THE INCREDIBLE YEARS®: PARENTS, TEACHERS and CHILDREN SERIES
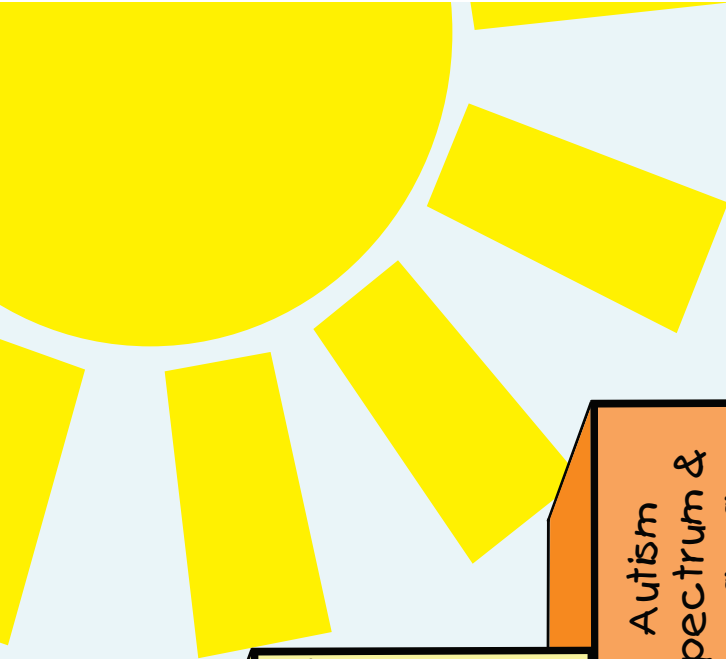
Teacher Group Leader Consultation Day

WORKSHOP GUIDE

1411 8th Avenue West
Seattle, WA 98119
www.incredibleyears.com

The Incredible Years®

Child Dinosaur Classroom Prevention Program
Ages 3 to 8 years

Autism Spectrum & Language Delays Teacher Program
Ages 3 to 5 years

Autism Spectrum & Language Delays Parent Program
Ages 2 to 5 years

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Ages 4 to 12 years

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Ages 4 to 8 years

Incredible Beginnings Teacher/Child Care Provider Program
Ages 1 to 5 years

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School Age BASIC Parent Program
Ages 6 to 12 years

Teacher Classroom Management Program
Ages 3 to 8 years

School Readiness Parent Program
Ages 2 to 4 years

Preschool BASIC Parent Program
Ages 3 to 6 years

Well-Baby Prevention Program
Ages 0 to 9 months

Toddler Basic Parent Program
Ages 1 to 3 years

Baby Parent Program
Ages 0 to 12 months

Mentor Consultation Agenda and Presenter Format

Group leaders are asked to select a 5-10 minute section of their group video for feedback from their peers. Typically a mentor will be able to review and discuss about six group leader video clips in one group consultation day. Group leader presenters may share a situation that went well *or* a situation where they would like to brainstorm new ideas of how to respond.

The following is an agenda for the day.

Note: Be sure to appoint a note taker and time keeper.

☐ **STEP 1: Introductions, participant goals and topic for video**
(video vignette, role play, benefits/barriers, resistance, etc.)

☐ **STEP 2: Buzz other questions/issues**
(buzz other topics they want to discuss and list on flip chart for discussion later or end of day)

☐ **STEP 3: Schedule for the day with times for each presenter and topic**
(start with the least experienced group leader and/or clump common themes or issues together)

☐ **STEP 4: Review presenter format** *(see next page)*

☐ **STEP 5: Review group rules**

☐ **STEP 6: Each group leader presentation is followed by a summary of key learning** *(record on flip chart)*

☐ **STEP 7: Buddy Buzz**
(At the end of day pair into buddies to write out the three most important learning ideas they learned from the day. Afterwards share in large group.)

☐ **STEP 8: Evaluations**
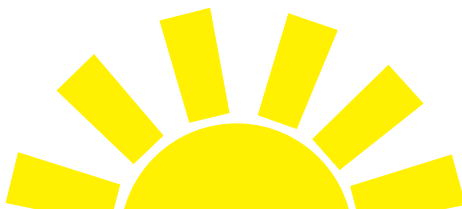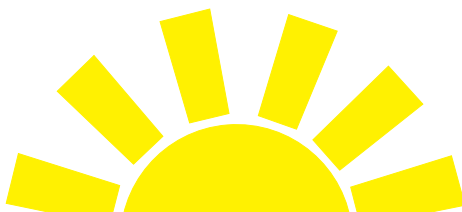
GROUP LEADER PRESENTATION FORMAT

The following is a suggested format for each group leader's 30-45 minute presentation to be reviewed in Step 3.

- ☐ Background and description of video segment to be shown
  (session topic, information about population in group)

- ☐ Presenter's goal for video review and what kind of feedback
  they are seeking

- ☐ Presenter shows video and pauses or is asked to pause by mentor

- ☐ Group reflects on what went well

- ☐ Group offers suggestions on what they might do differently

- ☐ Presenter in collaboration with mentor sets up role play/practice to
  explore new ideas and reflections

- ☐ Group summarizes learning from the practice & replays as needed
  (recorded on flip chart)

- ☐ New goal is determined

Ideally day will included topics related to mediating vignettes, setting up role play practices, managing resistance or dominate group members, time management and assuring program fidelity.
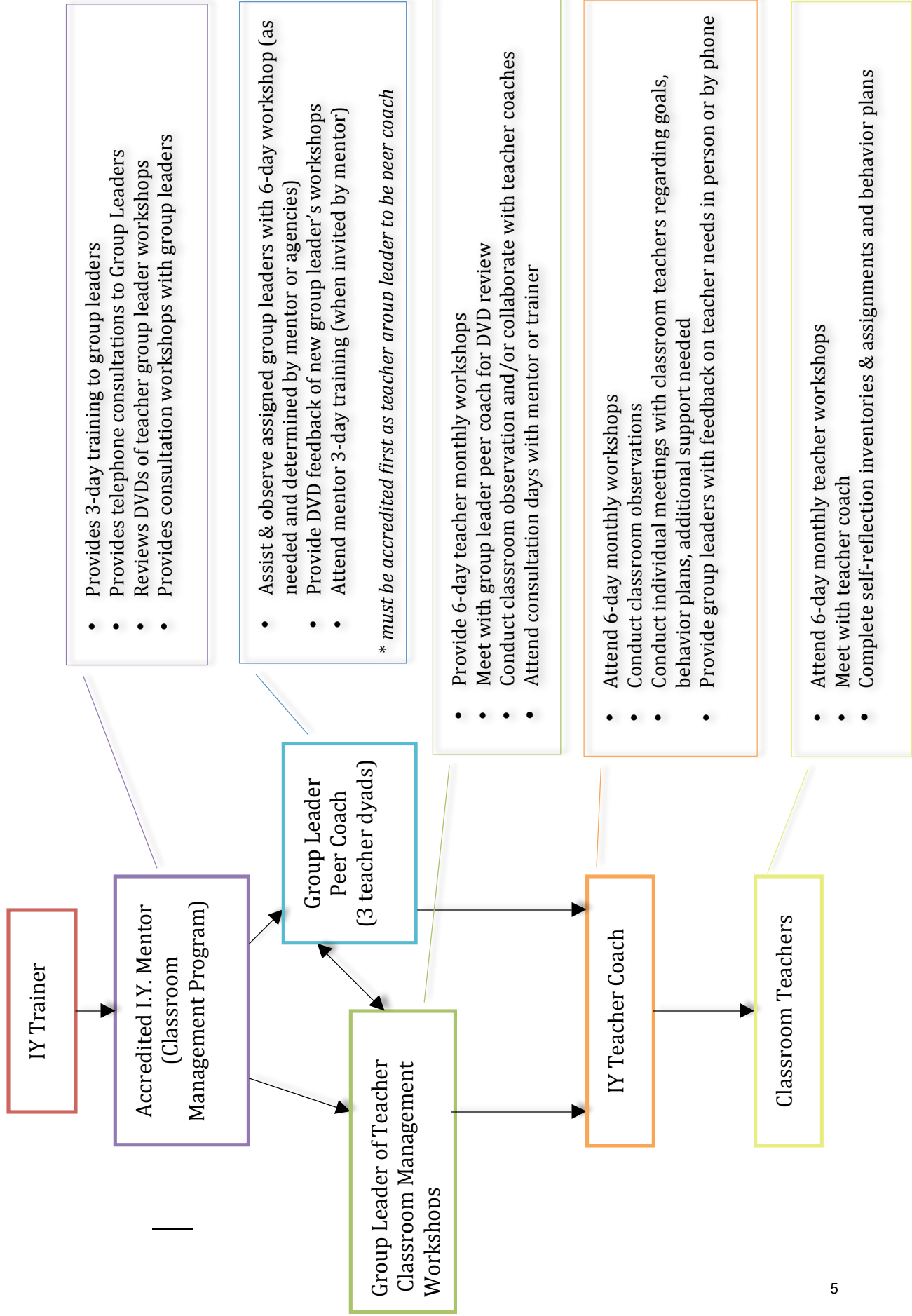
Materials Needed:

- ☐ Group Leader's Hot Tips
- ☐ Group Leader and Coach/Mentor Gems
- ☐ Collaborative Process Checklist
- ☐ Group Leaders Thinking Like Scientists

Incredible Years Teacher Training, Coaching, and Support Infrastructure

IY Trainer

Accredited I.Y. Mentor (Classroom Management Program)

- Provides 3-day training to group leaders
- Provides telephone consultations to Group Leaders
- Reviews DVDs of teacher group leader workshops
- Provides consultation workshops with group leaders

Group Leader Peer Coach (3 teacher dyads)

- Assist & observe assigned group leaders with 6-day workshop (as needed and determined by mentor or agencies)
- Provide DVD feedback of new group leader's workshops
- Attend mentor 3-day training (when invited by mentor)

* *must be accredited first as teacher aroun leader to be peer coach*

Group Leader of Teacher Classroom Management Workshops

- Provide 6-day teacher monthly workshops
- Meet with group leader peer coach for DVD review
- Conduct classroom observation and/or collaborate with teacher coaches
- Attend consultation days with mentor or trainer

IY Teacher Coach

- Attend 6-day monthly workshops
- Conduct classroom observations
- Conduct individual meetings with classroom teachers regarding goals, behavior plans, additional support needed
- Provide group leaders with feedback on teacher needs in person or by phone

Classroom Teachers

- Attend 6-day monthly teacher workshops
- Meet with teacher coach
- Complete self-reflection inventories & assignments and behavior plans

Teacher Group Leader
Collaborative Process Checklist

This checklist is designed for group leaders to complete together following a teacher workshop, or for a group leader to complete for him/herself when reviewing a DVD of a workshop. By watching the video of a workshop, and looking for the following points, a leader can identify specific goals for progress. This checklist is designed to complement the protocol for the specific workshop day, which lists the key content and vignettes that should be covered for that workshop.

Leader Self-Evaluation (name):_____

Co-leader Evaluation:_____

Certified Trainer/Mentor Evaluation:_____

Date:_____

Workshop Topic:_____

SET UP *Did the Leaders(s):*	YES	NO	N/A
1. Set up chairs in a semicircle that allowed everyone to see the TV? (Avoid tables.)	____	____	____
2. If 2 leaders, sit at separate places in the circle, rather than both at the front?	____	____	____
3. Write the agenda on the board?	____	____	____
4. Have handouts and practice activities ready for the teachers to pickup?	____	____	____

REVIEW TEACHERS' PRACTICE OR HOME ACTIVITIES
Did the Leader(s):

5. Begin the discussion by asking teachers to share their experiences doing the assigned activities since the last training workshop? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

6. Give every teacher the chance to talk about practice assignments, success with implementin behavior plans, parent involvement plans, and assigned chapter readings?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

7. Praise efforts teachers made to try out new strategies, implement behavior plans and involve parents?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

8. Highlight key principles that their examples illustrate? (e.g., "That sounds great! You focused on his positive behavior. You described his calming feelings and patience with the task so clearly. How do you think he responded to that?")

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

9. Explore with teachers who didn't complete the practice assignments what made it difficult, and learn how practice assignments can be made more meaningful or practical? (e.g., "What made it difficult to get time to do the readings?" or, "What made it hard to follow through on your behavior plan?" or, "What made it difficult to contact parents?")

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

10. If a teacher's description of how they applied the skills makes it clear that he/she misunderstood or found it difficult, did the leaders accept responsibility for the misunderstanding or normalize the difficulty, rather than leave the teacher feeling responsible for the failure? (e.g., "I'm really glad you shared that, because I see I completely forgot to tell you a really important point last week. You couldn't possibly have known, but when you do that, it's important to..." or, "I agree emotion coaching is really difficult and like learning a new language. It takes a lot of practice to learn.")

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

11. Allow for some discussion of issues beyond the immediate topic at hand? (e.g., other concerns with students not related to today's topic, or non-teaching issues that are of concern such as time constraints, how to deal with other teachers' responses, personal stressors.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

12. Make sure that the discussion is brought back to the specific topic at hand after a reasonable time, without letting off task discussion of other issues dominate?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

WHEN BEGINNING THE TOPIC FOR THE DAY
Did the Leader(s):

13. Begin the discussion of the topic with open-ended questions to get teachers to think about the importance of the topic? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

14. Paraphrase and highlight the points made by teachers – writing key points or principles on the board?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

WHEN SHOWING THE VIGNETTES
Did the Leader(s):

15. Before showing vignette, focus teachers by telling them what they will see (e.g., age of child, situation) and what you want them to watch for (e.g., "In the next vignette we will see a little girl who has ADHD and wanders around the room. Think about how you would respond to this situation in your classroom.")?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

16. When showing vignette, pause scene periodically to discuss skills used by teacher, or how student or teacher is feeling, or predict what teachers would do next in their classroom?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

17. When vignette ends, ask open-ended questions to teachers about what they thought was effective/ineffective in the vignette? (Some example open-ended questions the leader can ask are included in the manual after each vignette.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

18. Acknowledge responses one or more teachers have to a vignette? (For example, if a teacher laughs during a vignette, as soon as the tape stops the leader may say, "Sue, you laughed at that one." Then pause and let the teacher share her impressions.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

19. Paraphrase and highlight the points made by teachers, writing key points or "principles" on the board?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

20. Help teachers see how principles learned from vignettes apply to their classroom or specific students?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

21. Move on to the next vignettes after key points have been discussed, rather than let discussion go on at length?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

22. Allow for discussion following every vignette? (If vignettes are played one after another, teachers may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes or pull out key principles.) **IF** group is clearly behind schedule, it is okay for such discussions to be brief, getting one or two teachers to highlight key points and moving on.

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

23. Use vignettes to promote alternative ideas for responding to situations and to replay practice role plays using their ideas?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

24. Help group see "principles" from a developmental perspective (i.e., how the teacher's strategy on the vignette would be adapted for a toddler, preschool child or older, school-age child)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

25. Help teachers understand how the concepts/principles they are learning are related to their own goals for themselves and their students?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

PRACTICE AND ROLE PLAYS
Did the Leader(s):

26. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play and act out ideas? (This ensures the likelihood of success.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

27. Do several spontaneous role play practices that are derived from teachers' descriptions of what happened in their classroom? ("Show me what that looks like.")

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

28. Do frequent planned role plays, practices or buzzes over the course of the workshop day?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

29. Do one or more role plays in pairs or small groups that allow multiple teachers to practice simultaneously?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

30. Use all of the following skills when directing role plays:

    a. Select teachers strategically to be teacher or student?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

    b. Skillfully get teachers engaged in role plays which address their goals and questions?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

    c. Provide each teacher or student (in role) with a script of his/her role (age of child, teacher skill to be practiced, student level of misbehavior)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

    d. Provide enough "scaffolding" so that teachers are successful in role as "teacher" (e.g., get other teachers to generate ideas for how to handle the situation before practice begins)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

    e. Invite other workshop members to be "coaches," (to call out ideas if the actor is stuck)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

    f. Pause/freeze role play periodically to redirect, give clarification, get other ideas, or reinforce and encourage participants?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

    g. Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

31. Debrief with each participant afterwards ("How did that feel?" "as teacher?" and "as student?")?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

32. Solicit feedback from group about strengths of teacher in role?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

33. Re-run role play, changing roles or involving different teachers (not always needed, but helpful to do for teachers who need modeling by someone else first because they find the skill difficult)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

COMPLETE INDIVIDUAL BEHAVIOR PLANS
Did the Leader(s):

34. Break up into groups (6-7) to do behavior plans – based on the principles and content discussed in that workshop?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

35. Review, refine and share behavior plans for students?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

PARENT INVOLVEMENT
Did the Leader(s):

36. Review letter to be sent to parents to describe and enhance students' learning at home? (See Teacher-to-Parent Communication letters in manual and on IY website).

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

37. Discuss methods to teach or partner with parents (e.g., telephone calls, parent meetings) around students' learning needs?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

REVIEW BLACKBOARD NOTES, PRACTICE OR HOMEWORK ACTIVIES AND WRAP UP
Did the Leader(s):

38. Begin the ending process with about 15 minutes remaining?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

39. Ask teachers to do workshop "self-reflection inventory" and set goals for next month (see handouts section of manual and on website)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

40. Review or have teachers review each point on blackboard notes out loud, commenting on why this point is important?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

41. Review or have teachers review the practice activity sheet, including why that is important, and whether and how they will try to do it?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

42. Have teachers complete the workshop evaluation form?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

43. End the workshop on time? Remind of next meeting time? Discuss follow up between workshop planned?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

44. Call, e-mail or text teachers between workshops to check in about goals, strategies tried, behavior plans and any barriers. Encourage and praise teacher efforts? (See Teacher buzz forms on website.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

45. Set up classroom observations and personal feedback in schools by group leaders or IY coach?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

REMEMBER: Your goal in the workshops should be to draw from the teachers the information and ideas to teach each other. Teachers should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the DVDs, and demonstrate how to implement the skills in different situations. Teachers are far more likely to put into practice what they talk about and practice with support than what they hear about.

Summary Comments:

Teachers Thinking Like Scientists

Ongoing Plans

Obstacles
[thoughts, feelings behavior in self & others]

Benefits

Strategies

Goals

Child Problem

Child Strengths

Teachers Thinking Like Scientists

Goals

Child Problems

Child Strengths

Incredible Years
Group Leader and Coach/Mentor Gems

Fidelity Issues Discussed:

- ☐ Attendance
- ☐ Participant evaluations
- ☐ Home activities engagement
- ☐ Principles
- ☐ Mediating vignettes & Number
- ☐ Role play/practices/ buzzes & Number
- ☐ Participant goals
- ☐ Tailoring to needs
- ☐ Weekly calls
- ☐ Session checklists
- ☐ Peer & self-evaluation forms
- ☐ Group process checklists
- ☐ Self-reflection inventories
- ☐ Accreditation/ Certification
- ☐ Coaching evaluation

Group leader prior goals reviewed:

Incredible Group Leaders
Spotlight Positive Behaviors

Group leader goals for group DVD review:

Issue problem solved and practiced:

Summary of Key Learning:

The Incredible Years

www.incredibleyears.com

Incredible Years
Group Leader and Coach/Mentor Gems

New Goals and Plans:

Coach/Mentor Actions:

Additional Notes:

The **Incredible Years**

www.incredibleyears.com

Incredible Years
Group Leader and Coach/Mentor Gems

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- ☐ Attendance
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The Incredible Years

www.incredibleyears.com

New Goals and Plans:

Coach/Mentor Actions:

Additional Notes:

Incredible Years
Group Leader and Coach/Mentor Gems

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The Incredible Years

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Additional Notes:

Group Leaders' Hot Coaching Tips for Doing Successful Incredible Years®
Teacher Classroom Management Groups
Carolyn Webster- Stratton
7/31/14

Overview

As an Incredible Years® group leader you are an essential element in bringing about teachers' ability to make changes in their teaching interactions and classroom environment. Group leaders use a collaborative approach, encourage teacher self-reflection, problem-solving, practice exercises, experiential learning, individual behavior planning and form positive relationships with the teachers in their workshops. Group leaders guide their teacher groups through the steps in the Teaching Pyramid®, helping teachers to share their knowledge and experience and to apply the IY teaching principles to their own classroom settings to meet the developmental needs of the students they are teaching. This accepting and supportive group environment strengthens teachers' hope, confidence and ability to try new teaching approaches.

The following tips are provided to cover some of the main questions that I hear from group leaders or difficulties I see when reviewing videos of group sessions.

Also we hope you are aware there is new book for teachers to use now as part of this training.

Webster-Stratton, C., *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence.* 2012, Seattle: Incredible Years Inc.
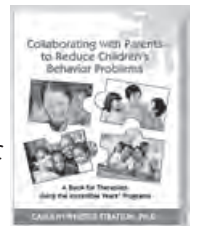
I hope you are finding joy in delivering these programs. Consultation and support from IY mentors and trainers can be obtained by calling us at 888-506-3562, emailing us at incredibleyears@incredibleyears.com, or check out the web site for other resources, www.incredibleyears.com.

Wishing you incredible teacher workshops, Carolyn

Keep Yourself on a Schedule for Each Group Session – Effective Time Management

Keeping yourself on a predictable schedule and managing your time well during each group session will assure that you cover the content adequately and will also be reassuring for teachers and help them feel safe in the group. If too much time is spent on exploring in depth an individual's personal problems, other teachers lose interest and feel they are being ignored and not as valued.

Schedule a 7-hour day: This allows you to have the equivalent of two 15 minute breaks and a 30 minute lunch period and still fit in the required hours of curriculum scheduled for each session. There is also a protocol for breaking the training down into half day, or even three hour weekly evening sessions, but the total time of 42 contact hours (including breaks) must be provided to meet fidelity standards. In general, when possible, we recommend the full day workshops because teachers are free from classroom demands during this time and more relaxed, less tired, and less distracted than in workshops offered in conjunction with a classroom teaching schedule.

Tips for Review of Classroom Activities

Start the workshop on time and after the first workshop take the first 30-45 minutes for a classroom activities review. During this review, you may ask teachers to report on a variety of things: for example, they will share specific classroom management strategies that they tried based on the content covered in the prior session, as well as gems learned from the reading that they did in the *Incredible Teachers* book, and progress with their behavior plans.

As group leader it is important that you are specific about what you want teachers to share. Questions such as: *"how have things gone since the last session?"* will lead to unfocused and off-topic reports. Instead ask them to report in particular aspects of their assigned experiences.

Teachers will have completed self-monitoring checklists in previous workshop and have set individual goals around these activities, so you may ask them to focus on how they implemented their goals. For example, *"last session we asked you to look at the self-reflection checklists about building relationships with your students and to pick one relationship-building strategy to use on a child in your classroom. As we go around the room, I'd like each of you to share what your goal was and how you achieved it."* This exercise might be first done in a buzz format followed by group sharing after the individual sharing.

Group leader role: As teachers share their experiences the group leader role is to validate and support teachers' efforts, and to help the teacher and group reflect on the experience. The group leader may first paraphrase what the teacher has done and link the experience to a principle from prior session. *"What a great example of the principle of joining in the child's imaginary world as a way to build relationships! The importance of imaginary play was one of our principles last time."* Group leaders will also probe for more details. If a teacher shares that he tried to connect with a student, the group leader might say: *"It sounds like you were really working hard to make a connection with him—do you remember what you said to him?"* Group leaders can also ask questions that help teachers to reflect on the rationale for and/or the outcome of using a strategy: *"what are the benefits for the student of doing that?"* or, *"What did you notice about how he responded?"* *"How did that feel to you?"* It is important for teachers to understand the rationale underlying a strategy and how it is helpful for a particular student's goals.

Managing time: In a large group you will not be able to have every teacher share a response to every question that you ask. Some sharing can be done in pairs in "buzzes" and then some teachers can share back in the large group. However, do not spend more than 5 minutes with paired sharing; the group members will benefit from hearing the experiences of their colleagues and from the observations and summaries that you as the group leader introduce. Group leaders may need to call on specific teachers by name for some responses, so that quieter members are also heard.

Tips for Introducing the New Topic

This will take 20-30 minutes. First the group leader provides an overview of the topic—this should be brief and will involve showing where the new content fits into the teaching pyramid and providing a brief definition or explanation of the topic to be discussed. The introductory narration to the topic can also be used for this overview.

Next the group leader engages the group in an exploratory discussion about the topic. The manual has suggested questions that may be asked to stimulate discussion. Pick one or two of these questions for this introduction. Other questions may be saved and introduced later in the day as teachers watch vignettes. This introductory discussion should be brief (5-10 minutes).

Benefits/Barriers: The most important part of the introduction to the new topic is the benefits/barriers discussion. This should be done for most topics including play, praise, incentives, and ignoring. A

benefits/barriers exercise is NOT done for the Time Out topic until that topic has been fully explained.

Benefits/barriers discussions should always be done as a large group discussion. This is a place where you as the leader want a chance to reinforce the ideas that come up and to process and respond to the contributions. Always start with benefits. In this part of the discussion just listen to teachers, validate their ideas, expand on the idea, or perhaps ask a question: *"what's the value of that for the student?"* Give time and space for a long list of benefits. Perhaps ask an additional question: e.g. *"We have some good benefits for the child here. Are there any benefits to you as a teacher when you do emotion coaching?"* These benefits are written down on a large flip chart.

For the barriers discussion, the goal is to brainstorm a list of the barriers (without evaluation), and not to try to fix, persuade otherwise or problem solve the barriers at this time. You don't need to convince the group of the usefulness of the strategy during this exercise. If you do try, and if the teacher is resistant, then you will come across as not listening to her, and also may further push her into her resistance. Instead, you only need to validate, make sure you understand the barrier, and get it written down. This lets teachers know that you hear them. It also lets you know what issues you'll need to deal with later in the program when you are showing the vignettes and will help you know how to tailor practices according to individual teachers concerns. It will be helpful in reducing resistance later because you've invited it out in the open. You can validate without agreeing with the barrier—e.g. *"So, it sounds like one worry about using incentives is that they may reduce children's intrinsic motivation. That's certainly a barrier. We want to foster children's motivation and the worry that incentives may interfere with this may make us reluctant to use them."*

At the end, you can summarize: *"So we can see that there are many ways that praise can benefit children—there are also some barriers—things that keep us from praising, or ways that praise can backfire and become ineffective. As we go through the material today, let's work together to come up with a list of principles of things that we think make praise work—what makes effective praise. And also we'll will explore these barriers further and see if we can come to some agreement with a group about ways to avoid the barriers."* This summary provides a smooth transition into the vignettes and gives some purpose to the discussions you're going to have and to the list of principles that you're going to build. In addition, when summarizing the list of benefits and barriers it can be useful to ask, who are benefits to in the short run and long run and who are the barriers to? It can be a an important insight when teachers realize that some of the barriers to limit setting for example are to the teacher in the short run because she may have to deal with oppositional behavior and defiance. However, in the long run the teacher may see the eventual benefits for the student (and the teacher) by consistently following through with clear limits. On the other hand in the short run it might be tempting for a teacher not to limit set resulting in some long-term difficulties.

Tips for Using the Vignettes

Selecting Vignettes: You will not have time to show all vignettes. In general we find that leaders can show approximately 20 vignettes per 6-7 hour session. The workshop protocols provide some recommended core vignettes to be shown for each session (these are marked with a cross †). We feel that these are good vignettes to show for any age because they illustrate key principles. Suggestions are also made about vignettes that are more relevant for preschool versus primary grades. It is important to eventually learn all the vignettes so that you can make choices of vignettes that are particularly relevant for particular classrooms and students.

When choosing additional or alternative vignettes consider the following:
- Teachers' understanding and prior familiarity of the content and principles being taught
- Vignettes that represent the developmental level of children in their classrooms
- Vignettes that have children with temperaments and development similar to those of children in their classroom.

For teachers who find the topic material new, unfamiliar or confusing, group leaders will want to show more vignettes to help them understand the key concepts, to see how to use a particular teacher management strategy and to appreciate how the children respond to this approach.

Setting up Vignettes: Before showing a vignette focus the teachers on what you will show and what you want them to look for. This should be brief, but will give them a context and keep them focused on what to look for. E.g. *"In this next vignette you'll see how a teacher is using the ignoring strategy with a boy who is out of his seat. Think about what makes her approach effective."*

Starting the Discussion: To start the discussion after the vignette, you will ask a question that allows teachers to share their reactions. For example: *"What was effective about her ignoring?"* or *"Do you think that the student's strategy for getting attention worked?"* *"What did you see the teacher doing?"* Based on teachers' responses you will ask other questions that explore different aspects of the vignette. The manual provides sample questions for you to use, but you can also use your own questions to tailor the discussion to the group. There are spaces in the manual for you to record your favorite questions that work well for you in drawing out the key principles.

Going Deeper: Often teachers will comment on what they see in the vignette. For example, *"Well, the teacher is trying to redirect him at the same time she's ignoring his tantrum."* It can be useful to follow up with questions that explore the rationale for the strategy: *"What's the benefit of that for the student?"* *"What is the student learning?"* *"What do you think the teacher's goal is?"* *"Why do you think she made that choice?"*

Process Each Vignette and Pause Longer Vignettes: Rich discussions often happen based on small moments in the vignettes. Always pause after every vignette to have a discussion and allow for reflection and questions. If the vignette is worth showing, it's worth discussion. (Discussions don't always have to be long.) Some vignettes have built-in pauses—always take advantage of those and stop the video to discuss what has just happened. Pause longer vignettes once or twice through the vignette and ask teachers to discuss what they just saw. It is also useful to pause at a critical moment and ask: *"what would you do next?"* Sometimes these responses can lead to a practice for how they would handle the situation before actually seeing how the vignette plays out.

Identification of principles: Throughout the program you will be helping teachers to identify key principles. These may be ideas that apply to almost all classroom interactions (e.g., the attention principle or the modeling principle) or they may be ideas that apply to a specific topic (e.g. use labeled praise). The goal is to listen to the teachers' ideas and discussions and to hear when they have talked about a key principle. The vignettes will almost always bring out these key ideas, and you can phrase questions to help this happen. For example, *"What do you notice about what she is paying attention to in that interaction?"* Once you hear the principle, you will highlight it, label it as a principle or key concept, and have your co-leader record it using the teacher's name for the principle. This should be a deliberate process. *"Oh, Katherine you got one of our key principles. Let's get that written down."* Then you and the group can think of how to word it. *"So, what shall we say—it's the principle of ignoring a behavior without ignoring the child completely."* By drawing attention to the key concept/principles, you are helping to make this an idea that is overarching—and can apply to a lot of different situations.

Then once a principle has been identified, you can refer back to it with other vignettes, use it in your end of the day summary, and notice when teachers are using examples of the principles in their own practice. Moreover by using the teacher's name with the principle, you are highlighting the teacher's insights and expertise. The workshop outlines provide ideas for some key principles and workshop blackboard notes provide other examples of some of the key principles that you might listen for. *Don't get too caught up in worrying about whether something is a principle. If it seems important to you, call it a principle!* A principle does not have to use psychological jargon but can be worded exactly as the teacher states it. For example, a teacher might say when that teacher (on the vignette) ignored his tantruming she was like a Buddha, incredibly calm. Then the group leader can say, *"Oh you get the Buddha principle, the importance of staying calm when ignoring."*

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Managing Resistance to Vignettes: Often when teachers first see the vignettes, they may respond with complaints about the teacher's clothing or hairstyles, classroom setting, cultural context, or particular teaching styles that they see. Newer group leaders can feel discouraged by this and feel tempted not to show vignettes, or to try hard to convince the teachers that the vignettes are good. As group leaders become more comfortable with showing the vignettes, resistance from the group usually disappears. Vignettes are meant to stimulate discussion, so even when teachers do not like a particular teacher's style, the group can learn from watching the vignette. Remember that the goal is identify key principles of teaching. So if a teacher says: *"I don't agree with that—she shouldn't be standing over that child like that—she's smothering her."* You might respond with: *"So, I hear an important principle here—you're really tuned into how your body position might affect the child-teacher relationship. Let's look at this a bit more and write down your principle. Could you show us how you would place yourself if you were that teacher?"* This approach identifies the key idea and then focuses the teacher on how to make the interaction more effective. So, rather than trying to make the teacher like what she sees on the vignette, the group leader facilitates a discussion about a key teaching principle. If teachers are bothered by the cultural context or by the classroom setting, you can acknowledge the differences. If you can then identify a principle, teachers can be asked to think how the principle would apply in their own settings. For example, *"So, this doesn't look much like your classroom. I agree that this setting is different. Let's first think about what this teacher's goal is. What is she trying to do in her setting?"* Once you've gotten a principle from that you can then say: *"So, this teacher is trying to pay more attention to the children in her group that are listening to her and she's trying not to give that wiggly boy any attention. She's using the attention principle to try to increase the positive behavior and reduce the negative behavior. How would that apply to your circle times? What behaviors could you attend to and what could you ignore?"*

Frequently at consultation days, more experienced group leaders will reflect that as they become more familiar and comfortable with the vignettes, they notice that they are no longer hearing teacher complaints about vignettes! The objective is not for teachers to necessarily copy what the teachers in the vignettes are doing, rather to discern the key principle of behavior management or child development and how to apply it in their situation. Having said that, we have heard teachers talk about doing something just like one of the teachers.

Role Plays or Practices
Setting up numerous role plays or practices for teachers is critical to the learning processes. You may think from discussion that teachers understand the principle or topic but when you see them practice "in action" you will have a better idea of their ability to put their ideas into real-life behaviors. There can be a discrepancy between how teachers cognitively would ideally like to behave and how they actually behave. It can be very difficult to think of the right words to use with children, manage angry thoughts and stressful feelings when children argue or disagree, or to follow through with consistent responses.
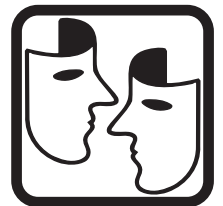
Role play practices help teachers to rehearse their behavior strategies, practice staying calm and using positive self-talk, and to get feedback from group leaders and other teachers about their skills. Here are some tips for successful role plays.

Setting up a Large Group: Most of the time practice should first be done in the large group so that you can scaffold and support the practice. Then teachers can move to small groups to copy what they saw modeled in the large group practice.

Remember you are the "director" of the role play and get to choose the actors, set the stage, and determine the script and roles for the things you want practiced. Always make sure that you have covered the content prior to doing the role play. Then start with a simple role play that will illustrate the concept and achieve your learning objective for the practice.

Rather than ask for volunteers, select a teacher you think understands the behavioral concept and can successfully play the role of the teacher. Invite the teacher to help you, e.g., *"John, would you come up and help me by being the teacher in this next role play."* Then choose a teacher to be child. *"Sally will you be that child in your class who is always bothering the child sitting next to her."* (If you do this, remember to carefully set limits on what the bothering will look like and make sure that the teacher role player is equipped to handle the misbehavior.) Teachers, rather than group leaders, should be the role play participants. Teachers will learn more from being in the practices and if you are in the role play you will not be able to effectively scaffold or debrief the process.

Set the scene and build a script: Set up the role play by letting participants know the age of the child, developmental level and temperament of child, and what the child and teacher will do. First, ask the group for ideas for how the teacher should respond to the particular situation being set up. For example, *"So, in this practice, our teacher is going to be leading a circle time and Mark is going to be the child who is mildly wiggly and off task. Our other students will be listening. Our teacher is going to try to ignore him. What else can she do while she's ignoring to make the ignoring more effective?"* Get several ideas from the group. You may even record these on the flip chart as a rough script for the teacher. Using their suggestions, walk the teacher through her/his part in the role play before the practice starts. Give instructions to the child, letting him/her know whether they should be cooperative or noncompliant. If the child will be noncompliant, let them know if there are any limits (e.g., you should fuss and whine, but please don't throw things or hit). This is very important because you don't want the role play to require management techniques that haven't been taught yet.

Supporting the practice: Both the leader and co-leader can serve as coaches for the role play. Often one leader supports the role of the teacher and the other supports the role of the child. As the role play proceeds, freeze the scene at any time to give the teacher feedback for her effective skills, or to redirect, or to clarify something you didn't explain well. Provide the teacher role with plenty of scaffolding so s/he can be successful. Group members can also be asked to suggest ideas if the actor participant is stuck.

Debriefing the practice: Always debrief each role play. It can be helpful to start by asking for positive feedback from the group about the teacher's role: *"What did you see Maria doing well?"* Or *"What principles of ignoring did Bob use?"* Also debrief with the person playing child and playing teacher afterwards to find out how they felt during the practice. When applicable, rerun the role play with a different response using the ideas of another teacher. Sometimes you may want the person playing "child" to try the scene being in role as "teacher" so they can experience practice with this different approach.

Ideas for spontaneous role plays: There are many role plays or practices suggested in the leader's manual. However, try also to use spontaneous role plays that emerge out of a discussion of a difficulty a particular teacher is having and is asking for help with. When teachers feel you are directing these practices at their own real issues with their children at home they are very grateful for this support and understanding. Spontaneous role plays should be as well-scaffolded as planned role plays. Sometimes a teacher will begin to enthusiastically describe a success she had with a particular student. These are perfect opportunities for the group leader to ask, *"Could you show us what you did? It would be so helpful to see it in action and help us learn from your experience."*

Caution: Never set up a spontaneous role play that deals with a topic that the teachers have not yet covered in the program. So, in session 2, if a teacher brings up a high level misbehavior, you would not set up a role play that involved discipline. You might set up a role play that helped the teacher to think how he could praise a positive opposite behavior in that child or use social coaching for appropriate behaviors. It would be important to coach the child in the role play to be responsive to the praise and not to misbehave.

Behavior Plans

Behavior plans are an integral part of the TCM program. Teachers will work on plans during each session. For session one, it's necessary to allow at least an hour for behavior plans. In future sessions 45 minutes may be sufficient.

In the first session group leaders will walk teachers through a process of identifying one negative behavior for a target child and then using the strategies learned in each session to develop an intervention for that child. In subsequent sessions, teachers will add strategies from each day's content. It can be helpful to encourage teachers not to pick their hardest child, or to pick a less difficult behavior to start with.

It will be useful first to go through a sample behavior plan with the whole group. This may be done using a real example from one of the teachers in the group. It is often good to preselect a teacher who you think will be able to clearly present the details of the target child, and who will be able to select a clear target behavior. It's important that this example not be too complicated and that the teacher be on board with the process. Walk the whole group through the teacher's example, recording each step on the board so that all can see the plan unfolding. When you come to the intervention column, have the whole group brainstorm strategies from the day's learning that might be helpful in meeting the teacher's goal for the child. At the end of the brainstorm process, ask the teacher to choose which ideas she would like to try.

Next, break out teachers in small groups and have each teacher (or teacher team) work on a plan for a selected target child. Teachers bring back these plans every session and add to them. It is okay for teachers to begin a new plan in a later session, but then it's important to fill out all prior steps (e.g., if starting a new plan in session 3, it's important to complete proactive strategies, relationship building, praise and coaching, and incentives). Extra behavior plan forms can be found on the web site at http://incredibleyears.com/resources/gl/teacher-program/ in the extras for teacher group leaders.

Incorporating Parent Involvement in Every Workshop

Involving parents is a theme that should be covered in every workshop. For example, in workshop one where teachers are talking about building relationships with students, group leaders will lead discussions about why developing a relationship with their students' parents is also important for their student relationships. You may even do role plays of how to make friendly calls to parents to show support of their child. In workshop 2, group leaders will help teachers understand the importance of positive notes home to parents about their children's school progress.

Similarly in the remaining workshops consistently encourage teachers to consider parent involvement in determining incentives for students and sharing strategies about positive opposite behaviors to give attention to as well as planning ignoring for inappropriate behaviors. There are teacher to parent communication letters for every workshop topic. These letters include suggested home activities and tips such as reviewing classroom and or family rules with children, using academic and persistence coaching, ways to encourage social coaching, calm down strategies and how to problem solve with children. These letters provide parents with some tips that support their children's learning in the classroom and also provide parent to teacher communication letters for return messages. See your leader's manual or website for downloadable versions: http://incredibleyears.com/resources/gl/teacher-program/.

Review of Key Concepts, End of Day, Self-Reflection Checklists

In ending the day, it is important to do several things. First, the group leader should provide a review of the key learning from the day. Second, the recommended classroom activities to be done prior to the next workshop must be explained, and teachers should be encouraged to set a realistic goal for how he or she will implement some of the strategies in the classroom. One idea is to use the self-reflection inventories for principles review and goal setting. For example, have teachers look at the

self-reflection inventory and say: *"Take about 5 minutes to do this self-evaluation. As you do, I'd like you to think about which of these concepts are strengths for you—star one or two that you feel you are really good at. Also, think about which of these are ideas that you'd like to do more of. Then I'll ask you to share one of your strengths and to pick one thing to share with the group that you want to do more of before next session."* Next have each teacher share a strength and a goal, and record these on a flip chart. You can use these goals to structure your check in during the next session and the exercise will also provide a review of some key concepts because many of the items on the inventory will tie into your key concepts. When you review specific classroom assignments, you can remind them of their goal (it will almost always fit into the classroom assignment).

Praise Teachers Often

Sometimes when new group leaders start leading groups, they are so preoccupied with the videos, new content schedule and group process methods that they forget to praise teachers for their input and ideas. It is important to listen carefully to what teachers have tried to do in their classrooms and praise their small steps towards behavior change. Remember that the teachers are professionals with many years of classroom experience and their ideas will add richness to the training. Ask your co-leader to help praise teachers' ideas, principles and insights. Give out stickers, small candies and awards to those who completed classroom activities, read chapters, or tried something new. Be excited about their learning process and success-es! Remember that you are modeling the praise and encouragement you want teachers to use in their classrooms. Take a look at the teacher tool awards on our web site as these can be copied and given to teachers to acknowledge their successes. http://incredibleyears.com/resources/gl/teacher-program/

Do Short Buddy Buzzes

Buzzes are when you ask teachers to "buzz" with another teacher to share and write down their ideas for a particular topic (e.g., recording "positive opposite" behaviors of negative behaviors, rewriting negative thoughts, or negative commands, or sharing calm-ing strategies). The benefit of doing a paired buzz instead of a group brainstorm is that every teacher is immediately engaged in a task and involved in coming up with solutions. In large group brainstorms, perhaps only half the group contributes ideas and the other half is disengaged, or quiet, or distracted. After the buzz (3-5 minutes) is completed, each buddy can report on their buddy's ideas and these can be recorded by the co-leader on the flip chart. These are fun for everyone –try them out! Be sure to check out the buzz handouts in your manual for these exercises.

Review Self-Monitoring Checklists

It is important that each teacher has a class activities notebook that she can take home with workshop notes and handouts. Teachers also need a personal folder that is kept at the school/center/agency by the group leader. In this folder you put the teachers' goals and their self-monitoring checklists. Each workshop teachers make a commitment on their self-monitoring checklist regarding their goals for the upcoming weeks in terms of reading, classroom practice activities and buddy calls. The following session they record on this checklist whether they met their goals and what they will work for the next workshop. Teachers also place their written classroom assignments in these folders so the group leader can review it between workshops. Your job as group leader is to be a kind of "coach" – to praise teach-ers for their successes with class activities and problem solve with them solutions to overcome their barriers to achieving their goals and to provide support so that they can set up achievable goals. This folder is a personal way for group leaders to provide individual and private feedback to each teacher in the group.

Call and Visit Teachers Between Sessions

It is highly recommended that group leaders make visits to teachers' classrooms. In an ideal situation, teachers would be visited at least once between each workshop. These school observations and meetings follow the same collaborative approach as the IY group workshops. Group leaders ask teachers what they would like to get out of your visit to their classroom. The group leader may observe part of a lesson, focusing on a goal that the teacher has specified. Often these are taken from the self-reflection inventories or are related to the behavior plan and target students that teachers are working on. Additionally, the group leader may model particular teaching skills such as how to use the Wally Problem Solving books, or use of puppets, or use of spontaneous rewards such as stickers or hand stamps, and support the teacher in the classroom as needed. These visits should not be framed as an assessment or test of their skill level, rather a way to understand their classroom demands and help support their efforts and tailor their behavior plans. After the classroom visit, teachers and the group leader meet to review the teacher's goals and behavior plans. The group leader gives positive feedback to the teacher about his or her strengths. Together the group leader and teacher collaborate and problem solve about additional goals or solutions to classroom issues. If an in-person visit is not possible, these meetings may be done using a video clip that the classroom teacher has filmed of something they did in their classroom.

Group leaders will find that some teachers will need more support between workshops than others either because of the number of children with behavior problems or because of the amount of experience the teacher has had previously. Ideally, group leaders will assess which teachers could benefit from more support and coaching between workshops. Teachers may also be directed to resources and articles on the web site that they might find helpful. See http://incredibleyears.com/parents-teachers/for-teachers/

Keeping Contact and Supporting Teachers Between Workshops

In addition to making a school visit between workshops, group leaders can also keep contact with teachers by sending them emails to ask how they are doing or by setting up telephone calls to touch bases in regard to their success with their behavior plans. There is also a set of teacher editable buzz letters that go with each workshop that can be sent out by group leaders shortly after the workshop that summarize the key principles covered in the workshop and remind teachers of the classroom assignments and goals. These can found in Extras for Teacher Group Leaders ~ Teacher buzz forms http://incredibleyears.com/resources/gl/teacher-program/

Work Collaboratively with Your Co-Leader

It is important that the two leaders work together to plan their workshops. Leaders should decide who is showing particular vignettes, who is looking for "principles" from teacher comments, handing out prizes, and writing down key principles on the flip chart. It is very helpful for teachers to see the leaders collaborating and working together to lead the groups. When you break out for small group practices each leader can coach a different dyad or triad and give individual feedback. Leaders should respect each other and praise each other's ideas. It is generally a good idea for one leader to be the "content leader" and the other the "process leader." Group leaders usually take turns in these roles, leading different sections throughout the day. The content leader takes responsibility for the new content being presented by leading the discussions, showing vignettes, and setting up The process leader watches group dynamics and identifies teachers who want to speak, praising their ideas, pulling out principles, writing key points on the flip chart, and summarizing new concepts. The process leader can expand on a point that a leader is making but in general is following the lead of the primary leader in terms of content being learned. The process leader is always the note taker for the discussions.

If a group leader is working with a brand new group leader, then they can decide together when the new leader feels ready to try out leading some vignettes. It is not uncommon for new leaders to start by observing groups and helping with writing down key points and supporting the leaders during practice sessions.

Be Sure to Videotape Your Sessions and Schedule Peer Review

Start videotaping your group workshops as soon as possible so that you and the teachers get used to this procedure. It is normal to be anxious about this at first. Explain to teachers that the purpose of this taping is for you to learn and get feedback on your process of leading this program. Reassure them that no one else will see the tape except your co-leader and the IY consultant. To desensitize yourself to the process of being videotaped – just video everything and look at the tape with your co-leader alone for some planning and peer feedback. Once you are used to this process, send a video of a session to IY as soon as possible. Include your self-evaluation with the tape or DVD. This process of self-reflection on your own work and determining your future goals with your co-leader is a key and supportive learning process. This is the way group leaders continue to learn throughout their lives and serves as encouragement for this work. Furthermore the feedback you get from certified IY peer coaches and mentors will help you with improving your group workshops and give you suggestions for leadership strategies to try. In addition, you will get feedback on the things you are doing very well and this will be reassuring and validating! Watching your group leadership approach on video is a powerful way of learning and sharing ideas with colleagues. Once you have learned this process and become certified then you can help support new group leaders by providing feedback on their group workshops. This creates a climate of mutual support among IY group leaders.

Prepare for Certification/Accreditation

Be sure to go for certification or accreditation as a group leader. This process validates your skills and competency to deliver this program with high fidelity. Not only that the self-reflection and coaching you receive is empowering and gratifying. Information about certification can be found at the following link: http://incredibleyears.com/certification-gl/teacher-classroom-management-certification/
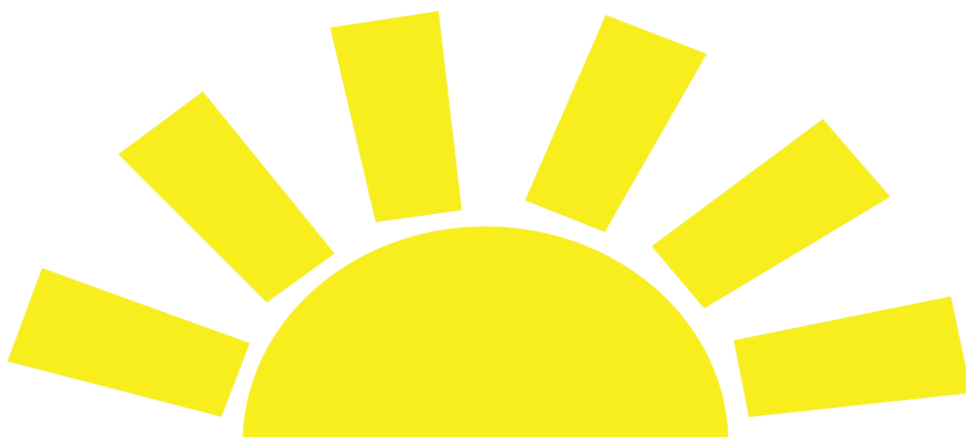
Accreditation/Certification

These two words are used interchangeably in this document. Our European sites commonly refer to the process as accreditation and our US sites prefer the word certification. Both indicate the same review process!

When to send in your DVD for review

If your agency has an accredited IY coach or mentor we recommend that you regularly review videos of your group sessions with him/her, right from the beginning of your first group. If you don't have a coach or mentor in your agency, we recommend you and your co-leader regularly review videos of your group sessions using the Group Leader Process Checklist and the Peer and Self-Evaluation forms. By reviewing these DVDs together, you can self-reflect on your group leadership process and methods and determine goals for your learning and future sessions.

Once you have done this a few times, we recommend some outside IY telephone consultation from an Incredible Years trainer or mentor to answer your questions and discuss the group process. Next send in a DVD of one of your sessions for a detailed review by an accredited mentor or trainer.

Ideally this should occur at some point during your first group. By doing this early, you can get feedback and support for your approaches and learn of new strategies you can use to make your groups more successful. This will move you faster towards accreditation!

How many DVDs will I need to send for review?

Send one edited section of a workshop day at a time – 2 hours per DVD (see information later in this document regarding editing). Then use the recommendations from your review to make changes in your group leadership methods or processes and submit a 2nd DVD that addresses the suggestions from your prior review. After your 2nd submission, you will receive feedback about whether or not a 3rd review will be required. It is common to submit 3 or more DVDs prior to accreditation.

Camera Set Up

The camera should be focused on you. When you do role-plays or move about, please move the camera so the reviewer can see your work. Be sure that you have adequate sound quality so we can hear both you and the participants in the group.

Working with a co-leader and essential components for accreditation

You may send a DVD showing how you and your coleader working together. We do assess the collaborative quality of how the leader and co-leader work together and support each other. This is part of the DVD leadership assessment. However, the person

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whose DVD is being reviewed should show their group leadership skills specifically in regard to the following methods:
- mediating DVD vignettes and leading discussions of them
- setting up role plays and small group practices with leader coaching
- review classroom suggested activities
- sufficient knowledge of topic content
- collaborative interpersonal style of interactions with participants
- promoting teacher self-reflection on their management approaches & goal setting
- instigating buzzes
- small group breakouts for behavior plans
- strategies for including parents in partnership with teachers
- pulling out key concepts and/or principles learned from participants
- amount of praise, encouragement and incentives given to participants
- coordination with co-leader
- engagement of participants/level of enjoyment
- integration of cognitive, affective and behavioral components

Can my co-leader and I use the same session for accreditation?

We need to see each applicant demonstrating all of the skills listed above. Since the teacher program is typically offered in 6-7 hour sessions, it is possible that you and your co-leader can both submit portions of the same training day for review, but each leader should submit a separate edited DVD from that day. See below for tips on editing your session.

Editing a DVD for Review

Leaders submitting a DVD for the teacher program will need to edit their DVDs to provide the reviewer with examples of all the different aspects of the day. Please do not send a 6 hour tape, or send two consecutive hours out of your 6-hour day. We would like to see two hours of edited tape. These two hours should include (times are approximate) 15-20 minutes homework review, 15 minutes introducing new topic of the session through discussion and a benefits/barriers brainstorm, 30-40 minutes of vignettes, with several large group role plays interspersed between the vignettes, 10 minutes of setting up a small group role play and then processing afterwards (you do not need to send footage of the actual small group as we usually can't hear well enough to evaluate them), 10 minutes of setting up behavior plans for teachers and then processing afterwards, 10 minutes of reviewing concepts from the day and assigning the classroom homework assignments.

Number of Sessions

To qualify for accreditation, 5 full days must be offered (covering workshop days 1-5). It is highly recommended that the 6th day on social-emotional development is also offered. The sessions can be offered as full day trainings (spaced 3-4 weeks apart) or as

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half days (the total workshop time must still be completed). It is not recommended that the 6 days be offered sequentially in one week because the practice assignments between workshops are a valuable part of the experiential learning process.

Number of Teachers in Group
To qualify towards certification, teacher workshops must not have fewer than 10 participants.

Number of Vignettes Shown in a Session
For each day-long session, there are 30-60 vignettes to choose from. Core vignettes are indicated on the protocol and it is highly recommended that leaders show these vignettes. In general leaders are expected to show 20-30 vignettes in a full day session. The protocol indicates vignettes that are more appropriate for preschool versus grade school classrooms. In addition, there are vignettes from several special education class-rooms. When choosing vignettes for the session, the leader should begin with the core vignettes and then make selections for additional vignettes based on the age and spe-cial needs of the children in the classrooms. The person reviewing the DVD takes into consideration the specific vignettes shown, the number of role-plays conducted and quality of discussion when reviewing a DVD. It is important to have a good balance of all these components but 2/3 of the session should emphasize modeling (either video or live) and practice of skills compared with cognitive discussion approaches.

How can I use a certified Incredible Years coach or mentor to assist me in achieving certification as a group leader?
If your agency has a certified IY coach or mentor, it will be ideal to start leading a group with this person because their prior experience with the program will be helpful to you. They can assist you by reviewing DVD sessions with you and giving you feedback. You will want to meet in advance of sessions to prepare for the session and decide who is responsible for which aspects of the leadership. For example, which vignettes you will lead and who will identify principles or give out rewards.

What do I need to send in along with my group DVD for review?
When you send in a DVD for review, please send in the application form, a brief letter summarizing the session or lesson topic covered, the nature of the population addressed (prevention vs. treatment) and your own self-evaluation completed on the Group Leader Process Checklist and Peer and Self-Evaluation forms. Please also indicate which leader on the DVD is you–hair color, what you're wearing. Please write your name and the session number on your DVD.

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Enhancing your DVD submission

Although not required, it is very helpful to the reviewer for the group leader to submit notes about the session. For example, the leader might provide some background information on the participants in the group and explain how this informed his/her choices of which vignettes to show or how to structure/choose activities. In addition, it is helpful for leaders to provide some narrative of his/her thoughts about the session. If leaders share ideas for what could be improved or changed, this shows an understanding of the group process that will be taken into account when the reviewer watches the video. Also, you may indicate sections of the DVD that you have questions about or any particulars you would like feedback on.

Once your DVD has been passed off, you may then submit your application with the remaining materials:

- background questionnaire
- letter of intent
- letters of recommendation (2, professional)
- weekly and final evaluations by participants (2 sets)
- session protocols/workshop checklists (2 sets)
- 2 self-evaluations
- 2 peer-evaluations

Please Ask!

This process can be complicated and there are many steps. When in doubt, please call or e-mail us prior to sending in your DVD or materials. A well-prepared DVD will get you to your certification goal much faster!

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Incredible partnerships: parents and teachers working together to enhance outcomes for children through a multi-modal evidence based programme

Carolyn Webster-Stratton and Tracey Bywater

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Abstract

Purpose – The purpose of this paper is to explore the utility of an evidence-based suite of programmes, The Incredible Years (IY), to enhance outcomes for children using a parent-teacher partnership model.

Design/methodology/approach – A review of the broad evidence base for the IY parent, teacher and child programmes, uniquely focusing on the inter-relationships between home and school contexts.

Findings – Evidence suggests that it is beneficial to parents, teachers and children to deliver IY programmes applying a multi-modal approach.

Originality/value – This paper, read in conjunction with other contributions in this volume, demonstrates the growing viability of partnership strategies that support children, their families and teachers to enhance school readiness, and promote positive child outcomes.

Keywords Child behaviour, Home learning environment, Incredible Years programmes, Parent-teacher partnership, School readiness, Social-emotional wellbeing

Paper type General review

Introduction

This paper introduces the initial importance of the home learning environment for promoting children's readiness to learn prior to attending school. When children enter nursery, and then primary school, supportive parent-teacher partnerships become important as they can impact on children's social and emotional development and wellbeing, academic readiness, learning and academic outcomes. These partnerships optimally begin in the pre-school years and continue in primary schools. Parents play a major role in developing children's school readiness (Lau *et al.*, 2011), and in forming children's good relationships with peers and teachers (Howes *et al.*, 2008). These relationships help children to settle into school, reduce conduct problems and lead to good academic attainment (Fantuzzo and McWayne, 2002).

The Incredible Years (IY) programmes are outlined and evidence is presented demonstrating how parents and teachers can work in partnership to enhance or improve child outcomes through delivery of the programmes in a multi-modal format. The main emphasis of the paper is on children in toddlerhood through to primary age, and the associated, age-appropriate, IY programmes.

Home learning environment

There is convincing evidence that children's early home experiences contribute to school readiness and school achievement, especially in language development (Sylva *et al.*, 2010). Children who grow up in homes with a nurturing, language-rich environment and positive parent[1]-child interactions show more school readiness with regards to social competence, emotional literacy, conflict management skills, language development, as well as later reading success and school attainment scores (Sylva *et al.*, 2008, 2010). Once children start nursery or primary school, positive parent-teacher relationships that support parental involvement in children's academic and social-emotional learning have further effects in promoting children's school engagement and academic achievement (Stormont *et al.*, 2013; Herman and Reinke, 2014).

In the UK the longitudinal Effective Provision of Pre-School Education (EPPE) project (Sylva *et al.*, 2008) demonstrated the importance of the home learning environment. A quality home learning environment, where parents are actively engaged in activities with children, promoted child intellectual and social development. Although parents' social class and levels of education were related to child outcomes, the quality of the home learning environment was found to be more important. One of the project's conclusions was that "what parents do (with their children) is more important than who they are".

Conversely, a stressful or non-nurturing home environment puts a child at risk for poor outcomes such as delayed language and academic readiness, delayed social development, conduct disorder (CD) and other unwanted behaviour such as school drop-out and drug abuse (Jaffee and Maikovich-Fong, 2011). Other family risk factors include poor parental supervision, inconsistent, neglectful or harsh discipline and a failure to set clear expectations for children's behaviour, poor parental mental health, parental conflict, social isolation, lack of support and family disruption (Farrington and Welsh, 2007).

Protective factors attenuate children's exposure to risk and include not only a strong bond of affection with a parent, but also their growing sense of feeling valued in school and the wider community (Farrington *et al.*, 2012). Reviews have concluded that association with parents, teachers and other adults who model healthy, pro-social standards of behaviour is protective (Anderson *et al.*, 2005).

Academic readiness

The quality of the home learning environment has the biggest impact on cognitive development, and has three times the impact on literacy than quality of pre-school attended (Sylva *et al.*, 2008). Although the EPPE project found that the home learning environment was more important than the social class of parents to promote positive child outcomes, there are distinct differences between high- and low-income families' language use in the home, which impact on child literacy. Ferguson (2005) found that parents with low income encourage their children less, adopt harsher parenting styles and are less engaged with their child's schoolwork. Similarly, Hart and Risley's (1992) study found parents with lower income said fewer different words in their cumulative monthly vocabularies to their children at age three years compared to the most economically advantaged families (500 vs 1,100), with higher income children hearing approximately three times the number of words per hour than their less advantaged counterparts, equating to a three vs 11 million words per year. The type of words and quality of interactions used in each income level showed startling differences with low-income children hearing a ratio of 5:11 positive to negative words and high-income children hearing 32:5.

More recently a US study by Fernald *et al*. (2013) demonstrated similar results showing by age three years low income children have heard 30 million fewer words than higher income children. If this language exposure gap continues through pre-school, by age five years children from lower income families are already two years behind their peers in vocabulary and school readiness skills. Since early vocabulary is connected to later success in reading comprehension, this language gap presents a barrier to these children's future academic learning achievement.

School influences

Outside of the home environment other factors such as geographical location and community factors, such as levels of disadvantage, can impact on child wellbeing. However, schools can

positively influence wellbeing through their ethos, organisation, teaching and disciplinary practices and pastoral care, thereby encouraging motivation to learn (Farrington and Welsh, 2007). Underachievement emerging during junior school is an important factor for negative life outcomes, with children who perform poorly more likely to truant, and be at risk of negative outcomes such as unemployment (Anderson *et al.*, 2005). Furthermore, language and reading delays contribute to the development of friendship problems, academic failure, school drop-out and conduct problems (Bennett *et al.*, 2003). Conversely conduct problems can contribute to poor academic readiness and a multitude of other negative outcomes as outlined below.

Conduct problems

The combination of the home and wider context that a child grows up in contributes to a child's mental health and behaviour. Negative experiences may result in a child displaying problematic behaviour. Conduct problems are the most common reason for referral for psychological and psychiatric treatment in childhood, and if left unchecked up to 40 per cent of children with early behavioural difficulties will develop CD (Coid, 2003). The prevalence of CD is reported to be 10 per cent in the USA and UK general population (Burke *et al.*, 2002; National Institute for Health and Clinical Excellence (NICE), Social Care Institute for Excellence, 2006).

Conduct problems include defiant, disruptive and aggressive antisocial behaviour, and if severe and persistent, a diagnosis of "early onset" (under ten years) CD may be given (based on ICD-10 or DSM-V criteria). Environmental, family, school and child risk factors contribute to the development of early onset CD, with higher rates found in disadvantaged areas (20 per cent) (Attride-Stirling *et al.*, 2000), among "looked-after" children (37 per cent) (Tapsfield and Collier, 2005), and in boys (2:1 boy to girl ratio) (Green *et al.*, 2004). Early onset conduct problems can lead to negative life outcomes including lack of academic success, criminal behaviour and psychiatric disorders, with increased costs to the education, health, social and criminal justice services (Bywater, 2012).

A recent Cochrane review (Furlong *et al.*, 2012) demonstrated that parenting programmes for three- to 12-year olds at risk of developing CD can promote positive parenting skills, reduce parental depression and stress and enhance child social and emotional wellbeing. Enhancing social and emotional wellbeing enables children to be more self-aware, to problem solve, to recognise their feelings, to be able to calm down more easily, to cooperate with peers and adult directions and therefore be more "ready" and able to learn at school (Webster-Stratton and Reid, 2004). Preventing and treating conduct problems in young children is a matter of public health importance and should begin as early as possible in the home learning environment, followed by home and education settings working in partnerships (Bywater, 2012).

Although parenting programmes are implemented nationally in the UK, it is sometimes difficult for parents to identify where to access this local support. A report by the Centre for Mental Health found parents frequently request advice from their child's teacher about managing their child's behaviour. However, the survey found that UK schools lack information around referral routes to support parents (Khan, 2014). Schools can be important pathway or "referral" routes for families to get additional parenting support delivered locally, or even to parent programmes delivered within the school. It is important that parents who need them receive evidence-based programmes as early as possible, although unfortunately there can be misunderstandings around what constitutes rigorous "evidence".

Recent moves in the UK, for instance the formation of the Early Intervention Foundation (EIF) (www.eif.org.uk/), the Education Endowment Foundation (http://educationendowmentfoundation.org.uk/) and the UK Implementation Network (www.uk-in.org.uk/) seek to promote high-quality implementation of evidence-based programmes, which generally have defined logic models, structured training models and quality materials to enable faithful delivery and replicability of outcomes across contexts. The EIF recently published a rapid review (Axford *et al.*, 2015) of the evidence of several parent programmes across a variety of outcomes, rated on standards of evidence (results forthcoming), which should make it easier for commissioners to establish which programme is most effective for their local needs.

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Appropriate interventions with proven logic models and robust evidence to reduce child risk factors and enhance protective factors are needed. One such intervention is the suite of IY® programmes for parents, teachers and children, as presented in the logic model (Figure 1), building blocks diagram (Figure 2) and detailed in the following sections.

The logic model indicates "school readiness" and "parent/home – teacher/school partnerships" as short-term outcomes with "academic attainment" as a distal outcome. IY has theoretical underpinnings from social learning theory, and the programmes incorporate identified effective components for behaviour change (NICE, Social Care Institute for Excellence, 2006; Hutchings *et al.*, 2004), including a collaborative model of participant engagement, behaviour modelling and practice (making full use of rewards and praise), with the emphasis on building positive relationships.

Incredible Years®

The core parent programmes

The IY BASIC (core) parent training consists of four different currciulum designed to fit the developmental stage of the child: Baby programme (one to nine months), Toddler Programme (one to three years), Pre-school programme (three to five years) and School-Age programme (six to 12 years) (see bottom row of Figure 2). Each of these programmes emphasises developmentally appropriate parenting skills and include age-appropriate video examples of culturally diverse families and children with varying temperaments and developmental issues. The programmes run from ten to 22 weeks, for two hours per week depending on the specific programme selected and the risk level of the population. For example, recommended programme delivery length is longer for higher risk and child welfare referred families as well as for parents whose children have conduct problems, Attention Deficit Disorder (ADHD) and/or developmental delays.

For each IY parent programme, trained IY group facilitators show short one to three minute selected DVD vignettes of modelled parenting skills to groups of ten to 12 parents. The vignettes

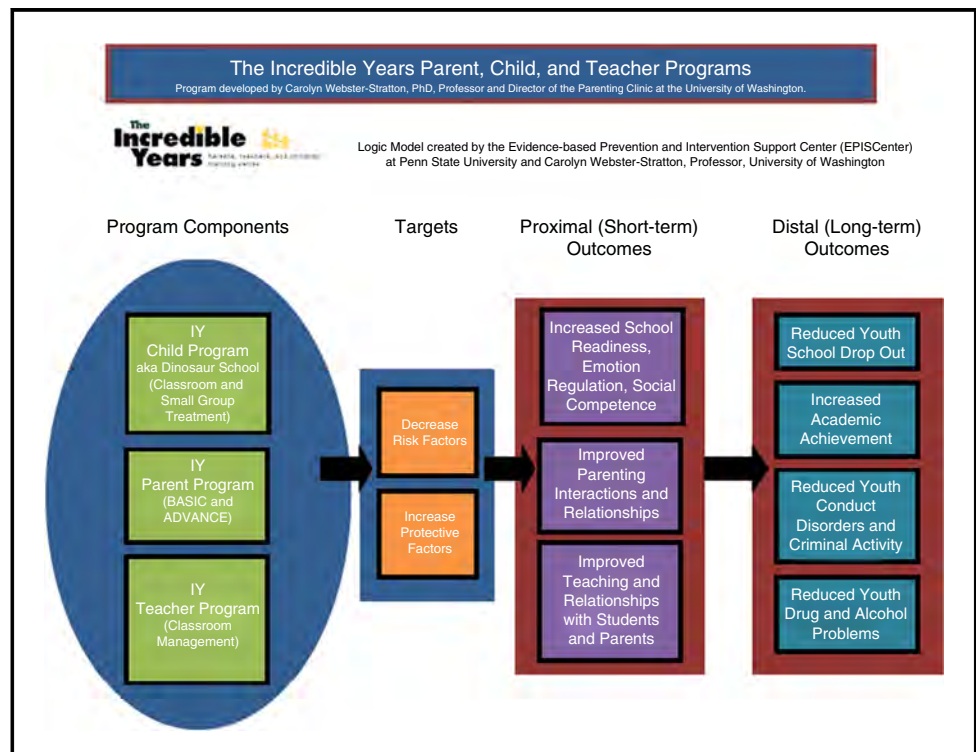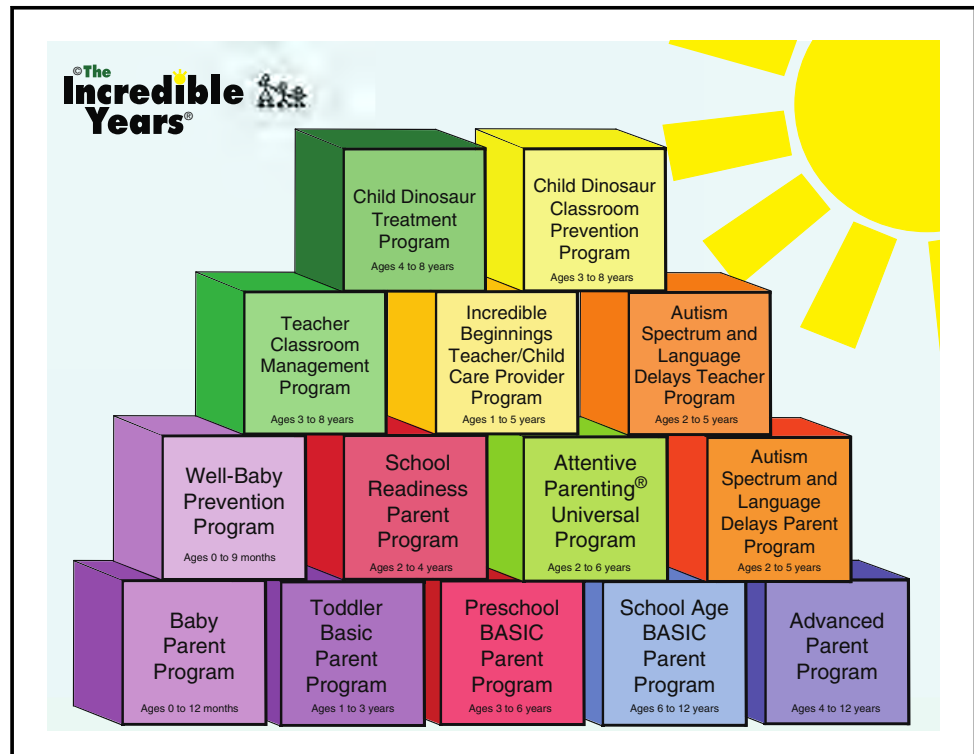**Figure 1** Incredible Years® logic model

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Figure 2 The suite of Incredible Years® programmes

demonstrate child development and parenting principles, and serve as the stimulus for focused discussions, self-reflection, problem solving, practice exercises and collaborative learning. The programmes are designed to help parents understand typical child developmental milestones, child safety-proofing and adequate monitoring, as well as age-appropriate child management skills.

All four parent programmes focus on ways to strengthen parent-child relationships and attachment and encourage children's language, social and emotional development and self-regulation skills. The Pre-school and School-Age programmes additionally focus on ways parents can collaborate and problem solve with child care providers and teachers regarding their children's academic goals and behaviour plans. Parent home activities include ways to promote children's reading skills, set up predictable, daily homework routines, persist with learning despite academic discouragement, motivate children with tangible reward systems, help children problem solve and show active interest in their children's learning at home and at school. See Table I for component content for the Toddler, Pre-school and School-Age parent programmes which, after the programme descriptions, will form the main focus of this paper along with the child Dinosaur training programmes (second row form the top of Figure 2), and the Teacher programme (top row of Figure 2).

Incredible Years® adjuncts to parent programmes

Supplemental or adjunct parenting programmes can be used in combination with the core IY BASIC programmes. The ADVANCE parenting programme, offered after completion of the BASIC Pre-school or School-Age programmes, was designed for selective high risk and indicated populations and focuses on parents' interpersonal risk factors such as anger and depression management, effective communication, ways to give and get support, problem solving between adults and ways to teach children problem-solving skills. A second optional adjunct training to the Pre-school programme is the School Readiness Programme for children ages three to four years designed to help parents support their children's preliteracy and interactive reading readiness skills. A third optional adjunct for the Toddler, Pre-school and early School-Age programmes is the

Table I	IY summary of content					
Content components for IY BASIC parent programmes (Toddler, Pre-school, School-age), the Teacher Classroom Management Programme (TCM) and the Child Dinosaur Programme (Dino)		Toddler	Pre-school	School-age	TCM	Dino
Promoting language development and academic readiness		X	X			
Child-directed play, positive attention, special time – positive relationships		X	X	X		
Building parent support networks		X	X	X		
Social and emotional coaching		X	X	X		
Promoting reading skills and school involvement		X	X	X		
Art of praise and encouragement		X	X	X		
Spontaneous and planned incentives		X	X	X		
Rules and predictable routines		X	X	X		
Responsibilities and monitoring			X	X		
Teaching children and parents self-regulation and calm down skills			X	X		
Teaching children and parents problem solving			X	X		
Parents partnering with teachers			X	X		
Academic and persistence coaching			X	X		
Teachers' classroom management skills, proactive teaching, effective discipline					X	
Academic, persistence, social and emotional coaching with students					X	
Strengthening teacher-student bond					X	
Teaching social skills, anger management and problem-solving skills in class					X	
Home-school collaboration, individual behaviour planning					X	
Building teachers' support networks					X	
Learning about school rules						X
Understanding and detecting feelings						X
How to problem solve						X
Anger control						X
How to be friendly – including teamwork at home and school						X
How to talk with friends – positive peer interaction						X
How to do your best in School – concentrating and good classroom skills						X

Note: X, signifies which programme includes this content

Attentive Parenting Programme for children ages two to six years. This universal group prevention programme is designed to teach all parents social, emotional and persistence coaching, reading skills and how to promote their children's self-regulation and problem-solving skills.

Incredible Years® Teacher Classroom Management (IY-TCM) programme

IY-TCM training programme is a six-day group-based programme delivered monthly by accredited group leaders in small workshops to 14-16 primary school teachers. Like the parent programme the training approach is based on teachers' collaborative, interactive learning, role play practices and shared problem-solving discussions of DVD vignettes of teaching skills. For example, teachers are encouraged to involve parents in developing a home and school incentive programme to help a child achieve a targeted goal. Or, teachers practice setting up a behaviour plan and problem solving with a difficult or resistive parent. Every workshop includes information and discussions about the importance of teachers promoting parent involvement in their child's social, emotional and academic learning. Teachers' assignments between workshops include building a positive connection with a challenging child or parent, practising coaching methods, developing a behaviour plan in partnership with parents and forming positive collaborative parent-teacher-child relationships and a consistent discipline heirarchy, and forming positive relationships with parents. Teachers are given parent home communication letters at every workshop that can be tailored and delivered to parents. The letters include home tips on how parents can support their child's learning in the classroom. Every workshop includes information and discussions about how teachers can continue to promote parent involvement in their child's social, emotional and academic learning.

See Table I for component content for this programme and the teachers' course book *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence* (Webster-Stratton, 2012a).

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Incredible Years® child programmes (Dinosaur curricula)

There are two versions of the IY child programme. In the universal prevention classroom version, teachers deliver 60+ social-emotional lessons and small group activities twice a week, with separate lesson plans and curricula for three different developmental age levels (four to five, six to seven and seven to eight years) teacher curriculum includes 20-30 minute circle time lessons, followed by small group practice activities and promotion of the skills throughout the day. The programme includes letters for teachers to send home which provide suggested activities parents can do with their children to reinforce dinosasur classroom learning and promote parent involvement.

The second version of the programme is a small group therapeutic treatment group where accredited IY group leaders work with groups of four to six children in two-hour weekly sessions. The therapeutic version can be delivered as a pull-out programme during the school day for children who require additional support around behaviour or wellbeing. Programme content is delivered using a series of DVD selected vignettes that teach children feelings literacy, social skills, emotional self-regulation skills, importance of following school rules and problem solving. Large puppets are used to bring the material to life and children are actively engaged in the material through role play, games, play and practice activities. Organised to dovetail with the content of the parent training programme, the programme consists of seven main components (see Table I; Webster-Stratton and Reid, 2003, 2004). This programme also includes letters to parents outlining goals for session topics and ways to reinforce this learning at home. Additionally, group leaders call parents weekly to support their efforts in reading and supporting their children's school learning at home as well as calling and/or meeting with teachers monthly to co-ordinate goals and behaviour plans for the child.

Table I highlights IY component content in three parent programmes from toddlerhood in to primary school age, the teacher programme and the child programme – both delivered in primary school. Several objectives, or goals, are included under each of these content areas (for detailed objectives please see www.incredibleyears.com).

Content has been summarised in this simple table to facilitate the readers' understanding of the cross-fertilisation between programme components to enable generalisation of child skills and learning across contexts and the importance of parent-teacher partnerships in this multi-modal system.

The IY programmes can be applied using a systematic approach to building parent-teacher partnerships and can be embedded holistically within schools to enhance child wellbeing, motivation to learn and reduce disruptive conduct problems. Table I highlights that the Toddler parent programme builds strong school readiness indicators such as language development, while the toddler and the pre-school and school-age all include promoting reading skills and school involvement, social-emotional coaching, rules and routines, positive interactions and use of praise. The pre-school and school-age addd- itionally include content around parent-teacher engagement and self-regulation and problem solving. The TCM and Dina programmes reflect the parent programme content with a continued strong emphasis on partnership working to include teacher-child, child-child, parent-child, teacher-parent and teacher-child-parent.

The logic model (Figure 1) and the content table (Table I) strongly suggest that a multi-modal approach may yield stronger effects, i.e. better behavioural, social emotional and academic (particularly language) outcomes in the short and long-term for children, by building on an early improved home learning environment and early parent relationships with teachers.

The aim of this paper is to explore whether the programmes are effective in enhancing school readiness at home, parent-teacher partnerships and school practices to enhance child learning outcomes.

We will now present the evidence for the IY parent programme as a standalone programme and when delivered in combination with either, or both, the IY teacher and child programmes. The parent and child evidence is presented for both selective populations (high risk), indicated populations (children with symptoms) and treatment populations (children with DSM diagnoses).

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Evidence supporting the Incredible Years® parent programmes

Numerous studies have shown that IY parent programmes, delivered as standalone programmes, result in improvements in parents' positive relationships and coaching language with children, and parent-school involvement, as well as children's social and emotional literacy, problem-solving skills, behaviour problems and academic readiness.

Treatment populations

The efficacy of the IY BASIC parent treatment programme for children (ages two to eight years) diagnosed with Oppositional Defiance Disorder (ODD) or CD has been demonstrated in eight randomised control group trials (RCTs) by the programme developer plus numerous effectiveness trials by independent investigators. The results were consistent for Toddler, Pre-school and School-Age versions of the programmes (IY publications are available at http://incredibleyears.com/research-library/ and an IY book of 30 years research synthesis (Webster-Stratton, 2011) is accessible at http://incredibleyears.com/books/iy-training-series-book/. Combining the ADVANCE programme with the BASIC programme results in greater improvements in terms of children's pro-social solution generation in comparison to the BASIC only (Webster-Stratton, 1994).

A recent meta-analytic review (Menting *et al.*, 2013) examined 50 studies where the IY parent programme intervention was compared with control or a comparison group. This review included studies from various locations including the USA, UK and Norway. Results were presented for treatment populations as well as indicated and selective prevention populations and the programme was effective in improving child disruptive and pro-social behaviour in a diverse range of families, especially for children with the most severe problems; the programme was also considered "well-established". These findings are important as children with ODD or CD generally have poor academic outcomes; reducing these difficulties may enable children to be more ready to learn.

Two recent long-term follow-up studies from the USA and the UK evaluated families whose children were diagnosed with conduct problems and had received treatment with the IY parent pogramme eight- to 12-years earlier. The US study indicated that 75 per cent of the teenagers were typically adjusted with minimal behavioural and emotional problems (Webster-Stratton *et al.*, 2010). The UK study, conducted by an independent investigator, reported that parents in the IY BASIC parent condition expressed greater emotional warmth and supervised or monitored their adolescents more closely than parents in the control condition that had received individualised "typical" psychotherapy offered at that time. Moreover, their children's reading ability was substantially improved in a standardised assessment, suggesting that an improved home learning environment and more positive parent-child relationships had resulted in increased academic outcomes in relation to reading (Scott *et al.*, 2014a). This is one of the first studies to evaluate long-term academic outcomes as follow-up studies to date have mostly focused on social, emotional and behavioural outcomes.

This section suggests that the parent programmes, delivered as a standalone programme, improve the home learning environment by enhancing parenting skills, child behaviour and emotional regulation, which in turn leads to increased academic outcomes (reading skills) in treatment populations.

Selective and indicated prevention populations

Additionally, four RCTs conducted by the developer used the prevention version of the BASIC programme with multiethnic, socio-economically disadvantaged families delivered in schools (Reid *et al.*, 2001; Webster-Stratton, 1998; Webster-Stratton *et al.*, 2001). Results showed that children whose mothers received the BASIC programme showed fewer externalising problems, better emotion regulation and stronger parent-child bonding than control children. Intervention mothers showed more supportive and less coercive parenting than mothers in the control condition (Reid *et al.*, 2007). As part of the programme parents are encouraged to talk to the teacher to promote early relationship buidling around the child, delivering the programmes in school facilitates this process at the earliest opportunity.

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At least six RCTs by independent investigators with high risk prevention populations have found that the BASIC parenting programme increases parents' use of positive and responsive attention with their children (praise, coaching, descriptive commenting) and positive discipline strategies, and reduces harsh, critical and coercive discipline strategies (see review by Webster-Stratton and Reid, 2010). The social learning, modelling and self-efficacy theories (Bandura, 1986) that underpin the IY programmes suggest that children who receive positive attention by role models such as parents and teachers, display more positive child behaviour and a motivation to learn.

In addition the BASIC programme has been found to improve child reading outcomes. Recently the BASIC parent programme with and without the SPOKES literacy supplemental programme was compared to a control condition (Scott *et al.*, 2014b). Significantly improved outcomes with BASIC alone programme compared with the combined programme and control conditions in terms of reading literacy at one-year and two-year follow-up assessments were reported. This evidence, combined with evidence of reading improvements in a treatment popluation outlined in the previous section strongly implies that the IY content components including language, academic coaching and reading skills, combined with behaviour change principles based on social learning theory are effective.

The programme is transportable and effective with diverse populations and cultures, including Latino, Asian, African-American, Native American and Caucasian background in the USA (Reid *et al.*, 2001), and in England, Ireland, Wales, Norway, Sweden, Holland, New Zealand (including the Maori population), Portugal and Russia (e.g. Azevedo *et al.*, 2013; Bywater *et al.*, 2009; Gardner *et al.*, 2006, 2015; Hutchings *et al.*, 2007; Larsson *et al.*, 2009; Little *et al.*, 2013; McGilloway *et al.*, 2012; Raaijmakers *et al.*, 2008; Scott *et al.*, 2001, 2010; see also Knerr *et al.*, 2013).

In addition to being effective, there is a growing complementary body of qualitative evidence exploring parents'/carers' perceptions of IY parent programme acceptability (McGilloway *et al.*, 2012; Furlong and McGilloway, 2014; Bywater *et al.*, 2010; Hutchings and Bywater, 2013; Oriana Linares *et al.*, 2006). The IY BASIC programme is also cost-effective, or good value for money (Edwards *et al.*, 2007; O'Neill *et al.*, 2011).

A limitation of delivering standalone parenting programmes is that child behavioural or social improvements in the home may not transfer to school settings (Durlak *et al.*, 2011). Schools are excellent settings for the delivery of parent programmes as they can enhance parent-teacher partnership working and break down perceived barriers. Schools are increasingly dealing with significant numbers of children with behavioural and self-regulatory difficulties, particularly in disadvantaged areas where levels of CD reach 20 per cent (Attride-Stirling *et al.*, 2000). These difficulties make it hard for the individual and for children around them in class to concentrate.

A multi-modal delivery model may therefore be more appropriate, for example adding the child and teacher programmes to the parent programme to improve child behaviour in school, and increase positive TCM and parent-teacher partnerships (Webster-Stratton and Hammond, 1997; Webster-Stratton *et al.*, 2004). The following two sections explore in more detail the evidence of this approach.

Evidence supporting IY-TCM programme as an adjunct to IY parent programmes

The IY-TCM programme has been evaluated by the developer in one treatment (Webster-Stratton *et al.*, 2004), and two selective prevention RCTs (Webster-Stratton *et al.*, 2001, 2008), plus five RCTs by independent investigators (Webster-Stratton, 2012b). Research findings have shown that teachers who participated in the IY-TCM training used more proactive classroom management strategies, praised their students more, used fewer coercive or critical discipline strategies and placed more focus on helping students to problem solve and made more efforts to involve parents in their child's school learning – these are all core IY content components (see Table I). Intervention classrooms were rated as having a more positive classroom atmosphere, increases in child social competence and school readiness skills, and lower levels of aggressive behaviour, thus demonstrating impact as a standalone programme.

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However, one study where indicated children were randomly assigned to receive the combined IY-TCM with IY-Dina, plus the BASIC parent programme or only the IY-TCM, indicated that the combined intervention group showed more, supportive and less coercive parenting and teachers reported that parents were more involved in their child's school learning and communicated more with them than mothers in the classroom only and control conditions (Reid et al., 2007). The teacher classroom involvement measure asked teachers to rate parents' comfort in the classroom environment, how much parents valued education, how much time they spent in the classroom or with homework and how comfortable the teachers feel with parents. These results suggest that parent training brings about improved partnerships between parents and teachers which did not occur in the classroom only intervention condition. Research has suggested that parent-school bonding in the early grades is an important predictor of later academic success (Hawkins et al., 1998). Scott's recent studies support this hypothesis (Scott et al., 2014a); again these promising results suggest improved academic outcomes with parent-teacher partnerships.

A recent US study with primary grade teachers has evaluated the benefits of the IY-TCM programme for targeting teacher awareness of the importance of enhancing parent involvement in their children's education (Reinke et al., 2014b) and for improving student academic competence (Reinke et al., 2014a). Preliminary results suggest that improving teacher-parent bonding and parent involvement holds promise for improving child performance at school. In this group randomised clinical trial with 105 teachers and 1,818 students, Herman and Reinke (2014) found that IY-TCM led to significant improvements in parent educational involvement according to teacher reports. Specifically, IY-TCM classroom parents were more likely to transition to adaptive teacher-rated parenting profiles after the intervention compared to control classroom parents. Moreover, patterns of parent involvement were strongly related to student academic and behaviour outcomes.

This section highlights the positive effects of IY-TCM on children's learning outcomes, parent-teacher partnership and continued attention to enhancing children's social emotional and behavioural competencies through applying praise and acknowledgement of achievements. It shows that combining the IY-TCM and BASIC/child training programmes leads to increased improved classroom behaviour and more involvement of parents in their child's education. In addition IY-TCM has qualitative evidence of acceptability from Ireland (Hyland et al., 2014), and is cost-effective (O'Neill et al., 2011). Furthermore Foster et al.'s (2007) study indicates that combined programme delivery is cost-effective.

Evidence supporting the IY child programmes as an adjunct to IY parent programmes

Treatment populations

Three RCTs have evaluated the effectiveness of combining the IY small group child-training (Dinosaur Curricula) programme to parent training for reducing conduct problems and promoting social and emotional competence in children diagnosed with ODD/CD (Webster-Stratton and Hammond, 1997; Webster-Stratton et al., 2004). Results indicated that the combined child and parent training condition produced the most sustained improvements in child behaviour at the one-year follow-up. For this reason the child training programme was combined with the parent training programme in a recent study for children diagnosed with ADHD. Results replicated the earlier ODD studies (Webster-Stratton et al., 2011, 2013).

Selective and indicated prevention populations

One RCT in the USA has evaluated the classroom prevention version of the child programme with families enroled in Head Start (a Pre-school programme for socio-economically disadvantaged children) and primary grade classrooms in schools addressing economically disadvantaged populations. Intervention teachers offered the curriculum in biweekly classroom sessions thoughout the school year. Results from multi-level models of reports and observations of 153 teachers and 1,768 students indicated that teachers used more positive management strategies and their students showed significant improvements in school readiness skills, emotional self-regulation and social skills and reductions in behaviour problems in the classroom. Intervention teachers showed more positive involvement with parents than control teachers, and satisfaction with the programme was high (Webster-Stratton et al., 2008).

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The study by Reid *et al.* (2007), outlined in the IY-TCM section above, indicates the added value of combining the IY-Dina in the classroom with the IY parent programme in schools.

The previous two sections highlight the added benefit of offering IY programmes in school settings for enhancing parent-teacher partnerships and for improving children's behaviours and academic learning across parent-teacher settings. It is important to recognise the benefits of parent-teacher partnerships not only for enhancing children's academic outcomes but also for providing a mutually supportive infrastructure.

Conclusions

IY has a clear logic model (Figure 1), effective core components to promote behaviour change, such as behaviour modelling and use of praise and rewards, and role play/practice, in addition to detailed programme content components with several specific objectives (Table I).

This paper has presented evidence demonstrating that IY programmes promote child learning at home, and in school, particularly through parent-teacher partnership working. The parent programmes support parents to interact positively with their children, which promotes better child behaviour and social and emotional wellbeing – which are pre-requisites for being a good learner. The school-based programmes promote positive peer, parent and teacher relationships and also impact on child behaviour, wellbeing and academic performance. It is vital that evidence-based parent and school-based programmes use similar strategies and techniques and shared goals or objectives to ensure that a child has a consistent approach to enhancing positive behaviour, wellbeing and learning. The evidence presented in this review suggests that IY is such a programme. The programmes help parents and teachers work together to achieve common goals and, as a multi-modal approach, can tackle multiple problems in children's lives and acknowledge the increasingly varied influences on their life trajectories (Utting, 2003).

Association with parents, teachers and other adults who model healthy, pro-social standards of behaviour is protective against school failure (Anderson *et al.*, 2005). There is a growing shared responsibility for the prevention of CD and enhancement of children's social emotional and academic competence, suggesting that evidence-based training should be considered as an inclusion in initial training for professionals who are in regular contact with families and children, including nursery workers and school staff.

Implications for policy and practice

- The home environment, particularly parenting practices, and parent partnerships with teachers, impact on children's social, emotional and language development, and academic readiness or achievement.

- The school context offers a unique opportunity to apply a multi-modal approach to increase parent-teacher partnerships, reduce behaviour problems, increase social and emotional competence and bring out academic success.

- IY parent, child and teacher programmes:
    - share common content and objectives, with partnership working as a main aim;
    - can be delivered as a multi-modal intervention;
    - are effective in enhancing child social and emotional wellbeing and school readiness;
    - reduce conduct problems and internalising problems;
    - are transportable to different countries, cultures and contexts; and
    - are acceptable to those participating in or delivering a programme.

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Note

1. Defined here as anyone with the responsibility for caring for a child in a parenting role.

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Further reading

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The Incredible Years® Series: A Developmental Approach

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The Incredible Years® Series: A Developmental Approach

Introduction

Rates of clinically significant behavioral and emotional problems are as high as 6-15% in 3-12 year old children (Egger & Angold, 2006; Sawyer, 2000). These numbers are even higher for children from economically-disadvantaged families (Webster-Stratton & Hammond, 1998). Young children with early-onset behavioral and emotional difficulties are at increased risk of developing severe adjustment difficulties, conduct disorders, school drop out, violence and substance abuse in adolescence and adulthood (Costello, Foley, & Angold, 2006; Egger & Angold, 2006). However, the good news is that research has consistently indicated that early intervention with evidence-based parent, teacher, and child programs can prevent and reduce the development of conduct problems, strengthen social and emotional competence and school readiness and, in turn, prevent later development of secondary risk factors such as school underachievement and deviant peer groups (Kazdin & Weisz, 2010; Snyder, 2001).

Multiple risk factors contribute to young children's behavioral and emotional problems including ineffective parenting (e.g., harsh discipline, low parent involvement in school, neglect and low monitoring)(Jaffee, Caspi, Moffitt, & Taylor, 2004); family risk factors (e.g., marital conflict, parental drug abuse, mental illness, and criminal behavior) (Knutson, DeGarmo, Koeppl, & Reid, 2005); child biological and developmental risk factors (e.g., attention deficit hyperactivity disorders (ADHD), learning disabilities, and language delays); school risk factors (e.g., poor classroom management, high levels of classroom aggression, large class sizes, and poor school-home communication); and peer and community risk factors (e.g., poverty and gangs) (Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000). Effective interventions for preventing and reducing behavior problems ideally target multiple risk factors and are best offered as early as possible.

Need for Early Intervention

Extensive research over the past thirty years has consistently demonstrated the links between child, family, and school risk factors and the subsequent development of antisocial behaviors. Several prominent researchers (e.g., (Dishion & Piehler, 2007; Dodge, 1993; Moffitt, 1993; G. Patterson, Reid, & Dishion, 1992; G. R. Patterson & Fisher, 2002) have helped coalesce this literature into strongly supported theories about the development of antisocial behaviors which in combination with developmental theory have had some obvious implications for interventions. First, early intervention timed to key child developmental periods is critical. Treatment-outcome studies suggest that interventions for conduct disorders (CD) are of limited effect when offered in adolescence, after delinquent and aggressive behaviors are entrenched, and secondary risk factors such as academic failure, school absence, substance abuse and the formation of deviant peer groups have developed (Dishion & Piehler, 2007; Offord & Bennet, 1994). Second, effective interventions need to target multiple risk factors across various settings. The increased treatment resistance in older CD probands results in part from delinquent behaviors becoming embedded in a broader array of reinforcement systems, including those at the family, school, peer group, neighborhood, and community levels (Lynam et al., 2000). Thirdly, significant advances in brain development research and in the conceptualization and practice of prevention science in mental health emphasize that interventions must start early, target multiple risk- and protective factors and be tied to theoretical and life-course models. Moreover, in a recent Cochrane review by Furlong and colleagues (Furlong et al.,

2010) showed that group-based parenting programs improve child behavior problems (whether measured independently or by parents) not only because they strengthen parenting skills but because they also improve parental mental health due to the support provided by the group. This suggests the added value of programs that reduce participant isolation and stigmatization and increase their support networks.

For these reasons, the Incredible Years® (IY) Series, a set of interlocking and comprehensive group training programs was designed to prevent and treat behavior problems when they first begin (infancy–toddlerhood through middle childhood) and to intervene in multiple areas and settings through parent, teacher, and child training. Early intervention across multiple contexts can counteract malleable risk factors and strengthen protective factors, thereby helping to prevent a developmental trajectory to increasingly aggressive and violent behaviors in later life. The model's hypothesis is that improving protective factors such as responsive and positive parent-teacher-child interactions and relationships as well as group support will lead to improved school readiness, emotion regulation, and social competence in young children. These short term gains would, in turn, lead to increased academic achievement and reduced school drop-out, conduct disorders, and substance abuse problems in later life.
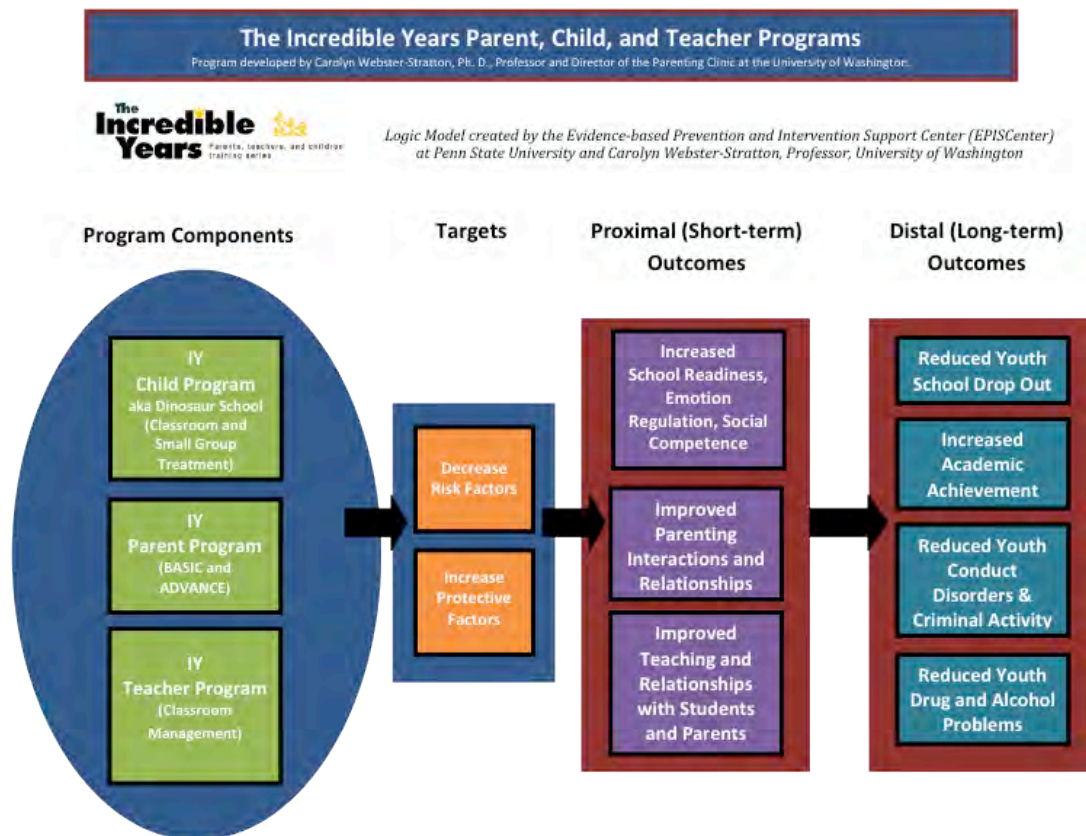
This chapter will focus on the underlying theoretical background for the three IY BASIC parent programs (toddler, preschool and school-age) which are considered "core" and a necessary component of the prevention model for young children. In addition it will discuss how the other IY adjunct parent, teacher, and child programs are added to address family risk factors and children's developmental issues. Information regarding IY program content and delivery methods will be briefly described as well as research evidence, and

ways to promote successful delivery of the programs. More information regarding specific program objectives can be found on the web site http://incredibleyears.com/ about/incredible-years-series/objectives/

Theoretical Background for Incredible Years Program Content & Methods
The main underlying theoretical background for all the parent, teacher, and child programs include the following:

• Cognitive social learning theory, and in particular Patterson's "coercion hypothesis" of negative reinforcement developing and maintaining deviant behavior (G. Patterson et al., 1992)

• Bandura's modeling and self-efficacy theories (Albert Bandura, 1986)

• Piaget's developmental cognitive learning stages and interactive learning method (Piaget & Inhelder, 1962)

• Cognitive strategies for challenging angry, negative and depressive self-talk and increasing parent self-esteem and self-confidence (Beck, 1979; D'Zurilla & Nezu, 1982; Jacobson & Margolin, 1979)

• Attachment and relationship theories (Ainsworth, 1974; Bowlby, 1980)

Cognitive social learning theory, modeling, self-efficacy, attachment and relationship building, and child development theories underlie the delivery method for all the IY series. Video-based modeling is based on social learning and modeling theory (A. Bandura, 1977), which contends that observation of a model on video can support the learning of new skills. In the IY series, video-based modeling involves showing participants vignettes of parents or teachers representing different cultural backgrounds using social and emotional coaching, or positive discipline strategies, or of children managing conflict with appropriate solutions. Group leaders use the vignettes to engage participants in group discussion, collaborative learning and emotional support. Further, participants identify key "principles" from the vignettes, apply them to their personal goals by practicing what they have learned with their personal problem situation and then receive direct feedback on their performance from the group leader and group members. Previous research indicates that participants tend to implement interventions with greater integrity when they are coached and given feedback on their use of the intervention strategies (Reinke, Stormont, Webster-Stratton, Newcomer, & Herman, 2012; Stormont, Smith, & Lewis, 2007). After learning and practicing new strategies in the group, participants make decisions about how they will apply the ideas to address their personal goals in their homes or classrooms.

The group format has several advantages. First, it is more cost-effective than individual intervention and also addresses an important risk factor for children with behavior problems including the family's isolation and stigmatization, teacher's sense of frustration and blame, and children's feelings of loneliness or peer rejection. Another benefit of the group format is that it helps reduce resistance to the intervention through motivational interviewing principles (Miller & Rollnick, 2002) and use of the collective group wisdom. Rather than receiving information solely from an expert, participants are given the opportunity to interact with each other. When participants express beliefs counter to effective practices, the group leader draws on others to express other viewpoints. Through this discourse, the group leader is able to elicit change talk from the participants themselves that makes it more likely they will follow through on intended changes. When group leaders position themselves in the "expert model" arguing for change, it is more likely to cement the attitudes of participants who are resistant to the intervention (see (Miller & Rollnick, 2002). On the other hand, video vignettes allow group leaders to elicit behavioral principles from the parents' insights and serve as the stimulus for collaborative learning and practice exercises.

Group leaders always operate within a collaborative context which is designed to ensure that the intervention is sensitive to individual cultural differences and personal values. The program is "tailored" to each parent, teacher or child's individual needs and personal goals as well as to each child's personality, developmental ability and behavior problems. The collaborative therapy process is also provided in a text for group leaders, titled *Collaborating with Parents to Reduce Children's Behavior Problems: A Book for Therapists Using the Incredible Years Programs* (Webster-Stratton, 2012a).

Incredible Years® Core Parent Programs

The BASIC (core) parent training consists of 4 different currciulum designed to fit the developmental stage of the child: Baby Program (4 weeks to 9 months), Toddler Program (1- 3 years), Preschool Program (3-5 years) and School-Age Program (6–12 years). Each of these recently updated programs emphasize developmentally appropriate parenting skills and include age-appropriate video examples of culturally diverse families and children with varying temperaments and developmental issues. The programs run from 9-22 weeks, depending on the age of the child and the presenting issues of the parents and children in the group. The recommended program length and protocols for delivery is longer for older children and for higher risk families and children and can be found on the web site..

For each of these parent training programs, trained and, ideally, accredited IY group leaders/clinicians use DVD vignettes of modeled parenting skills (over 300 vignettes, each lasting approximately 1–3 minutes) which are shown to groups of 8–12 parents. The video vignettes demonstrate child development as well as parenting principles and serve as the stimulus for focused discussions, self-reflection, problem solving, practices, and collaborative learning. The programs are designed to help parents understand typical child developmental milestones and varying temperaments, child safety-proofing and monitoring, as well as age-appropriate parenting responses.

While participation in the group based IY training program is recommended because of the support and learning provided by other parents, there is also a *Home-based Coaching Model* for each parenting program. These home-based sessions can be offered to parents who cannot attend groups, or as make-up when parents miss a group session, or to supplement the group program for very high risk families.

Goals of each the programs are tailored specifically to the targeted age group and developmental stage of the child and include: (a) promoting parent competencies and strengthening families by increasing positive parenting, parent–child attachment, and self-confidence about parenting; (b) increasing parents' ability to use child-directed play interactions to coach children's social-emotional, academic, verbal, and persistence skills; (c) reducing critical and physically violent discipline and increasing positive discipline strategies such as ignoring and redirecting, logical consequences, time-out, and problem-solving; (d) increasing family support networks; and (e) strengthening home–school bonding and parents' involvement in school related activities and connections with teachers.

The Incredible Years Parenting Pyramid® serves as the architectural plan for delivering content and is used to describe the program content structure. It helps parents conceptualize effective parenting tools and how these tools will help them achieve their goals. The bottom of the pyramid depicts parenting tools that are used liberally, as they form the foundation for children's emotional, social and academic learning. The base of the pyramid includes tools such as positive parent attention, communication, and child-directed

play interactions designed to build secure and trusting relationships. Parents also learn how to use specific academic, persistence, social and emotional coaching tools to help children learn to self-regulate and manage their feelings, persist with learning despite obstacles, and develop friendships.   One step further up the pyramid parents are taught behavior-specific praise, incentive programs, and celebrations for use when goals are achieved. Next parents discuss the use of predictable routines and household rules which scaffold children's exploratory behaviors and their drive for autonomy. The top half of the pyramid teaches parenting tools that are used more sparingly, to reduce specific targeted behaviors. These include proactive discipline tools such as ignoring of inappropriate behaviors, distraction and redirection. Finally, at the very top of the pyramid are more intrusive discipline tools such as Time Out to calm down for aggressive behaviors and logical consequences. After the top of the pyramid is reached, the last part of the training focuses on how parents can come back down the pyramid to the base of the pyramid. This refocuses parents on positive and proactive strategies for teaching children to problem solve, self-regulate, and manage conflict.   At this point parents have all the ncessary tools to navigate some of the uncomfortable, but inevitable, aspects of their interactions with their children. A basic premise of the model is twofold: first, a positive relationship foundation must precede clear and predictable discipline strategies. This sequence of delivery of content is critical to the program's success. Second, attention to positive behavior, feelings, and cognitions should occur far more frquently than attention to negative behaviors, feelings and cognitions. Tools from higher up on the pyramid only work when the postive foundation has been solidly constructed with secure scaffolding.
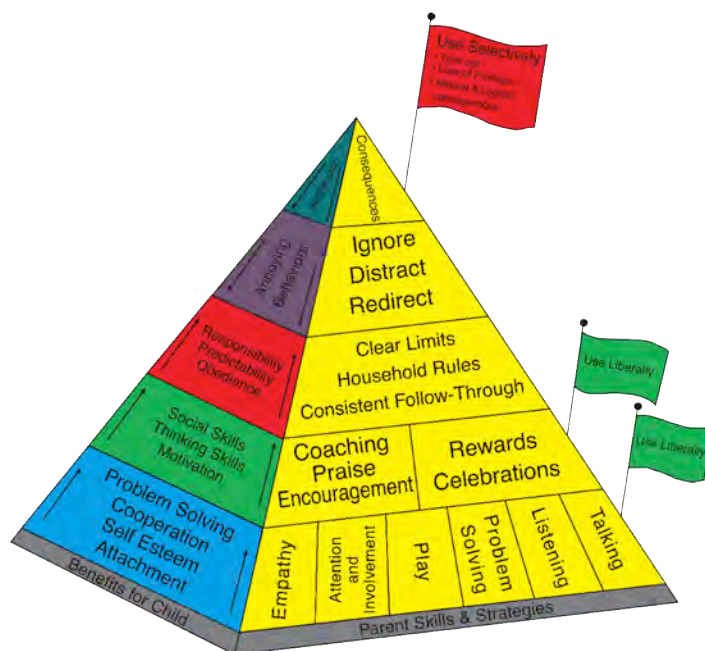
Parenting Pyramid®

Incredible Years® Adjuncts to Parent Programs

In addition to the core BASIC parenting programs there are also supplemental or adjunct parenting programs to be used in combination with BASIC for particular populations. The ADVANCE parenting program, offered after completion of the BASIC preschool or school-age programs, was designed for selective high-risk and indicated populations and focuses on parents' interpersonal risk factors such as anger and depression management, effective communication, ways to give and get support, problem-solving between adults, and ways to teach children problem solving skills. The content of both the BASIC and ADVANCE programs is also provided in the text that parents use for the preschool and school-age programs, titled *The Incredible Years: A Troubleshooting Guide for Parents* (Webster-Stratton, 2005; Webster-Stratton & Reid, 2006). A second optional adjunct training to the Preschool Program is the *School Readiness Program* for children ages 3–4 years that is designed to help parents support their children's preliteracy and interactive reading readiness skills. A third optional adjunct for the Toddler, Preschool, and Early School Age programs is the *Attentive Parenting Program* for children ages 2 to 8 years. This group prevention program is designed to teach parents social, emotional and persistence coaching, reading skills and how to promote their children's self-regulation skills and problem-solving skills. There are protocols for both the toddler age group and the early school age period. The *Attentive Parenting Program* is not designed for parents of children with behavior problems, although can be used for this population after the BASIC parenting program is completed and parents have learned the basic parenting tools. Finally, the most recent *Autism Program* is for parents of children on the autism spectrum or whose children have language delays. It can be used independently or in conjunction with the BASIC preschool program.

Incredible Years® Teacher Classroom Management Program

The Incredible Years® Teacher Classroom Management (IY-TCM) training program is a 6-day group-based program delivered monthly by accredited group leaders in small workshops (14-16 teachers) throughout the school year in order to provide teachers with ongoing support. It is also recommended that trained IY coaches support teachers between workshops by visiting their classrooms, helping refine behavior plans, and addressing teacher's goals. The goals of the teacher training program are the following: (a) improving teachers' classroom management skills, including proactive teaching approaches and effective discipline; (b) increasing teachers' use of academic, persistence, social, and emotional coaching with students; (c) strengthening teacher–student bonding; (d) increasing teachers' ability to teach social skills, anger management, and problem-solving skills in the classroom; (e) improving home–school collaboration, behavior planning and parent–teacher bonding and (f) building teachers' support networks. A complete and recently updated description of the content included in this curriculum is described in the book that teachers use for the course, titled *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence* (Webster-Stratton, 2012b). More information about the training and delivery of the IY teacher program can be found elsewhere (Reinke et al., 2012) (Webster-Stratton & Herman, 2010) .

Incredible Years® Child Programs (Dinosaur Curricula)

There are two versions of the IY child program. In the universal prevention classroom version teachers deliver 60+ social-emotional lessons and small group activities twice a week, with separate lesson plans for preschool-second grade. The second version is a small group therapeutic treatment group where accredited IY group leaders work with

groups of 4–6 children in 2- hour weekly therapy sessions. The therapeutic version of the program can be offered in a mental health setting (often delivered at the same time as the BASIC parent program) or can be delivered as a pull-out program during the school day. Program content is delivered using a series of DVD programs (over 180 vignettes) that teach children feelings literacy, social skills, emotional self-regulation skills, importance of following school rules and problem solving. Large puppets are used to bring the material to life, and children are actively engaged in the material through role play, games, play, and activities. Organized to dovetail with the content of the parent training program, the program consists of seven main components: (1) Introduction and Rules; (2) Empathy and Emotion; (3) Problem-Solving; (4) Anger Control; (5) Friendship Skills; (6) Communication Skills; and (7) School Skills. More information about the child programs can be found in other reviews (Webster-Stratton & Reid, 2003, 2004).

Evidence Supporting the *Incredible Years* Parent Programs

Treatment and Indicated Populations: The efficacy[1] of the IY BASIC parent treatment program for children (ages 2–8 years) diagnosed with ODD/CD has been demonstrated in eight published randomized control group trials (RCTs) by the program developer plus numerous replications by independent investigators . See review on web site library and research book for review of studies http://incredibleyears.com/books/iy-training-series-book/ .

In the early studies, the BASIC program was shown to improve parental confidence, increase positive parenting strategies and reduce harsh and coercive discipline and child conduct problems compared to wait-list control groups. The results were consistent for toddler, preschool and school age versions of the programs. The first series of RCTs evaluated the most effective training methods of bringing about parent behavior change. The video-based parent group discussion training approach (BASIC) was compared with the one-on-one personalized "bug in the ear" approach and a control group indicating that the video-based discussion approach was as effective as the one-on-one parent-child training approach but far more cost-effective and had more sustained results at 1-year follow-up (Webster-Stratton, 1984b). In the next study treatment component analyses compared 3 training methods: group discussion alone without video led by a trained clinician, group discussion plus video with a trained clinician, self-administered video with no clinician, and a control group. Results indicated that the combination of group discussion, a trained clinician, and video modeling produced the most effective and lasting results (Webster-Stratton, Hollinsworth, & Kolpacoff, 1989; Webster-Stratton, Kolpacoff, & Hollinsworth, 1988). Next the self-administered video program was compared with and without clinician consultation. There were few outcome differences, except that parent satisfaction was higher for the consultation condition (Webster-Stratton, 1992). Subsequently a study was conducted to determine the added benefits of combining the ADVANCE program (focused on interpersonal parent problems such as depression and anger management) with the BASIC program (Webster-Stratton, 1994). Results indicated that the combined program had greater improvements in terms of parents' marital interactions and children's prosocial solution generation in comparison to the BASIC only treatment condition families. As a result the combined BASIC plus ADVANCE programs became the core treatment for parents of children diagnosed with ODD and /or ADHD and has been used for the treatment studies in the last two decades.

Other investigators have replicated the BASIC program's results with treatment

populations in mental health clinics, or doctor's offices with families of children diagnosed with conduct problems or high levels of behavior problems (Drugli & Larsson, 2006; Gardner, Burton, & Klimes, 2006; Lavigne et al., 2008; Perrin, Sheldrick, McMenamy, Henson, & Carter, 2014; Scott, Knapp, Henderson, & Maughan, 2001; Spaccarelli, Cotler, & Penman, 1992; Taylor, Schmidt, Pepler, & Hodgins, 1998). A recent meta-analytic review examined the IY parent training programs regarding disruptive and prosocial behavior in 50 studies where the IY intervention group was compared with control or a comparison group. Results were presented for treatment populations as well as indicated and selective prevention populations. Findings reported the program to be successful in improving child behavior in a diverse range of families, especially for children with the most severe problems and the program was considered "well-established" (Menting, Orobio de Castro, & Matthys, 2013).

Several studies have also shown that IY treatment effects are durable 1-3 years post treatment (Webster-Stratton, 1990). Two long-term followup studies evaluated families whose children were diagnosed with conduct problems and had received treatment with the IY parent pogram 8- to 12-years earlier. One study indicated that 75% of the teenagers were typically adjusted with minimal behavioral and emotional problems (Webster-Stratton, Rinaldi, & Reid, 2010). A recent study by an independent investigator reported that parents in the IY BASIC parent condition expressed greater emotional warmth and supervised their adolescents more closely, than parents in the control condition who had received individualized "typical" psychotherapy offered at that time. Moreover, their children's reading ability was substantially improved in a standardized assessment (Scott, Briskman, & O'Connor, 2014).

Prevention Populations: Additionally, 4 RCTs have been conducted by the developer using the prevention version of the BASIC program with multiethnic, socioeconomically disadvantaged families in schools, (Reid, Webster-Stratton, & Beauchaine, 2001; Webster-Stratton, 1998; Webster-Stratton, Reid, & Hammond, 2001a). Results showed that children whose mothers received the BASIC program showed fewer externalizing problems, better emotion regulation, and stronger parent-child bonding than control children. Mothers in the parent intervention group also showed more supportive and less coercive parenting than control mothers (Reid, Webster-Stratton, & Hammond, 2007).

At least 6 RCTs by independent investigators with high risk prevention populations have found that the BASIC parenting program increases parents' use of positive and responsive attention with their children (praise, coaching, descriptive commenting) and positive discipline strategies, and reduces harsh, critical, and coercive discipline strategies (see review (Webster-Stratton & Reid, 2010). These replications were "effectiveness" trials in applied mental health settings, schools and doctor's clinical practices, not a university research clinic, and the IY group leaders were existing staff (nurses, social workers and psychologists) at the centers or doctor's offices (Perrin et al., 2014). The program has also been found to be effective with diverse populations including those representing Latino, Asian, African American, and Caucasian background in the United States (Reid et al., 2001), and in other countries such as the United Kingdom, Ireland, Norway, Sweden, Holland, New Zealand, Wales, and Russia (Gardner et al., 2006; Hutchings et al., 2007; Larsson et al., 2009; Raaijmakers et al., 2008; Scott, Spender, Doolan, Jacobs, & Aspland, 2001; Scott et al., 2010). These findings illustrate the transportability of the BASIC parenting program to other cultures and countries.

Evidence Supporting the Incredible Years Child Programs as an Adjunct to IY Parent Programs

Treatment: Three RCTs have evaluated the effectiveness of combining the small-group child-training (CT) program to parent training (PT) for reducing conduct problems and promoting social and emotional competence in children diagnosed with ODD/CD (Webster-Stratton & Hammond, 1997; Webster-Stratton, Reid, & Hammond, 2004). Results indicated that children who received the CT only condition showed enhanced improvements in problem solving, and conflict management skills with peers compared to those in the PT only condition. On measures of parent and child behavior at home, the PT only condition resulted in more positive parent-child behavioral interactions in comparison to interactions in the CT only condition. One-year follow-up assessments indicated that all the changes noted immediately post-treatment were maintained over time. Moreover, child conduct problems at home had decreased over time. Analyses of the clinical significance of the results suggested that the combined CT + PT condition produced the most sustained improvements in child behavior at 1-year follow-up. For this reason the CT program was combined with the PT program in a recent study for children diagnosed with ADHD. Results replicated the earlier studies with children with ODD (Webster-Stratton, Reid, & Beauchaine, 2011). There has only been one RCT by an independent investigator of the CT small group program (Drugli & Larsson, 2006).

Prevention: One RCT has evaluated the classroom prevention version of the child program with Head Start families and primary grade classrooms in schools addressing economically disadvantaged populations. Matched schools were randomly assigned to intervention or control conditions. In the intervention classrooms teachers offered the curriculum in biweekly sessions thoughout the year. Results from multi-level models of reports and observations of 153 teachers and 1,768 students indicated that teachers used more positive management strategies and their students showed significant improvements in school readiness skills, emotional self-regulation and social skills, and reductions in behavior problems in the classroom. Intervention teachers showed more positive involvement with parents than control teachers. Satisfaction with the program was high regardless of the grade levels (Webster-Stratton, Reid, & Stoolmiller, 2008). A subsample of parents of indicated children (due to high levels of behavior problems by teacher or parent report) were selected and randomly offered either the combined parent program plus classroom intervention, or classroom only intervention, or control group. Mothers in the combined condition reported their children had fewer behavior problems and more emotional regulation than parents of children in classroom only condition or control condition. Mothers in the combined condition had stronger mother-child bonding and were more supportive and less critical than classroom only or control conditions. Teachers reported mothers in the combined condition were significantly more involved in school and their children had fewer behavior problems. This study indicates the added value of combining a social and emotional curriculum for students in the classroom with the IY parent program in schools (Reid et al., 2007) .

Evidence Supporting Incredible Years Teacher Classroom Management (IY-TCM) Program as an Adjunct to IY Parent Programs

The IY-TCM program has been evaluated in one treatment (Webster-Stratton et al., 2004) and two prevention RCTs (Webster-Stratton et al., 2001a; Webster-Stratton et al., 2008) and five RCTs by independent investigators (see review (Webster-Stratton, 2012c). Research findings have shown that teachers who participated in the training used more proactive classroom management strategies, praised their students more, used fewer coercive or critical discipline strategies, and placed more focus on helping students to

problem solve. Intervention classrooms were rated as having a more positive classroom atmosphere, increases in child social competence and school readiness skills, and lower levels of aggressive behavior. In a study where BASIC parent alone treatment condition was compared with a treatment condition that combined BASIC with the IY-TCM teacher training   program and with the combination of BASIC plus IY-TCM plus CT programs the results indicated that combing IY-TCM and/or CT programs with BASIC parent training resulted in enhanced improvements in classroom behaviors as well as more positive parent involvement in their child's education. A recent study has replicated the benefits of the IY-TCM program alone for enhancing parent involvement in their children's education (Reinke et al., 2014) .

Factors Affecting Intervention Outcomes

In addition to studying the specific training methods (group support vs self-administered video vs combined video plus group support) and the benefits of adding adjunct components to the IY Basic Parenting Series programs (advance parenting, teacher and child training), over the past 30 years a number of studies have been conducted to determine mediator, moderators and predictors of outcomes. For example, parental and familial factors such as life stress, depression, marital adjustment, socioeconomic status, parental age, ethnicity and history of substance abuse (Beauchaine, Webster-Stratton, & Reid, 2005; Hartman, Stage, & Webster-Stratton, 2003; Reid et al., 2001; Webster-Stratton & Hammond, 1990), father involvement in treatment (Webster-Stratton, 1984a) and intergenerational family psychiatric history of antisocial behavior (Presnall, Webster-Stratton, & Constantino, in press) have been analyzed in regard to treatment response. Additionally, child risk factors such as age, gender, psychiatric comorbidity, degree of externalizing problems, and comorbidity with attentional factors (Hartman et al., 2003) (Webster-Stratton, 1996; Webster-Stratton, Reid, & Hammond, 2001b) and anxiety/depression (Beauchaine et al., 2005) as well as physiological measures of cardiac activity and reactivity (Beauchaine et al., 2013) were also analyzed. In general results indicated the beneficial effectiveness of IY parent programs irrespective of family variables such as depression, stress level, socio-economic status, and family psychiatric history. Counter to expectation, one study showed better long term child outcomes with younger mothers and those with a history of parental substance abuse (Beauchaine et al., 2005). Moreover, the IY programs were equally effective regardless of child gender, age or comorbidity with attentional problems (Hartman et al., 2003) or anxious depression scores (Beauchaine et al., 2005). However, critical, harsh and ineffective parenting both predicted and mediated outcome at 1-year follow-up (Beauchaine et al., 2005) and long-term follow-up (Webster-Stratton et al., 2010). These findings suggest that specific parenting goals be achieved before the parent program is discontinued, or that parents who still have high levels of coercive parenting (despite improvements from baseline) be selected for continued treatment with the advance parent program until therapeutic effectiveness has been achieved.

Implementation with fidelity

An important aspect of a program's efficacy is fidelity in implementation. Indeed, if the program is not rigorously followed (for example, if session components are dispensed with, program dosage reduced, necessary resources are not available, or group leaders not trained or supported with accredited mentors), then the absence of effects may be attributed not to the inefficacy of the program but to a lack of fidelity in its implementation (Hutchings et al. 2008)**.** Recent research with the *Incredible Years* BASIC parenting program shows that implementation with a high degree of fidelity not only preserves the anticipated

behavior change mechanisms but is predictive of behavioral and relationship changes in parents, which, in turn, are predictive of social and emotional changes in the child as a result of the program (Eames et al., 2010).
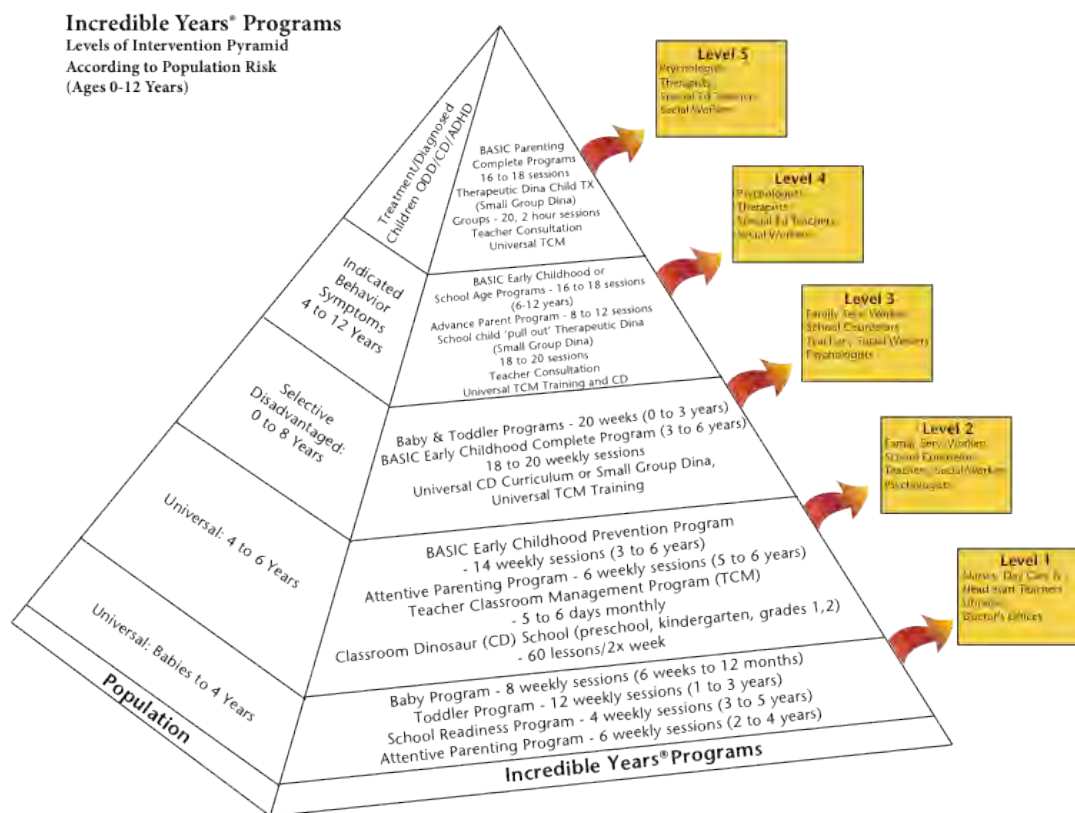
One important aspect that facilitates the application of a program with fidelity is the standardization of program content, structure, processes, methods and materials. In *Incredible Years*, all components relating to the implementation of the program content are described in detail in DVDs and manuals, which also lay out the basic theoretical and empirical elements of each part of the program. For Weisz (Weisz, 2004), one of the main advantages of the *Incredible Years* programs, from the point of view of clinical practice, is precisely the program's accessibility for clinical use, along with its appealing nature and low abandonment rates.

In the context of implementation with fidelity, the training and supervision of group leaders warrants great attention (Webster-Stratton, 2004). First, carefully selected and motivated group leaders receive 3 days of training by accredited mentors before leading their first group of parents or teachers. Then it is highly recommended they continue with ongoing consultation with IY coaches and/or mentors as they proceed through their first group. They are encouraged to start videotaping their sessions right away and to review these videos with their co-leader using the group leader checklist and peer review forms (Webster-Stratton, 2004). It is also recommended that they send these videos for outside coaching and consultation by an accredited IY coach or mentor as soon as possible. Group leaders find this video review immensely helpful and supportive.

The process of group leader accreditation is demanding, involving the leadership of at least two complete groups, video consultation, and a positive final video group assessment by an accredited mentor or trainer as well as satisfactory completion of group leader group session protocols and weekly participant evaluations. This process ensures that leaders are delivering the program with fidelity, which includes both content delivery (required number of sessions, vignettes, role plays, brainstorms) and therapeutic skills. The whole process of coaching, consultation, and accreditation of new group leaders is carried out by a network of national and international accredited IY mentors and trainers. A recent RCT has shown that providing group leaders with ongoing consultation and coaching following the 3-day workshop leads to increased group facilitator proficiency, program adherence and delivery fidelity (Webster-Stratton, Reid, & Marsenich, 2014).

Planning and Implementation of IY Programs According to Risk Level of Population

The BASIC parent program (baby, toddler, preschool or school-age version) is considered a mandatory or a "core" component of the prevention intervention training series. The ADVANCE program is offered in addition to the BASIC program for selective populations such as families characterized as depressed or with considerable marital discord, child-welfare referred families, or families living in shelters. For indicated children with behavior problems that are pervasive (i.e., apparent across settings both at home and at school) it is recommended that the child dinosaur training program and/or teacher training program be offered in conjunction with the parent training program to assure changes at school or day care. For indicated children whose parents cannot participate in the BASIC program due to their own psychological problems, delivery of both the child and teacher program is optimal.

Incredible Years® Programs
Levels of Intervention Pyramid
According to Population Risk
(Ages 0-12 Years)

Again the pyramid is used to depict the levels of intervention according to risk level of populations. As seen in this figure, **Levels 1 and 2** are the foundation of the pyramid and recommend a series of programs that could be offered *universally* to all parents of young children (0-6 years). These programs could be offered in pediatrician's offices, Head Start programs, day care centers, preschools and elelmentary schools. The group format is a cost efficient way of disseminating information to large numbers of people as a strategy to optimize positive parent-child interactions and to strengthen children's social and emotional competence and school readiness so that they are ready to start the next phase of their education.

Once children are in day care or preschool, providing universal supports for all children at this young age includes enhancing the capacity of day care, preschool, and Head Start teachers to provide structured, warm, and predictable environments at school. Thus, level 2 also involves training all early childhood teachers in effective classroom management strategies using the IY-TCM Program. After this training is completed and teachers also have the opportunity to receive training to deliver the classroom child dinosaur curriculum as a universal social skills intervention. This includes three different sets of lesson plans for preschool, kindergarten and grades 1 and 2. Ideally children receive this curriculum for three subsequent years, resulting in a strong emotional and social foundation by the time they are seven years old. This social and emotional competence is theorized to contribute to higher academic competence as children progress through school.

Level 3 is targeted at *"selective" or high risk populations*. These are populations that

are socio-economically disadvantaged and highly stressed because of increased risk factors such as parental unemployment, low education, housing difficulties, single parenthood, poor nutrition, maternal depression, drug or alcohol addiction, child deprivation, new immigrant status, or lack of academic preparedness for school. These economically disadvantaged parents would benefit from the complete baby, toddler, and early childhood parent program because of the support provided in the groups, the hope for change shown to them by group leaders, as well as their experiential learning that despite economic obstacles they can provide the best early years of emotional, social and cognitive parenting possible for their children. In addition, the teachers and care providers of these children could receive the IY-TCM program so that they are skilled at managing classroom behaviors problems, which are exhibited at higher rates in this population. Lastly, 3-8 year old children in these families would benefit from the classroom Dina Social and Emotional Skills Curriculum at least twice a week year round. This investment in building the social and emotional abilities in the first eight years of life for these vulnerable children can help to break the intergenerational transmission of disadvantage.

Level 4 on the pyramid is targeted at *"indicated populations"*, where children or parents are already showing symptoms of mental health problems. For example, parents referred to child protective services because of abuse or neglect, foster parents caring for children who have been neglected and removed from their homes, or children who are highly aggressive but not yet diagnosed as having ODD or CD. As can be seen on the pyramid, this level of intervention is offered to fewer people and offers a longer and more intensive parenting program by a higher level of trained professionals. These parents or caregivers would complete the entire age appropriate BASIC parenting program followed by the ADVANCE program.

The teachers of these children should receive the IY-TCM program and offer the classroom Dina Classroom Social, Emotional and Problem Solving Skills curriculum. In addition to this Dina classroom curriculum, children with symptoms of externalizing or internalizing problems or ADHD are targeted to be pulled out of class twice a week for the small group therapeutic Dinosaur program delivered by school psychologists or counselors or specially trained social workers or special education teachers. These children will meet in small groups (4-6 children) to get extra coaching and practice with social skills, emotional regulation, persistence coaching and literacy, and problem solving. This will reinforce the classroom learning of this program and will send these children back to a classroom where peers understand how to respond more positively to their special needs. In other words the whole classroom community has learned solutions to how to respond to a peer who may be aggressive or one who is sad, withdrawn or lonely.

Level 5 is the most comprehensive intervention, addressing multiple risk factors and is usually offered in mental health clinics by therapists with graduate level education in psychology, social work, or counseling. One of the goals of each of the prior levels is to maximize resources and minimize the number of children who will need these time and more cost intensive interventions at level 5. At a minimum the parents will receive the entire BASIC and ADVANCE curriculum for 24-28 weeks while the children attend 2-hour weekly therapeutic small group child Dina groups at the same time. Therapists dovetail these two curricula and keep parents and teachers fully informed of the skills children are learning in their child groups so that they can reinforce these at home or in the classroom. Additionally, if parents need individual coaching in parent-child interactions this can be provided in the clinic setting or in supplemental home visits using the home coaching protocols. Child and parent therapists work with parents to develop behavior problem plans and consult with teachers in partnerships to coordinate their plans, goals and helpful strategies. Successful interventions at this level are marked by an integrated team approach

with clear communication among all the providers and adult caregivers in the various settings where these children spend their time. Ideally mental health agencies would embody these services within schools which allows for less stigmatization for parents, greater coordination with teachers regarding behavior plans and more frequently pull out groups for children.

Conclusion

Future directions for research on IY programs should include evaluating ways to promote the sustainability of results such as by targeting parents whose baseline or post intervention parenting practices are particularly harsh or ineffective with additional resources such as offering a greater number of sessions, additional program adjuncts such as IY Advance Program, or IY Child Program and ongoing booster sessions. Similarly research concerning matching children to appropriate treatment combinations is needed. For example children could be assigned to treatment program conditions according to their particular comorbidity combinations. Our research suggests that children with ODD are comorbid for other diagnoses such as ADHD, depression or anxiety, language delays and Autism. Spectrum Disorder. Our initial findings suggest that children scoring high on Attention Problems or with ADHD will fare better when IY-TCM or CT components are added to the PT program. Further research is needed for identification of children for whom the current interventions are inadequate. Finally our newest IY baby program, Attentive Parenting program and Autism program are in need of RCTs to determine their effectiveness.

At a time when the efficient management of human and economic resources is crucial, the availability of evidence-based programs to parents and teachers should form part of the public health mission. While the IY programs have been shown in dozens of studies to be transportable and effective across different contexts worldwide, unfortunately, barriers to fidelity delivery impede the possibility for successful outcomes for parents, teachers and children. The lack of sufficient funding has led to IY programs being delivered by group leaders without adequate training, sufficient support, coaching and consultation, and without agency monitoring or assessment of outcomes. Frequently the programs have been sliced and diced and components dropped in order to offer the program in a dosage that can be funded. Few agencies support their group leaders to become accredited, and the program is often not well established enough to withstand staffing changes in an agency. Thus, the initial investment that an agency may make to purchase the program and train staff is often lost over time. If we think of disseminating evidence- based programs like constructing a house, it is as if the contractors hired electricians and plumbers who were not certified, disregarded the architectural plan and used poor quality, cheaper materials. Under these conditions, the building will not be structurally sound. Just like building a stable house, it is important the foundation and basic structure for delivering evidence-based programs be strong. This will include picking the right evidence-based program for the level of risk of the population and developmental status of the children and adequately training, supporting and coaching group leaders so they become accredited and providing quality control. In addition, providing adequate scaffolding through the use of trained and accredited coaches, mentors and administrators who can champion quality delivery will make all the difference. With a supportive infrastructure surrounding the program, initial investments will pay off in terms of strong family outcomes and a sustainable intervention program that can withstand staffing and administrative changes.

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