



Ngā Tau Mīharo

The Incredible Years Aotearoa



Te Tāhuhu o
te Mātauranga
Ministry of Education

Nā tō rourou, nā taku rourou ka ora ai te iwi

Dianne Lees Incredible Years mentor Oct 2023



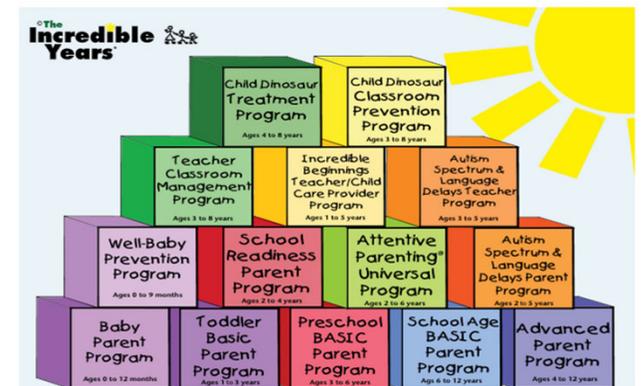
IYA Implementation in New Zealand

- The NZ Incredible Years story began in 1998 with a dream.



Incredible Years in NZ

- Need to evaluate this in NZ
- Research: acceptable and effective in NZ
- Have to be trained (Seattle)
- Growing interest from many agencies
- Much planning, goal setting, training and research
- Began small with IYP –first IYP training 2008 with Peter
- Auckland university Werrycentre supported small group on mentor journey (4 IYP)
- Government agencies funding contracts & evaluations
- Practice guidelines and Fidelity supports
- Peer-coaching
- Tailoring to cultural needs
- Adding programmes



IY Parent Autism Takiwatanga

- Increasing awareness of developmental needs of autistic children
- First training in NZ Feb 2018 = 22 IYP accredited trained
- Some online training
- Face to face in NZ with NZ mentor = 13
- Currently 94 trained ; 10 accredited
- Post training fidelity day
- Consult days
- Peer coaching
- Regular online zoom connect sessions for group leaders



Addressing challenges

- Tailoring to wide developmental needs
- Recruitment
 - Informing pediatric services and early childhood centers
 - Pre-course sessions
- Retention
- Accessing additional support for families
- Parental fatigue, exhaustion and conflicting emotions...
- Understanding autism (group leader knowledge, parent, learning environments)

IYAP evaluation 2021

Associate Prof Laurie McLay et al University of Canterbury

- Research questions:
- **To what extent did the IYA programme contribute toward:**
 1. increased engagement, emotional regulation and communication skills of young children demonstrating behaviours associated with autism
 2. increased wellbeing and coping skills of caregivers enabling them to better support their child
 3. increased teacher capability to help children demonstrating behaviours associated with autism (teacher outcomes);
 4. longer term and unintended benefits for those involved and the wider communities

IYAP evaluation 2021

Associate Prof Laurie McLay et al University of Canterbury

- 1. To what extent did the IYA programme contribute toward increased engagement, emotional regulation and communication skills of young children demonstrating behaviours associated with autism**
 - improvement in frequency of participation in home activities
 - self-regulation and imagination and social skills all ‘improved’ or ‘greatly improved’.
 - Increased engagement with others, improved communication and more enthusiastic about school/centre.

- *“She is engaging communication, she’s using children’s names which she didn’t do at the beginning, she is actually doing well with greetings and regular routines in the kindergarten without having to be prompted. She had to be prompted a lot at the start.”*
- *“I love the sections where they were telling us how to get down and play the right way so that we can interact. My child started opening up a lot after that. She started bringing her drawings to me and telling me what it was. This has not happened before the IYA.”*

IYAP evaluation 2021

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2 To what extent did participation in the IYA-P programme contribute toward the increased wellbeing and coping skills of caregivers enabling them to better support their child?

- Reduced stress on APS at post treatment (large effect size)
- Reduction in stress maintained at follow-up (medium effect size)
- DASS-21 scores also in normal range at follow-up
- PSQ-P optimists about progress using strategies acquired in IYAP

IYAP evaluation 2021

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Longer term and unintended benefits for caregivers

- increased communication & collaboration between home & school
- increased confidence to initiate conversations with child's teacher
- benefit in sharing learning with family/whānau/colleagues
- improvements in own emotional regulation
- acquisition of new knowledge about autism
- the opportunity to share and problem solve collaboratively
- a positive effect on relationship with their child and their partner
- development of social supports & relationship with other caregivers

- *“It made me feel like I wasn’t alone. It made me feel like that it wasn’t bad parenting... So I think for me as a mum I am more confident about what I am doing and therefore I am more relaxed about things”*

Takiwatanga sweaters





Nā tō rourou, nā taku rourou ka ora ai te iwi

With your food basket and my food basket the people will thrive

Dianne Lees Incredible Years mentor Oct 2023

