment where a child playing up is noticeable because of the structured environment. Such behavior is not as noticeable in choir because it is an active space.

Andrea would draw different cultures out very well. An ATSI family did some traditional dancing as did some Farsi parents.

One disadvantaged family in particular, the child was developmentally behind but over time progressed in leaps and bounds. Other adults in the group were happy about the progress with the parent and it lead to further positive adult and parenting interactions.

The progress for this child was so marked that his physiotherapist, speech therapist and Social Worker from Specialist Children's Services have noticed and have asked to attend Choir to see how it is run and what happens there to have brought about such progress.

One child attended and screamed the whole time. They missed a couple of sessions and then came a second time and the child screamed but not as long, presume felt safer.

Mix would be about half and half people from WH, socio-economically disadvantaged and people from more affluent area who are not socio-economically disadvantaged but who were vulnerable at the time. The mix is great because more advantaged model positive parenting etc to others and disadvantaged

S&E refer clients *in* to Baby Choir and do not receive referrals *from* Choir. Nevertheless, they do a great deal of informal M&CH work through conversation and people often stay behind and talk with them after choir.

S&E not surprised that about half of people attended Baby choir only once. It's not for everyone and can be quite chaotic and loud and some people don't like this. We let all clients we see know about it and some come and try it and others don't. It's part of the suite of services that we offer clients when they come and see us.

Some mum's stay and chat in the café area after choir.

For some women it provides some 'normal' time away because their respective partners are significantly ill.

## Baby Choir Survey Responses – Raw data

Collected at end of choir session 2.9.14

- We want to find out if coming to Baby Choir is helpful for you and your child.
  - Information will only be used for evaluation.
  - No one will know who you are or the answers you gave.
  - You do not have to answer any of these questions if you don't want to.
- 

### What did you hope to get from Baby Choir when you came for the first time?

1. To have fun
2. Fun and entertainment for kids
3. A beginning for my son to appreciate music
4. Not hoping anything
5. Skills for being a first time parent
6. Ideas for playtime with my baby
7. Fun and good for my baby
8. Fun structured activity
9. Just for my daughter to be around more music and children
10. An activity to do with the boys. Music is important in our family but is always to mature in our household.
11. Active fun

### Please describe any changes that you and your baby have experienced as a result of coming to Baby Choir?

1. It makes me more calm; me and my baby have fun but also learned about rhythm connection with music. It also helps him to have a long nap
2. –
3. We get out of the house every Tuesday. He is now dancing of his own accord
4. More relaxed when she goes home, she sleeps when we go home and more sleeps during the day. She repeats after me.
5. The growth of babies into young children and their developmental changes
6. Better social skills for my baby
7. Smiling to strangers more
8. Less shy of new people
9. My daughter loves to sing & now feels comfortable enough to sing here
10. My son is actually starting to sing at home. His language have gottne much more evolved. Other son has come out of his shell and gained some independence.
11. I can just have fun with my kids

**Please list other groups that you have taken your child to? E.g., playgroup, Mini Maestros, reading at the library etc**

1. Library – story time + baby gym
2. Library + Baby gym + Minimaestros
3. Playgroup every week + sampling mini maestros + about to do Mini Kelly sports + library but not for a long time
4. Playgroup + play steps + mum's wellbeing
5. Aboriginal dance + cultural class group
6. Library + Playgroup + swimming + baby gym
7. None
8. Playgroup + library story time + Mini Maestros + mother's group
9. Mother's / Playgroup + swimming
10. Non regularly because my son needs space to move. Containment and long activities are challenging.
11. Playgroup

**Please describe any differences you think there are between Baby Choir and these other groups?**

1. My baby interacts more with other babies here
2. Friendly, welcoming and relaxed
3. There is no Andrea at the others! Her experience is addictive
4. This is different. No others do this. Other groups are so structured; no rules, open, express and bend
5. A diverse age group; Babies adults, children & teenagers
6. –
7. –
8. Different new people each week
9. I enjoy this a lot. Wouldn't change anything
10. Baby choir is a lot more flexible
11. It's non judgmental + active for kids and parents as well

