



Incredible Years® Teacher Classroom Management Program: An Evidence-based Program



Incredible Teachers
Nurture Positive Growth





Rationale for Teacher Classroom Management Training

- **46% of kindergarten teachers report half their students lacked emotional self-regulatory and social skills to function productively in kindergarten**
- **16-30% of Head Start children pose ongoing problems for teachers in terms of aggressive behavior**
- **Teachers report that managing classroom behavior is their greatest challenge.**





Why Teachers Need to Focus on Nurturing Social and Emotional Competence in Young Children?

Children with emotional and behavioral difficulties (aggression) are at high risk for underachievement, school drop out, delinquency, violence, and substance abuse





Social and Emotional Competence are the **Seeds** of Academic Success

Emotional regulation and social competence are powerful predictors of school success after controlling for variations in cognitive abilities.





Rationale for IY Teacher Training as part of Intervention Strategy for Diagnosed Children

- **1/3 of children with ODD treated with IY Parent Training continue to have school & peer problems despite improvement at home.**
- **IY Parent Training does not change classroom environment or teacher management skills, both of which are key to reducing children's conduct problems and increasing social, emotional and academic competence.**





School Risk Factors Related to Emotional & Behavioral Difficulties

- ✓ Ineffective classroom management
- ✓ Poor home-school connections
- ✓ High student-teacher ratio
- ✓ High levels of classroom aggression
- ✓ Peer rejection
- ✓ Low emphasis on instruction in social, emotional skills & problem solving





What role do teachers have in ameliorating the challenges children face?

- Low income children in high quality childcare, preschool, & classroom settings fare significantly better, cognitively and emotionally, than children in poor quality settings.
- Effective classroom management strategies have been shown to enhance academic learning & reduce disruptive behavior.

**Incredible Teachers
Provide Ongoing
Nourishment**





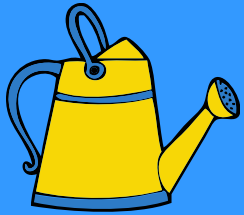
Incredible Years® Underlying Theories

- ✓ **Cognitive social learning theory (e.g., Patterson, Seligman)**
- ✓ **Social support**
- ✓ **Developmental stages (Piaget) & brain development research**
- ✓ **Modeling and Self-Efficacy theory (Bandura)**
- ✓ **Experiential Learning**
- ✓ **Attachment & Emotional Regulation**





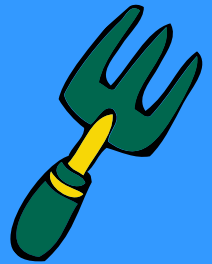
Incredible Years® Teacher Program Content & Tools



- **Nurturing positive relationships with students & parents**
- **Teacher attention, encouragement, coaching and incentive tools**

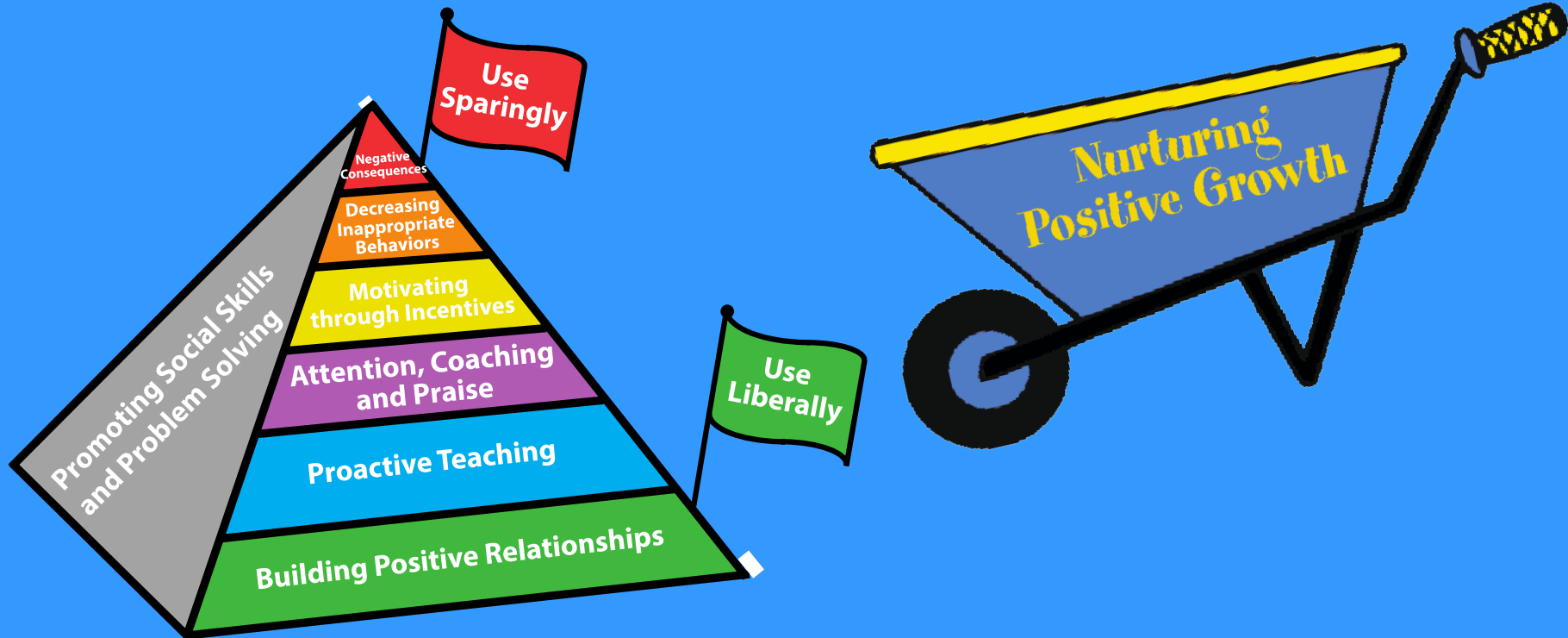


- **Preventing problems: proactive teaching tools**
- **Decreasing children's inappropriate behavior**
- **Promoting social skills, emotional literacy, problem solving, and academic learning in the classroom ~ 6 full day workshops spread out monthly**





Teaching Pyramid & Gardening Tools To Promote Positive Student Social, Emotional and Academic Growth



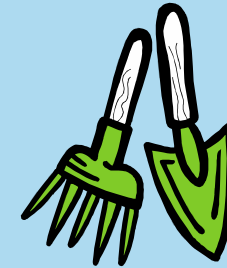
© Incredible Years[®] Training Programs developed by C. Webster-Stratton, Ph.D.



Incredible Years® Teacher Classroom Management (TCM) Curriculum



**Incredible Teachers
Use Proactive Tools**





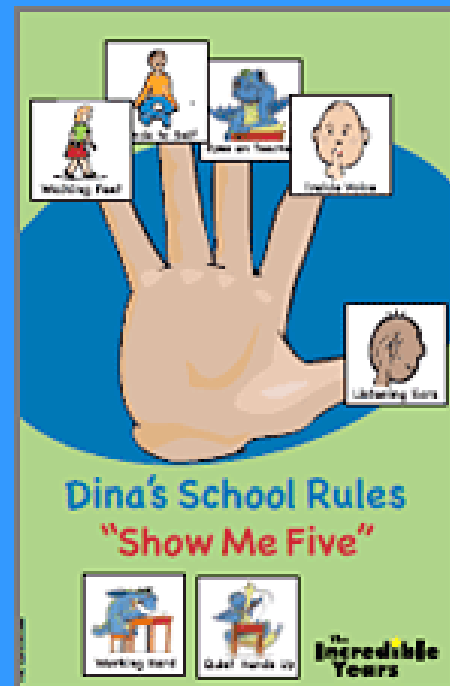
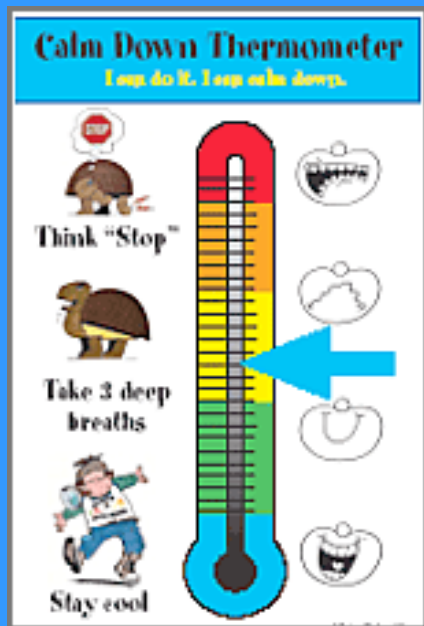
Process of Promoting Teacher Engagement & Growth

- **Administrative/principal support**
- **Provide materials that can be used in classroom**
- **Use teacher evaluations, self-reflections & goals to modify subsequent training sessions**
- **Promote positive relationships with teachers**
- **Train both teachers and their assistants**
- **Hands-on assignments & materials**
- **Train peer coaches to support teacher learning and behavior plans**
- **Certificates of completion**





Examples of Incredible Years® Teacher Classroom Management Materials





Incredible Years® Teacher Program **Methods**

- 6 days of training
- Focus on cognitive, behavior, & affect
- Developmentally based
- Collaborative process
- Video modeling
- Role play & rehearsal
- Suggested classroom assignments
- Group support-other teachers are experts
- Individual Behavior Plans
- Self-reflection strategies & goal setting





Incredible Years® Teacher-Parent Partnerships

- **Teacher-Parent Communication Letters**
- **Positive Telephone Calls Home**
- **Collaborative process**
- **Parenting Meeting Times**
- **Parent Involvement in Behavior Plans**
- **Classroom Involvement**





Study #1: IY Teacher Program (TCM) Effectiveness in Treatment of Child Conduct Problems

Population: 133 clinic referred families with children (4-8 years) diagnosed with ODD/CD

6 Conditions:

- Parent training only (22 sessions)
- Child training only (20 sessions)
- Parent + Teacher training
- Child + Teacher training
- Child + Teacher + Parent training
- Control





Results

Teacher Training:

- 4 full day workshops plus minimum 2 school consultations with parent and teacher

Found in TT conditions:

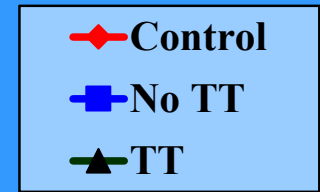
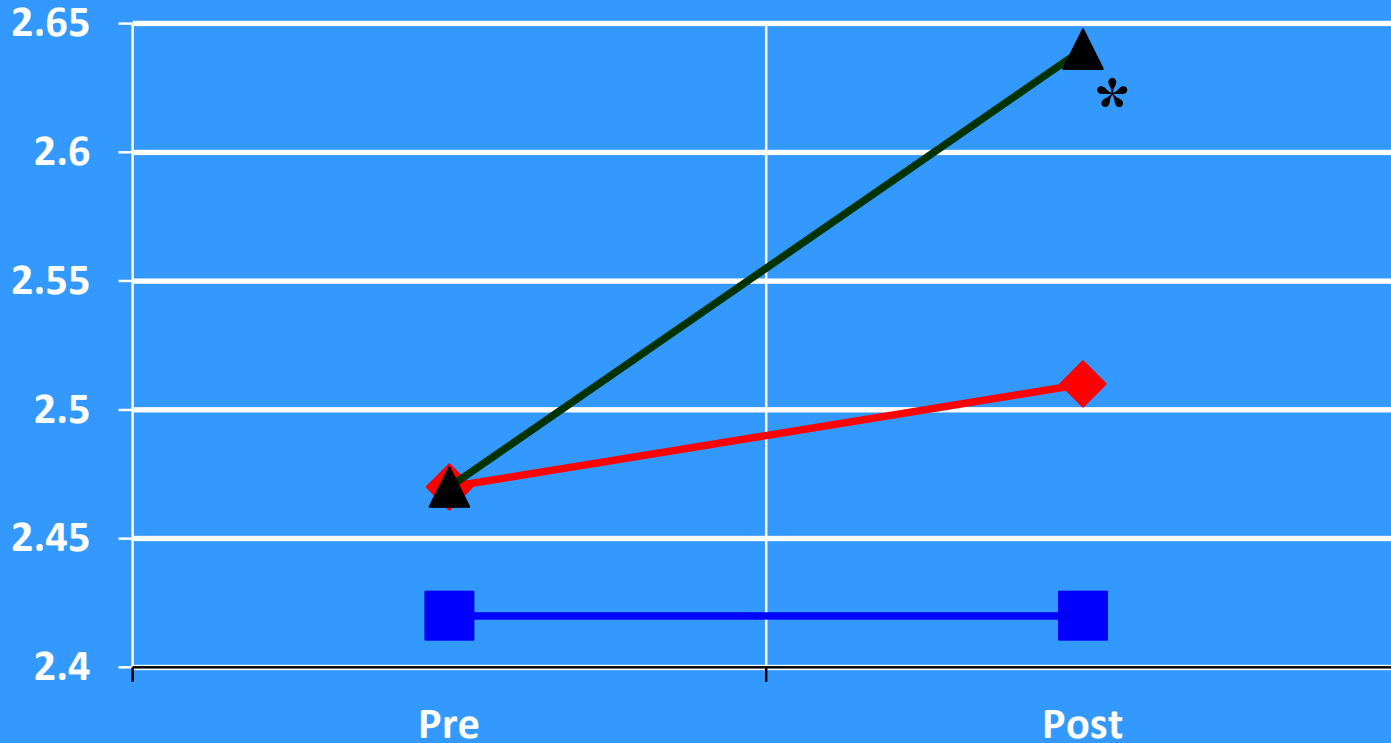
- Increases in teachers' positive discipline classroom management skills
- Decreases in criticism and harsh discipline
- Increases in social competence & school readiness
- Decreases in aggressive behavior in classroom

Incredible Teachers
Teach Students Problem
Solving





Coder Impression of Teacher Nurturance



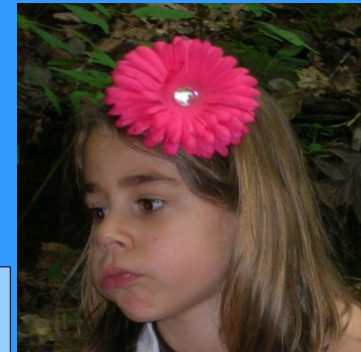
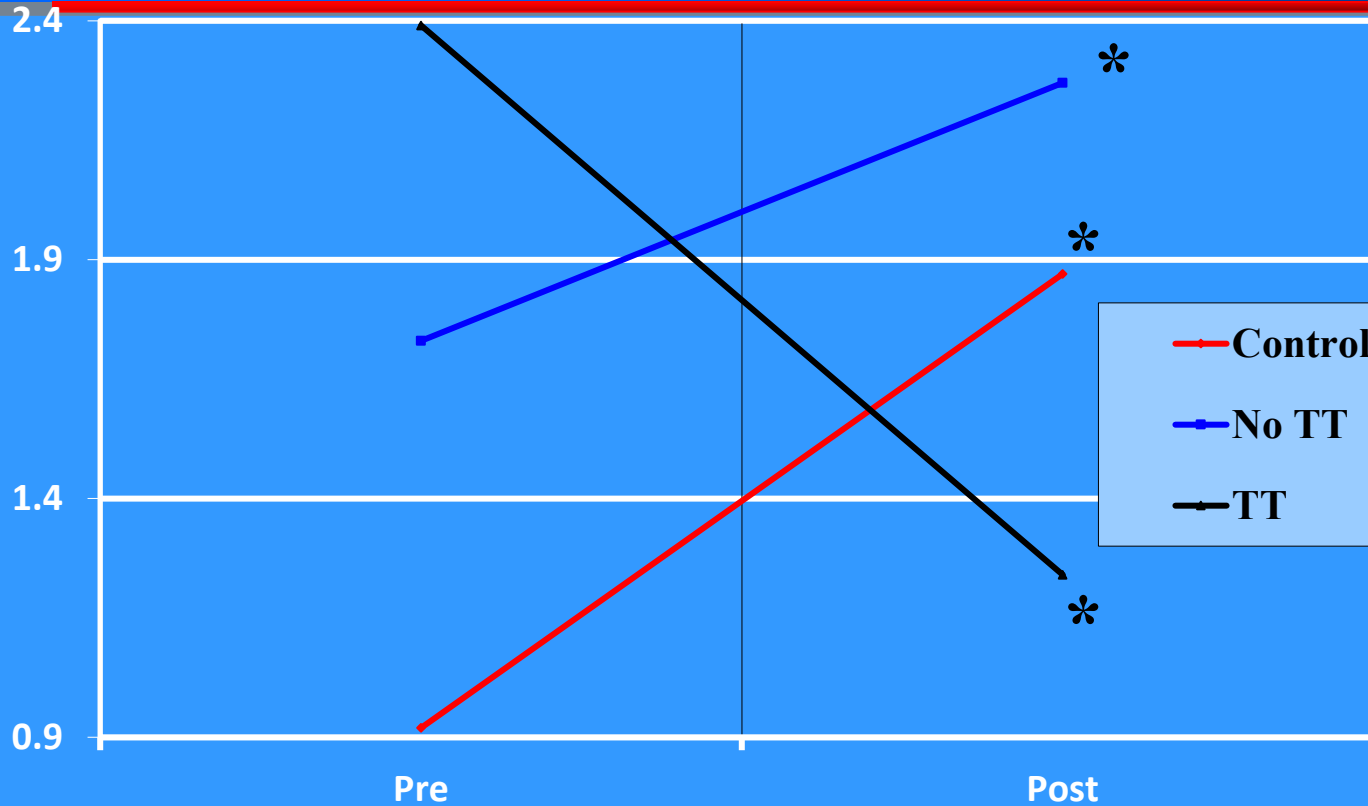
Group x Time

$p = .05$





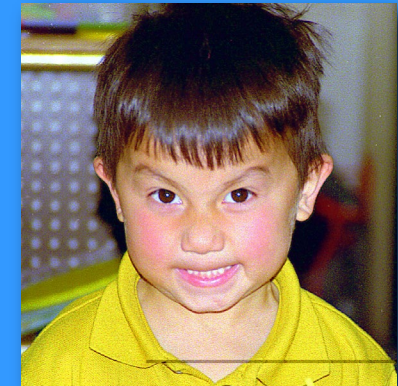
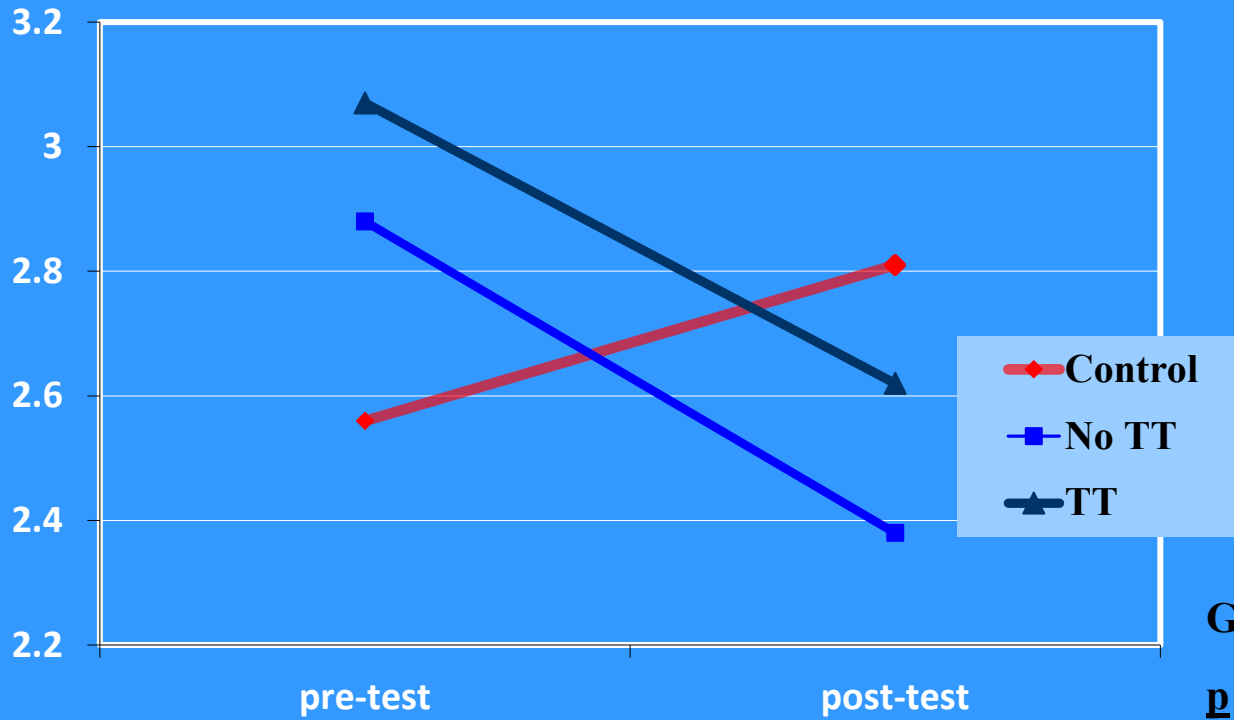
Classroom Observations of Child Aggression



Group x Time
 $p = .01$



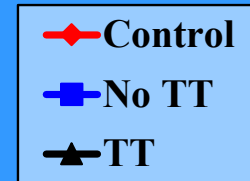
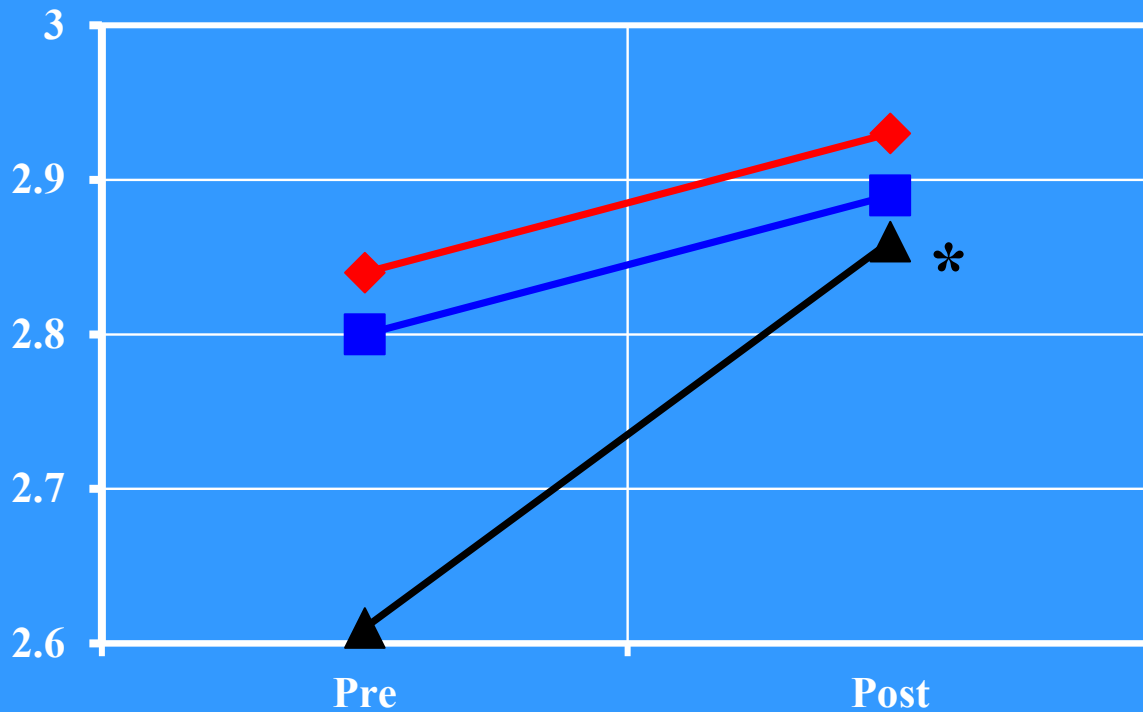
Teacher Reports Child Aggression (TASB)



Group x Time
 $p = .01$



Teacher Report Academic Competence (CABI)



Group x Time
 $p = .01$



IY Teacher Program Effectiveness in Treatment of Conduct Problems

Summary

- **Combining teacher with parent training improved outcomes in the classroom according to teacher reports and observations**
- **Effects of teacher training alone unknown**

Webster-Stratton, C., Reid, M. J., & Hammond, M. (2004).
Treating children with early-onset conduct problems:
Intervention outcomes for parent, child, and teacher training.
Journal of Clinical Child and Adolescent Psychology, 33(1), 105-124.





Study #2:

IY Teacher Program (TCM) Prevention of Conduct Problems

Population: 272 Head Start mothers with children (4 years 63% ethnic minority) & 61 teachers & 34 classrooms

2 Conditions:

- Parent + teacher training programs (16 parent basic + advance sessions) and 6 days of teacher workshops
- Control ~ regular programs



Summary of Results

- **Decreases in teachers' harsh & critical discipline**
- **Increases in teachers' positive discipline and proactive classroom management skills**
- **Decreases in classroom conduct problems ~ children in highest risk category significantly greater reductions**
- **Increases in children's prosocial behavior**
- **Increases in parent-teacher bonding**

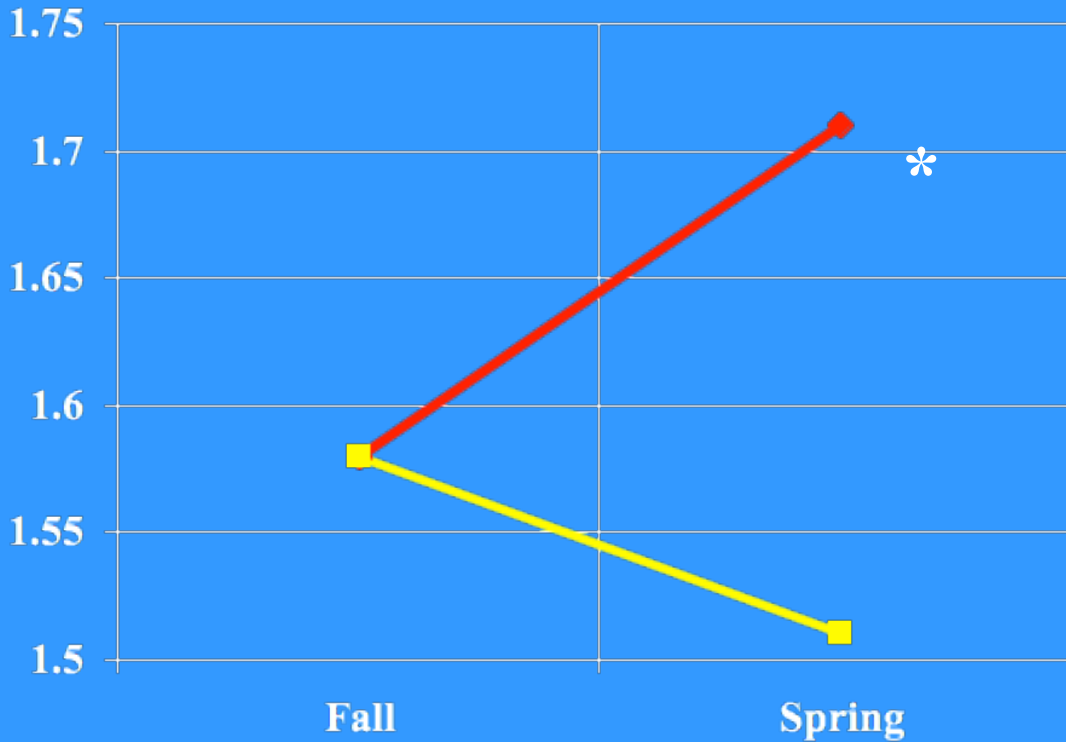
Incredible Teachers
Prune Sparingly



Webster-Stratton, C., Reid, M. J., & Hammond, M. (2001). Preventing conduct problems, promoting social competence: A parent and teacher training partnership in Head Start. *Journal of Clinical Child Psychology*, 30(3), 283-302.



Coder Impressions: Teacher's Harsh Discipline



Control
Intervention

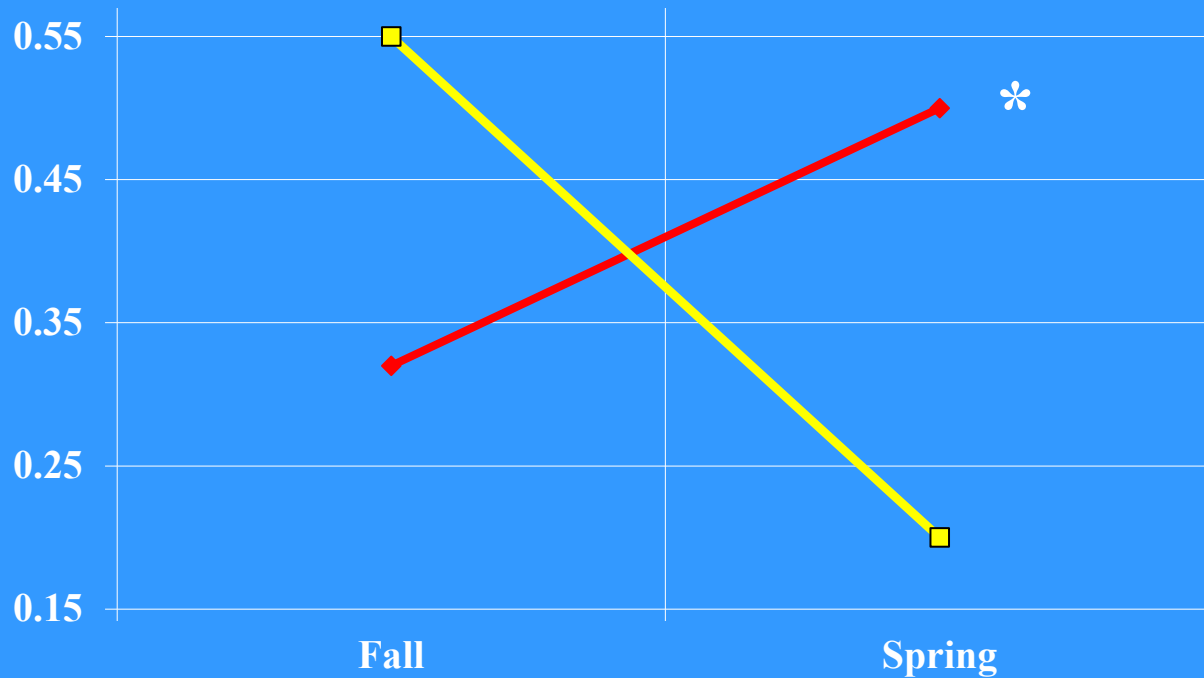
Group x Time
 $p < .01$





Prevention in Head Start

Classroom Observations of Child Negatives with Teacher



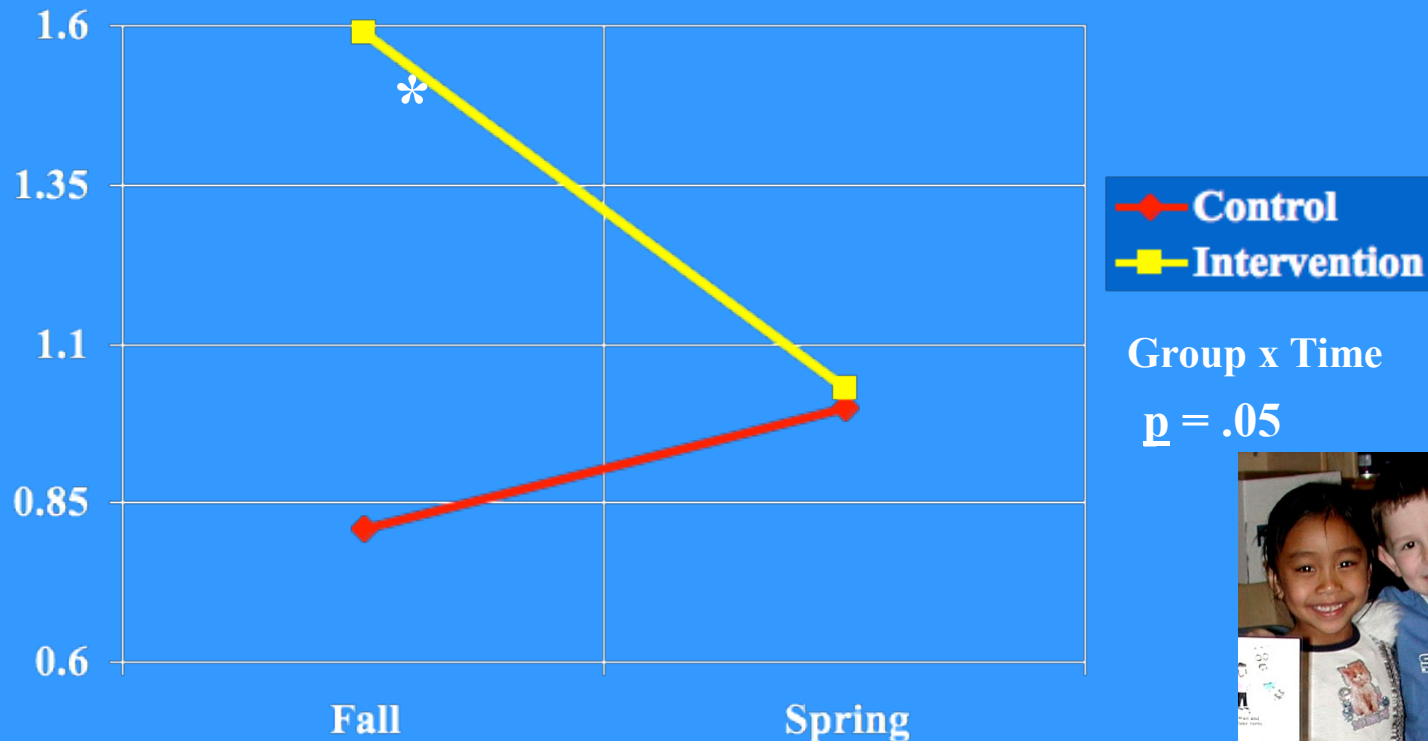
—◆— Control

—■— Intervention

Group x Time, $p = .01$



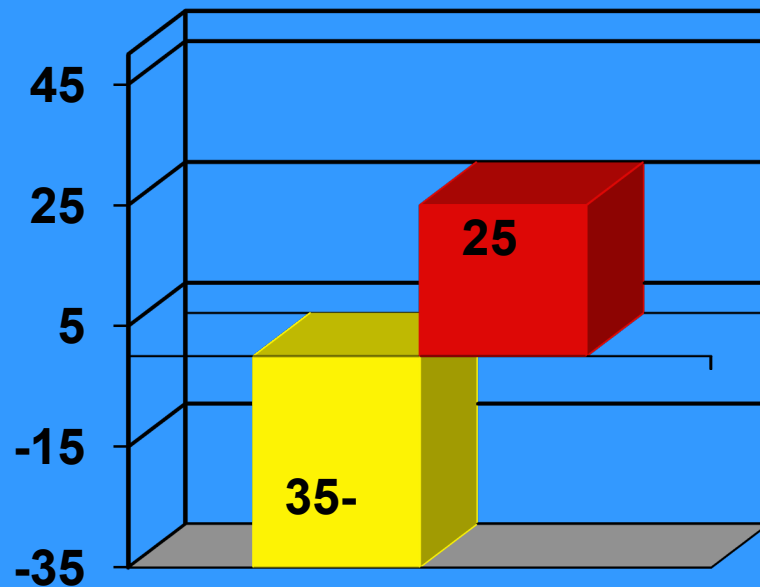
Classroom Observations of Child Aggression with Peers





Parent Teacher Prevention % Reduction in Aggression with Peers

Immediate Post



- Parent Teacher
- Regular Pre-K



Study #3:

Evaluation of IY-TCM + Classroom Social Skills and Problem Solving Curriculum (Dinosaur School)

Population: 120 classrooms/153 teachers (33 Head Start, 42 K, 45 1st grade)

- 1768 students (18% Latino, 20% African American, 27% Asian, 8% African, 27% Caucasian, 9% other; 31% non English speaking)

(No differences between intervention and control schools key variables at baseline)

Conditions:

- Teacher Training Program plus Dina Curriculum
- Control Group





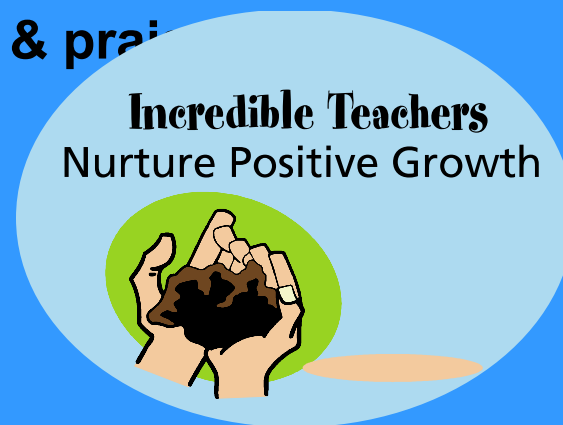
Summary of Results

Significant Improvements compared to controls

- Observed child negative behaviors (effect sizes $-.70$ to -1.10)
- School Readiness Score (effect sizes $-.82$ to -2.87)
- Wally Feeling and Problem Solving Test
- Teacher classroom management scores (4 of 5 TCI variables) & mooses variables (criticism & praise) (.51 to 1.24)

Parent and Teacher Reports

- Increased parent bonding and involvement (.57 initially low)
- High parent and teacher satisfaction





Summary of Results

Webster-Stratton, Reid, and Stoolmiller, 2008

Teacher Satisfaction

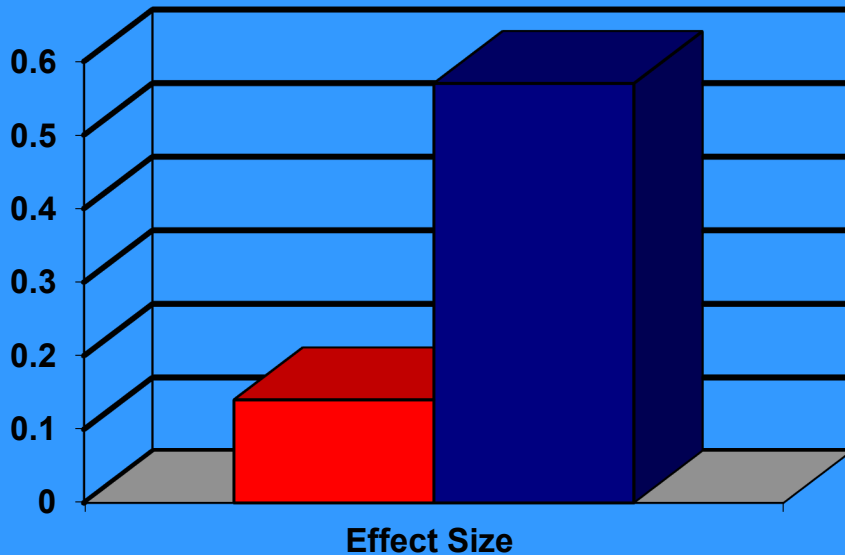
- 83.9% easy to integrate into curriculum
- 91% met social/emotional goals for children
- 73% felt content and activities developmentally appropriate
- 75% continue program/ 53% wanted ongoing training

Parent Satisfaction

- 94% very positive evaluation
- 90% would recommend
- 85% found homework useful
- 67% said children used Dina strategies at home

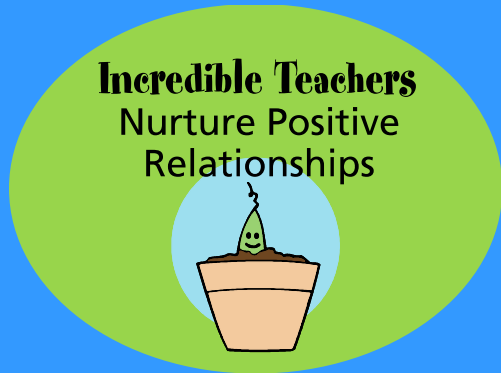


Teacher Report of Parent Involvement



■ Average Involved Parents

■ Less Involved Parents

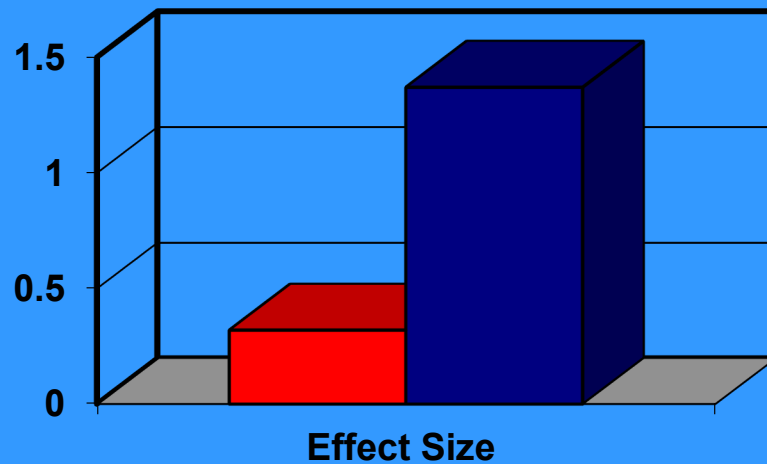


Reported effect sizes are significant at least at $p < .05$



Observations of Teacher Critical Statements

Webster-Stratton, Reid, and Stoolmiller, 2008



■ Average Teachers

■ Critical Teachers

Reported effect sizes are significant at least at $p < .05$

Incredible Teachers



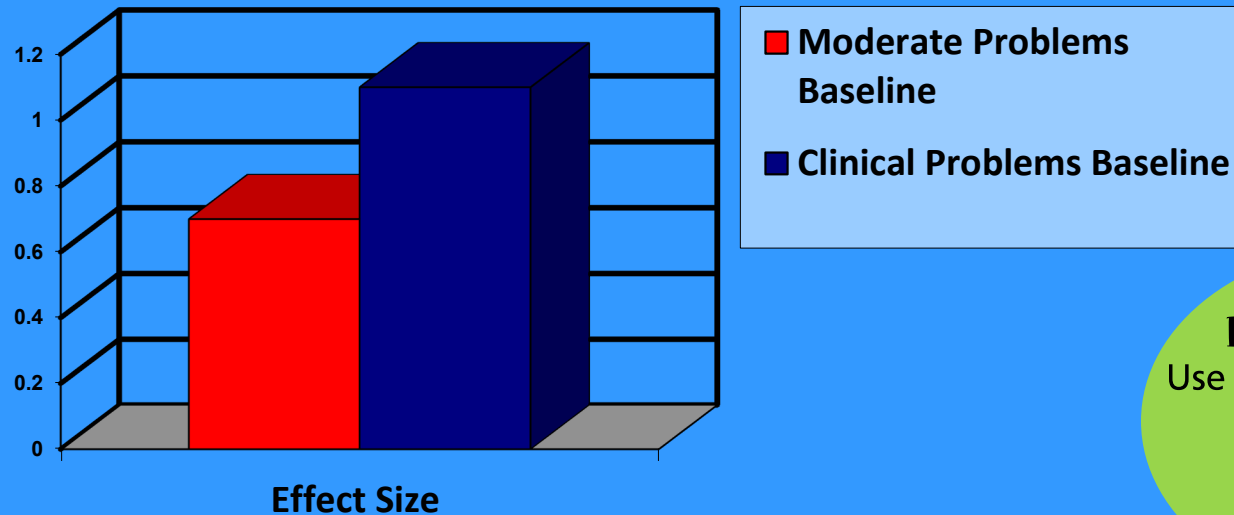
Model for
Students
the Joy of
Learning



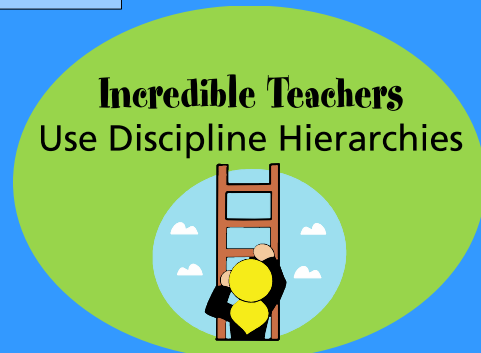
Observations of Child Negative Classroom Behavior

Webster-Stratton, Reid, and Stoolmiller, 2008

Physical and Verbal Aggression and Noncompliance



Reported effect sizes are significant at least at $p < .05$

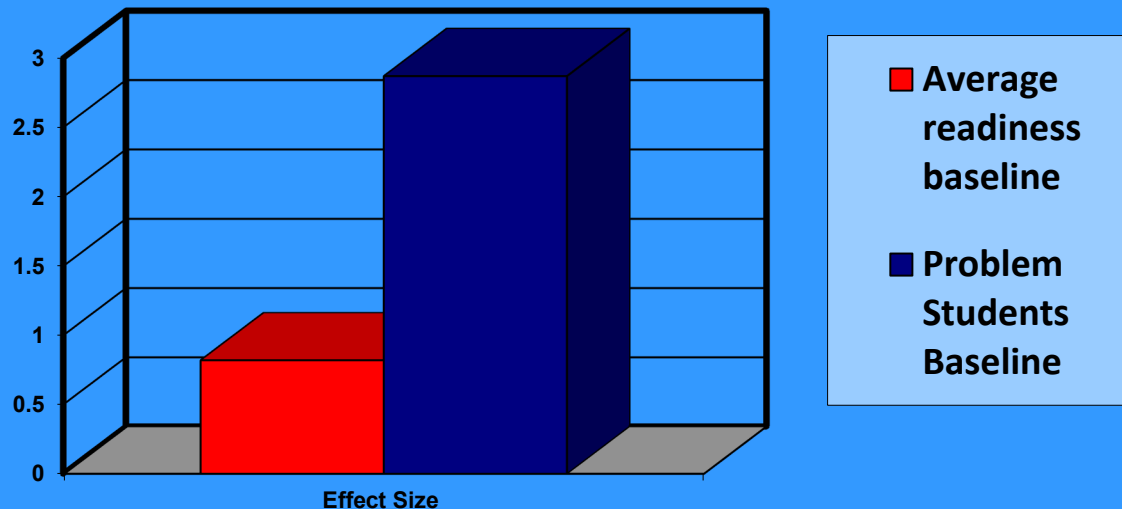




Observations of School Readiness Score

Webster-Stratton, Reid, and Stoolmiller, 2008

**Concentration, Task Completion,
Cooperation, Emotion Regulation**



Reported effect sizes are significant at least at $p < .05$





Incredible Years Teacher Program Effectiveness

Prevention Replication Studies

5 independent RCT replications

- ~ Hutchings (2007) Wales
- ~ Raver (2008) Chicago Schools
- ~ Shernoff (2007) (stand alone TCM version)
- ~ Ireland (2011)
- ~ Baker-Henningham (2009) Jamaica
- ~ Reinke & Herman (2016) (primary grades)
- ~ Norway (ongoing)

Found:

- Decreases in teachers' harsh & critical discipline
- Increases in teachers' positive discipline and proactive classroom management skills
- Decreases in classroom aggression
- Increases in children's prosocial behavior





Summary

Research paints a picture of both hope and warning. It tells us that young children are resilient; aggressive behavior problems may be transitory given nurturing teachers who work together with parents. But it also warns about the risks if we don't provide the environmental supports for higher risk young children.





IY Teacher Classroom Management Program ~ Promoting Student's Social, Emotional and Academic Growth





References ~ Planning

Webster-Stratton, C. & Herman, K. C. (2010). Disseminating Incredible Years Series Early Intervention Programs: Integrating and Sustaining Services Between School and Home, *Psychology in Schools*, 47, 1, 36-54.

Blueprints Document Incredible Years Web Site

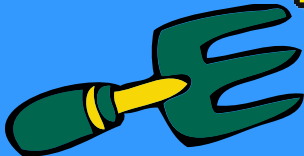




Teacher as Gardener



Caring



Scaffolding



Nurturing
Positive Growth



Responding



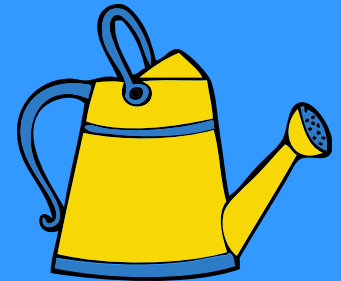
Shining on Positive Behaviors



Supporting



Growing



Sharing