

Coming Together Again: Promoting Connections & Strengthening Our Reach



Updates on Incredible Years Research in Progress (2022-23)

- Autism Study RCT ~ Spain
- Foster Children Reunified with Families after IY Program ~ 10 years Followup ~ US

Reports on Incredible Beginnings and Teacher Classroom Management Programme Wales



Randomized Control Group Trial of IY Autism Program Spanish Children with Autism & Communication or Socialization Difficulties (2021-23)

Valencia, F., Urbiola, E., Romero-Gonzalez, M., Navas, I., Elias, M., Garriz, A., Ramirex, A., & Villata, L. (2021) Protocol for a randomized pilot study (FIRST STEPS): Implementation of the Incredible Years-ASLD program in Spanish children with autism and preterm children with communication and/or socialization difficulties.



Randomized Control Group Trial of IY Autism Program The Team



Incredible team



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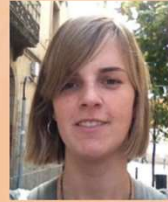
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Spanish Public Health System
Mental Health Services

3 hospitals

- Barcelona
- Madrid
- Malaga

Randomized Control Group Trial of IY Autism Program Spanish Children with Autism & Communication or Socialization Difficulties

Random Assignment

Intervention Condition :

Incredible Years Parent Autism Program:

22 weekly on-line sessions

N= 22

Control Condition I: treatment as usual (TAU)

N=23

Sample: 84.4% had ASD diagnoses & 48% had premature children

82.1% completed the IY-ASLD intervention



Measures

- Parent Stress Inventory (PSI)
- Beck Depression Inventory (BDI)
- Alabama Parenting Questionnaire (APQ)
- Autism Specific 5-min Speech Sample
- Child Behavior Checklist (CBCL)
- Parenting Strategies Questionnaire (ASD-P)
- Autism Parent Final Satisfaction Questionnaire & Weekly Evaluations



Preliminary Outcomes Reported by PI (analyses still in progress)



- 91.6% parents felt they had made progress with their goals
- 100% reported they would recommend the program
- Overall, satisfaction was very high regarding the contents, the techniques and the therapists.
- 56.5% rated the online format as very helpful and 34.8% as helpful.
- Significant Interaction between expressed emotion at baseline and study group; those who were more positive about children at baseline, benefited more from intervention.
- Analyses ongoing



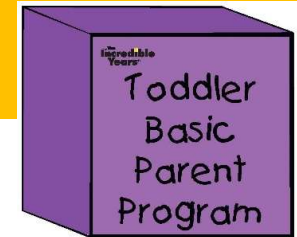
Follow-up Published Study of Foster Children Reunified with their Families after Intervention (2023)

Constantino, J.N., Buchanan, G., Tandon, M., Bader, C., and Johson-Reid, M. (2023) Reducing Abuse and Neglect Recurrence Among Young Foster Children Reunified with their Families. *Pediatrics* 2023, 152 (3).

10 year followup (2011-2021) of 272 young children reunited with families, following voluntary placement in protective custody and court referral to SYNCHRONY Project.



Follow-up Study of Foster Children Reunified with their Families after Intervention



Intervention involved:

Incredible Years Toddler Parenting Program:

12-24 sessions, in person or on-line delivery with hands on practice every 3rd session

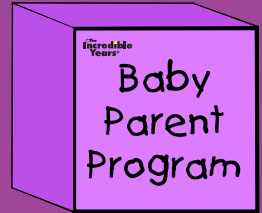
PLUS: parental psychiatric care, quarterly clinical appraisal & assessment

Compared with: care as usual.

Outcomes: 3-5 fold reduction in child maltreatment re-entry into protective custody vs. care as usual condition.



Improving Maternal Mental Health and Infant Development in a Racially Diverse population During the Covid-19 Pandemic Through Virtual IY Baby Parenting Program



Poster Conference Presentation by Camero, K., Aguilung, W.,
Sepulveda, A., Javier, J. R. (2023) Children's Hospital, Los
Angeles

Intervention: weekly 90-minute IY Baby Program sessions
on-line; 6 groups (N=37)

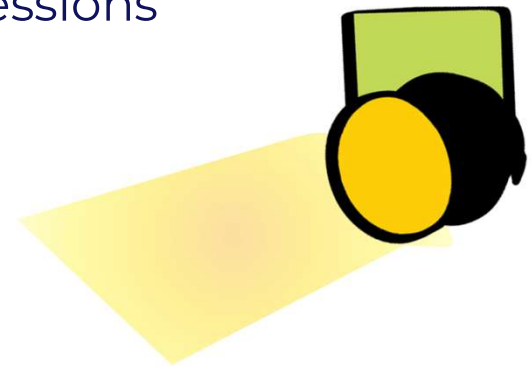
Pre-Post Data Analyses:

Ages and Stages Questionnaire (ASQ)

Edinburgh Postnatal Depression Scale (EPDS)

Karitane Parenting Confidence Scale

Maternal Attachment Inventory



Results: Significant increase in mean ASQ score; reductions in
EPDS depression score & increase in parent Confidence score



Recent Time Out Publications



Roach, A. C., Lechowicz, M., Yiu, Y., Diaz, A. M., Hawes, D., & Dadds, M. R. (2022). [Using time-out for child conduct problems in the context of trauma and adversity: a nonrandomized controlled trial.](#) *JAMA network open*, 5(9), e2229726-e2229726

McLean, R. K., Roach, A., Tully, L., & Dadds, M. R. (2023). Toward evidence-informed child rearing: Measurement of time-out implementation in a community sample. *Clinical child psychology and psychiatry*, 28(2), 417-433.

<https://journals.sagepub.com/doi/abs/10.1177/13591045221076644>

Dadds, M. R., & Tully, L.A. (2019). What is it to Discipline a Child: What Should it be? A Reanalysis of Time-Out From the Perspective of Child Mental Health, Attachment, and Trauma. *American Psychologist Association*, 74(7)L794-808.



Summary



- Positive Time Out is a core part of evidence based parenting programs that support children with ADHD, aggression and emotional dysregulation
- Over 60 years of research indicates that Time Out integrated into broader positive parenting reduces behavior problems & promotes children's mental health
- Research shows that positive parenting programs including Time Out have positive effects with traumatized children (see study 2022)
- Critical that children who have been abused and neglected learn that discipline can be enacted in safe, loving and effective ways



What Time Out is not...



Not:

- Used for children who are fearful or anxious or who accidentally made mistakes
- Coercive or abusive
- Shaming, blaming, rejecting or isolating
- Based on fear
- A long duration
- Unsafe



What Time Out to Calm Down is ...



- Brief (2-5 min)
- Used primarily for aggression & unsafe behavior or highly oppositional children
- Delivered in a calm, patient way with planned ignoring
- Effective when combined with teaching children self-regulation skills
- Integrated into a broader positive relationship building parenting program
- Provides children post TO with a new learning opportunity & repair opportunities



Conclusions



Time Out can be delivered in ineffective, harmful & incorrect ways. It is often misunderstood and there is a lot of misinformation disseminated.

It is a priority for IY Group Leaders to provide accurate information about the use of positive Time Out to Calm Down and to take the time to practice this and support parents who use it.



Report: Wales Dissemination of IY Teacher Classroom Management Program



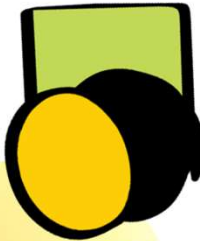
Evans, S. Davies, H., Brisland, D., Williams, M., Davies, S., and Hutchings, J.
Disseminating the Incredible Years Teacher Classroom Management Programme across a rural Welsh county.

Pre-Post Data Analyses (N=60) of TCM Curriculum delivered to Primary School Teachers

Significant Child Improvements on the 5 domains of the *Strength and Difficulties Questionnaire* – reductions in emotional difficulties, conduct problems, hyperactivity, peer problems and increased prosocial behavior

Significant Teacher improvements in Teacher Stress Inventory (TSI)

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



Report: Wales Dissemination of On-Line Incredible Beginnings Teacher Program (2021-23)

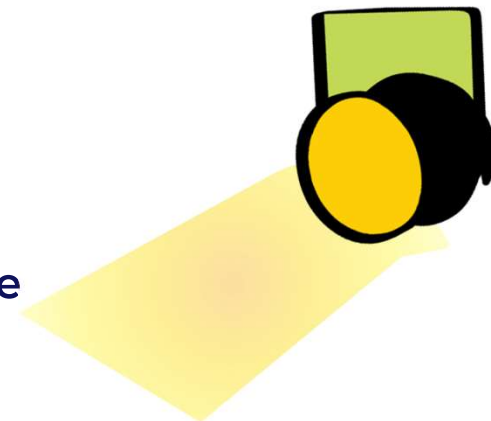


Evans, S. & Brisland, D., (2023) Evaluation of the On-line Incredible Beginnings Programme delivered remotely in Powys (2021-2023)

IB Training provided by Webster-Stratton on-line

Measures:

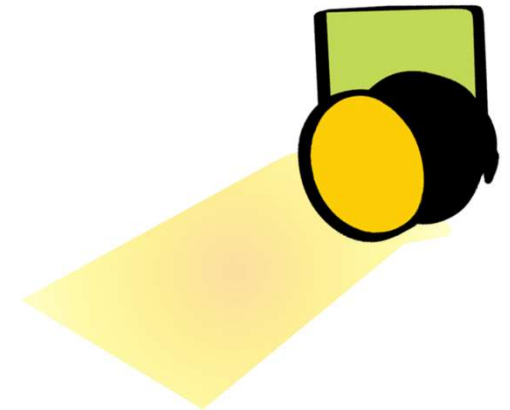
- The Strengths and Difficulties Questionnaire (SDQ) (pre and post)
- The Teacher/ Childcare Provider Practice Inventory Early Child Care Checklist (TCC) (pre and post)
- The Incredible Beginnings Programme Workshop Satisfaction Questionnaire (IB WSQ) (at completion of the group)



Incredible Beginnings SDQ & TCC Outcomes



- 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



Reflections Regarding the Incredible Beginnings Program

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' IB groups delivered previously in Powys

Online group delivery enables easier access across a wide geographical area like Powys

