



Agency Readiness Questionnaire

Launching Incredible Years® Programs in Your Organization*

(*The term Organization is used to refer to mental health agencies, schools, child care centers, or hospitals)

C. Webster-Stratton Ph.D.

We are happy to help you implement the Incredible Years® (IY) Parent, Teacher, or Child Training Programs in your organization. In order to ensure you understand what is involved in delivering these programs with high quality and fidelity, we have developed a questionnaire checklist for your to determine your agency’s readiness for using this program.

The Incredible Years® programs have been shown in research to strengthen parenting skills and teacher classroom management skills. They have also been shown to increase young children’s social competence, emotion regulation and school readiness, while reducing behavior problems.

See the Incredible Years® website for more information about program goals, training requirements, leader certification, program costs, evaluation, and assessment tools: www.incredibleyears.com

On the website, you will also find randomized control group studies evaluating these programs, in the “Research Article Library” (<http://incredibleyears.com/research-library/>).

STEP ONE: Assessing the need and target population



Assessing whether your school or community perceives a need for one of these IY programs is a key first step to deciding which program you want to deliver. For example, schools may perceive a need for a social skills curriculum but not a parent program, or mental health agencies may wish to focus on parent training rather than teacher training. Your organization might want to target specific children with diagnosed problems, particular age groups, or provide a broader prevention program to non-diagnosed families or families at risk due to poverty or some other factor.

1. Have you assessed the need for the Incredible Years® Parent, Teacher, or Child Training programs in your community?

____ Yes

____ No

How was this need determined? (E.g., risk factor or needs assessment)

2. What group(s) will you target?

Parents

Children

Teachers

Why? _____

3. What age of children will you target for the program(s)?

0-1 Year

1-3 years

3-6 years

6-12 years

All of the above

Why? _____

4. What population will your programs target?

Universal prevention programs (to all parents, children, or teachers)

Selective prevention program (to high-risk populations, e.g., Head Start)

Indicated prevention program (to individuals who exhibit symptoms, e.g., children with aggressive behavior, depressed parents, foster parents, etc.)

Treatment (to diagnosed children, parents, or teachers working with children with diagnoses)

Why? _____

Note: It is not generally recommended that an organization start up more than one program at a time unless they have sufficient qualified staff and resources. We recommend a gradual phase-in of programs, with individuals learning to deliver one program well before receiving training in another program. For example, an agency may decide in the first year to start up Preschool Basic Parent Groups. In a subsequent year they may decide to expand the parenting program to incorporate Advance Parent Groups, or to initiate the Classroom Management Program for Teachers or the Small Groups for Dinosaur School Program with children. If more than one program is started, it is recommended that these be different teams of individuals receiving facilitator training and implementing each program.



STEP TWO: Does the Incredible Years® Program address the organizational goals and philosophy?

5. What are the top three goals in your organization?

6. Have you studied the IY website (www.incredibleyears.com) in detail and read the articles related to your program dissemination, program goals, and philosophy?

___ Yes

___ No

7. Have you spoken with the IY office about your goals and whether the IY programs will address those goals? If so, what did you find out?
(Contact IY at: incredibleyears@incredibleyears.com)

8. What is your organization's philosophy regarding the following? (Rate each on a scale of 1 to 5, with 1 being "STRONGLY DISAGREE" and 5 being "STRONGLY AGREE"):

a. Parent involvement in their child's education should include home activities for parents to do with children.

1 2 3 4 5

b. Teachers/therapists/parents may use incentives in developmentally appropriate ways to help motivate children with behavior problems.

1 2 3 4 5

c. Parent groups that are led by group leaders who use a collaborative approach and actively involve parents in goal setting and contributing solutions are effective learning methods.

1 2 3 4 5

d. Discipline that involves Time Out or a Calm Down strategy is an effective approach for aggressive behaviors.

1 2 3 4 5

STEP THREE: Assessing the organization's commitment and human resources to deliver the IY programs



Individual teachers and clinicians may perceive a definite need to offer one of these programs, but without administrative support, it is more difficult to successfully implement these programs. Likewise, administrators may want to deliver these programs, but they will only succeed if the teachers and clinicians are motivated and interested in learning and delivering the programs. Consequently, it is important that all parties work together to understand what will be required to initiate any of these programs.

9. What kind of organization will deliver the IY program(s)?

___ Mental Health Agency

___ Public Elementary School

___ Private Elementary School

___ Preschool or Head Start Center

___ Day Care Center

___ Health Maintenance Organization/Hospital

___ University

___ Pediatrician or Doctor's Office

___ Other (please describe): _____

10. How many children does the organization serve in the following age ranges?

_____ Ages 0-1

_____ Ages 1-3

_____ Ages 3-5

_____ Ages 6-12

11. How would you describe the community that your organization serves?

Very rural

Rural

Somewhat urban

Urban

Very Urban

12. Please describe the percentage of different racial groups you serve:

% African American

% Hispanic

% Asian

% Caucasian

% Native American

% Other

In what different languages do you offer services (and/or do you provide translators)?

13. How are mental health services financed in your organization? *(Check all that apply)*

Grants

Fee for services

Insurance

State

Federal

Other (please describe): _____

14. How did you hear about the IY programs?

15. How supportive and motivated is your supervisor in the organization to deliver this program?

1
Not at all
Supportive

2
Somewhat
Supportive

3
Supportive

4
Extremely
Supportive

16. Have you met with the administrative management of the organization to present the Incredible Years® program goals, research, and delivery methods in order to assess the administrative motivation and support for delivering the program?

___ Yes

___ No

Please describe the positions of those you talked to.

17. After meeting with the management of your organization, what percentage of the administrators are interested in having the program delivered in their organization?

___ %

18. If the administration was not enthusiastic, what were the barriers or difficulties proposed? If there was a decision to adopt the program, how will these barriers be addressed?

19. Have you met with the clinicians and/or teachers in your organization to present the IY program goals and therapeutic methods in order to assess their motivation to deliver the program in their organization?

___ Yes

___ No

20. After meeting with clinicians and/or teachers, what percentage of them would like to receive training to deliver the program?

___ %

21. Is there someone in your organization that has already been trained in one or more of these programs? (*Check all that apply*)

___ Incredible Years® Parent Program

___ Incredible Years® Teacher Classroom Management Program

___ Incredible Years® Dinosaur School - Child Small Group Treatment Program

___ Incredible Years® Dinosaur School - Child Classroom Prevention Program

If someone in your organization has already been trained, are they certified?

___ Yes

___ No

Please provide the name of the trained/certified individual(s)

22. Which of the following best characterizes how decisions are made in your organization? (*Check all that apply*)

___ One person generally makes decisions

___ A committee *not representing* all employees from top to bottom makes decisions

___ A committee *representing* all employees from top to bottom makes decisions

___ Each employee from top to bottom has input that influences decision-making

___ Each employee from top to bottom has decision-making authority

23. What percentage of staff turnover does this organization experience each year?

___ %

24. If your organization is a school, what percentage of turnover does the school experience each year?

___ % Teacher turnover

___ % Child turnover

25. If this is a mental health agency, what is the average number of sessions that a family or child attends (children ages 2-8 years)?

___ # of sessions

___ length of time of individual sessions

26. Read the statements below and then rate which statement most closely characterizes your organization:

Statement A

The organization offers and adheres to one main mental health program for families.

Statement B

The organization offers and adheres to many diverse forms of mental health programs for families.

1	2	3	4	5	6
Agree completely with A	Agree mostly with A	Agree somewhat more with A than with B	Agree somewhat more with B than with A	Agree mostly with B	Agree completely with B

27. Is the organization team knowledgeable about the IY core components, order, number of sessions, theoretical framework, and research regarding IY programs? (See website www.incredibleyears.com for this information)

___ Yes

___ No

28. Is the organization committed to this program being offered to participants in its entirety?

___ Yes

___ No



Sometimes agencies decide to shorten programs or cut out components of programs either due to budget limitations or time constraints. If this happens, the effects of the program will be reduced significantly. Our research has shown a relationship between the dosage (number of sessions provided) and the amount of positive change in behavior. Consequently, we have arrived at a minimum number of sessions required for each of the programs.

The following list provides information for how much time it takes to deliver each of these programs. For the program you are intending to deliver, check your understanding and commitment to offering the full program components.

___ At a minimum, the organization is committed to offering the Prevention Parent Program for 14 weekly, 2 hour sessions (28 hours)

___ At a minimum, the organization is committed to offering the Treatment Parent Program for 18—20 weekly, 2 hour sessions (36-40 hours)

- At a minimum, the organization is committed to offering the Child Treatment Program for 18 weekly, 2 hour sessions (36 hours)
- At a minimum, the organization is committed to offering the Child Classroom Prevention Program for 32—40 lessons (offered twice a week for 45 minutes)
- At a minimum, the organization is committed to offering the Teacher Classroom Management Program for 6 full-day workshops once a month or smaller weekly 2 to 3 hour meetings (42 hours)

In addition to the time spent actually delivering the program to parents, teachers, and/or children, there is additional time needed on the part of group leaders and teachers to prepare weekly lessons or sessions (including handouts, reviewing DVDs, food preparation, etc.), call parents or teachers between sessions, and receive regular supervision. In the first year of offering these curricula, extra group leader or teacher time needs to be calculated for self-study. For example, in the first year of offering parent groups, 8—10 hours of therapist time should be calculated for a two hour parent group. This covers prep time, weekly supervision, and weekly calls to parents.



29. Is your organization committed to the preparation and supervision time commitment needed by therapists, group leaders, and teachers to deliver the IY program(s)?

- Yes
- No

It is recommended that organizations carefully select individuals to offer these programs based on their interpersonal skills, background education, experience, respect from peers, and motivation to implement the program. Individuals introducing innovation into an organization must be prepared and excited about being an agent of change, which involves the characteristics of being flexible, enthusiastic, supportive to others, willing to take the necessary time to learn a new program, and committed to quality.



30. Who will deliver the IY program to teachers, children, or parents in your organization?

- Teachers
- Mental Health Workers
- Health Care Professionals
- Other (Please describe): _____

31. What minimal educational background will be required for those who deliver this program?

Early Childhood Teaching certificate (AA degree)

Baccalaureate degree

Masters in psychology, nursing, social work, or education

Ph.D. in counseling or mental health field

Other (Please describe): _____

32. What professional background will be required when selecting individuals to deliver this program? *(Check all that apply)*

Special Needs Education (Special Education)

Clinical Psychologist

Social Work

Child Educational Therapist

Nurse

Teacher

School Psychologist/Counselor

Psychiatrist

Teacher Assistant

Other (Please describe): _____



Regardless of a clinician's educational background, we have found that the best group leaders are those who are flexible and comfortable with a collaborative teacher style. In addition, knowledge of early childhood development and cognitive social learn theory is extremely helpful.

33. Have specific individuals been selected to receive training the IY program?

Yes

No

34. Have these individuals been told about the program and asked about their interest/motivation to be trained in the IY program(s)?

___ Yes

___ No

Please explain: _____

35. Is your organization thinking of replacing or integrating an existing program with the IY program?

___ Yes

___ No

If so, what is being offered currently, and why is the organization wanting to replace it?

36. Given the number of children, parents/families, or teachers you are targeting in the first year, how many group leaders do you plan to train in the IY program(s)?

STEP FOUR: Assessing the organization's financial resources and capacity to deliver the IY Program

Most of the costs of delivering the IY program(s) will occur in the first year and will include initial training, ongoing supervision and technical support, as well as purchasing materials needed (e.g., program sets with DVDs/manuals, supplemental items such as books). Eventually, delivering the program will be cost-effective in terms of the numbers of children/parents/teachers impacted. Ongoing costs after the first year include clinician salaries, day-care, food, and consultation.



37. What is your organization spending now on mental health services or other prevention programs (e.g., social emotional skills building, parent involvement) for families and children ages 0—12 years?

\$_____ per year

38. Will you need new funds to deliver IY program services?

___ Yes

___ No

39. How much do you anticipate it would cost to deliver the IY program(s) in your agency? (Budget for materials, leaders' salaries, food, day care, transportation, video equipment.) (Program costs will depend on the number of families, teachers, or children served and the program[s] chosen.)

___ Number of parents served

___ Number of children served

___ Number of teachers served

What is the organization's expected budget for each of the following program costs?

Budgeted amount:

\$_____ Group Leader Program Materials (includes DVD/Manual)

\$_____ Parent/Teacher books (1 per participant)

\$_____ Food for group participants (for evening groups)

\$_____ Day care/Transportation (for parent groups)

\$_____ Video Equipment

\$_____ Substitutes for teachers on training days

40. Is the organization committed to costs and time involved in providing initial training to those group leaders who deliver this program? (Training provided in Seattle or on-site.) See website for training fees (www.incredibleyears.com)

___ Number of leaders to be trained

Budgeted amount:

\$_____ 3-day training for Group Leaders of Parent Program

\$_____ 3-day training for Group Leaders of Child Treatment Program

\$_____ 3-day training for Group Leaders of Classroom Prevention Program

\$_____ 3-day training for Group Leaders of Teacher Classroom Management Program

Anticipated date for leader training: _____

Anticipated intervention start date: _____

41. Is the organization committed to costs involved in providing ongoing technical support to the group leaders who deliver this program?

____ Yes

____ No

We recommend (after the initial training) workshop that sites have regular phone contact with the trainer (1—2 times per month) as well as a follow up consultation workshop to review DVDs of their sessions. We also recommend that group leaders have support groups within the organization where they can meet for peer review of DVDs and sharing of group process. This level of supervision and internal support will be especially helpful when group leaders are conducting their first two series of groups. Fee for consultation can be found on website (www.incredibleyears.com). Budget for 2 hours a month phone consultation and a minimum of one trainer consultation visit in the first year.



Budgeted amount:

\$ _____ DVD supervision of group sessions by certified trainer (1—2 per training series)

\$ _____ Consultation workshop in first year after initial training (trainer comes on site to review DVDs of those who have received initial training)

\$ _____ Monthly telephone consultation with certified trainer during beginning of groups

\$ _____ Peer review of sessions (weekly 1—2 hours for staff implementing program)

42. What sources of funding have been garnered to deliver these programs?
Please describe. How much still needs to be raised?

43. How long will your funding last?

STEP FIVE: What Organizational capacity is there for marketing and recruiting families, working with communities, and providing space and support for parent groups, day care, food, and transportation?

*If you are not going to be implementing parent groups, skip the next question.

44. Have you done parent groups before?

___ Yes

___ No

If so, how many sessions did your group last?

_____ Sessions

How much attrition did you have?

_____ %

What strategies for parent involvement have worked in the past?

45. What are the plans for active targeted outreach to recruit families? Please describe.

What community agencies and professionals will you work with to market this program? Please describe.

46. Will you provide your clinicians with a support staff person to help with logistical details related to program delivery? (E.g., food, materials, preparation, day care, scheduling.)

___ Yes

___ No

47. For parent groups, will you have the space and resources to provide day care?

___ Yes

___ No

48. For parent groups, will you provide dinners and transportation? Who will prepare the dinners?

___ Yes

___ No

STEP SIX: Once training has been delivered, what organizational capacity is there for building a supportive infrastructure, providing external technical support, ongoing monitoring, fidelity checks, and program evaluation?

49. What plans have you made to phase in IY program(s) in a realistic fashion? Which of the IY programs will you start with?

50. Please provide a yearly calendar of your timeline for the first three years. Include time for planning, recruitment, initial training, pilot group, ongoing technical support, evaluation, and expected certification/accreditation to be achieved.

51. Who within your organization has been selected to coordinate with the IY trainer about group leader questions?

There are protocol checklists for every session delivered which include the content to be covered, DVD vignettes, key role plays, and activities. In addition there are process checklists which assess interpersonal group process and/or classroom management strategies. Also, teacher and parent evaluations are provided for each session as well as a final summative evaluation. These forms are important for monitoring and assuring the integrity of the delivery of the programs.



52. Who within the organization will review program fidelity checklists and process checklists as programs are being delivered?



Ongoing peer review will be extremely helpful in facilitating the quality of the delivery of these programs. It will not only increase the support for those beginning something new but will enhance the sharing of new ideas and an organization wide philosophy of caring and commitment to empirically validated interventions.

53. Will the organization facilitate ongoing support groups and peer review for the group leaders delivering these programs on a regular basis?

Yes

No

54. Please describe how often this will happen.

Weekly

Bimonthly

Monthly

55. Does the agency understand the importance of group leaders obtaining certification in the delivery of these programs and have plans for how this can be accomplished?

Yes

No

56. Will there be support and incentives for those who receive certification?

Yes

No

STEP SEVEN: What plans does the organization have for program evaluation?



Ongoing weekly evaluation of sessions and final program evaluations (by parents and/or teachers) is considered part of the process of delivering the program with integrity. Feedback from parents and teachers leads to continual improvement of the program. On the website, (www.incredibleyears.com) you will find practical and cost-effective measures you can use.

The areas you should address in your evaluation are covered by question #57.

57. Please describe which measures you will use to evaluate the following?

Parenting Practices _____

Child Behaviors _____

Teacher Classroom Management Skills _____

Consumer Satisfaction _____

58. Who within your organization will review program evaluations and give feedback to group leaders/teachers?

STEP EIGHT: What plans does the organization have in place for long term maintenance of the IY program(s)?

While grant money may be obtained to seed new programs, it is important to begin the process of advocating for long term funding to sustain programs after the grants are completed. Involving community key stakeholders in this process at the beginning will enhance the likelihood of this happening.



59. Have you developed an advisory board?

___ Yes

___ No

Who is on this board? (Be sure the board represents community members, parents, organization administrators, and clinicians or teachers.)

ORGANIZATION INFORMATION

Organization Name: _____

Address: _____

Phone: _____

Contact Person: _____

For organization seeking grant funding:

60. Are you requesting a letter of support for a grant proposal?

___ Yes

___ No

If so, please provide information about the funding agency and the type of grant you are applying for.

Where should the letter of support be sent?

What is the funding cycle for this grant? _____

61. Are you implementing other empirically validated programs in your organization?

___ Yes

___ No

If so, which ones?

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Incredible Years, Inc.

1411 8th Avenue West

Seattle, WA 98119

www.incredibleyears.com

