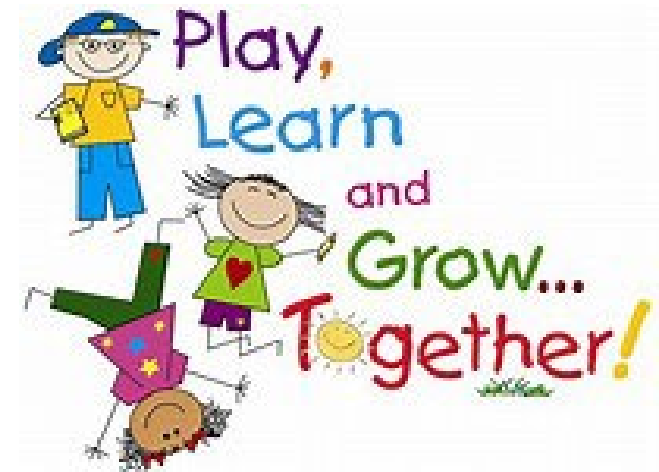
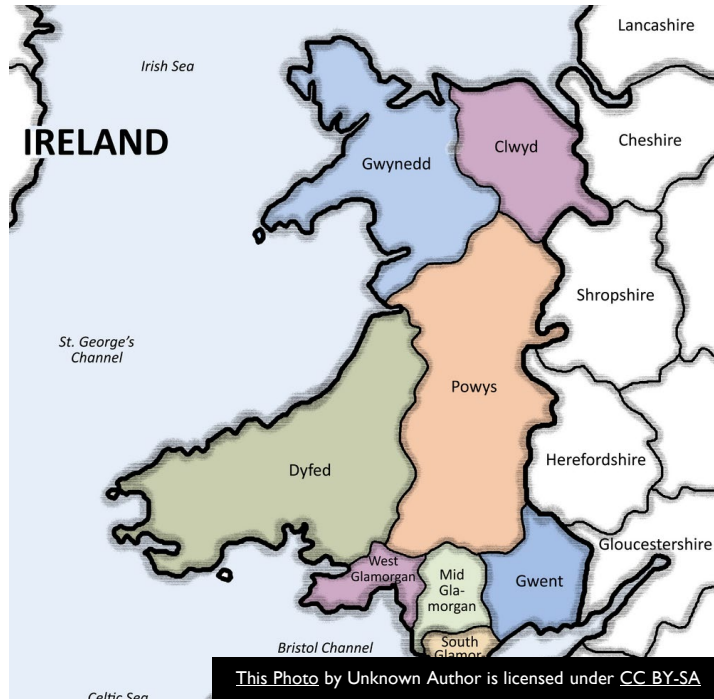


EVALUATION OF THE INCREDIBLE
BEGINNINGS® PROGRAMME DELIVERED
REMOTELY
IN POWYS (2021-2023)





POWYS, WALES

INCREDIBLE BEGINNINGS®

- Promotes staff awareness and skills to support younger children's social and emotional competence and learning opportunities
- The importance of staff building positive relationships with children in a sensitive and responsive way and promoting child directed play interactions underpins the following topics:
- Promoting early language development, social and emotion coaching and regulation,
- Supporting learning and transitions,
- Developing a proactive teaching approach
- Positive behaviour management strategies
- Programme group leaders support staff to consider individual children's developmental stages and learning needs, to tailor opportunities and strategies accordingly



INITIAL EVALUATION

Initial evaluation of in-person Incredible Beginnings® groups in Powys (2016 – 2020)

Crumpton, J. (2020). *Programme Evaluation: Implementing the Incredible the Incredible Beginnings® Programme in Powys*. Powys Teaching Health Board

<https://incredibleyears.com/article/programme-evaluation-implementing-the-incredible-the-incredible-beginnings-programme-in-powys/>



FINDINGS FROM EVALUATION OF 'IN PERSON' IB GROUPS:

- N = 21 from 31 attendees
- Measures: SDQ, satisfaction questionnaire, focus group
- Statistically significant reduction in total difficulties on the SDQ
- 86% in clinical/of concern range pre
- 0% in clinical/of concern range post
- Reduction in scores on all subscales- Emotional symptoms, conduct problems, hyperactivity, peer problems. Increase in pro- social behaviour
- High levels of satisfaction



BACKGROUND:POWYS

High regard for the Incredible Years® (IY) suite of evidence-based programmes in Powys

A supportive infrastructure which enables collaborative staff training and supervision – 2 mentors/ trainers

Primary Stage Teachers across Powys have been trained in the IY Teacher Classroom Management (IY TCM) programme and the IY Classroom Dina programme over many years with great success

Strategic decision taken to roll out IB to support early years setting staff working with pre-school children aged 1-5 years utilising Welsh Government funding for mitigating the effects of Covid 19



EVALUATION OF IB ONLINE GROUPS

DELIVERY



Following a hiatus due to the impact of the pandemic, IB programme delivery resumed via online presentation in 2021



Five courses were delivered online to 39 staff from 23 different settings across Powys (2021 – 2023)



Early years setting staff delivered groups online over twelve half days



Dr Carolyn Webster Stratton, founder of Incredible Years® provided online training for group leaders



Dr Sue Evans, Consultant Child Psychologist and accredited IY Trainer provided online supervision for group leaders



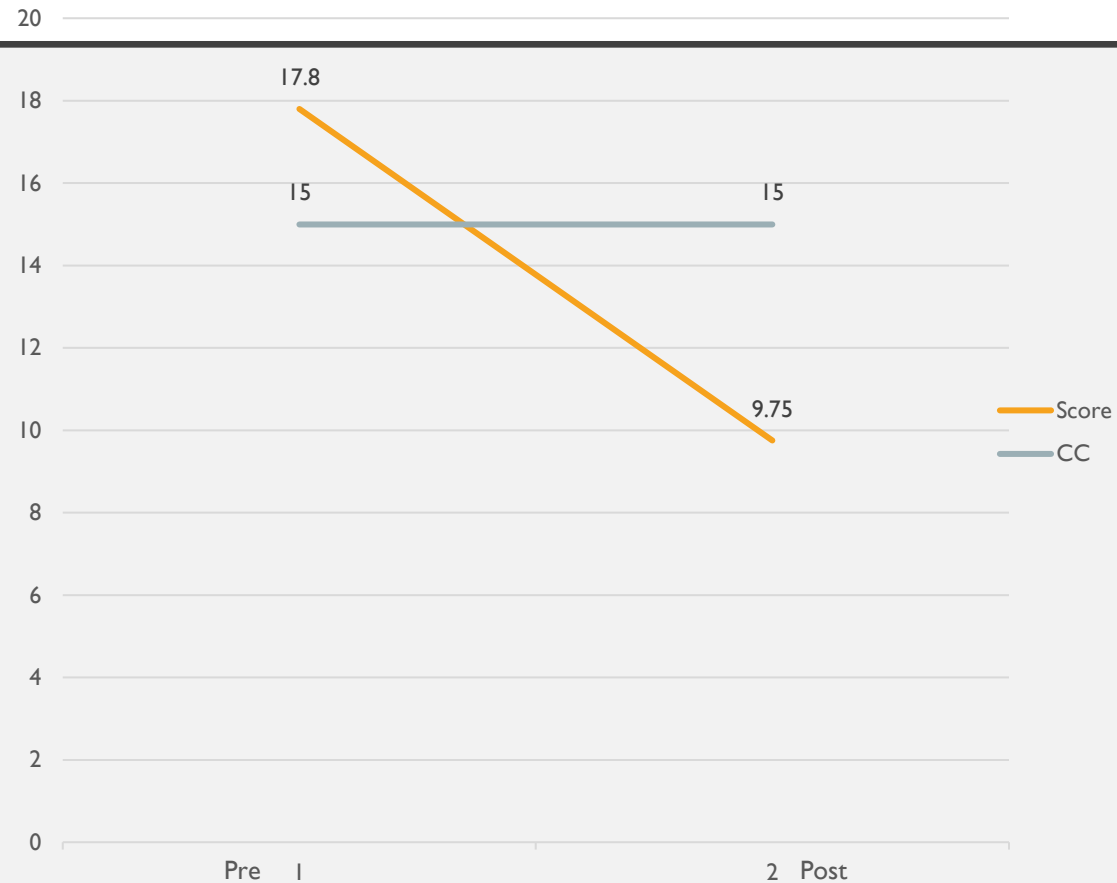
MEASURES

- The Strengths and Difficulties Questionnaire (SDQ) (pre and post)
- The Teacher/ Childcare Provider Practice Inventory Early Child Care Checklist (TCC) (pre and post)
- The Incredible Beginnings Programme Workshop Satisfaction Questionnaire (IB WSQ) (at completion of the group)
- Weekly session evaluations



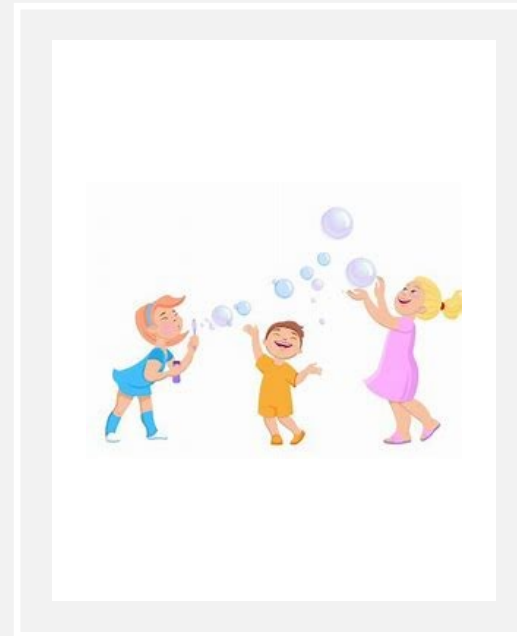
*There are challenges in collecting measures for online groups
(complete sets of measures are not available for all participants)*

SDQ MEAN PRE AND POST SCORES (N= 20)

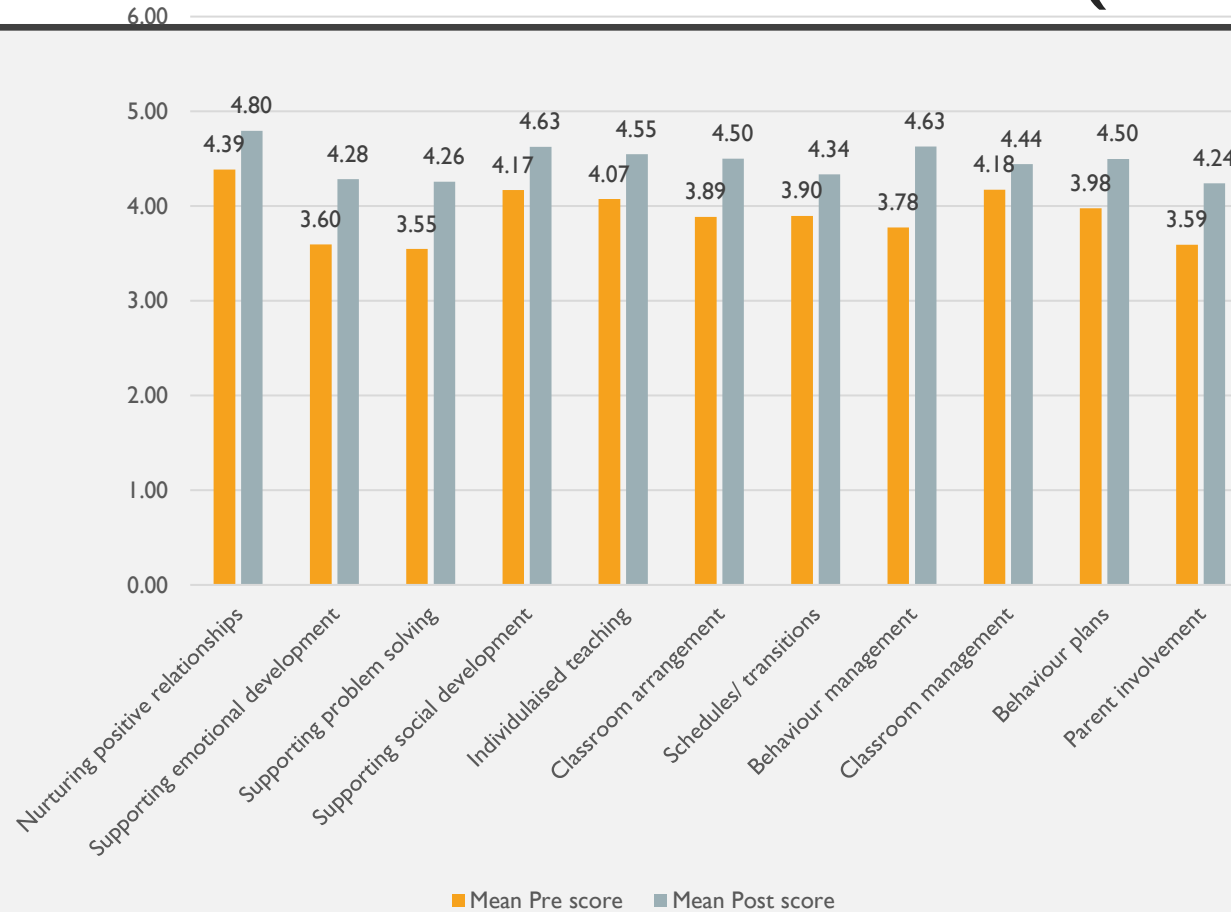


SDQ OUTCOMES

- Results showed a reduction in the total difficulties outcome score which was significant (at 0.01 level of significance) using a paired samples t test
- SDQ scores which were in the range where there may be a 'cause for concern' (labelled CC; scoring 15 or above) reduced from 15 out of 20 (75%) of participants' scores at the beginning to 4 out of 20 (20%) at completion of the group
- This demonstrates that practitioner's perceptions of difficulties for an anonymous child in their setting improved considerably over the course of the IB programme



TEACHER CHILD CARE CHECKLIST (TCC) MEAN PRE AND POST SCORES (N=17)



TCC OUTCOMES

- There was a highly significant improvement (at 0.01 level) for nine of the eleven domains on this new inventory developed by Dr Carolyn Webster-Stratton specifically for IB
- For the other two domains 'Schedules and transitions' and 'Classroom Management' there was a significant improvement (at 0.05 level)
- Overall setting staff reported an improvement on all domains of the TCC at completion of the group indicating more use of the positive management approaches, teaching skills, techniques and resources covered in the programme



WORKSHOP SATISFACTION QUESTIONNAIRE (WSQ) OUTCOMES (N=28)

- All participants who completed the WSQ found the IB programme 'useful' or 'extremely useful'
- All participants felt the approach used in the programme was appropriate; 22 out of 28 felt it was 'greatly appropriate'
- All respondents said they would recommend the programme to colleagues; 24 out of 28 stated they would 'strongly recommend' the programme to colleagues



QUOTES FROM SESSION EVALUATIONS

- *'An overall feel good, programme ...'*
- *'This is such an engaging course very enjoyable which can easily be put into practice to help our children and staff succeed together. Thank you.'*
- *'Clear guidance to develop my setting. I'm/ my team and the children seem to be much calmer'*
- *'I have noticed a big improvement in (child's) behaviour.'*
- *'Overall every part of the programme was very useful and helpful. From helping children to settle into the setting, involving and supporting parents to teaching children coping strategies and calm down strategies.'*
- *'I feel I have been able to use the tools provided in these sessions to build better relationships with the children but also the parents and have ... a new found confidence ...'*



SUGGESTIONS

Suggestions were offered with regard to:

- *Time Out strategies (two respondents disliked Time Out)*
- *Relating materials to practice in Wales (Group Leaders made Welsh medium resources available)*
- *Timing of sessions*
- Eight participants said 'face to face' delivery would be preferable when possible and the value of online groups in the meantime was acknowledged: *'Teams was fine but it's lovely to be with people in person.'*



SUGGESTIONS

'I liked that it could be accessed online so everybody can partake but in some situations it would be nice to have been able to meet in person ...'

Group leaders were commended : *'The content was engaging and the leaders were welcoming and friendly, which made contributing to the session easy.'*

'I can't praise the tutors highly enough for teaching us online and keeping everybody motivated and on track.'

'..they've been amazing.'



REFLECTIONS

- Outcomes indicate high satisfaction and positive outcomes and demonstrates the value of continuing to make the Incredible Beginnings programme available widely for early years staff in Powys
- Similarly positive outcomes to 'in person' groups delivered previously in Powys
- Online group delivery enables easier access across a wide geographical area like Powys

REFLECTIONS

- Four group leaders have applied for accreditation in this evidence-based programme to ensure fidelity of delivery and achieve optimum outcomes
- The importance of the supportive infrastructure and strategic planning in Powys, backed by management, is emphasised; funding from the Child Development Fund has provided cover enabling staff attendance
- The programme enables the early years workforce to increase their skills and confidence, and gain support from group leaders and colleagues to enhance their work with children and families in Powys
- Future groups delivered both in person and online





QUESTIONS?

Thank you for
listening!

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