

CYP(3) ADE 001- Family Planning Association

Children and Young people Committee

Additional Evidence from Family Planning Association

In 2005 the Welsh Assembly Government (WAG) included the training of staff across Wales to deliver the IY parent programme into their Parenting Action Plan for Wales. Training, supervision and consultation commenced in 2006 and is now in its third year. Over that time staff from all of the Authorities across Wales have received basic training and in many cases additional training in the various parenting programme that provide support for parents of children from birth to age 12.

In April 2008 WAG funded the survey that forms the basis of this report and questionnaires were sent to CYP co-ordinators across Wales and also to all staff known to have been trained since training was first available in Wales in 1999. Service managers, generally CYP co-ordinators from all twenty-two Local Authority and 206 trained group leaders responded regarding their use of the IY parent programme and future plans. The survey responses produced a very positive assessment of the development of the IY parent programmes across Wales. All 22 Local Authorities have delivered an IY parent programme, 21 during the previous year and all 22 have already delivered or have plans to deliver IY parent groups during 2008/9.

A total of 148 groups were delivered during 2007/8, a mean of seven groups per Authority. Groups were delivered to a variety of service user groups including universal access, targeted prevention, clinical service users, foster carers, support and crèche staff. There was considerable variation in the number of groups run, with Gwynedd and Powys leading the field, each having delivered 30 groups. These two Authorities have a long history of delivering the programmes and both have locally available mentors to provide ongoing supervision and training.

There are a series of six parent programmes, five programme for parents of babies through to children aged 12. There is also a programme to build effective adult communication skills. There are differences in the extent to which the various programmes are being delivered across Wales, with the programmes for babies (11 Authorities), toddlers (14 Authorities) and young children aged 3 – 6 (8 Authorities) being most frequently delivered. The older school aged and advanced programmes tend to be delivered in addition to the younger age programmes in the Authorities that are further forward in their development of the IY parent programme.

All Authorities have arrangements in place to support the effective delivery of the programme, with 17 having supervision arrangements in place, this includes both peer and in house supervision and allowing staff to access the WAG funded supervision provided across Wales as part of the Parenting Action Plan.

Interest in, and progress towards, leader accreditation is growing, with seven Authorities in Wales having accredited leaders and/or leaders working towards accreditation. A further four Authorities have staff wishing to pursue accreditation. This makes a total of 11 Authorities that potentially could have accredited leaders over the coming year. This reflects growing recognition of the role of the accreditation process in establishing and maintaining programme quality thereby guaranteeing effective outcomes.

Service managers and leaders comments regarding the IY Wales Centre at Bangor were extremely positive and other comments predominantly focused on issues that would improve the delivery of the programme. Some of these have already been dealt with, for example by the provision of copies of all of the programmes, funded by WAG in 2007 and 2008. Several comments related to the need for top-up training and ongoing supervision and the need for locally available supervisors. This will only be achieved by leaders going through the accreditation process.

The 204 respondents that had received leader training represented a range of disciplines and had a mean 14.2 years in their particular profession. They were employed by Health (42%), Education (9%), Social Services (30%) and a range of voluntary organisations

(18%). Only 38% had previous experience of delivering a structured parenting programme. These included a wide range, only one of which would be considered evidence based. The training was found useful by 95% of the respondents regardless of whether they had delivered the programme in a group format.

A total of 129 respondents (65%) had delivered the programme, with a mean of 5.4 groups per leader. They reported a mean of 10 parents enrolling on programmes and eight finishing. This good retention rate suggests that the programmes are being delivered well and that the WAG investment in supervision is paying off. Overall 69% of the total sample of 204 have plans to run further groups, 81% of staff that had previously run groups and 55% of those who have yet to run a programme.

The organisations provided a range of services including child-care, transport and snacks or meals but, despite the feedback from service managers regarding the provision of supervision and resources, staff delivering the programme continue to report that they are in need of more support, in particular more time to plan, deliver and follow-up the weekly sessions.

Fourteen services had undertaken evaluations and all had received positive feedback from both staff and parents.

The IY parent programmes were included in the Parenting Action Plan for Wales because of their strong evidence of effectiveness as prevention and treatment programmes for risk of conduct disorder and long-term delinquency both in Seattle and Wales. Overall this report presents an extremely positive picture of the development of the IY programmes across Wales. It was undertaken after only two years of WAG funding of parent group leader training and supervision. It describes the success of the programme whilst also identifying the need for continued investment in supervision and support for leaders to work towards accreditation in order to ensure the delivery of high quality effective services..

Appendix I contains proposals for funding for the 2009/10 year

Introduction

The Incredible Years parent, child and teacher programmes have been developed and researched over the last 30 years at the University of Washington, Seattle, and shown, in high quality randomized controlled trials, to be effective in the prevention and treatment of conduct disorder. For the last 10 years the programmes have been delivered and researched and shown to be equally effective in Wales (Hutchings, Bywater, Daley et al., 2007; Hutchings, Bywater and Daley, 2007; Hutchings, Daley, Jones et al., 2007, Hutchings, Bywater, Eames and Martin, 2008)). As a result, in 2005, the Welsh Assembly Government (WAG) wrote the development of the IY parent programmes into the Parenting Action Plan for Wales (2005) and training for staff in all Welsh Authorities began in April 2006 .

The survey that forms the basis of this report was funded by WAG to establish the current use, by services across Wales, of the Incredible Years (IY) parent programmes following two years of WAG funded training for staff in leader skills for the IY parent programme for parents of 2-8 year olds. Leader training for the IY basic parent programme was delivered to staff from all 22 Authorities across Wales, building on the training that many services had accessed and funded prior to 2006. The WAG funded project is continuing during the current financial year, providing supervision and supplementary training to leaders in delivering the extended range of parenting programmes for parents of children from birth to age 12. In addition, in 2008, four Welsh Authorities, Swansea, Monmouth, Blaenau Gwent, Carmarthenshire, have funded and hosted three day basic leader training from their own funds and training for two other Authorities, Caerffili and Neath Port Talbot, is scheduled.

One of the strengths of IY programme is the availability of interventions for parents, children and teachers and for the first time, in 2008/9, WAG funding included training staff to deliver the IY teacher classroom management leader programme. Appendix A has a diagrammatic representation of the IY parent, child and teacher programmes and details of their curricula.

Background

The IY programmes were developed and researched in Seattle over the last 30 years and have been delivered in Wales since 1999. They are among the best evidence based programmes in the world for both the treatment and prevention of conduct disorder (Webster-Stratton 1982; 1984; 1990; 1994; 1998; Webster-Stratton, Hollingsworth and Kolpakoff 1989; Webster-Stratton and Hancock, 1998, Webster-Stratton, Reid and Hammond, 2004) and are recommended by the National Institute for Health and Clinical Excellence (NICE) for use in child and adolescent mental health services in the treatment of conduct disorder (NICE 2006). Appendix B gives a brief summary of the development of the programmes in Seattle and Wales. The parent programme has been independently replicated including in Sure Start services across North and Mid-Wales (Hutchings, Bywater, Daley et al., 2007; Edwards et al 2007). Appendix C contains copies of these two papers reporting on the short term outcomes from the Welsh Sure Start study.

Appendix D includes details of WAG funding since 2006 and the conditions placed on local authorities in return for training. In the present survey all people trained as parent group leaders since the start of training in Wales in 1999 were included as well as service managers from all 22 Authorities in Wales. The funding (£5000) allowed for a small project, employing a research assistant for 12 weeks during summer 2008 and covering associated administrative, postage and printing costs. It was intended to provide a snapshot of the situation and did not allow for any follow-up exploration of whether the questionnaires sent to trained staff had been received. Appendix E contains copies of the leader and manager questionnaires.

Report structure

The information that follows covers:

- i) survey responses from trained leaders (organised into sections reporting general responses, responses from leaders that had delivered the programme, responses from those that had not delivered the programme and future plans to use the programme),
- ii) a summary of responses from service managers regarding their strategy and the use of the IY parent programme
- iii) a summary of results and discussion of issues raised

i) Responses from staff that have been trained

The survey was sent by post and email, to all people in Wales who had attended basic parent group leader training since 1999. It was sent to the addresses supplied at the time of initial training, unless the participant had provided subsequent information regarding their location. It was felt that a survey of all trained staff would provide a representative picture of current activity in Wales since those who remained in the same posts were likely to respond. The funding, £5000, did not allow for follow-up of non-respondents.

Two hundred and four (25.4%) of the 804 people surveyed responded. This was a very acceptable response rate for a survey of people who were trained over a nine-year period since it was likely that a significant number had moved or resigned from their posts. The 204 replies came from staff working in 21 of the 22 Authorities. Table A shows the year in which each respondent received BASIC parent group leader training and the percentage of the total respondents this represented.

Table A percentage of respondents by year of training

Year trained	Number and percentage of total respondents n = 204
1999	5 (3%)
2000	8 (4%)
2001	13 (6%)
2002	11 (5%)
2003	14 (7%)
2004	15 (8%)
2005	21 (10%)
2006	56 (27%)
2007	47 (23%)
2008	14 (7%)
total	204 (100%)

The number of staff that were trained increased over the years and 50% of responses were obtained from staff trained in 2006 and 2007, as part of the WAG funded scheme. In 2008 WAG funding is providing only supervision and advanced training in the new range of programmes for existing trained leaders. Appendix D includes details of the WAG funding plan from 2006 to the current financial year.

Responses from the whole sample

Experience and qualifications

Leaders had been qualified in their particular profession for a mean of 14.2 years, and had a mean of 14 years practice (range of 1 – 36 years). They had a wide range of professional backgrounds. Eighty four staff (42%) worked in the health sector, including Clinical Psychologists, and Nurses, 30 of whom (36%) were Health Visitors; 60 (30%) had occupations in the social care sector, including Social Workers, Family Support Workers, and Fostering Support Workers; 36 (18%) had occupations in other areas generally in multi-agency posts or voluntary sector agencies and 18 (9%) worked in the educational sector, including Educational Psychologists, Teachers, and Behaviour Support Teachers;. There was no response to this question from six staff.

Usefulness of training

Of the 199 respondents (98%) that answered this question, 187 (94.5%) responding that it was useful. There were ten (5%) neutral responses and one (0.5%) respondent replied that it was not useful. This matches the responses achieved immediately post-training and it is good that respondents ranging back over nine years are overwhelmingly still seeing the training as useful, regardless of whether they have delivered the programme.

Funding

One hundred and sixteen (60%) of staff had their training funded by their own employer, 74 (38%) were funded by the Welsh Assembly Government (WAG), and three (2%) had self-funded. There was no response from eleven staff.

Prior experience

Only 77 staff (38%) had prior experience with parenting programmes. Between them

they had delivered thirty-eight different programmes, which included Positive Parenting, Family Links, Handling Children's Behaviour, Coping with Young Children, and TripleP. Of those mentioned, only TripleP has a recognised evidence base (it being the only other programme along with the IY parent programme to be specifically identified by NICE for the treatment of conduct disorder). The Family Links Nurturing programme is currently being researched in South Wales. It is clear that prior to IY training, people were delivering a variety of programmes with limited evidence of effectiveness. Investigation as to what extent these other programmes are still being delivered was outside the scope of the present survey but is an important issue for WAG, who have a commitment to evidenced based services in Wales, to consider.

Training in other IY programmes

Of the respondents, all of whom had been trained to deliver the basic parent programme, 21% had also received training to deliver IY child or teacher programmes, 16% the child programme and 5% the teacher programme.

Responses from leaders who had delivered the programme

Programmes delivered

Overall 129 respondents (65%) from 20 authorities had delivered the IY parent programme, with a mean of 5.4 groups each. Leaders are building up significant expertise in delivering the programme, with 94 (73%) having run more than one group and many having delivered the programme several times. This is a significant increase in both number and proportion reporting delivering the programme when compared to the 34 (33%) of leaders responding in 2007 and should be seen by WAG as representing a good return on investment.

Services provided for parents

The question asking about services provided for participating parents was answered by 117 of group leaders (91%) with a mean of 1.8 responses per participant. Seventy-six (68%) provided childcare, 52 (44%) transportation, 38 (31%) refreshments, 21 (18%) the venue, and 23 (20%) other services, such as a day out, pamper session, celebration party, and mileage allowances. These figures suggest that services are taking on board the need

to provide resources that facilitate access, something that has been shown to be so crucial in engaging the parents of high-risk children (Webster-Stratton, 1998).

Difficulties encountered in running groups

When asked about any difficulties in running groups 119 leaders responded, with a mean of 3.3 responses. Ninety-five (80%) had management difficulties, such as time allocation, lack of workload relief, lack of administrative support, and lack of employer commitment to programme. Seventy (59%) had delivery difficulties, including retention problems, recruitment problems, parking, childcare difficulties, and difficulties accessing supervision. Sixty-one (51%) had financial difficulties, including crèche costs, start-up materials, transportation, VCR equipment, and venue cost. Forty-six (39%) had co-leader difficulties, such as availability, lack of planning time, and unequal planning time. Twenty-eight (24%) had venue difficulties, including availability, location, and suitability. Other difficulties mentioned were finding a central venue, limited crèche hours, and having to pay for materials themselves. Fifty-three (73%) said they had not been able to resolve their difficulties and that they would still apply when running their next group. This suggests that there is still work to be done to ensure that services are providing sufficient infrastructure to facilitate effective delivery of the programmes.

Client groups for whom services were provided

When asked about the client population served by the groups 117 (91%) of group leaders, responded, 43 people (37%) identified more than one type of group, with 41 (35%) delivering preventive groups, 64 (55%) targeted groups, and 60 (51%) clinical groups. Seven respondents (6%) had worked with other specialist groups, such as vulnerable client groups or foster-carers showing that leaders are providing services for parents with a range of needs. The mean age of children whose parents attended groups was 5.8 years, with a range of 0 – 17 years. This is a wider age range than that for which the programmes were designed, although they now extend from 0 – 12 years. However there has been a history in Bangor CAMHS of delivering the programme to parents of children and young people over a wide age range and, over the last year, three Authorities have delivered the programme to foster-carers of children aged from 2 – 16 and demonstrated extremely good outcomes.

Referral sources

When asked how parents accessed groups, 121 (94%) leaders responded, identifying more than one category with a mean of two responses per participant, 73 (60%) worked with self-referred parents, 82 (68%) with referrals from primary care service providers, such as Health Visitors, schools or GPs, and 89 (74%) with parents referred by a specialist agency, such as Social Services.

Delivery of the programme to other groups

Thirty-one trained leaders (25%) have used the programme with people other than parents, including crèche staff and foster carers. Of these, eleven (50%) said that there were modifications needed to make this work, including place of delivery and emphasis of certain areas of content. Twenty-eight leaders (97%) said that they would run such a group again. The possibility of course participants submitting their work for Open College Network level two credit could add to the benefit for staff and foster carers in attending the programme (see appendix F for further information on this).

Support for leaders

When asked about what they had found helpful in running the programme 118 (92%) responded. Most, 110 (93%), made more than one response (mean 2.1 responses) with 84 (71%) citing an experienced co-leader, 70 (59%) a comfortable venue, 53 (45%) administrative support and 42 (36%) managerial support. Seven (6%) identified other things including VCR equipment, supervision, and a friendly environment.

Group preparation

Time used for group preparation varied considerably, ranging from two to 12 hours (36%) respondents, half a day for 40 (34%) respondents and a full day for eight (7%) respondents. When asked about when they prepared for a group, 45 (37%) prepared directly before a session, 52 (42%) directly after a session, 46 (37%) sporadically, and 30 (24%) at another set time. Eight (7%) said that they used their own time in the evenings or weekends to prepare, whilst eight (7%) said they had to work around their other commitments to find the time to prepare which usually ended up being only one hour.

Forty-seven leaders (41%) would prepare differently in the future. Most, 30 respondents (64%) would ensure more preparation time, five (11%) would like a more flexible co-leader, and eight (17%) intended to be more organised next time.

Group homework

Of the 124 group leaders (96%) that responded to the question about getting parents to complete home activities, 76 (61%) reported that they were successful, 29 (23%) answered neutral, 17 (14%) were unsuccessful at getting parents to do homework, and two (2%) said that it was varied and depended on the group. Answers to the question: 'What helped in getting parents to do homework?' included praise, encouragement, enthusiasm, raffle, stickers, feedback, a clear explanation of what is expected and why it is useful, offer of help and support to those who wanted it, and peer support. Reasons mentioned for difficulties in getting parents to do homework were literacy skills, parents' chaotic lifestyles, time, too much homework, and a lack of enthusiasm from some members of the groups.

The majority 109 (89%) of the 112 leaders commented on and returned homework each week. Thirteen (12%) did not, with reasons such as the parents not bringing the homework to the session and time constraints. What parents do at home is what makes the difference to their children's development but this can be one of the hardest things to help parents achieve and is an aspect of the programme that is dealt with most often in leader supervision. It is encouraging that such a high proportion of relatively inexperienced group leaders are both getting parents to complete home activities and, where parents do provide written records, are managing to comment on and return homework records weekly

Weekly phone calls to parents

Ninety-four leaders (76% of the 129 leaders delivering groups) made weekly phone calls to parents, compared to only 19 (56%) in the 2007 survey. Leaders gave an average of 2.7 response to this question, with 79 (88%) reporting that weekly phone calls offered positive reinforcement and reassurance, 68 (76%) that they were helpful in maintaining a therapeutic relationship, 59 (66%) that they encouraged compliance with homework, and

48 (53%) that they were a good way to obtain feedback from the previous session. Of the 30 group leaders (25%) that did not make weekly phone calls 23 (74%) reported lack of time, fifteen (48%), reported parents not having a reliable phone contact, and thirteen respondents (42%) that they were unable to find suitable times to call. One respondent worked within a looked after children team and therefore had regular contact anyway. Another felt that weekly phone calls were too intrusive for parents.

Group attendance

Leaders reported a mean of ten parents enrolled on the courses, and an average eight (mean of 7.7) completers. This is a good retention rate, suggesting that leaders are, by and large, delivering the programme well, since dropout is a common feature of parenting programmes. This vindicates the WAG decision to provide ongoing support for parent group leaders. When parents missed a session, 104 (92%) would either telephone them or pay a home visit to catch-up on the session missed. 20 leaders (18%) also said that if parents missed more than two sessions, they suggested that they join the next group being run. Seventy-four leaders (79%) reported a variety of strategies to promote attendance including raffles, rewards, praise, building group cohesiveness through buddy calls, good food and humour.

Evaluation

A total of 57 leaders (47%) had used questionnaires to evaluate the outcome of the groups they had run, compared to only five (15%) in the 2007 survey. Of these 30 (53%) have analysed their questionnaires and found improved overall well-being of parents as well as decreased behaviour problems in children. One said that parental sense of competence improved more than actual child behaviour and maternal depression went down. Change in parental competence is a pre-requisite to child behaviour change and improvements in maternal depression are a common finding in more effective parenting programmes where transferable skills include observation, goal setting and problem solving. Whilst the proportion of leaders undertaking evaluation is good there is clearly more work to be done to encourage more services to undertake routine evaluation.

Supervision

One hundred-and-twenty-four group leaders (96%) responded to the question concerning supervision, 81 (65%) received supervision from someone familiar to the programme and of these 78 (97%) found it helpful. One-hundred-and-thirteen (91%) had peer supervision with their co-leader after each session and 108 (96%) found this helpful. Leaders recorded a number benefits to supervision, with (62%) of the leaders reporting that it allowed them to identify the strengths and weaknesses of the delivery, discuss the best way to move forward, and to share experiences. Of the 117 (91%) that responded to the question: 'Would you have wanted more or less supervision?' 30 (26%) wanted more supervision, and 86 (74%) were happy with the supervision received. This presents a positive picture of both peer and structured supervision. Both are valued and the programme provides detailed material to support peer supervision and leader certification (see Appendix G). It is good that three-quarters of leaders report receiving adequate supervision and this helps to explain the good parent retention rates reported.

Leader certification

A total of 120 (93%) group leaders responded the question concerning leader certification. Seven (6%) were already accredited and 25 (21%) considering leader certification. When asked about assistance with gaining leader certification, eleven (50%) had received assistance, either from co-leader or support from their trainer. The most common reasons for not considering leader certification were time constraints, lack of support from their employer and no desire for further training. Certification is still not seen as necessary by the majority of group leaders. This is an area for further discussion with service managers since it is the core component to ensuring fidelity of delivery and the likelihood of positive outcomes. It also builds an in-house capacity for supervision and over time generates the mentors that can provide ongoing local training and consultation. To date two areas in Wales have in-house mentor capacity, North West Wales (Gwynedd and Anglesey) and Powys.

Experience gained from running programme

Of the 106 (82%) respondents to the question about what they had learned from delivering the programme, 89 (84%) focused on what they themselves had learnt,

*It provided me with a framework for understanding parenting skills
I found it an effective way of working with and empowering parents*

Fourteen respondents (13%) focused on what parents had learnt.

“It works and parents love it.”

“It had a significant impact on families and enables them to recognise & improve their parenting in a non-stigmatising way.”

“That IY groups are very valuable, parents are very positive about outcome and feel that all new parents should have opportunity to attend.”

Changes in future delivery

Responding to the question ‘having run this/these group/s, what would you do differently next time?’ 44 (56%) said they would organise the programme differently. Twenty four (31%) said they would find a different strategy for engaging parents and ten (13%) said work with a different co-leader next time, or work harder to get larger numbers in a group.

Responses of staff that received training but have not run the programme

It was encouraging that only 73 (36%) of respondents had not delivered the programme and this section of the report summarises their responses. Some trained staff have roles in which delivering the programme was never one of their goals, these include using the content in one to one work with families, supporting parents who are attending the programme or knowing about the programme in order to encourage parents to attend.

Service needs

All 73 (36%) respondents who had not been involved in running a group answered the question: ‘How relevant do you feel the programme is to the needs of your service?’ and 51 (70%) said it was relevant.

Comments included:

“Lots of parents that I arrange childcare for would benefit from the course.”

“I deal with families who can be chaotic and within my role I am able to draw on information from the course & share it with families if they wish.”

“To enable us to build more positive relationships between parents and children is

crucial if we aim to keep children safe and families together.”

Usefulness of training

Sixty-four staff (88%) that had not run a group responded to the question: ‘Has the training you received helped in your individual work with children and families?’ and 53 (82%) found it helpful. Comments included:

“Provided me with a number of behaviour strategies and ways to work effectively with parents and carers and enhance their parenting skills.”

“I do individual work with families referred by social services & the YOS and use the parenting pyramid as a framework.”

“Giving advice and being able to help solve problems and advising them on how to avoid them.”

Additional support needed in order to run the programme

Of the 73 trained leaders who had not run a group, 37 (52%) felt that they needed further training/support/supervision. Fifteen respondents (21%) would like either a refresher course or being able to assist in a group already being run. Nineteen (27%) had attended an IY leader support group and, of these, 56 (79%) found them helpful. It is important that services take these needs on board in order to be able to capitalize on the training that staff received.

Future plans to run groups by all respondents

One hundred and forty respondents, 69% of the total sample, plan to run a group in the near future. This comprised thirty-two respondents (43%) of those who had not run the programme and 105 (81%) of those who had previously run the programme. Forty-four staff (55%) who had not previously run a group said that they would like to but had difficulties in doing so at the moment. Difficulties include other work commitments, lack of funding, time restraints, and staff shortages. The response confirms previous experience whereby a high proportion of people who have run groups are keen to continue to do so because of the significant positive changes they see experienced by families that attend. This is also confirmed by the finding that leaders had delivered a mean of five groups, as previously reported.

General comments

The last question enabled respondents to provide any other general comments about their experiences of the training. There were 98 responses, seventy-five (79%) of which were positive:

“The training was a valuable life experience. It helped me with my work with school children and their parents and since retirement has helped me in dealing with my own grand children.”

“The training was great - I loved the play & positiveness of it & it was so good to get away from the 'managing challenging behaviour' view point. Having run a group, this works.”

“Clearly, the IY programme is highly beneficial for parents & children and the skills can be used in any areas of life and other relationships”.

“Challenges people's approach to issues and instigates change”.

” A different approach 'Problem Solving' for children & adults and 'Controlling upsetting thoughts' give people fundamental life skills and ways to deal with problems in a thought out & respectful way. I have found the IY programme to be extremely empowering for some of the young, single mothers with whom I have worked.”

“Good luck with future groups. A very good programme for those who are committed to running and attending these groups with positive outcomes.”

“Out of interest, I have had 2 parents with schizophrenia who have reported significant improvement in negative symptoms since starting & completing programme.”

“Parents tell me thoroughly enjoyed these groups / sessions not only from invaluable strategies, but also from the feeling of not being alone.”

Twenty-three respondents (11%) raised concerns, however only five were regarding the programme itself, such as too many vignettes and that they need updating (something that has been completed for all of the programmes over the last year). The remainder related to difficulties in delivery, thirteen identified lack of managerial support and/or time to run a group, and five were directed towards other things, such as resources. Examples of comments are as follows:

“Need to include training relating to oppositional attitudes from parents, family members. This has arisen many times as a stumbling block to success.”

“Delivery of IY would be better served by trained personnel who did not have other duties to perform!! It is very time consuming to organise, e.g. getting funding, arranging crèches, buying sundries (with no petty cash or budget).”

The comments regarding engagement issues are important and are addressed in supervision since any programme targeting the families of high-risk children will have engagement and retention as key issues that need sensitive handling by skilled staff. The comment regarding time needed to deliver the programme reflect the feeling that managers still do not understand the resources required for effective programme delivery.

Service Manager Questionnaire

Summary of key results from the service manager questionnaire

This section summarises the responses from the 22 CYP co-ordinators or service managers responsible for parenting strategy, detailing the delivery of Incredible Years parenting programmes in their Authority and their plans for future use of the programmes in their Authorities.

Response rate

The questionnaire was sent to the CYP co-ordinators in all 22 authorities in Wales. There was some difficulty in locating the appropriate person to complete the questionnaire due to people having changed jobs, etc.. However it was felt important to pursue responses which were obtained from all 22 Authorities (100%). Responses from service managers were extremely positive and their comments mainly referred to things needed to improve their delivery of the programme.

Delivery of the IY Parenting Programmes during 2006/7

The survey asked whether IY parent groups had been run during the previous year. All 22 services had run the IY programme, 21 in the previous year. A health visitor who had previously run the programme in 2006 in Glamorgan (the only Authority that had not delivered the programme during the last year) had left the Authority so no groups had been run in the 2007/8 year but the programme is now running there again this Autumn.

Authorities had run a mean of seven parent groups in 2007/2008, with 148 groups run

during the year. Gwynedd and Powys ran the greatest number, with thirty groups each. These are both Authorities with mentor support and locally available consultation/supervision and both also have the programme running for Child and Adolescent Mental Health Services (CAMHS) referred families and have extensive delivery of the IY child and teacher programmes. The situation for these “early implementer” Authorities provides a model for other Authorities (see appendix B for the history of the development of the programme in Wales). Blaenau Gwent also have the classroom child social skills and problem solving Dino curriculum and Teacher classroom management programme in place with the involvement of education services. Based on the experience of Gwynedd and Powys, the involvement of education staff seems key to developing use of the full range of IY programmes. Of the parent programmes run, 45% were universal access groups (N=111), 30% were early intervention preventive groups (N=72) and 25% were clinical groups (N=61). Seven authorities ran groups for more than one type of client, demonstrating their use of the IY parenting programmes to target a range of populations.

Fourteen services (64%) had undertaken evaluations and all had positive feedback from both parents and staff. Parents found the programme helped to improve child behaviour and practitioners found the programme easy to administer.

One service manager commented;

“parents found the play and praise most helpful and enjoyed support from other parents”.

However some parents in that Authority reported;

“Did not like video clips, seemed too American in places”.

Learning how to present the videos so that parents find them helpful is a key leader skill as they are the tool for helping improve parental observation skills, something at which depressed and challenged parents are often poor.

Sixty-four percent of authorities (N=14) have written the delivery of Incredible Years parent programmes into their service plan. All Authorities that have not yet done so plan to incorporate it in the near future.

All Authorities have arrangements in place to support staff and ensure that staff have sufficient time to deliver the programmes, seventeen (77%) have supervision arrangements in place, mostly accessing the supervision provided under the Parenting Action Plan for Wales scheme. At the present time, 12 Authorities are working with the IY Centre to research the new toddler parent programme. Staff from these services are or will be accessing weekly, fortnightly or monthly supervision with Judy Hutchings, Sue Evans or Bridget Large. Services that do not have regular supervision arrangements in place have plans to introduce them in the near future. Twelve authorities (55%) report having administrative support to enable the effective delivery of IY parent programme. Ensuring sufficient time, support and access to supervision is crucial for successful implementation. Although seven Authorities (32%) have identified a lead clinician or practitioner to develop and support the IY parent programme, fifteen (68%) have not yet done so.

Future plans for 2008/2009

All of the authorities have IY parenting programmes in their parenting support plan in various ways and are running groups during the current financial year. There are six individual IY parent programmes (see appendix A for details of the programmes) targeting different age ranges, from 0 – 12, plus an adult communication and problem solving programme. Fifteen of the twenty-two Authorities (68%) are planning to run more than one of the programmes.

At the time of the survey an average of six groups per authority were already planned or already taking place for the 2008/9 year. The programmes most likely to be delivered were those targeting parenting in the early years, with the new toddler programme for parents of 1 – 3 year olds (currently being researched across Wales) the most popular with 14 Authorities (64%) delivering it during this financial year. This is ideally suited to the needs of Flying Start services and this is where it is most likely to be delivered. The infant programme for parents of babies in the first year of life is being delivered in 11 Authorities (50%) and again this is probably associated with Flying Start services, The Pre-School/Early school years programme for parents of 3 – 6 year olds is being

delivered in eight Authorities (36%) and the School Aged programme for parents of 6 – 12 year olds in seven Authorities (32%). The four session School Readiness programme is being delivered in three authorities (14%) and the Advanced Adult Relationship programme in two Authorities (9%). Several services remained undecided as to which programmes and how many they were going to deliver this year so these figures represent only the situation where definite decisions have been made to run a particular programme and therefore represent an underestimate of what will be delivered during the current financial year.

There was a considerable difference between the North Wales and Powys group of Authorities who are delivering a mean of three different programmes per Authority and the South and West Wales Authorities who are delivering a mean of 1.6 programme types. The South and West Wales Authorities are predominantly delivering the early years programmes whereas in the North and Powys the range of programmes is greater and reflects the longer traditions of delivering the programmes.

Accreditation of group leaders

Four Authorities currently have accredited leaders (Ynys Mon, Gwynedd, Conwy and Powys) and six (Conwy, Flintshire, Gwynedd, Swansea, Cardiff and Powys) have a total of 14 staff currently working towards leader accreditation. Four authorities (Wrecsam, Monmouth, Caerffili and Flintshire) also have staff interested in working for accreditation. This is an essential step towards Authorities becoming self-supporting in the provision of supervision and consultation and subsequently delivery of their own basic leader training, as happens in North West Wales with Bridget Large and in Powys with Sue Evans.

Improvements for the delivery of the Incredible Years programme

Overall the programme is viewed positively by service managers and the IY Wales office in Bangor described as extremely helpful. However some authorities identified areas of concern that, if resolved, would help them to deliver programmes more effectively including:

- i) Top up training

The need for top up training, at least once a year, for staff that have completed the three day training was suggested (this is currently available through the WAG funded supervision and add on training to small numbers from each service but could be expanded with greater numbers of accredited leaders and mentors),

ii) Training for support staff

There was a suggestion of a two days training for support staff that do ongoing work with parents who have completed, or are waiting to attend, an IY programme. Cardiff, has developed an introductory training for support staff. Gwynedd, Anglesey and Powys have delivered the parent programme itself to support staff, foster carers and crèche staff.

iii) Experienced co-facilitators

Staff running the course for the first time would like to co-facilitate with an experienced leader (the programme always recommends having co-facilitators). This is understandable and demonstrates recognition of the complexity of the skills needed to engage and retain families of high-risk children. Authorities that are new to the programme are in a poorer position to do this than the 'early implementer' sites that have up to 10 years of experience of delivering the programmes. However the early sites also had this problem initially and dealt with it by establishing peer supervision networks. The funding of ongoing supervision and support from the IY Wales office, as part of the Parenting Action Plan for Wales, can continue to provide some support for these Authorities.

iv) Advice and support for staff delivering the programme

Pembroke would like weekly video link supervision from a psychologist experienced in the IY programmes, and whilst this is not currently feasible, it is important to ensure that services are aware that ongoing support is always available through staff at the IY centre, for which Dr. Sue Evans is now also working for half a day a week.

v) Additional training in delivering the toddler programme

At the time of the survey Swansea and Cardiff requested additional toddler programme training, although this has since been since provided to staff of all Authorities as part of the WAG funding for 2008/9. There has also been additional training in both North and South Wales in this programme for staff from services that are participating in the WAG funded toddler research.

vi) Organisation of the materials

A more user-friendly manual has been requested, perhaps in handbook form, as it takes time to organise the information into session folders. The IY Wales office developing guidance on how to make up session files from the manuals for each of the programmes.

vii) Updated materials

There were requests for the video clips to be updated. This has been done over the last two years and in March 2008 WAG purchased sets of four new or updated parent programmes plus a set of the Teacher classroom management programme for each Authority. Some services report feedback that the programme in places can seem too American. This is dealt with in supervision, helping leaders to understand that the programme has strong research evidence in Wales, England, Norway, Denmark and Canada as well as in the United States, and that the basic principles of human interaction, taught in the programme, are fundamental. Helping parents to focus on the process of the interaction and or how they might handle such a situation differently is an effective way to overcome these barriers.

vii) Financial support to purchase programmes

Less expensive resources or the opportunity to review resources before purchase were suggested but this has been dealt with by the provision of sets of all of the parent programmes for each Authority by WAG.

viii) Locally available supervisors

Supervisors/practitioners closer to home were among other requests for support. This is also a goal of the WAG strategy and the IY programme has a process by which leaders deliver the programme and first become certified or accredited leaders and then at a later stage become peer coaches or mentors. The ongoing WAG funded supervision across Wales is now in its third year and our goal is for 22 mentors, one in each Authority (Appendix G includes details of the leader accreditation and mentoring process).

Mapping local services

Some Authorities are still trying to establish what is being delivered locally. Caerphilly and Gwynedd have carried out a mapping exercise to find out what all of the agencies within the Authority are delivering as, until they did so, they were unsure of all the different programmes that partners were delivering. Until CYP co-ordinators know exactly what programmes partner agencies are running, their target populations, and what

they intend to deliver, they cannot design a county-wide strategy. Caerphilly is working closely with the Cymorth team to look at projects, how they fit together and how they can get partners trained in appropriate programmes to get some parity across the whole county. This is a complex process, which takes time but is something that CYPs have been tasked to do by WAG and is not an issue specific to the IY programmes. Ynys Môn is working towards the availability of open parenting sessions, reducing the stigma of parenting courses and including the needs of parents of young people in their teens and of teen parents.

Comparison of North Wales and Powys with South and West Wales

IY parent programmes have been running in the seven North Wales and Powys Authorities for longer than in the 15 South and West Wales Authorities and this is reflected in the different numbers of groups run. North Wales and Powys ran an average of 14 groups per Authority in 2007/8, 96 groups in total, whilst the 15 South and West Wales Authorities ran 51 groups, an average of 4 per Authority. There was also a considerable difference between the North Wales and Powys Authorities and the South and West Wales Authorities in the range of parent programmes being delivered, with a mean of three different programmes per Authority in the North and Powys compared with 1.6 different programmes in South/West Wales. In North Wales and Powys some services have already established the programme in more than one agency, eg early prevention, in schools and in CAMHS services, and have a good idea of the number of groups they need to fulfill the needs of their authority. South and West Wales services are mostly relatively new to the programmes and therefore are beginning to build leader skills and gain confidence delivering the programme. South and West Wales services are focusing primarily on early intervention in Flying Start and similar socio-economic disadvantaged areas associated with greater risk children developing conduct disorder.

Conclusions

In April 2008 WAG funded the survey that forms the basis of this report and questionnaires were sent to CYP co-ordinators across Wales and also to all staff known to have been trained since training was first available in Wales in 1999. Service managers, generally CYP co-ordinators from all twenty-two Local Authority and 206 trained group

leaders responded regarding their use of the IY parent programme and future plans. The survey responses produced a very positive assessment of the development of the IY parent programmes across Wales. All 22 Local Authorities have delivered an IY parent programme, 21 during the previous year and all 22 have already delivered or have plans to deliver IY parent groups during 2008/9.

A total of 148 groups were delivered during 2007/8, a mean of seven groups per Authority. Groups were delivered to a variety of service user groups including universal access, targeted prevention, clinical service users, foster carers, support and crèche staff. There was considerable variation in the number of groups run, with Gwynedd and Powys leading the field, each having delivered 30 groups. These two Authorities have a long history of delivering the programmes and both have locally available mentors to provide ongoing supervision and training.

There are a series of six parent programmes, five programme for parents of babies through to children aged 12. There is also a programme to build effective adult communication skills. There are differences in the extent to which the various programmes are being delivered across Wales, with the programmes for babies (11 Authorities), toddlers (14 Authorities) and young children aged 3 – 6 (8 Authorities) being most frequently delivered. The older school aged and advanced programmes tend to be delivered in addition to the younger age programmes in the Authorities that are further forward in their development of the IY parent programme.

All Authorities have arrangements in place to support the effective delivery of the programme, with 17 having supervision arrangements in place, this includes both peer and in house supervision and allowing staff to access the WAG funded supervision provided across Wales as part of the Parenting Action Plan.

Interest in, and progress towards, leader accreditation is growing, with seven Authorities in Wales having accredited leaders and/or leaders working towards accreditation. A further four Authorities have staff wishing to pursue accreditation. This makes a total of 11 Authorities that potentially could have accredited leaders over the coming year. This

reflects growing recognition of the role of the accreditation process in establishing and maintaining programme quality thereby guaranteeing effective outcomes.

Service managers and leaders comments regarding the IY Wales Centre at Bangor were extremely positive and other comments predominantly focused on issues that would improve the delivery of the programme. Some of these have already been dealt with, for example by the provision of copies of all of the programmes, funded by WAG in 2007 and 2008. Several comments related to the need for top-up training and ongoing supervision and the need for locally available supervisors. This will only be achieved by leaders going through the accreditation process.

The 204 respondents that had received leader training represented a range of disciplines and had a mean 14.2 years in their particular profession. They were employed by Health (42%), Education (9%), Social Services (30%) and a range of voluntary organisations (18%). Only 38% had previous experience of delivering a structured parenting programme. These included a wide range, only one of which would be considered evidence based. The training was found useful by 95% of the respondents regardless of whether they had delivered the programme in a group format.

A total of 129 respondents (65%) had delivered the programme, with a mean of 5.4 groups per leader. They reported a mean of 10 parents enrolling on programmes and eight finishing. This good retention rate suggests that the programmes are being delivered well and that the WAG investment in supervision is paying off. Overall 69% of the total sample of 204 have plans to run further groups, 81% of staff that had previously run groups and 55% of those who have yet to run a programme.

The organisations provided a range of services including child-care, transport and snacks or meals but, despite the feedback from service managers regarding the provision of supervision and resources, staff delivering the programme continue to report that they are in need of more support, in particular more time to plan, deliver and follow-up the weekly sessions.

Fourteen services had undertaken evaluations and all had received positive feedback from both staff and parents.

The IY parent programmes were included in the Parenting Action Plan for Wales because of their strong evidence of effectiveness as prevention and treatment programmes for risk of conduct disorder and long-term delinquency both in Seattle and Wales. Overall this report presents an extremely positive picture of the development of the IY programmes across Wales. It was undertaken after only two years of WAG funding of parent group leader training and supervision. It describes the success of the programme whilst also identifying the need for continued investment in supervision and support for leaders to work towards accreditation in order to ensure the delivery of high quality effective services.

A diagrammatic representation of a possible all Wales strategy for the various IY parent programmes and the child and teacher programmes is included in Appendix H Appendix I contains proposals for funding for the 2009/10 year

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Appendix A

Diagrammatic representation of the IY programmes and details of the programme curricula

Appendix B

Summary of IY programme development, Seattle and Wales

Appendix C

The results from the North Wales Sure Start trial:

Hutchings, J., Bywater, T., Daley, D., Gardner, F., Whitaker, C., Jones, K., Eames, C., & Edwards, R.T. (2007). Parenting Intervention in Sure Start Services for Children at Risk of Developing Conduct Disorder: Pragmatic Randomised Controlled Trial.

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Appendix D

Details of WAG funded training 2006 – to date and the WAG agreement with Authorities

Appendix E

Manager and trained staff survey questionnaires

Appendix F

Open College network accreditation of the parent programme

Appendix G

Leader certifications, peer and self and leader checklists

Appendix H

Diagrammatic representation of a possible service development plan incorporating all of the IY programmes.

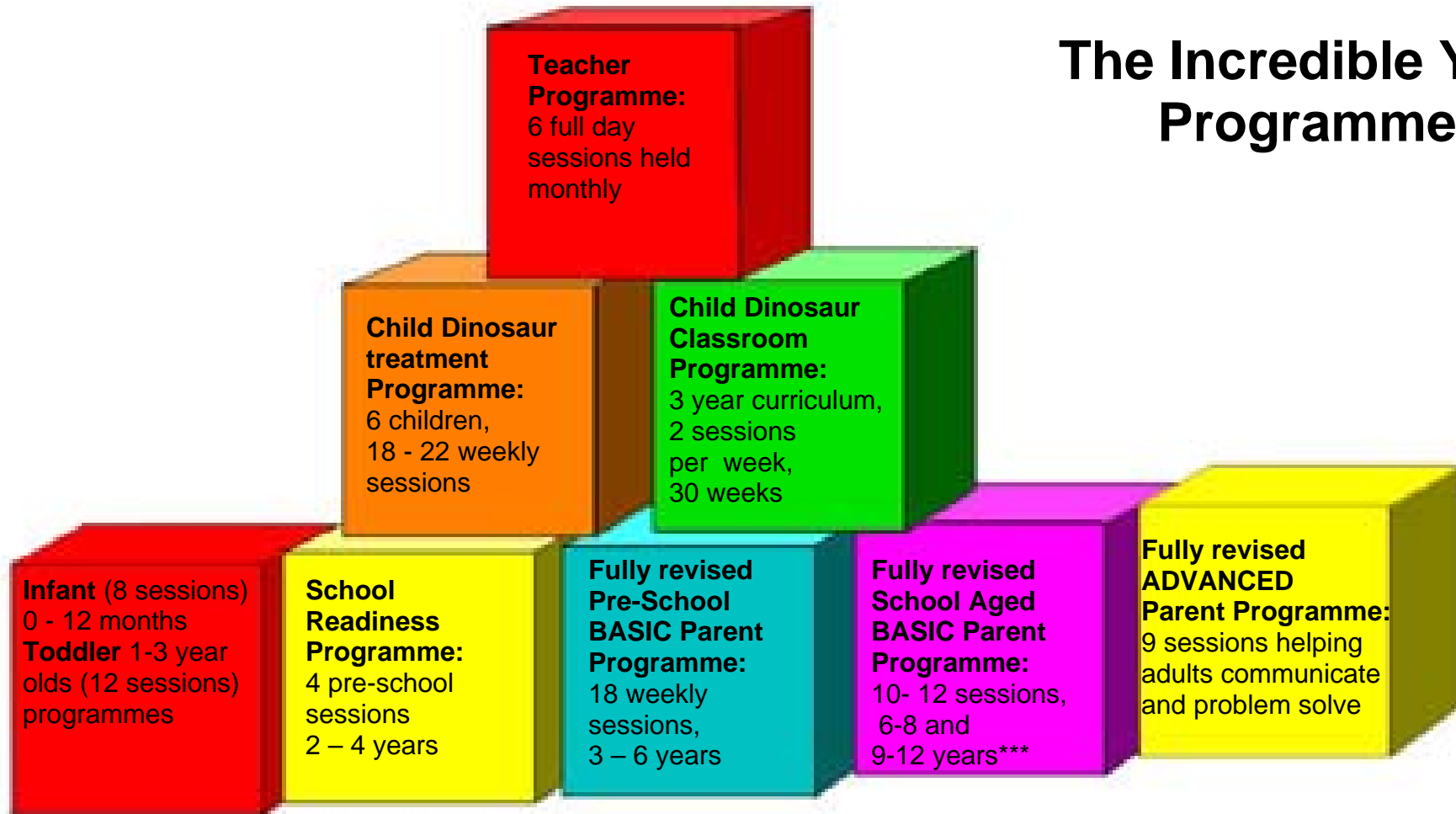
Appendix I

Proposals for funding for the 2009/10 year

Appendix A

Diagrammatic representation of the IY programmes and details of the programme curricula

The Incredible Years Programmes



*****The School aged programme also has an additional four session unit on helping your child to do their best in school**

**Summary of the content of the Incredible Years parenting programmes:
Infant, Toddler, Pre-School/Early School Years, School Aged (6 – 12), Helping your
child to do their best in School, Advanced and School Readiness programmes**

1. Incredible Years Baby Programme for parents of children in the first year of life

Eight sessions

Getting to Know Your Baby (0—3 months)

- Learning how to observe and read babies' cues and signals
- Understanding how to cope with babies' crying and fussy periods
- Learning about feeding and burping
- Understanding the importance of communication with babies
- Learning about babies' fevers and recognizing when to call the doctor
- Providing babies with visual, auditory and physical stimulation
- Learning about soft spots, baby acne, sleep habits, spitting, normal bowel movements and diapering
- Learning how to baby-proof a home
- Learning about babies' developmental milestones in the first 3 months
- Understanding the importance of getting rest and support and shifting priorities

Babies as Intelligent Learners (3—6 Months)

- Understanding “observational learning” or, mirroring and how babies learn
- Learning about how to talk “parent-ese” to babies
- Learning songs to sing to babies
- Understanding the importance of parental communication for babies' brain development
- Understanding normal developmental landmarks ages 3-6 months
- Learning ways to keep babies safe

Providing Physical, Tactile and Visual Stimulation

- Learning about ways to provide physical and tactile stimulation for babies' and its importance for brain development
- Understanding the importance of visual and auditory stimulation
- Modulating the amount of stimulation babies receive
- Understanding the importance of reading to babies
- Providing opportunities for babies to explore safely
- Involving siblings and other family members in baby play times
- Learning games to play with babies
- Learning to keep babies safe during bath times and other activities

Parents Learning to Read Babies' Minds

- Learning how to read babies' cues and developmental needs
- Understanding how to respond to babies' crying and fussy periods
- Strategies to set up predictable routines and bedtime rituals
- Learning how to help babies feel secure and loved
- Understanding how babies can be over or under stimulated
- Learning strategies to help babies' calm down
- Knowing how to get support
- Being aware of baby's temperament and working to achieve a good temperament fit

Gaining Support

- Understanding the importance of finding time for oneself to renew energy for parenting
- Understanding the importance of involving other family members and friends in baby's life
- Learning how to get support from others
- Knowing how to inform other infant care providers or baby sitters of baby's needs and interests
- Knowing how to baby-proof house and review checklist
- Learning developmental infant landmarks (6-12 months)

Babies Emerging Sense of Self (6—12 months)

- Understanding how babies learn - “observational learning” and modeling
- Learning how to provide predictable routines or schedules for babies
- Learning how to introduce solid foods in child-directed ways
- Learning about successful ways to wean babies when the time is right
- Knowing how to allow for babies' exploration and discovery
- Knowing how to talk to babies in ways that enhance language development
- Understanding how to make enjoyment of baby a priority
- Learning about visual and nonverbal communication signals
- Understanding about babies' development of object and person permanence
- Understanding how to baby-proof a home and completion of checklist

2. Incredible Years Toddler Parent Programme 1-3 years.

12 sessions

Child-Directed Play Promotes Positive Relationships

- Understanding the value of showing attention and appreciation as a way of increasing positive child behaviours
- Understanding the importance of showing joy with toddlers through songs and games
- Understanding how to promote imaginary and pretend play
- Learning how to be child-directed and understanding its value for children
- Learning how to end play successfully with toddlers
- Learning about toddlers' developmental needs and milestones
- Learning about the “modeling” principle
- Balancing power between parents and children
- Building children's self-esteem and creativity through child-directed play
- Understanding the “attention rule”

Promoting Toddler's Language with Child-Directed Coaching

- Understanding how to model and prompt language development
- Learning how to coach preschool readiness skills
- Learning about “descriptive commenting” and child-directed coaching
- Learning about “persistence coaching” to build children's ability to be focused, calm and to persist with an activity
- Learning about the “modelling principle”
- Understanding how to promote pre-reading and prewriting readiness skills
- Appreciating normal differences in children's developmental abilities and temperament — completing temperament checklist

Social and Emotion Coaching

- Understanding how to use emotion coaching to build children’s emotional vocabulary and encourage their expression of feelings.
- Understanding how to prompt social coaching to encourage children’s social skills such as sharing, being respectful, waiting, asking, taking turns, etc.
- Learning the “modelling principle”—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication
- Understanding how to coach sibling and peer play using modelling, prompting and praise to encourage social skills
- Understanding developmental stages of play
- Learning how to apply coaching principles in other settings such as mealtimes, bath time, and grocery store trips

The Art of Praise and Encouragement

- Labelling praise “Give to get” principle—for adults and children
- Attending to learning “process,” not only end results
- Modelling self-praise
- Resistance to praise—the difficulties giving and accepting praise
- Promoting positive self-talk
- Using specific encouraging statements versus non-specific
- Gaining and giving support through praise
- Avoiding praising only perfection
- Recognizing social and self-regulation skills that need praise
- Building children’s self-esteem through praise and encouragement

Spontaneous Incentives for Toddlers

- Shaping behaviors in the direction you want—“small steps”
- Clearly identifying positive behavior
- Rewards are a temporary measure leading to child’s learning a new behavior
- What will reinforce one child will not necessarily reinforce another
- Value of unexpected and spontaneous rewards
- Recognizing the “first-then” principle
- Designing programs that are realistic and developmentally appropriate
- Understanding how to set up programs for problems such as not dressing, non-compliance, picky eating, difficulty going to bed, toilet training and rough animal care
- Importance of reinforcing oneself, teachers, and others

Handling Separations and Reunions

- Establishing clear and predictable routines for separating from children
- Establishing routines for greeting children after being away from them
- Understanding object and person permanence
- Providing adequate monitoring at all times
- Understanding how peek-a-boo games help children
- Understanding how predictable routines for bedtime and schedules help children feel secure and safe
- Completing the toddler-proofing home safety checklist

Positive Discipline—Effective Limit Setting

- Reduce number of commands to only necessary commands

- Learning about the importance of distractions and redirections
- Understanding the value of giving children some choice
- Politeness principle and modeling respect
- Clear and predictable household rules offer children safety and reduce misbehaviors
- “Monitoring Principle”: Understanding the importance of constant monitoring & supervision for toddlers
- All children will test rules—don’t take it personally
- Commands should be clear, brief, respectful, and action oriented
- “When-then” commands can be effective
- Distractible children need warnings and reminders

Positive Discipline—Handling Misbehavior

- Understanding how to use distractions and redirections coupled with ignore
- Parents maintaining self-control using calm-down strategies and positive self-talk
- Repeated learning trials—negative behavior is a signal child needs some new learning
- Using the ignore technique consistently and appropriately for selected behaviors such as whining, tantrums
- Knowing how to help toddlers practice calming down
- Know how to handle children who hit or bite
- Understanding the importance of parents finding support

3. Early Childhood BASIC Parent Training Programs (Ages 3–6)

14 – 18 sessions

Strengthening Children’s Social Skills, Emotional Regulation and School Readiness Skills

Child-Directed Play Promotes Positive Relationships

- Recognizing children’s capabilities and needs
- Adjusting to children’s temperament and activity level
- Building children’s self-esteem and self-concept
- Learning about normal developmental milestones
- Avoiding the criticism trap
- Understanding the importance of adult attention to promote positive child behaviors - “Attention Principle”
- Learning about child-directed play and understanding its importance for children

Academic and Persistence Coaching

- Learning how “Descriptive Commenting” promotes children’s language skills and builds children’s self confidence and frustration tolerance
- Learning how “Academic Coaching” increases children’s school readiness
- Using “Persistence Coaching” to strengthen children’s ability to be focused, calm and persist with an activity
- Learning how to coach preschool reading skills
- Understanding the “Modeling Principle”—by parents avoiding the use of critical statements and demands and substituting positive polite language, children model and learn more positive communication and to be respectful
- Understanding children’s developmental drive for independence

Social and Emotion Coaching

- Using emotion coaching to promote children’s emotional literacy
- Combining persistence coaching with emotion coaching to strengthen child’s self-regulation skills
- Learning how to prompt and model emotion language
- Understanding how social coaching, one-on-one, builds child’s social skills (e.g., sharing, taking turns)
- Knowing how to engage in fantasy play to promote social skills and perspective taking
- Understanding how to coach sibling and peer play using modeling, prompting, and praise to encourage social skills
- Understanding developmental stages of play
- Learning how to apply coaching principles in other settings (e.g., meal times, grocery store trips, bath times, etc.)

The Art of Effective Praise & Encouragement

- Labeling praise
- “Give to Get” principle—for adults and children
- Modeling self-praise
- Understanding resistance to praise—the difficulties of self and others to accept praise
- Promoting positive self-talk
- Using specific encouraging statements versus nonspecific
- Gaining and giving support through praise
- Avoiding praising only perfection
- Recognizing social and self-regulation behaviors that need praise
- Building children’s self-esteem through praise and encouragement
- Understanding “Proximal Praise” and “Differential Attention”

Motivating Children Through Incentives

- Understanding value of spontaneous rewards & celebrations
- Understanding the difference between rewards and bribes
- Recognizing when to use the “first-then” principle
- Understanding how to “shape” behaviors
- Providing ways to set up sticker and chart systems with children
- Understanding how to develop incentive programs that are developmentally appropriate
- Understanding ways to use tangible rewards for problems such as dawdling, not dressing, noncompliance, fighting with siblings, picky eating, messy rooms, not going to bed, and toilet training issues
- Importance of reinforcing/refueling oneself and others

Establishing Routines and Household Rules

- Understanding the importance of routines and predictable schedules for children
- Understanding how clear and predictable household rules offer children safety and reduce misbehaviors
- Establishing clear and predictable routines for separating from children and greeting them, going to bed and morning routines
- Learning how to start children learning about family responsibilities
- Helping children learn family household rules

Effective Limit Setting

- Identifying important household rules
- Understanding ways to give more effective commands
- Avoiding unnecessary commands
- Avoiding unclear, vague and negative commands
- Providing children with positive alternatives/choices
- Understanding when to use the “when-then” command
- Recognizing the importance of warnings, reminders and redirection
- When possible, give children transition time
- “Politeness Principle”
- Praise children’s compliance to commands

Follow Through With Limits

Understanding the importance of distractions coupled with ignore

Understanding the importance of consistency and follow through by parents

Maintaining self-control and use calm down strategies

Understanding that testing is normal behavior

Using ignore technique consistently and avoid arguing about limits

Ignoring Children’s Inappropriate Behaviors

- Understanding how to effectively ignore
- Understanding concept of “Selective Attention” and “Attention Principle”
- Learning about repeated learning trials—negative behavior is a sign child needs some new learning opportunities
- Identifying appropriate behavior to ignore
- Keep filling up child’s bank account with play, coaching, praise and incentives
- Practicing self-control and calm down strategies

Time Out to Calm Down

- Learning how to teach children calm down strategies
- Explaining Time Out to a preschool-age child
- Using Time Out respectfully and selectively for destructive behavior or severely oppositional children
- Following through when a child resists Time Out
- Learning how to help victim of aggressive act
- Continuing to strengthen prosocial behaviors (positive opposite)
- Practicing positive self-talk and anger management strategies

Natural and Logical Consequences

- Learning about developmentally appropriate natural and logical consequences
- Understanding the importance of brief, immediate consequences
- Understanding the importance of new learning trials
- Avoiding power struggles that reinforce misbehavior

Teaching Children to Problem Solve and Self-Regulate

- Understanding how games and stories can be used to help children learn beginning problem-solving skills
- Appreciating the developmental nature of each child’s ability to problem solve
- Strengthening a child’s beginning empathy skills or ability to understand a problem from another person’s point of view
- Recognizing why aggressive and shy children need to learn these skills

- Learning how to help children think about the emotional and behavioral consequences to proposed solutions
- Understanding the importance of validating children's feelings
- Learning to model problem solving for children

4. ADVANCE Parent Training Programme: How to Communicate Effectively With Adults and Children

Active Listening and Speaking Up

- Understanding the importance of active listening skills
- Learning how to speak up effectively about problems
- Recognizing how to validate another's feelings
- Knowing how and when to express one's own feelings
- Avoiding communication blocks such as not listening, storing up grievances and angry explosions

Communicating More Positively to Oneself and to Others

- Understanding the importance of recognizing self-talk
- Understanding how angry and depressive emotions and thought can affect behavior with others
- Learning coping strategies to stop negative self-talk
- Learning coping strategies to increase positive self-talk
- Increasing positive and polite communication with others
- Avoiding communication blocks such as put-downs, blaming, and denials
- Understanding the importance of seeing a problem from the other person's point of view

Giving and Getting Support

- Understanding the importance of support for a family or an individual
- Recognizing communication styles or beliefs that block support
- Fostering self-care and positive self-reinforcement strategies in adults and children
- Avoiding communication blocks such as defensiveness, denials, cross complaints and inconsistent or mixed messages
- Knowing how to get feedback from others
- Understanding how to turn a complaint into a positive recommendation
- Promoting consistent verbal and nonverbal messages
- Knowing how to make positive requests of adults and children
- Understanding why compliance to another's requests is essential in any relationship
- Learning how to be more supportive to others

Problem Solving About Children's Problems

- Recognizing when to use spontaneous problem-solving skills
- Understanding the important steps to problem solving

Problem Solving About Interpersonal Issues

- Avoiding blocks to effective problem solving such as blaming, attacks, anger, side-tracking, lengthy problem definition, missed steps, and criticizing solutions
- Recognizing how to use problem-solving strategies to get more support
- Learning how to express feelings about a problem without blaming

Problem Solving With Teachers

- Understanding how to collaborate with teachers
- Implementing behavior plans at home and at school
- Learning how to have a successful parent/teacher conference

Teaching Children to Problem Solve in the Midst of Conflict

- Understanding the importance of not imposing solutions upon children but of fostering a thinking process about conflict
- Recognizing how and when to use guided solutions for very young children or for children who have no positive solutions in their repertoire
- Discovering the value of obtaining the child's feelings and view of the problem before attempting to problem solve
- Learning how to foster children's skills to empathize and perceive another's point of view
- Recognizing when children may be ready to problem solve on their own
- Avoiding blocks to effective problem solving with children, such as lectures, quick judgments, exclusive focus on the right "answer," and failure to validate a child's feelings

Family Problem-Solving Meetings

- Understanding how to use the problem-solving steps with school-age children
- Recognizing the importance of evaluating plans during each problem-solving session
- Understanding the importance of rotating the leader for each family meeting
- Learning how to help children express their feelings about an issue
- Reinforcing the problem-solving process

5. Supporting Your Child's Education Parent Training Program

Four – six sessions

Promoting Reading Skills

- Providing positive support for children's reading.
- Building children's self-esteem and self-confidence in their learning ability.
- Making reading enjoyable.
- Fostering children's reading skills and story telling through "interactive dialogue," praise, and open-ended questions.

Dealing with Children's Discouragement

- Helping children avoid a sense of failure when they can't do something.
- Recognizing the importance of children learning according to their developmental ability and learning style.
- Understanding how to build on children's strengths.
- Knowing how to set up tangible reward programs to help motivate children in difficult areas.
- Understanding how to motivate children through praise and encouragement.

Fostering Good Learning Habits and Routines

- Setting up a predictable daily learning routine for academic activities.
- Understanding how television and computer games interfere with learning.
- Incorporating effective limit-setting regarding homework.

- Understanding how to follow through with limits.
- Understanding the importance of parental monitoring.
- Avoiding the criticism trap.

Parents Showing Interest in School

- Understanding the importance of parental attention, praise, and encouragement for what children learn in school.
- Recognizing that every child learns different skills at different rates according to their developmental ability.
- Understanding how to build on children's strengths.
- Understanding how to show "active interest" in children's learning at home and at school.
- Understanding the importance of working with your child's teacher.
- Understanding the importance of parental advocacy for their children in school.

6. School-Age BASIC Parent Training Programs (Ages 6-12)

12 sessions

The Importance of Parental Attention and Special Time

- Understanding how to build a positive relationship with children.
- Helping children develop imaginative and creative play.
- Building children's self-esteem and self-confidence through supportive parental attention.
- Understanding the importance of adult attention for promoting positive child behaviors.
- Understanding how lack of attention and interest can lead to child misbehaviors.

Social, Emotion, and Persistence Coaching

- Understanding how to use academic and persistence coaching to encourage children's persistence and focus
- Learning to use emotion coaching to build emotional literacy
- Learning to use social coaching to encourage social skills such as being respectful, sharing, cooperating, and being a good team member.

Effective Praise and Encouragement

- Knowing how to use praise more effectively.
- Avoiding praising only perfection.
- Recognizing common traps.
- Knowing how to deal with children who reject praise.
- Recognizing child behaviors that need praise.
- Understanding the effects of social rewards on children.
- Doubling the impact of praise.
- Building children's self-esteem and self-concept.

Tangible Rewards

- Understanding the difference between rewards and bribes.
- Recognizing when to use the "first-then" rule.
- Understanding how to set up star and point systems to motivate children.
- Understanding how to design programs that are age appropriate.
- Understanding ways to use tangible rewards for problems such as dawdling, noncompliance, sibling fighting, messy room, not going to bed, and being home on time.

Rules, Responsibilities, and Routines

- Politeness Principle
- Understanding how to establish clear and predictable routines.
- Strategies for encouraging children to be responsible.
- Understanding the importance of household chores.
- Making sure household rules are clear.

Clear and Respectful Limit Setting

- The importance of household rules.
- Guidelines for giving effective commands.
- How to avoid using unnecessary commands.
- Identifying unclear, vague, and negative commands.
- Providing children with positive alternatives.

- Using “when/then” commands effectively.
- The importance of warnings, reminders and giving choices.

Ignoring Misbehavior

- Dealing effectively with children who test the limits.
- Knowing when to divert and distract children.
- Avoiding arguments and “why games.”
- Understanding why it is important to ignore children’s inappropriate responses.
- Following through with commands effectively.
- Recognizing how to help children be more compliant.

Time Out Consequences

- Guidelines for implementing Time Out for noncompliance, hitting and destructive behaviors.
- How to explain Time Out to children.
- Avoiding power struggles.
- Techniques for dealing with children who refuse to go to Time Out or won’t stay in Time Out.
- Teaching children how to calm down.
- Understanding the importance of strengthening positive behaviors.

Logical and Natural Consequences

- Guidelines for avoiding power struggles.
- Recognizing when to use logical consequences, privilege removal, or start up commands.
- Understanding what to do when discipline doesn’t seem to work.
- Recognizing when to ignore children’s inappropriate responses and how to avoid power struggles.
- Understanding how natural and logical consequences increase children’s sense of responsibility.
- Understanding when to use work chores with children.
- Understanding the importance of parental monitoring at all ages.

7. School Readiness Series for parents of 2 – 4 year olds

Four sessions

The School Readiness Series is a parenting program designed to promote children's school readiness. This two-program series is a supplemental to the BASIC Parent Program. The ultimate outcomes are to improve children's school readiness, and to prevent children from developing conduct problems and academic underachievement in later school years.

Child-directed Play: Strengthening Children's Social, Emotional and Cognitive Skills

Key Concepts:

- Value of parents giving attention and coaching children's friendly play and social skills with other children
- How to do emotion coaching to build emotional expression
- Building children's self-esteem and creativity through child-directed play concepts
- Helping children learn to problem solve and sustain their attention on a focused,

cooperative activity

- The modelling principle by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication
- Building children's language skills through descriptive commenting strategies

Encouraging Social, Emotional, Academic and Problem Solving Skills through Interactive Reading

Key concepts:

Providing positive support for children's reading skills.

Helping children develop imaginative and creative story telling through interactive approaches.

- Building children's self-esteem and self-confidence in their reading ability.
- Making reading enjoyable through interactive reading and letting the child be the storyteller.
- Using the Reading With CARE building block*s.

* **Commenting** and describing pictures **Asking** open-ended questions, such as predicting what comes next? **Responding** with encouragement and praise to children's efforts **Expanding** on what the child says.

Summary of the content of the Incredible Years Child and Teacher programmes: Dina Dinosaur Child Training Programme (Small Group Therapy) and Dina Dinosaur Classroom Curriculum (Prevention).

The child-training programme can be used by counsellors or therapists to treat "difficult" and highly aggressive children in small groups or can be used by teachers as a prevention programme for an entire classroom of students.

The Dinosaur Child Training Programme (Small Group Therapy) is eighteen – twenty two hour sessions. The Classroom version is 60 20-minute lesson plans plus small group activities for either pre-school or early school years classes.

The basic syllabus covers the same topics for both Therapeutic and Classroom Dina programmes.

Making New Friends and Learning School Rules

- To introduce the children to each other
- To get to know more about one another, similarities and differences
- To encourage group identity
- To explain the purpose of the programme
- To help the children understand the importance of rules
- To allow children to participate in the process of rule making and to come up with a set of rules for the group
- To understand what will happen if rules are broken
- To understand how to earn attention and rewards for good behaviour

Detecting and Understanding Feelings

- To introduce the concept of relaxation and what children can do to help themselves relax
- To introduce a range of feelings and the words for different feelings
- To learn how to tell someone else is feeling (verbal and nonverbal)
- To increase awareness of nonverbal facial communications used to portray feelings
- To help children understand why there different feelings occur
- To discuss ways of making people feel better

How to Do Your Best in School

- Review communication skills (telling, listening. Complimenting, apologising, speaking up)
- To familiarise the children with the classroom skills of listening, avoiding interruptions and putting up your hand to ask questions
- Teach importance of attending-stop, look, think and check
- Teach importance of co-operation and compliance to adult's request

Problem Solving Steps

- To introduce problem-solving steps and solutions in a concrete way
- To practice thinking of alternative solutions to problems
- To introduce vocabulary for problem solving
- To learn to inhibit impulsive reactions
- To understand what apology means and when to use it
- To evaluate solutions on the basis of whether they are safe, fair and lead to good feelings

- To recognise how anger can interfere with good problem solving
- To help children understand how they can calm down in order to solve problems
- To understand that it is alright to feel anger “inside” but not to act it out by hurting others
- Begin to help children cognitively reframe events that happen to them as not necessarily being hostile or deliberate attempts to hurt them
- To practice alternate responses to being teased or bullied
- To understand why others might be angry

How to be Friendly

- To introduce the concept of friendship and how to be friendly
- To introduce the concept of helping
- Teach concept of sharing
- Teach the concept of “teamwork” and co-operation
- Teach the concept of helping [parents by complying to their requests

How to Talk with Friends

- Teach communication skills: telling and question-asking
- To familiarise children with steps involved in listening well
- To practice conversation skills
- Teach peer entry skills

1. The Dina Dinosaur Classroom Curriculum (Prevention)

The Dinosaur Social Skills and Problem Solving curriculum is a child training curriculum that strengthens children's social, emotional and academic competencies such as understanding and communicating feelings, using effective problem solving strategies, managing anger, practicing friendship and conversational skills, as well as appropriate classroom behaviours.

2. The Teacher Classroom Management Programme

Six monthly sessions

The teacher training intervention is focused on strengthening teacher classroom management strategies, promoting children's pro-social behaviour and school readiness (reading skills), and reducing classroom aggression and non-cooperation with peers and teachers. Additionally the intervention focuses on ways teachers can effectively collaborate with parents to support their school involvement and promote consistency from home to school. The programme can be useful for teachers, teacher aides, psychologists, school counsellors, and any school personnel working with young children.

The Importance of Teacher Attention, Encouragement and Praise

- How to praise more effectively
- Building children’s self-esteem and self-confidence by learning how to praise themselves
- Understanding the importance of general praise to the whole group as well as individual praise
- The importance of praising social and academic behaviours
- Using physical warmth as re-enforcer
- Providing non-verbal cues of appreciation

- Helping children to learn how to praise others and enjoy other's achievements
- Helping children to learn how to self-praise and appreciate their own accomplishments

Motivating Children Through Incentives

- Understanding why incentives are valuable teaching strategies for children with behaviour problems
- Understanding ways to use an incentive programme for social problems such as non-compliance, inattentiveness, uncooperativeness and hyperactivity as well as for academic problems
- How to set up individual incentive programmes for particular children
- How to use group or classroom incentives
- Designing programmes that are age-appropriate and developmentally appropriate
- Designing programmes which have variety and build on the positive relationship between teacher, child and parent
- Understanding how to use incentives in a way which fosters the child's internal motivation and focuses on the process of learning rather than the end product
- Providing unexpected rewards
- Appreciating the importance of involving parents in incentive programmes

Preventing Behaviour Problems – The Proactive Teacher

- The importance of preparing children for transitions
- The importance for clear, predictable classroom rules
- Guidelines for giving effective commands or instructions
- Identifying unclear, vague and negative commands
- Understanding the value of warnings and helpful reminders, especially for distractible children
- Engaging children's attention
- Recognising the need for ongoing monitoring and positive attention

Decreasing Inappropriate Behaviour

- How to redirect and engage children
- How and when to ignore inappropriate responses from children
- When to use verbal and nonverbal cues to re-engage off-task children
- The importance of reminders and warnings
- Guidelines for setting up Time Out in the classroom
- Common mistakes using Time Out
- How to handle common misbehaviour such as impulsivity, disengagement, non-compliance, tantrums and disruptive behaviours
- Recognising when to use logical consequences or privilege removal as discipline

Building Positive Relationships with Students

- Understanding ways to build positive relationships with difficult students
- Understanding ways to show students you trust and believe in them
- Fostering students' sense of responsibility for the classroom and their involvement in other students' learning as well as their own
- Giving students choices when [possible]
- Teaching students how to ask for what they want in appropriate ways
- Fostering listening and speaking skills between students
- Fostering feeling talk between students
- Teaching students how to problem solve through role-plays and examples

- Understanding ways to promote positive self-talk
- Implementing strategies to counter students' negative attributions and reputations within the classroom and community of parents

Appendix B

Summary of IY programme development, Seattle and Wales

Background to the Incredible Years Programmes and their development in Wales

1. The IY programmes as developed and researched in the USA:

The Parenting Programmes as treatment for clinical problems.

Over 25 years ago, at the University of Washington, Seattle, Carolyn Webster-Stratton started developing and researching a parenting programme for children referred for help with significant behavioural and related problems. This programme evolved into the Incredible Years BASIC twelve-week parent programme and her research evidence showed that it was effective in bringing about improvements for two thirds of clinically referred children. However, as with most parenting programmes, not all of those maintained their progress over the following three years.

Adult depression and relationship difficulties seemed to be associated poor longer term outcomes, so Carolyn developed the ADVANCE programme, an eight session add on programme focusing on adult relationship and problem solving skills and strategies to help children to become more effective problem solvers. This helped families who, with the BASIC programme alone, did not make gains or, if they did, did not maintain them.

Parent report of ongoing difficulties in relation to school prompted a programme to help parents of children whose behaviour at home and relationship with their parent/s had improved but were still having difficulties at school and in peer relationships. Carolyn's next step was to develop a module called "Helping Your Child to do Their Best in School". This focused on helping children with homework and academic skills and on promoting home-school links. The resulting evidence shows that for clinically referred children some parents will need all of these programmes (Basic, Advance and helping your child....) to bring about sustained improvements.

The Child Therapeutic Dinosaur School social skills and problem solving Programme.

Carolyn was aware that, despite the expanded series of parent programmes, some children still failed to make changes in their behaviour in out of home settings, particularly school, where problems in their academic engagement, peer friendship and problem solving skills persisted. This led her, in the early 1990s, to devise a programme for the children themselves, the Therapeutic Dinosaur School programme. This is an eighteen to twenty-two session programme, run for two hours a week, for groups of six referred children. It teaches social and problem solving skills, anger management and academic skills such as concentrating and checking. The parenting programme produced improvements in parent-child relationships and child compliance at home, the addition of Dinosaur School achieved improvements in child friendships with peers, number and quality of problem solutions and academic attainment.

The Teacher Classroom Management Programme.

As teachers of referred children became aware of the parent and child interventions, they started to ask for advice on how to manage these challenging children in their classrooms. About ten years ago Carolyn developed a classroom management programme for teachers. This programme uses video footage of classroom situations and is run for one-day per month over five or six months. The addition of this programme resulted in significant improvements in teacher classroom management including increased positive attention to children and reductions in use of aversive discipline strategies. This had further significant beneficial effects on child outcomes demonstrating that children with well-established problems have the best chances of making and maintaining gains when all three programmes, parent, child

and teacher, are used. This is particularly the case for those children with the most significant problems who are at greatest risk of long-term delinquency, drug abuse and violent criminality.

Headstart Early Intervention Research

Having developed and researched the parent, child and teacher programmes for referred children with severely challenging behaviour, and established that they were effective clinical programmes, Carolyn took all three programmes into Head Start early intervention settings targeting high risk pre-school children and demonstrating that they were equally effective as preventive programmes for young children at high risk of developing conduct disorder.

Parent programme

Used in Headstart early intervention settings, Carolyn was able to demonstrate that her BASIC parent programme had the components and collaborative process needed to engage the high risk families that so often fail in other programmes and achieve sustained change in their relationships with their children and in their children's behaviour.

The Classroom Child Dinosaur School social skills and problem solving and teacher classroom management programmes

For the Headstart research Carolyn added the teacher classroom management programme alongside a universal classroom based Dinosaur School programme. This was a redesigned version of the social skills and problem-solving curriculum developed as a treatment programme. The classroom programme was delivered twice a week in 20 minute circle time activity, backed up by small group activities. The sessions were delivered to the whole class by Carolyn's research leaders supported by the regular classroom teachers who, at the same time, received monthly training in the classroom management programme. In this study the Dino curriculum was delivered throughout the school year to 23 classes of Head Start children in Seattle during their first two years in school. Results of the Head Start preventive work are just beginning to come into print but are showing the combined parent, child and teacher programmes to be just as effective as preventive programmes as they were as treatment programmes.

Recent programme developments

Carolyn's current research programme involves delivering the parent programme and small group therapeutic child programmes to young children with ADHD. Other recent developments include:

- i) a four session school readiness programme focusing on play as a learning activity and how to help children's interest in books,
- ii) a fully revised school aged programme for parents of 6 – 8 and 9 – 12 year old children which she put together to support a DCSF funded project in England with high risk 8 – 13 year olds
- iii) an eight session programme on the first year of life for parents of infants and
- iv) a 12 session programme for parents of toddlers aged one to three.

Fidelity and the achievement of good outcomes in service settings

Carolyn's current interest is in helping service providers to identify which combination of programmes are required for particular circumstances and needs and to deliver programmes with fidelity to achieve good outcomes. Her programmes have all of the necessary tools for fidelity. They have leader training and structured consultation leading to an accreditation process (Appendix C contains information on supervision and leader accreditation). They have books, tapes and materials for parents and for group leaders. Leader accreditation in this programme is a rigorous process involving videotaping a complete session of the programme

and keeping all of the additional check lists and parent evaluations. Once accredited and providing that they continue to deliver the programme, leaders can go on for further training as a peer coach to support other staff and subsequently as a mentor. Gwynedd is fortunate to have Bridget Large as a mentor for the parent programme and Rhian Gwyn as a mentor for the classroom programme.

2. Wales:

The Incredible Years Wales Centre.

We have been using the parent, child and teacher programmes in Wales for the last eleven years and, since October 2002, have been researching the BASIC parent programme as an early preventive intervention with parents of high-risk pre-school children from Sure Start areas across North Wales. Over the last six years we have worked on disseminating the IY programmes throughout Wales for the following reasons:

- a) There are programmes for parents, children and teachers and these are evidence based as both intervention and prevention programmes, enabling co-ordination of strategies across agencies.
- b) The programmes are collaborative, parents, children or teachers are encouraged to recognise their own expertise and to engage in shared problem solving, thereby enhancing self esteem and ownership of skills taught.
- c) Social relationship and problem solving skills are taught to help children develop behaviours we want to see more of alongside strategies to reduce problem behaviours.
- d) The programmes all receive high satisfaction ratings and the parent programmes engage more people than most other similar programmes, e.g. over 90% of high risk Head Start parents signed up for and attended at least 75% of the parenting programme. Most programmes are effective with, at best, about 2/3rds of such families and often this initial improvement is not maintained.
- e) The Parent programme has evidence of long-term outcomes (over ten years). Long term follow up is essential when dealing with problems, such as delinquency, that have long trajectories.
- f) The programmes have been replicated numerous times by independent researchers in both academic and service settings.
- g) The main evidence base is in the US but a growing evidence base is emerging from England and Wales, as well as Norway and Canada, demonstrating their transportability.
- h) There are detailed leader training programmes that teach both the specific programme content and collaborative delivery process of each programme.
- i) The materials are of high quality and engaging and include detailed leader checklists and resources making it easier for the programmes to be delivered in the evidence based way that they have been researched.
- j) There are leader self-evaluation checklists to enable leaders to review their own performance and a leader certification process to ensure that leaders are delivering the programme with “fidelity” i.e. in an evidence based way.

The Welsh Centre for Promoting the Incredible Years Programmes was launched in 2003 by Jane Hutt, then Minister for Health and Social Care at the Welsh Assembly Government and now Minister with responsibility for Children. The Centre aims are to:

- a) provide training for group leaders in all three programmes.
- b) Encourage programme users to evaluate their outcomes.
- c) Obtain funding for and undertake research.
- d) Provide support to help people to use the programmes in the evidence-based way that they have been developed and researched and to work for leader certification.

We have continued to progress these aims and, since 2006, with Welsh Assembly Government funding, have been training parent group leaders across Wales. This funding is now extended through 2008/9 and the focus of the third year of the programme will be on supervision, consultation, on specialist training to enable the development of locally based accredited leaders and mentors and on training people to deliver the teacher programme.

Incredible Years Wales is a resource to support Carolyn Webster-Stratton's goals that she is achieving as a result of over 20 years of development of, and research into her programmes:

“The first goal is to develop comprehensive treatment programs for young children with early onset conduct problems. The second goal is the development of cost-effective, community-based, universal prevention programs that all families and teachers of young children can use to promote social competence and to prevent children from developing conduct problems in the first place”. (Webster-Stratton, 2003).

In 2006, as part of the Parenting Action plan for Wales, WAG funded parent group leader training for staff from every Authority in Wales. This was completed in 2007 and since that time there has been ongoing supervision across Wales. Funding for 2008/9 is for add on training for people who have delivered the programme to learn about the infant, toddler, older school aged (8 – 12 years) and advanced parent programmes. There is also funded supervision and for the first time places for 3 staff from each Authority to train to deliver the IY Teacher classroom management programme which is seen as fitting well with the needs of teachers working in the foundation phase of education.

WAG have also supported Authorities by providing the materials for all of these programmes to every Authority, by supporting the IY Annual Conference and Annual newsletter and by translating both the parent and teacher books into Welsh.

Appendix C

The results from the North Wales Sure Start trial

Hutchings, J., Bywater, T., Daley, D., Gardner, F., Whitaker, C., Jones, K., Eames, C., & Edwards, R.T. (2007). Parenting Intervention in Sure Start Services for Children at Risk of Developing Conduct Disorder: Pragmatic Randomised Controlled Trial. *BMJ*, [doi:10.1136/bmj.39126.620799.55](https://doi.org/10.1136/bmj.39126.620799.55)

Edwards, R.T., Ó Céilleachair, A., Bywater, T., Hughes, D.A., & Hutchings, J. (2007). Parenting Programme for Parents of Children at Risk of Developing Conduct Disorder: Cost-Effective Analysis. *BMJ*, [doi:10.1136/bmj.39126.699421.55](https://doi.org/10.1136/bmj.39126.699421.55).

Appendix D

Details of WAG funded training 2006 – to date and the WAG agreement with Authorities

The Welsh Assembly Government's PARENTING ACTION PLAN: STRATEGY FOR DEVELOPING THE INCREDIBLE YEARS PARENTING PROGRAMME ACROSS WALES

The commitment from participating Authorities

CYP Partnerships interested in accessing this training will need to make a commitment regarding their support for staff who undertake training. This will need to include:

- Identification of a staff member who will undertake the organisation of training arrangements (and who will also ideally be one of those undertaking the training). The ideal situation would be for Partnerships to identify someone to take a lead who would be keen to learn and run the programme, undertake leader certification and move on to become a mentor for their area, providing training and consultation for new leaders and making the area self sufficient in future training provision (see the Incredible Years website for a description of this process: www.incredibleyears.com). This process is likely to take several years to achieve for someone new to the programme, although some local authorities are already part way along this process.
- Provision of accommodation and meals for the training.
- Evidence of willingness to purchase materials and to give staff sufficient time to run the programme correctly and take part in regular peer supervision.
- Allowing staff time to attend two local follow-up days scheduled to take place after they have had time to start running the programme.
- Providing support for staff to work for leader certification, where appropriate by allowing them to attend the on-going regular quarterly free consultation days provided in Bangor by the Incredible Years Centre and paying any relevant fees for certification.
- Allowing the local co-ordinator time to attend planning meetings along with the co-ordinators from other Authorities (in Mid-Wales or Bangor).
- Participation in ongoing evaluation of the process including monitoring of outcomes from groups.

Appendix E

Manager and trained staff survey questionnaires

Evaluation of the Incredible Years Parenting Programme across Wales

Service Manager Questionnaire

Name of Authority: _____

Authority Contact Name: _____

Contact details:

Job Title: _____

Address: _____

Telephone: _____ **Email:** _____

1) How many IY parent groups have been run during 2007/8 in your Authority area? _____

2) How many fall into each of the following categories?

(i) Universal access

(ii) Early intervention preventive

(iii) Clinical

3) Have you undertaken any evaluation of outcome for these groups?

Yes

No

If yes, what was found and would it be possible to have copies of any reports?

4) Is the delivery of the IY parent programme written into your service plan?

Yes

No

If yes, please supply a copy with your response.

5) What arrangements are in place to ensure that staff:

i) have sufficient time to deliver the programme

ii) have supervision arrangements in place (what arrangement)

iii) are given appropriate administrative support to enable effective delivery in terms of production of handouts etc

6) Have you identified a lead clinician to work for leader certification and provide co-ordinated leadership to staff delivering the programme?

Yes No

If yes, please provide details of this person

Name: _____

Job title: _____

Address: _____

Email: _____

Phone no: _____

7) What plans are in place to deliver the basic parent programme during 2008/09?

8) How many basic groups do you expect to run in 2008/09?

9) Which of the following programmes are you/do you anticipate running in 2008/09? Please tick relevant boxes.

(i) Infant

(ii) Toddler (1-3 yrs)

(iii) School readiness

(iv) Preschool/early school years (3-6 yrs)

(v) School aged (6-12 yrs)

(vi) Advanced

10) How do you see the IY programme fitting into your parenting support plan in the future?

11) Do you have staff who are working towards leader certification/accreditation?

Yes

No

If yes, how many?

12) Are there any other ways in which you could be helped to deliver the IY programme?

13) Do you have any other comments regarding the development of a comprehensive parenting support strategy in your area?

End of questions.

Thank you.

Survey Questionnaire for people trained to deliver the IY BASIC parent programme

SECTION A: Personal information

Current profession / title

No/ of years since qualification in this profession

No of years practice/work?

Educational/professional qualifications (please list all post school qualifications)

1. a) Which IY programmes have you been trained to deliver

Parent Child Teacher

b) In which year did you receive the BASIC parent leader training?

1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008

2. How was your training funded? WAG/own employer Please specify.

3. Do/did you have any prior experience with parenting programmes?

If yes what programme?

4. Overall how useful was the IY BASIC leader training?

Not useful neutral useful very useful

5. Since completing the basic group leader training, have you been involved in running an IY parent group?

Yes No

If yes please continue with section B. If no please continue with section C.

Section B: Trained people who have run groups

(i) How many groups have you run?

(ii) What resources did your service provide for the group? (Childcare, transport etc.)

Now please go to section D

Section C: For people who have not yet delivered an IY parent programme

(i) How relevant do you feel the programme is to the needs of your service?

Not relevant Neutral relevance Very relevant

If relevant in what way?

6. Has the training you have received helped you in your individual work with children and families?

If so, How?

7. a) Do you feel the need for further training/support/supervision before running a group?

Yes

No

If yes, in what form?

b) Have you attended an IY support group meeting?

Yes

No

If yes, Do you find these helpful?

Yes

No

c) Would you like to run a group?

Yes

(but difficult at the moment)

No

(it doesn't really fit in with my work)

-what are the difficulties?

Please continue with section D

Section D: Future plans

8. Do you intend to run an IY parenting group in the future? If yes please say how soon you expect this to be

0-3 months

3-6 months

6-12 months

other

How far are you with this process?

If you have not so far run a group now please go to section N to add any final comments

SECTION E: Responses of parents

Difficulties experienced in running a group

9. a) Have you experienced any difficulties in setting up or running an IY parenting group?

Financial

Start up materials

Crèche costs

Transportation

VCR equipment

Venue costs

Venue

Availability

Location

Management/Organisational

Time allocation a) preparation

b) course time

c) progress review

Employer commitment to programme

Lack of workload relief

Lack of administrative support

Co-leader

Availability

Lack of planning time/unequal

Difficulties in delivering the programme

Recruitment problems

Retention problems

Child care's difficulties

Parking

Difficulties accessing supervision

Other difficulties?

b) Did you resolve these difficulties or would they still apply if you ran future groups?

SECTION F: Referral Data

10. a) Which client group /s have you worked with in your parenting group, e.g. preventive – open access to all families

- (i) targeted high risk children
- (ii) clinically referred children

b) What was the age range of children?

11. How were parents referred to the group?

- a) Self referred
- b) Referred by primary care service teachers, GPs, HVs
- c) Referred by specialist agency Social services, CAMHS, Paediatrician etc

12. Have you used parenting group with anyone other than parents? (e.g. crèche workers, classroom support workers, foster carers)?

Yes

No

If yes:

(i) What target group was it?

(ii) How did this work out? E.g. were any modifications needed?

(iii) Would you run a group with people other than parents again?

Yes

No

SECTION G: Organisation of Group

13. a) When organising your group, what were the things that you found the most helpful,

Managerial support

Administrative support

Comfortable Venue

Experienced co-leader

Other (please state)

b) What form did this help take?

SECTION H: Preparation for Group

14. a) How much time was available to you to prepare for the group per week in addition to group delivery time?

2 hours half day day other

b) When did you prepare for the next session?

Directly after a session

Directly before a session

Other set time

Sporadic (when you could fit it in)

c) Would you prepare differently in future?

Yes

No

If yes: in what way?

SECTION I: Progress reviews

HOMEWORK

15. How successful were you at getting parents to do the homework?

Very unsuccessful Unsuccessful neutral successful very successful

-what helped?

-what hindered?

16. Were you able to comment and return the homework each week?

Yes No

If not, what made this difficult?

TELEPHONE SUPPORT

17. Did you make weekly calls to the parents?

Yes No

If yes, In what ways did you find these helpful?

- Maintaining the therapeutic relationship
- Offering positive reinforcement and reassurance to parents
- Feedback from last session
- Encouraging compliance with homework
- Other (please state)

If no, what made this difficult?

- Unable to find suitable times (e.g. parents not in/children around)
- Parents without reliable phone contact
- Lack of time
- Other (please state)

18. Do you feel that the use of telephone support in this way is valuable?

Yes No

ADHERANCE

19. How many parents enrolled on the courses? Please give an average number for all of the groups that you have run

20. How many completed the course? (average percentage per group)

- ___ completed up to 4 sessions
- ___ completed 5-7 sessions
- ___ completed 8 or more sessions

21. How did you deal with parents missing sessions?

22. Did you have any special strategies to promote attendance?

SECTION J: Evaluation

23. Have you used any questionnaires in addition to the feedback forms to evaluate the progress of parents in your group?

Yes No (go to Section K)

If yes; (a) What were they?

(b) Have you analysed them?

If no, would you be prepared for us to see them/analyse them?

If yes, Please could you forward a copy of this report?

24. Has your evaluation contributed to your planning for the next group you may run?

Yes No

If yes;
in what ways?

SECTION K: Supervision

25. Did you receive supervision from someone familiar with the programme?

Yes No

If yes, did you find this helpful?

No neutral Helpful very helpful

If no, would you have liked such supervision?

Yes No

26. Did you have peer supervision with your co-leader after each session?

Yes No

If yes, was this helpful?

Yes No

-In what ways?

27. Would you have wanted more/less supervision?

More Less No change

If more, who from/what form could this have taken?

SECTION L: Continuing Professional Development

28. a) Are you considering leader certification?

Yes No (go to qu.29)

If yes, How far are you with this process?

b) Are you receiving any assistance with this process?

Yes No

If yes, From where?

Managerial support from work organisation (time/cost of leader certification)

Co-leader

Your trainer

Other (state)

29. If you are not considering leader certification why not?

Lack of support from employer

Time restraints

Lack of confidence

No desire for further training (happy with current position)

Other (state)

SECTION M: Future Groups

30. What have you learned from running this programme?

31. Having run this/these first group/s, what would you do differently next time?

(i) Organisationally?

(ii) Strategy for engaging parents (advertisement etc)?

(iii) Other?

SECTION N: Final Comments

Please give any other comments regarding further training needs or general comments about the experience of the training and of the future

End of questions.

Thank you.

Appendix F

Open College network accreditation of the parent programme

Open College Network Unit – by Raquel Bennett.

Montgomeryshire Sure Start have been utilising Open College Network Units (OCN) to give parents recognised qualifications. The courses provided to date, in conjunction with an OCN, include various parenting programmes, computer skills and cookery. We utilise the OCNs in this project because they provide the parents with certificates of their achievements, external moderation and verification of the learning and achievement, which is recognised by employers, and it also means extra funding for the project (not all colleges will provide this). Coleg Powys pays for one tutor, up to a maximum of eighteen hours. However the tutor does need to be registered with them and now require a Cert.Ed. and also relevant qualifications in the subject that they teach.

I have utilised OCNs for The Incredible Years programme however the files had to fit the unit rather than the other way round. The parents file did provide the moderator with all of the evidence to gain the accreditation it was however not easy for the tutor to ensure that all of the evidence was present. I therefore set about writing a unit for the Incredible Years with Coleg Powys, a member of the National Open College Network.

The Incredible Years now has National Open College Network (NOCN) status, which means that all parents who complete the course can receive an accredited certificate for The Incredible Years. They do need to have received 18 hours face-to-face tuition and to have accrued 30 hours in total learning (which is easily achieved) and submit a completed and marked file for external verification. This does mean that the OCN certificates are not received for a few months, although of course parents get their IY certificates in session 12. We utilise this waiting time to our gain with reunions and more pictures in the local papers.

To run your Incredible years parenting programme as an OCN unit you need to find your local OCN provider. The following numbers should provide a useful starting point: Bangor 01248 670011 Cardiff 02920 811233.

The Incredible Years NOCN code is HF12CY001 and is a level 2 unit. These units do have a life and this is up for review in 2011.

Good luck and please contact me for further information

Raquel Bennett, Health Visitor (Mob: 07973933623)

Appendix G

Leader certifications, supervision checklists, peer and self and leader checklists

Group Leader Certification Process

The certification process is considered to be of value for the many reasons. First, the certification process maximizes the quality of the performance of the group leader. It is believed that certified leaders implementing the full program will achieve results similar to those in the published literature. The process of certification is considered part of the training process in that the leader will get feedback from participants and peers on his/her leadership ability. Second, certification allows the individual to be listed as a certified group leader with our center. This certification permits us to give out your name for possible employment as a leader of groups. Third, certified leaders will be invited to workshops updating our programs and sharing ideas with other group leaders throughout the country. Finally, certification permits the individual to be eligible to take the advanced course in parent group leadership and to take the course to be a certified mentor of other group leaders.

Mentor Certification Once a person has become certified as a group leader, s/he is then eligible to be invited to become trained as a certified mentor of group leaders. Becoming a certified mentor permits the person to offer authorized training to other group leaders in their own agency and to provide mentoring and supervision of their groups and videotapes. Mentors work closely with the Incredible Years trainers using updated materials, training protocols, completing workshop checklists, and evaluations. At the end of a training they will provide Incredible Years with evaluations and register with us the names of participants who attended the training. Group leaders and mentors come from many disciplines, including counseling, social work, psychology, psychiatry, nursing, and education. Prospective leaders and mentors should have training in child development, behavior management and group process. Mentoring certifications are specific to each Incredible Years program – BASIC Parenting Program or Dinosaur Child Training Program. A certified mentor is a certified group leader who has received additional training and has been approved to offer "authorized" training workshops and on-going mentoring to small groups of new leaders *within their own agency*. A certified mentor may train and mentor small groups of individuals with whom they have ongoing contact. Certified mentors may not offer authorized training workshops to individuals who will not receive this ongoing mentoring or to people outside their agency/district.

Certified Incredible Years Trainer

Certified Incredible Years trainers are individuals who are able to offer authorized workshops (beyond their agency) in the Incredible Years program in which they are certified. These individuals have demonstrated exceptional skill as group leaders and in mentoring others. Individuals enter this position by invitation only. These individuals have a contractual agreement with Incredible Years, attend regular training updates and have ongoing contact with Dr. Webster-Stratton to retain this certification. They are available to provide ongoing supervision and consultation, assist with dissemination plans and program evaluation.



Profiles and Training for Incredible Years (IY) Group Leaders, Mentors and Trainers

<p>Group Leader Profile:</p> <ul style="list-style-type: none"> • A person who facilitates groups using the IY standard materials, methods, processes and protocols. <p>IY Training Experience:</p> <ul style="list-style-type: none"> • Attends authorized 3-day IY training workshop. • Self-study with therapist manuals and videotapes. • On-going peer review, consultation, supervision. <p>Background:</p> <ul style="list-style-type: none"> • Education and/or experience in teaching, nursing, social work, psychology or psychiatry. • Child development courses taken. 	<p>Certified/Accredited Group Leader Profile:</p> <ul style="list-style-type: none"> • A person who has demonstrated competency in facilitating groups using the IY standard materials, methods, processes and protocols. <p>IY Training Experience:</p> <ul style="list-style-type: none"> • Has led two or more complete IY groups using the session protocols. • Has participated in consultation workshops (at least one) with trainers, supervision with mentors and peer review. • Has successfully completed the requirements for certification (approved based on positive participant evaluations, positive trainer or mentor evaluations of videotape review, positive peer review and satisfactory completion of session protocols). <p>Background:</p> <ul style="list-style-type: none"> • Education and/or experience in teaching, nursing, social work, psychology or psychiatry. • Child development courses taken. 	<p>Certified/Accredited Mentor Profile:</p> <ul style="list-style-type: none"> • A person who provides authorized IY training workshops in their agency or district as well as ongoing mentoring & supervision to group leaders who they have trained. • Candidate is nominated by mentor or trainer. <p>IY Training Experience:</p> <ul style="list-style-type: none"> • Has been certified as a group leader. • Has led numerous (approx 8+) IY groups with fidelity & continues to deliver groups. • Has obtained ongoing consultation from IY trainers for groups and supervision from mentors, including additional videotape review. • Has been trained to deliver authorized workshops using standard protocols. • Has observed mentors & trainers giving supervision and conducting workshops. • Approved based on positive trainer and mentor evaluations of workshops or videotapes. <p>(Follow complete process on Incredible Years website.)</p> <p>Background:</p> <ul style="list-style-type: none"> • Same as for certified group leader, <p>Plus</p> <ul style="list-style-type: none"> • Graduate degree in teaching, nursing, social work, psychology or psychiatry. 	<p>Certified/Accredited Trainer Profile:</p> <ul style="list-style-type: none"> • A person who provides authorized IY training workshops to group leaders as well as research and agency consultation regarding the IY program implementation and evaluation process. This training and consultation is provided internationally. <p>IY Training Experience:</p> <ul style="list-style-type: none"> • Has been certified as a mentor. • Has extensive experience with delivering the IY program and mentoring other therapists. • Has extensive supervision experience. • Has extensive knowledge of the IY research and other research regarding evidence-based mental health programs for children. • Has been selected by IY developer to be a trainer based on consistent high workshop and supervision evaluations, long standing commitment to providing evidence-based programs with fidelity and leadership skills. <p>Background:</p> <ul style="list-style-type: none"> • A Masters or Ph.D. or MD. with extensive clinical & research experience.
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Obtaining Videotape Consultation and Supervision From Peers, Incredible Years (IY) Mentors, and Trainers

The opportunity to obtain video review of your IY group process and clinical skills from peers, mentors, or trainers is scary, exciting, and a special privilege. Sharing your work with others and obtaining feedback from colleagues will result in continual improvement of your therapeutic skills and high fidelity to the intervention. Research has shown that high fidelity to the IY methods (e.g., role plays, coaching, brainstorming, homework) and therapeutic processes (e.g., nurturing relationship, reframing, collaboration, modeling) leads to improved outcomes in parent and child behavior change as well as client satisfaction. Moreover, by sharing your skills with others—both the difficult therapeutic moments and the successful ones, you will be helping to teach others to improve their own practice as well.

What are the advantages of ongoing videotape group supervision?

- Increased quality of program being delivered to families
- Continued opportunity to hone therapeutic skills and be challenged by others
- Opportunity to obtain support from other group leaders, mentors, or trainers
- Internal gratification and feeling of competence knowing that program is being delivered with fidelity
- Opportunity to provide support to other therapists
- Knowledge that increased fidelity leads to better outcomes for families

What are the barriers to videotape group supervision?

- No time in work week to do videotape review
- Fear of looking inadequate or feeling a failure (not measuring up)
- Lack of trust in peers or colleagues to share group work
- Fear of being criticized and or getting put down by others
- Supervisor will not pay for this supervision or allow time for doing this
- There is no incentive to do this – certification/accreditation does not lead to salary increase or increased recognition
- Parents will not give permission to video tape groups
- Unavailability of videotape camera
- Unavailability of a mentor in area to review tapes
- Lack of availability of colleagues familiar with IY group processes

Preparing for Supervision and Videotape Feedback- Be Proactive!

- Review your videotape ahead of time and select 1-2 segments on which you want feedback. This process of selecting a videotape segment to show may be done alone or with a colleague.
- Show both positive or successful group strategies as well as interactions that felt awkward or difficult.
- Think about what kind of constructive feedback you want. Be specific and tell group members what kind of help you want. For example, “*I want to learn some new strategies for managing this talkative parent, or, quiet parent, or, resistive parent.*” Or, “*What do you think I am doing well here? What else might you do?*”
- Brainstorm ideas and different strategies for responding to the issue you presented within the group. Ask a group member to list their ideas on a flip chart.
- After brainstorming, reenact or role play the videotape scene and try out some of the ideas.

Designate who you want to act the role of parent and who to act the role of group leader. Taking on the role of a difficult parent can help you empathize with parent’s point of view.

- Evaluate and summarize likely strategies to try in the future.
- Use the “Therapists Thinking Like Scientists” document to determine future goals and be aware of barriers.

- Review outcome at next supervision session.

Self-directed Learning and Goal Setting

Group leaders come from a variety of educational backgrounds including nursing, education, psychology, early childhood, psychiatry, and social work. Some group leaders have had extensive group experience and others have had comparatively little. Some group leaders have had extensive therapy experience with children or families and others are less experienced. For this reason, each person's learning progression, ongoing needs for consultation, and achievement of certification or accreditation will vary in rate and will need to be individualized. Group leaders are encouraged to assess their own strengths, to set goals, and be self-directed in seeking out the supervision and feedback they need. The collaborative checklists and sample session videotapes are available for self-evaluation, self-study, and group discussion. If others in your agency or district are using this program, you can set up peer review meetings where you meet to review videotapes of your own groups together (or view the sample session tapes), discuss the process checklists and peer review forms, give each other feedback and practice different approaches. The peer review process is an invaluable way to support one another and also to share learning with each other. If you engage in this process with others, it is important to be sensitive, caring, and honest in the feedback process. In addition, leaders in training can seek videotape reviews of sessions from IY mentors or trainers. Telephone or email consultation may also be scheduled with trainers. This self-directed learning, peer review, and supervision process implies a commitment to your own continual professional improvement as an evidence-based IY leader or therapist.

PEER AND SELF-EVALUATION FORM.

Basic Parenting Programme.

Group Leader's Name

Please evaluate the parent group leader's session based on the following criteria:

	Comments
I. LEADER GROUP PROCESS SKILLS.	
Builds rapport with each member of group.	
Encourages everyone to participate.	
Models open-ended questions to facilitate discussion.	
Reinforces parents' ideas and fosters parents' self-learning.	
Encourages parents to problem-solve when possible.	
Fosters idea that parents will learn from each other's experiences.	
Helps parents learn how to support and reinforce each other.	
Views every member of group as equally important and valued.	
Identifies each family's strengths.	
Creates a feeling of safety among group members.	
Creates an atmosphere where parents feel they are decision-makers and discussion and debate are paramount.	
II. LEADER LEADERSHIP SKILLS.	
Establishes ground rules for group.	
Started and ended meeting on time.	
Explained agenda for session.	
Emphasises the importance of homework.	
Reviews homework from previous session.	
Summarises and restates important points.	
Focuses group on key points presented.	
Imposes sufficient structure to facilitate group process.	

Prevents side-tracking by participants.	
Knows when to be flexible and allow a digression for an important issue and knows how to tie it into session's content.	
Anticipates potential difficulties.	
Predicts behaviours and feelings.	
Encourages generalisation of concepts to different settings and situations.	
Encourages parents to work for long-term goals as opposed to "quick fix."	
Helps group focus on positive.	
Balances group discussion on affective and cognitive domain.	
Predicts relapses.	
Reviews handouts and homework for next week.	
Evaluates sessions.	
III. LEADER RELATIONSHIP BUILDING SKILLS.	
Uses humour and fosters optimism	
Normalises problems when appropriate	
Validates and supports parents' feelings (reflective statement).	
Shares personal experiences when appropriate	
Fosters a partnership or collaborative model (as opposed to an "expert" model)	
Fosters a coping model as opposed to a mastery model of learning	
Reframes experiences from the child's viewpoint and modifies parents' negative attributions	
Strategically confronts, challenges and teaches parents when necessary	
Identifies and discusses resistance	
Maintains leadership of group	
Advocates for parents	
IV. LEADER KNOWLEDGE.	
Demonstrates knowledge of content covered at session	
Explains rationale for principles covered in clear, convincing manner	
Prepares materials in advance of session and is "prepared" for group	
Integrates parents' ideas and problems with important content and	

child development principles	
Uses appropriate analogies and metaphors to explain theories or concepts	
V. LEADER METHODS	
Uses videotape examples efficiently and strategically to trigger group discussion	
Uses role play and rehearsal to reinforce learning	
Review homework and gives feedback	
Uses modelling by self or other group members when appropriate	
VI. PARENT'S RESPONSES	
Parent appear comfortable and involved in session	
Parent complete homework, ask questions and are active participants	
Parents complete positive evaluations of sessions	

Summary Comments:

Candidate has satisfied video requirements for certifications. Yes No

Name of Evaluator

Date:

LEADER COLLABORATIVE PROCESS CHECKLIST

developed by Ted K. Taylor

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

SET UP		YES	NO	N/A
Did the Leaders:				
1.	Set up the chairs in a semicircle that allowed everyone to see the TV?	.....	.....
2.	Sit at separate places in the circle, rather than both at the front?	.....	.....
3.	Write the agenda on the board?	.....	.....
4.	Have last week's home activities ready for the parents to pick up, complete with praise and encouragement written on them?	.....	.....
REVIEW PARENTS HOME ACTIVITIES				
Did the Leaders:				
5.	Begin the discussion by asking how things went this week? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each session)	.....	.....
6.	Give every parent the chance to talk about the week?	.....	.....
7.	Praise whatever efforts parents made this week?	.....	.....
8.	Highlight key principles that their examples illustrate? (e.g., "That sounds great! You remembered to focus on his good behaviour. You made the effort to find a time when he shared with his sister. You described exactly what he did that you liked, and then hugged him and told him you were proud of him. How did he feel after that?")	.....	.....
9.	Explore with individuals who didn't complete the home activities what made it difficult, and learn how they might adapt it to fit them?	.....	.....	.....
10.	If a parent's description of how they applied the skills makes it clear that he/she misunderstood, did the leaders accept responsibility for the misunderstanding rather than leave the parent 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..." vs. e.g., "You misunderstood the assignment. Remember, when you do that, it's important to...")	.....	.....	.....

		YES	NO	N/A
11.	Allow for some discussion of issues beyond the immediate topic at hand? (e.g., other concerns with child not related to today's topic, or non-parenting issues that are of concern such as marital issues, how to deal with in-laws, death in the family.)	.....	.....	.....
12.	Make sure that the discussion is brought back to the specific topic at hand after a reasonable time, without letting free-flowing discussion of other issues dominate?	.....	.....	.....
WHEN BEGINNING THE TOPIC FOR THE DAY				
Did the Leaders:				
13.	Begin the discussion of the topic with open-ended questions to get parents 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 session.)	.....	.....	.....
14.	Paraphrase and highlight the points made by parents - writing key points on the board?	.....	.....	.....
WHEN SHOWING THE VIGNETTES				
Did the Leaders:				
15.	Begin by asking an open-ended question to parents 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.)	.....	.....
16.	Acknowledge responses one or more parents have to a vignette? (For example, if a parent 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 parent share her impressions.)	.....	.....	.....
17.	Paraphrase and highlight the points made by parents - writing key points on the board?	.....	.....
18.	Move on to the next vignettes after key points have been discussed, rather than let discussion go on at length? (This ensures that the leaders will have sufficient time for role-playing and for showing all vignettes.)	.....	.....
19.	Allow for discussion following each vignette? (If vignettes are played one after another, parents may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes. If the group is clearly behind schedule, it is okay for such discussions to be very brief, getting parents to highlight key points in a sentence and then quickly move on.)	.....	.....

		YES	NO	N/A
20.	Ensure that "Typical Questions" for this topic were raised and discussed over the course of the discussion? (See Chapter in Webster-Stratton & Hebert, 1994: Troubled Families, Problem Children.)	.....	.....
PRACTICE AND ROLE PLAYS				
Did the Leaders:				
21.	Get parents to switch from talking about strategies in general to using the words the parent could actually use? (e.g.. From "She should be more specific" to "She could say, 'John, you need to put the puzzle pieces in the box.'")	.....	.....
22.	Arrange for at least one role play over the course of the evening (preferably several)? One strategy is to get parents to role-play alternatives whenever they don't like a vignette. e.g. Parent: "Oh my child would never do that." Leader: "Show us what your child would do." (Pause as parent gets on floor and demonstrates.) "Okay, who could play a parent here? Everyone else will be the coach for that person." e.g. Parent: "I think she should have focused on what he was doing effectively, not what he wasn't." Leader: "Okay, I'm the child in that scene." (Gets down on the floor and starts doing what child in vignette was doing.) "Show us how you would handle it."	.....	.....	.....
23.	Offer detailed descriptive praise of the role play?	.....	.....	.....
REVIEW REFRIGERATOR NOTES, HOME ACTIVITIES AND WRAP UP				
Did the Leaders:				
24.	Begin the ending process with about 15 minutes remaining?	.....	.....
25.	Review or have parents review each point on refrigerator notes out loud, commenting on why this point is important?	.....	.....
26.	Review or have parents review the home activity sheet, including why that is important, and whether and how they will try to do it?	.....	.....
27.	Have parents complete the evaluation form?	.....	.....
28.	End the session on time?	.....	.....
29.	REMEMBER: Your goal in the group sessions should be to draw from the parents the information and ideas to teach each other. They should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the tapes, and demonstrate how to implement the skills in different situations. People are far more likely to put into practice what they talk about than what they hear about.			

Appendix H

Diagrammatic representation of a possible service development plan incorporating all of the IY programmes.

QuickTime™ and a
decompressor
are needed to see this picture.

Appendix I

Proposals for funding for the 2009/10 year

Proposal for IY training and support for year four April 2009 – March 2010

1. Developing skills to establish accredited leaders/mentors

- a) One day parent leader supervision per term for each of North, Mid and South 9 days
- b) It is now important to establish and develop the skills of the staff across Wales so that some can start to take supervisory and consultative roles within their services.

Time to review tapes for leader certification takes about 4 - 5 hours each to view and write report on each two hour tape but I suggest funding a review 10 tapes to get this process started (Powys and North West Wales have own mentors) **5 days**

2. Additional on training days for infant and toddler programmes,

2 days training each in North and South one infant 0 – 12 month programme), one toddler (1 – 3 years programme) A total of 24 people can be accommodated per training day = 96 places). Each Authority could have 2 places on each training (infant and toddler) **4 days**

3. Teacher and child programmes

- a) Training to deliver the teacher programme has been enthusiastically received by around half of all of the Authorities and a significant number have now invested in training staff to deliver the Dinosaur School programme. Those staff beginning to deliver these programme need support. I propose three supervision days, one North, one Mid, one South, for teacher and child programme leaders **3 days**

- b) The teacher training has generated a lot of interest in the classroom Dino social skills and problem solving curriculum training! One classroom Dina training could be offered in each of North, Mid and South 24 places providing three places per Authority **9 days**

This requires funding of Professor Hutchings' time from NWW NHS Trust for two days a week for the 2009/10 year by which time those Authorities that have used the resources to develop the IY programmes should be establishing accredited leaders and peer coaches and in some cases mentors. Additional funding would cover travel, accommodation and subsistence plus the provision of books and manuals to participants and registration of participants with Seattle.

There will also be ongoing non-WAG funded training every term in Bangor for leaders in parent, teacher, classroom and therapeutic Dino school curriculum. There is also the option for non-WAG funded training to be bought in by services, as has happened in the last year in Caerffili, Blaenau Gwent.

There has also been a request from several CYP co-ordinators for a grant to purchase the English version of the Incredible Years book. They have received free copies of the Welsh version but do not have funds to supply the English version to parents. This may be something that could be funded towards the end of this financial year if there are available funds.