

# The S.T.O.P Programme



*An impact report on the progress and outcomes  
from the STOP programme in East Sussex 2004 - 2008*



# The STOP Programme 2004 - 2008

## 1. Introduction

There has been a significant increase over the past few years in the need for evidence based parenting programmes and in order to facilitate this the National Academy of Parenting Practitioners established a commissioners toolkit which sought to list the various programmes available with details about their content and target group. This has been further developed recently with the introduction of a scoring system for programmes to aid commissioners in choosing programmes for their area.

It is important to know what works where because a programme that works well within an inner city community does not automatically mean it will work equally well in a more rural area and vice-versa. In the light of this I decided to undertake this report to see what local evidence we had in East Sussex in relation to the outcomes for STOP. I felt it was important if we were going to stick with STOP as our preferred programme for parents of teenagers to be able to back this up with local evidence.

The DCSF funded 18 Local Authorities to undertake the Parenting Early Intervention Pathfinder between September 2006 and March 2008. Each authority was to use this funding to roll out one of three evidence based parenting programmes; Incredible Years, Triple P or Strengthening Families Strengthening Communities (SFSC). All of these programmes were thoroughly evaluated by the University of Warwick and Kings College, London. The results of this evaluation

have been put together in the DCSF publication 'Parenting Early Intervention Pathfinder Evaluation' 2008 and one of the specific recommendations from this report was "given the multiple differences between the three programmes yet the same outcomes, it follows that other home grown courses might be equally effective, and priority should be given to the search for and evaluation of alternatives." <sup>3</sup> I was keen to examine the results of this evaluation process and make a comparison with the data we have locally with STOP to see if there was any significant difference one way or another.

Rolling out a new programme requires a considerable commitment of funds and in East Sussex we have already incurred a significant amount of expenditure in rolling out the STOP Programme over the last five years and I am mindful of the fact that it makes no sense to commit ourselves to further significant expenditure if there is no need to do so.

## 2. Background to the STOP Programme in East Sussex

On 18<sup>th</sup> November 2002 the East Sussex Parenting Partnership hosted the conference 'Parent Training – What Works' at the Uckfield Civic Centre. It was here that Mike Kellet and Jeannie Gordon from Essex presented a new programme designed to support parents of teenagers which was based on the principles of the Incredible Years programme by Dr. Caroline Webster-Stratton. Both Mike and Jeannie at the time worked closely with the Essex Youth Offending Team and having been trained in the Incredible Years programme they had found that though it was excellent with parents of younger children it was not really hitting the mark for families who were being supported by the Youth Offending Team. As a result of this they set about trialling and eventually

publishing in 2001 a specific parenting programme designed to support parents who were struggling with very challenging teenage behaviours. STOP stands for 'Supporting Together Offenders' Parents' and though initially rolled out within the context of Youth Offending it does not focus specifically on offending behaviour but rather on the relationships and behaviours within the home and family. As such it was quickly adopted by other agencies who work with parents of teenagers and not just young offenders.

Following on from the presentation at the Uckfield conference enough interest was expressed locally to train up practitioners in the STOP Programme and the first four day training took place in early 2004 followed by the first STOP group in East Sussex in summer 2004 run by the Bexhill High School Link Team (now the Bexhill PSA Team).

Since that time we have records of 82 practitioners who have been trained in the STOP programme. Of these 41 have been actively involved in delivering a programme, 21 are on the pending list meaning that they have been trained but have not yet had the chance to facilitate a group, 12 have had a subsequent change in role since being trained meaning that their new role no longer allows for them to be released to run a programme and 8 are unknown in that we have not been able to make contact with them since being trained to follow this up.

We have also recognised that though the four day STOP training programme trains practitioners in that particular programme it does not focus on group skills training. Running a STOP programme (as with any parenting programme) requires a high level of skill on the part of the practitioners in both knowing the programme and in managing and facilitating the group work process. With this in mind since 2007, in addition to the four day training in the STOP programme, we

have also been offering a three day group work skills training programme specifically for those trained in STOP.

There have been over 35 STOP groups run in East Sussex over the last 4½ years and of these we have been able to collect data in relation to the following

30:

|    |              | <b>Group</b>               | <b>Started</b> | <b>Completed</b> | <b>Completion Rates</b> |
|----|--------------|----------------------------|----------------|------------------|-------------------------|
|    |              | <b>Totals</b>              | <b>296</b>     | <b>222</b>       | <b>75%</b>              |
| 1  | Bexhill      | Summer 2004 Bexhill        | 6              | 6                | 100%                    |
| 2  | Bexhill      | Autumn 2004 Bexhill        | 7              | 4                | 57%                     |
| 3  | Bexhill      | Autumn 2005 Bexhill        | 13             | 10               | 77%                     |
| 4  | Exc. Cluster | Filsham Valley Spring 2006 | 7              | 7                | 100%                    |
| 5  | Exc. Cluster | Hollington Summer 2006     | 7              | 7                | 100%                    |
| 6  | Exc. Cluster | Rye Summer 2006            | 9              | 9                | 100%                    |
| 7  | Bexhill      | Summer 2006 Bexhill        | 7              | 6                | 86%                     |
| 8  | Exc. Cluster | W. Parker Autumn 2006      | 9              | 9                | 100%                    |
| 9  | Exc. Cluster | Robsack Spring 2007        | 6              | 5                | 83%                     |
| 10 | Bexhill      | Spring 2007 Bexhill        | 13             | 5                | 38%                     |
| 11 | YOT          | Summer 2007                | 13             | 10               | 77%                     |
| 12 | Causeway     | Summer 2007                | 8              | 6                | 75%                     |
| 13 | Tideway      | Summer 2007                | 13             | 10               | 77%                     |
| 14 | Bexhill      | Summer 2007 Bexhill        | 6              | 3                | 50%                     |
| 15 | Exc. Cluster | The Bridge Summer 2007     | 11             | 7                | 64%                     |
| 16 | Tideway      | Autumn 2007                | 13             | 12               | 92%                     |
| 17 | Exc. Cluster | Helenswood Spring 2008     | 10             | 7                | 70%                     |
| 18 | YOT          | Spring 2008 (Eastbourne)   | 9              | 7                | 78%                     |
| 19 | YOT          | Spring 2008 (Hailsham)     | 10             | 6                | 60%                     |
| 20 | Bexhill      | Spring 2008 Bexhill        | 13             | 7                | 54%                     |
| 21 | Tideway      | Summer 2008                | 21             | 14               | 67%                     |
| 22 | Causeway     | Summer 2008                | 11             | 8                | 73%                     |
| 23 | Peaceaven    | Summer 2008                | 6              | 6                | 100%                    |
| 24 | Bexhill      | Summer 2008 Bexhill        | 8              | 7                | 88%                     |
| 25 | Exc. Cluster | The Grove Summer 2008      | 12             | 9                | 75%                     |
| 26 | YOT          | Autumn 2008                | 9              | 5                | 56%                     |
| 27 | Tideway      | Autumn 2008                | 13             | 8                | 62%                     |
| 28 | Fegans       | Autumn 2008 Uckfield       | 11             | 9                | 82%                     |
| 29 | WAVES        | Seaford 2008               | 8              | 7                | 88%                     |
| 30 | Exc. Cluster | W. Parker Autumn 2008      | 7              | 6                | 86%                     |

Data from the above 30 programmes has provided the bulk of the content of this report in seeking to look at what impact the STOP Programme has had upon families in East Sussex.

### 3. Evaluation Feedback

As part of the STOP programme there are three levels of evaluation that enable us to evidence both service user satisfaction and changes that have taken place as a result of attending the programme.

Firstly each parent fills out a 'STOP Parents Scale' questionnaire both at the start and then at the end of the programme. Parents are asked to answer five questions using a scale of 1 to 10 in relation to:

1. Personal stress level
2. Family stress level
3. Relationship with teenager
4. Level of coping
5. Expectations of the programme (the 'before' questionnaire) /did it meet your needs (the 'after' questionnaire)

Secondly, at the end of every session parents are asked to fill in a short evaluation form about that session and are asked to rate the content of the session, the group leaders and the group discussion. In addition they are also invited to make any other comments about the session as well.

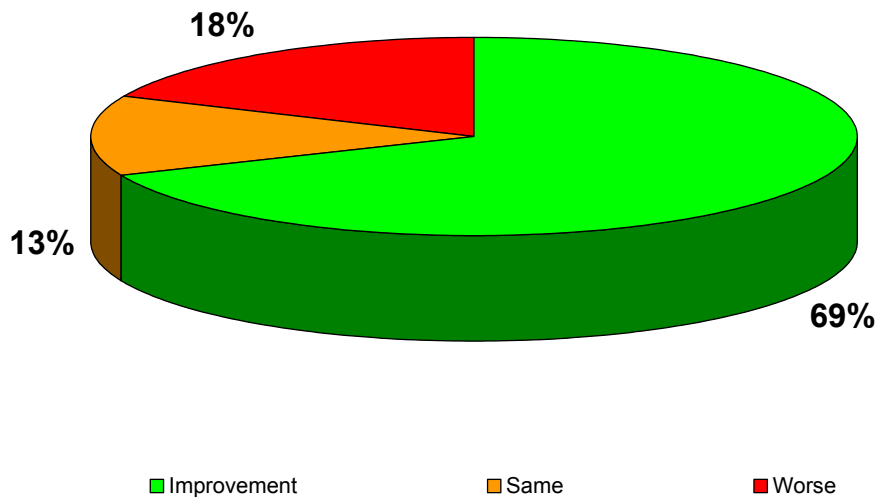
Thirdly, parents are asked to fill in a two page end of programme evaluation form which asks them to evaluate and comment on the programme as a whole.

I was not able to collect all of the data for all of the 30 programmes due to the fact that for three of the programmes there were data missing. However, the data I have been able to collate is summarised below:

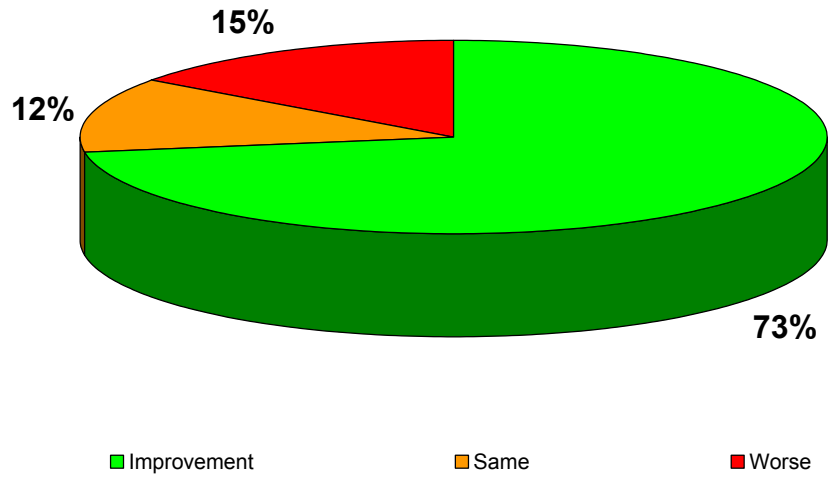
### 3.1 The STOP Parents Scale

In total 161 Parents Scales were collated and these have been able to measure reductions in the parents own stress levels, reduction in overall family stress levels, improvements in the relationships between parents and young people, improvements in the parents ability to cope with challenging behaviours and the parents scoring as to whether they felt that the programme met their needs.

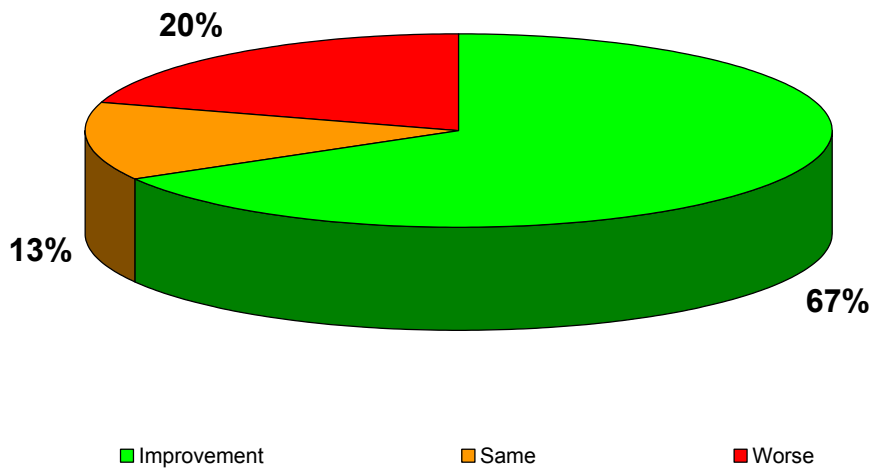
#### 3.1.1 Personal Stress Levels



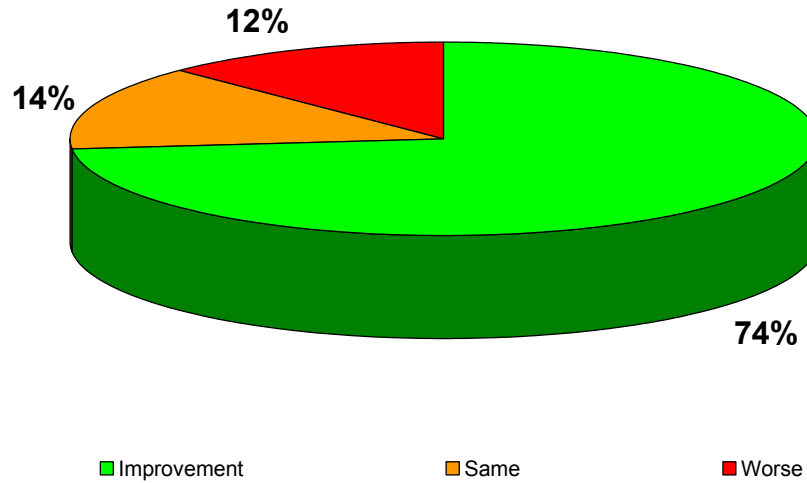
### 3.1.2 Family Stress Levels



### 3.1.3 Parent Young Person Relationship



### 3.1.4 Ability to cope with challenging behaviours



It is clearly concerning when collating before and after scales it appears that there are areas where the parents' score indicates that things have actually got worse since attending the group. However, in a number of the cases where this has happened I have been able to explore this further and the following are given as explanations for areas where practitioners have found that the parents after course scale indicates deterioration not an improvement:

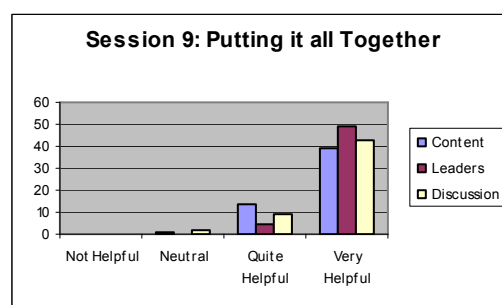
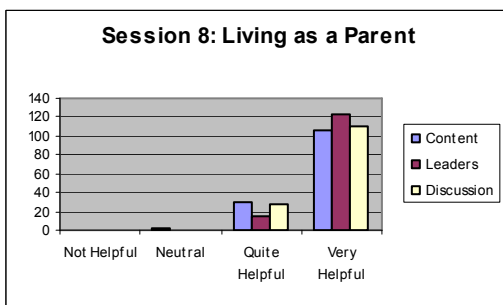
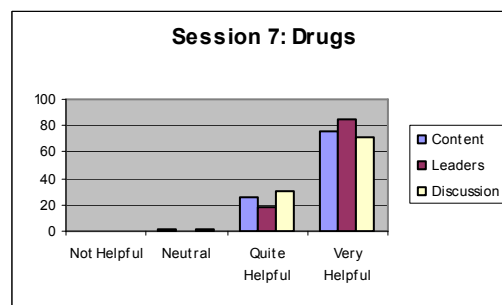
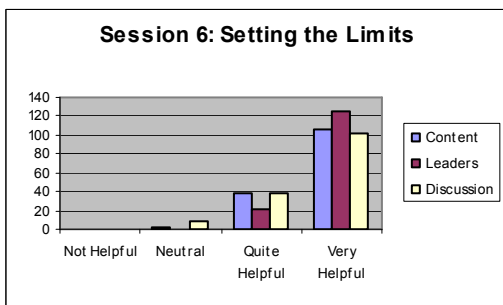
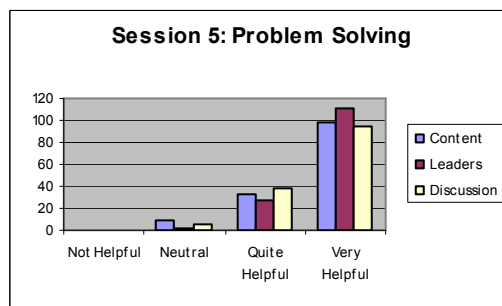
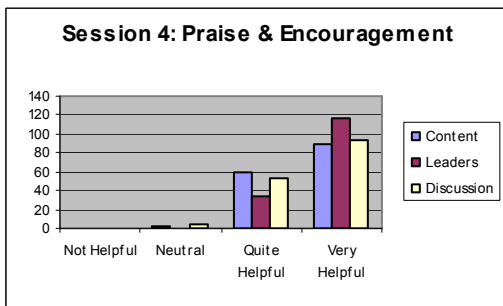
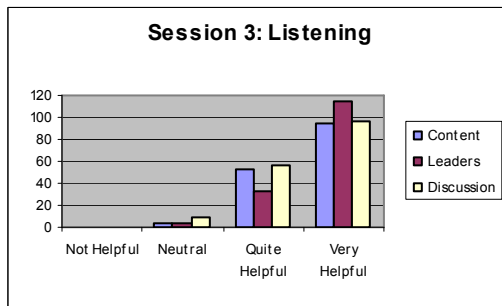
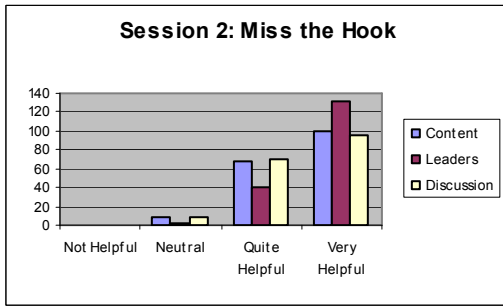
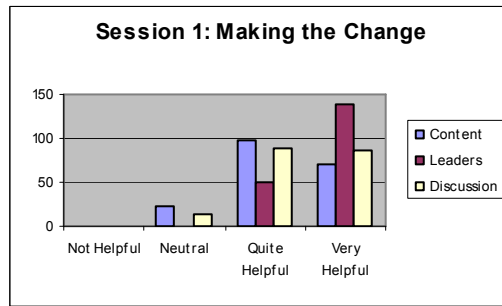
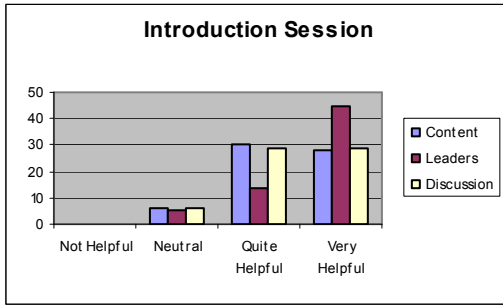
There have been a number of cases where parents have spoken of stress factors outside of issues in relation to parenting which have resulted in them scoring things worse at the end of the programme (eg selling a house and moving). It is also the case in relation to the parent young person relationship that this does not always get better immediately as the parents start to impose clear and firm boundaries which they were not doing before. In addition to this there have been many cases where parents have spoken of how they have found the group very supportive and helpful and that they have started implementing the changes but

as yet these changes have not had the desired positive effect on the behaviours of their young people.

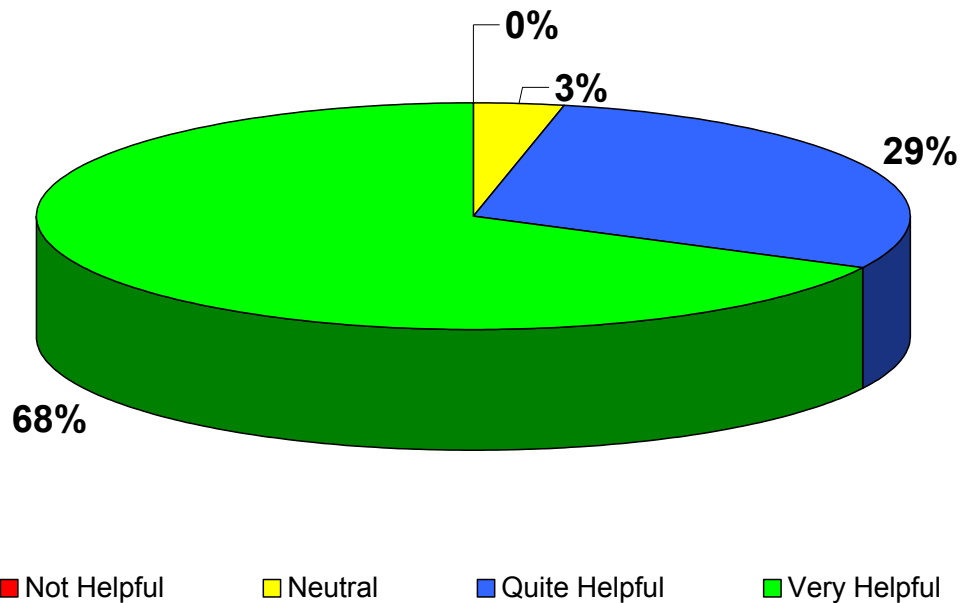
However, I am only aware of one incident where the parents score indicated things getting worse in every area and this was in relation to a foster placement of a young person with significant mental health difficulties. This placement has subsequently broken down yet in recent conversation with this parent she is successfully making use of the strategies she learnt with her new foster placement. In all of the other cases any areas indicating specific areas where things had got worse were balanced out with other areas of improvement.

### 3.2 Session Evaluations

The charts listed on the following page show a breakdown of all of the session evaluation forms filled in by parents at the end of each session. In addition to parents indicating whether they thought the particular elements of the sessions were not helpful, neutral, helpful or very helpful they were also invited to comment on the session as well. A sample of comments made has been included in section 3.4.



The following pie chart shows the breakdown of all the session evaluations:



Out of 1317 session evaluations equating to 3951 responses only 2 have given a rating of 'not helpful' and 97% of ratings have been either 'quite helpful' or 'very helpful'.

### 3.3 End of Programme Evaluations

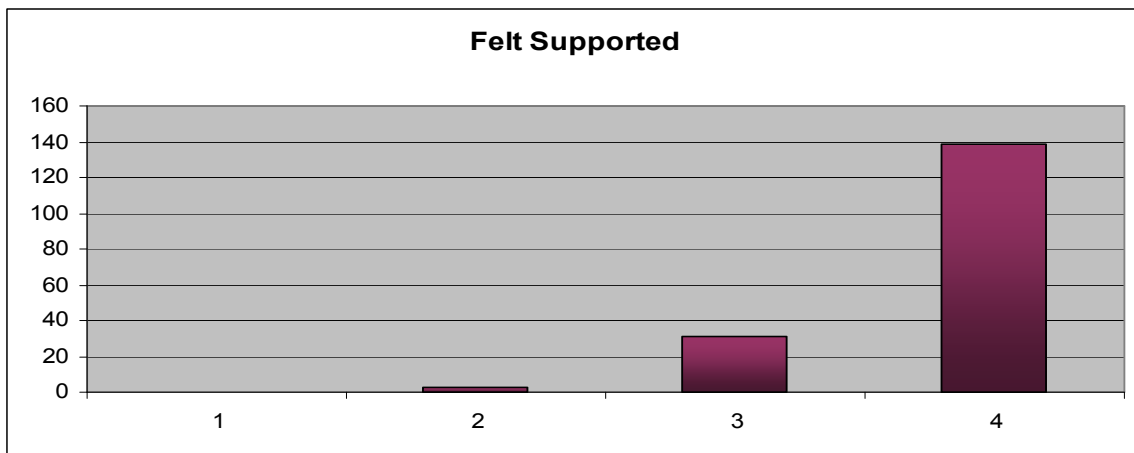
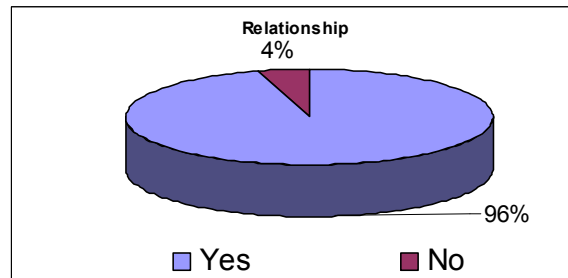
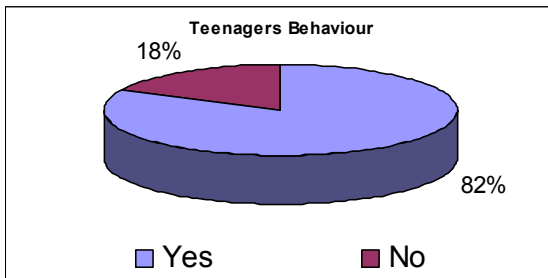
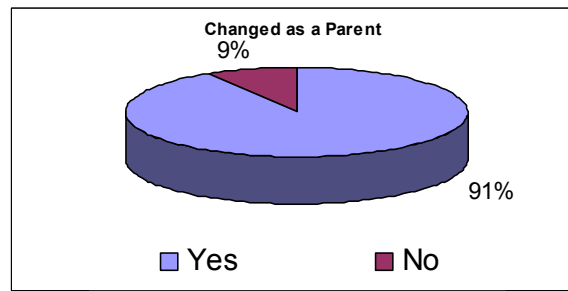
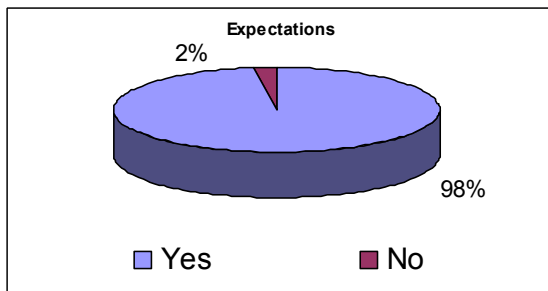
On the final session each participant was asked to complete the STOP Parents Evaluation Form. This is a two page evaluation form designed to get feedback on the programme as a whole and in areas where parents say there has been positive change to specify in what ways things have changed.

We have sought to focus on 5 specific questions on this form and they are:

1. Did the group meet your expectations?
2. Has the group changed you as a parent?
3. Has the group made any difference to your teenager's behaviour?

4. Has the group made any difference to your relationship with your teenager?
5. Did you feel supported by the group leaders? (This last question had four possible answers of 'not supported', 'unsure', 'supported' and 'very supported'.')

The charts below depict the data collected from parents' answers to all of these questions and are followed by a selection of highlights from what parents said in answer to questions 2, 3 and 4.



## 1. Has the group changed you as a parent?

"I have enforced boundaries and I also enjoy spending time with my kids."

"I tend to think before I fly off the handle. If things do get out of hand I can now reflect on it and know how I should have handled it."

"A lot calmer! Don't rise to the 'bait'."

"Step back a bit, listen more, 'miss the hook'."

"I listen more and don't shout as much."

"I am more patient with our son, and tend to solve the problem without getting angry."

"Less stressed and listen more."

"I am not so easily hooked and better at setting boundaries."

"I don't argue with my children. I walk away and calm down."

"It has made me more positive and made me realise I haven't failed as a parent."

"I seem to be more patient and able to listen to my daughter instead of shouting. She will talk to me a lot more."

"I think more about a situation before dealing with it. I listen to the children and their opinion more. I spend the hour a week alone with them, they really enjoy the time."

"Feel stronger, not as stressed. Trying not to worry about small silly things now. Not taking the hook quite so

"Feel more able to deal with children than I did before, am more confident."

"I don't react so quickly and I think about how to deal with things better."

"Am calmer, better equipped to deal with issues as a result. I really enjoy my children more."

## 2. Has the group made any difference to your teenagers' behaviour?

"He listens to me more and doesn't lose his temper so much at home with me."

"They listen to me more and seem to think now on what I have said and then apologise after an outburst."

"He has started to help me and we do more together."

"Much calmer and more considerate."

"Occasional outbursts of unconditional love and helpfulness."

"Seems to accept consequences will flow from his actions. Not yet able to anticipate these for himself but accepts new boundaries being put in place."

"I think I have made a difference to her behaviour from what I have learnt."

"She is helping more with chores and without asking."

"She is thinking/trying not to be so rude because of the 'changes.' She is trying to control her anger more."

"Awareness that his actions have consequences."

"He calms down a lot quicker."

"She loves the time we spend together and I find it a lot easier to explain things."

"Tantrums are less long."

"Is starting to learn what boundaries mean and what happens if they are broken."

"Less aggressive, more talkative."

"Less angry. Happier. Beginning to think about what they are doing."

"As I don't argue with him when he is looking for a fight the situation stays much calmer."

"They both seem more laid back and aware of what I do for them."

**3. Has the group made any difference to your relationship with your teenager?**

"We tend to spend more one to one time with each other now."

"Making a bit more time with one another, able to say I love him, he is not so rude to me."

"Can sit down and talk about things, he has grown up in the last 2 to 3 months."

"We talk more have stronger trust/bond. More respect/understanding of each other."

"Yes we talk more."

"My son has empathy now and they apologise more. Don't shout anymore."

"Both calmer, go out more."

"The older son interacts more with rest of the family."

"We are talking more now and there are less arguments. I am praising her more."

"We've got a better life at home."

"We're more patient with each other as well as more tolerant."

"Yes I can have a conversation now instead of shouting at them."

"It's brought us closer together. We talk more about things instead of shouting."

"We both look forward to time together and are happier with our relationship."

"He talks to me more, we are closer."

"It is less stressful, we do more things together than before."

### 3.4 Anecdotal Feedback

Each week when weekly evaluation forms were given out parents were invited to make any additional comments they wanted to make about how the group was going. A few highlights from all of the comments we received are given below:

- “Thank you for an enjoyable and life changing course.”
- “I think it is a very worth while experience and to think we are not the only one with a problem.”
- “I could hear myself in so much in what was said tonight, It’s really made me think about the way I deal with the boys. Enjoyed my evening again, thank you for your time.”
- “It was great to realise there are other people with similar problems and it was great to be able to talk without feeling judged.”
- “Really enjoying the course and learning a lot to help me in the future with our teenagers.”
- “I would thoroughly recommend this course to anybody who needs it. It’s been a great experience.”
- “Advice was helpful, informal and friendly. Felt the group leaders approachable and knowledgeable.”
- “I think everyone with children should do a course like this.”

#### 4. Costings

The following table outlines the average costings incurred for the delivery of the STOP Programme:

| Item            | Breakdown  | Cost             |
|-----------------|--|------------------|
| Delivery        | 2 hours per week for 11 weeks = 22 hours @ £14 per hour per facilitator x2     | £600.00          |
| Preparation     | 3 hours per week for 11 weeks = 33 hours @ £14 per hour per facilitator x2     | £900.00          |
| Set & Clear up  | 1.5 hours per week for 11 weeks = 16.5 hours @ £14 per hour per facilitator x2 | £450.00          |
|                 | <b>Sub Total</b>   | <b>£1,950.00</b> |
| Supervision     | 14 practitioners supervised to Level 2 (£8750)                                 | £8,750.00        |
|                 | 4 practitioners supervised to Level 3 (£2500)                                  | £2,500.00        |
|                 | Total spent on supervision in last 5 years                                     | £11,250.00       |
|                 | <b>Sub Total (Total cost divided by 30 groups)</b>                             | <b>£375.00</b>   |
| Room Hire       | 11 weeks @ £50 per week  | £550.00          |
|                 |  |                  |
|                 |  |                  |
|                 | <b>Sub Total</b>   | <b>£550.00</b>   |
| Weekly Expenses | (Refreshments, Grab Bag items, equipment etc)                                  | £130.00          |
| Gifts           | Bubble bath, shower gell, photo frames   | £50.00           |
| Sundry Items    | Stickers, rope, camcorder tapes  | £20.00           |
| Photocopying    | 60 photocopies per participant for 14 participants = 840 copies @ 5p per copy  | £42.00           |
| Folders         | Folders for each participant   | £10.00           |
|                 | <b>Sub Total</b>   | <b>£252.00</b>   |
| Total Costs     |  | £3,127.00        |

Using the above average costs means that on programmes over the last 5 years in relation to the 30 programmes we have evaluated there has been a cost of £93,810. The costs of training 82 practitioners over the past 5 years has been estimated out to £40,000 in total which when added to the money spent on programmes comes to a total spend of £133,810

We have looked at data for 30 programmes and seen that 222 parents have completed these programmes making an average cost per parent of £602.75. This breaks down further to an average weekly cost of a STOP group to £54.80 per parent per week.

Stephen Scott in his article 'The Financial Cost of Social Exclusion' states that "Our own pilot study of children aged 4-8 referred with conduct disorder found that the mean extra cost was £15,282 a year (range £5411 - £40,896)." <sup>1</sup> In addition to this Lord Laming in his recent report on Child Protection in England writes "the Audit Commission has stated that, if effective early intervention had been provided for just one in ten of those young people sentenced to custody each year, public services alone could have saved £100 million annually." <sup>2</sup> Using this figure it puts the cost of one young person being sent to custody at £377,359. This means that of all the young people affected over the past 4½ years with STOP groups at a cost of just over £130,000; if this has resulted in just one young person not entering the youth justice system and ending up in custody it can still be proven to be a huge saving to the public purse.

## 5. Comparison between PEIP Programmes and STOP

### 5.1 Completion Rates

The average completion rate in relation to the PEIP pilot programmes was 73% (Incredible Years 72%, Triple P 70% and SFSC 76%). We can evidence a slightly better overall average completion rate in relation to STOP as 75%.

### 5.2 Outcomes

In terms of actual outcomes I have tried to select areas of similarity with which to compare the outcomes of PEIP and STOP.

Both the PEIP Programme and the STOP Programme evaluations asked parents how supported they felt by the programme and in both out of a scale of one to four (with one being low and four being high) 98% of parents rated it as either 3

or 4 (for the PEIP Programmes 27% rated it as a 3 and 71% as a 4 and for STOP 18% rated 3 and 80% rated 4).

All programme also asked parents to rate whether there had been any changes in the behaviours of their children and in the PEIP programmes 90% rated a 3 or a 4 and for STOP (where they were simply asked to specify yes or no) 82% said yes. However, with the STOP evaluations parents were also asked to specify what those changes were giving a wealth of anecdotal information in addition to the tick in the 'yes' box.

Parents were also all asked to rate their level of coping with behaviours and for the PEIP 93% scored a 3 or a 4 (33% '3' and 60% '4') and for STOP which scored it slightly differently 88% scored that their level of coping was either the same or better (14% the same and 74% better). The STOP outcome was based on a before and after questionnaire with parents not having access to what they had scored prior to the programme starting.

In addition to this 91% of parents attending a STOP group stated that they felt they had changed as a parent as a result of attending the group and 96% stated that they felt their relationship with their teenager had improved.

There is a significant difference in the feedback rates between PEIP programmes and STOP in that the feedback rate in relation to useable evaluation booklets returned from parents for the PEIP pilots was 43%. The data we have for STOP is significantly higher at 78% for end of programme evaluations and 69% for the Parents Stress Scales. The Parents Stress Scale is lower than the end of programme evaluation due to the fact that in some cases where parents started after the first session a before scale was not completed therefore a comparison could not be made.

I am mindful of the fact that when you rely on parents posting evaluation booklets back you automatically only get those returned from parents who are more proactive and therefore it is my opinion that the evaluation data from STOP evaluations actually shows a more accurate picture than those from the PEIP programmes.

### 5.3 Costings

In the area of cost there seems to be the biggest difference in comparing PEIP programmes to STOP. The average cost per parent attending a PEIP programme was £2955 though the report was clear the Incredible Years programme was by far the most costly. For the STOP programme and taking into account staff time, training costs, supervision costs and costs directly related to the delivery of the programme the average cost per parent per programme was just over £600.

## 6. Conclusion

A great deal of time, energy and finances have been invested in the STOP Programme across East Sussex since 2004 and a number of practitioners from across various agencies within the county have demonstrated high levels of commitment to this programme and to the positive changes it brings to families. This is the first time we have sought to bring together all of the data and this report highlights the effectiveness of the STOP programme so far. In addition to the programmes reported on here there are a number of programmes that have just finished within the county and a number more just starting as this report is being written. Though there are clearly many other very effective parenting programmes out there for parents of teenagers I would recommend that what we have been able to develop thus far across the county in the form of the STOP

Programme demonstrates a programme that is both effective in bringing about positive changes for families as well as being very cost effective.

It is my hope that we will be able to continue to develop STOP across the county as well as continuing to support those agencies who have already invested in the programme and are keen to continue this.

*<sup>1</sup> British Medical Journal 28<sup>th</sup> July 2001: Financial Cost of Social Exclusion: follow up study of antisocial children into adulthood; Stephen Scott, Martin Knapp, Juliet Henderson; Barbara Maughan.*

*<sup>2</sup> The Protection of Children in England; The Lord Laming; March 2009*

*<sup>3</sup> Parenting Early Intervention Pathfinder Evaluation; DCSF 2008*

Mark Woodgate  
Parenting Coordinator  
Youth Offending Team  
May 2009

## Appendix

A number of testimonials have been written by parents expressing their feelings about the STOP Programme and a few have been included here:

### **Testimonial 1**      10/07/2008

This course for teenagers has helped me a great deal especially with my way of listening more to my teenage daughter, trying to understand her feelings a bit more and what other teenagers must go through.

Also listening to the other people in the group and how they deal with their teenagers at home.

I've become a lot more patient with her when we have disagreements and not get to boiling point where I feel myself shouting, stressed out over minor situations.

I think this STOP course has been a great success for me. I can approach situations and arguments a lot more calmly since I've been on this course and try to de-stress myself by walking from her if I think the situation is never going to end.

Overall [the facilitators] have been brilliant at listening to us as a group and helping us singly if we have any problems.

Thank you.

### **Testimonial 2**      22/03/2006

The STOP course has been a valuable experience and well worth the commitment of attending the sessions. Some of the small changes I have been able to make have improved communication within the family and drastically reduced the stress levels.

I have learnt some practical tips in managing some of the more challenging teenage behaviours and feel I have a few tricks up my sleeve in time of crisis.

Atmosphere in the group was very supportive. People shared their stories/experiences with their teens, the good and the bad. It's been a bit like a toddlers group for teenagers. Lots of practical tips, strategies, support and laughter. Thanks.

**Testimonial 3**      24/03/2009

The STOP group was really fun and enjoyable and not at all what I expected. It also really helped me to have more confidence as a parent and helped a better happier atmosphere at home by following some of the advice. Also there were lots of good tips and funny stories from the group. It turned out to be fun and a good laugh and I would recommend it to anyone to give it a try.

**Testimonial 4**

I would like to take this opportunity to thank you for the STOP course. The course has been a real benefit for myself.

Up until the STOP course I was very stressed and unable to cope with certain situations at home with my teenage son, which was putting a tremendous strain on my business and my personal life.

The STOP course has changed this totally and I can feel I can handle anything that maybe thrown in my direction. It has taught me to remain calm and collected. The problems do not go away but the STOP course has given myself the confidence and understanding to cope with the various situations.

**Testimonial 5**

What the STOP course has meant to me so far:

It has made me think more about what you say and try to put across what I am saying in a positive way. I have enjoyed meeting up with other parents who find having teenagers can sometimes be challenging. I have noticed because I am calmer it has had a calming influence on the children. I have made a great effort to be less of a helicopter parent.

**Testimonial 6**

The STOP course has helped me try to become a better parent in so far as trying to remain calm during difficult situations which has worked well many times.

I found the consequence chores really helpful and have passed this onto friends. Thank you to both of you for a very enjoyable course.