Promoting Children’s Cognitive, Affective and Behavioral Health Forum

Bringing Incredible Years® Programs to Scale
Incredible Years® (IY) Programs
For Parents, Children & Teachers

Programs for Parents target key developmental stages:
- IY Babies Program (0-9 months)
- IY Toddlers Program (1-3 years)
- IY Preschool Program (3-5 years)
- IY School Age Program (6-12 years)

Adjuncts ~ Attentive & Advance Programs

Two Social and Emotional Skills Programs for Children (Dinosaur Program)
- IY Classroom Child Program (3-8 years)
- IY Treatment Small Group Child Program (4-8 years)

One Classroom Management Program for Teachers
I Y Building Blocks For Promoting Children’s Social, Emotional & Academic Skills
Incredible Years® Program Goals

Short Term Goals

• Improve parent-child relationships
• Reduce harsh discipline
• Increase parental social support
• Improve parent-teacher partnerships
• Promote child social competence, emotional regulation, problem solving and school readiness
• Prevent, reduce and treat social and emotional problems in young children

Long Term Goals

• Prevent conduct disorders, school drop out, delinquency and substance abuse
IY Parent Programs for Treatment of Conduct Problems & ADHD

• 8 randomized control trials (RCTs) by developer
• 6+ independent RCT replications with diagnosed children

Findings:
✓ Increases in positive parenting
✓ Decreases in harsh discipline
✓ Reductions in parental depression
✓ Increased self-confidence
✓ Reductions in conduct problems
✓ 2/3 of children in normal range at 3-year & 10-year follow-up
IY Parent Programs for Prevention of Conduct Problems

- 4 RCTs by developer with high risk populations
- 8+ independent replications

Findings:

- Increases in positive parenting
- Decreases in harsh discipline
- Reductions in conduct problems
- Increases in child social competence
• 3 RCTs by developer (children ages 4-8)
• 1 independent RCT replication

**Findings:**
- Increases in children’s emotional language, social skills, and cognitive problem solving strategies with peers
- Reductions in conduct problems at home and school
- Reductions in hyperactivity & inattention
Dinosaur Child Classroom Program for Prevention of Conduct Problems

- 2 RCTs by developer with children ages 3-8 years in Head Start and primary grades

Findings:
- ✓ Increases in school readiness
- ✓ Improved emotional regulation
- ✓ Increases in social skills
- ✓ Reductions in behavior problems
- ✓ Increases in problem-solving with peers
IY Teacher Program for Treatment of Conduct Problems

- 1 RCT by developer with teachers of diagnosed children (adjunct to child and parent programs)

Findings:

✓ Decreases in teachers’ harsh, inconsistent & critical discipline
✓ Increases in teachers’ nurturing & positive classroom management skills

Compared with child or parent program alone resulted in

✓ Further improvements in child academic and social competence in classroom
✓ Further decreases in aggressive behavior in classroom
IY Teacher Program for Prevention of Conduct Problems

- 2 RCTs by developer (Head Start, high-risk schools)
- 7 independent RCT replications, 5 ongoing

Findings:

- Decreases in teachers’ harsh & critical discipline
- Increases in teachers’ classroom management skills
- Decreases in classroom aggression
- Increases in children’s pro-social behavior
Where are IY Programs Being Delivered?

• Head Start Centers, Sure Start
• Primary Grade Schools
• Mental Health Centers
• Community Health Centers by Nurses (Toronto, UK)
• Jails for Incarcerated Parents (Holland, Scotland)
• Homeless Shelters
• Foster Parents with Birth Parents (New York)
• Home Visits e.g., Native American population in California
• Businesses as Employee Benefit (Goodwill)
• Doctors’ Offices
Agency Barriers to Successful Delivery of Incredible Years Programs

- Inadequate agency readiness ~ no needs assessment or goal setting/poor agency buy in
- Failure to select clinicians who have the interest, motivation & necessary background
- Failure to plan time for recruitment and engagement of families, follow-up, or make up sessions
- Inadequate agency support ~ no identified administrative assistant to handle logistics such as arranging day care, meals, group room locations, scheduling
Agency Barriers to Successful Delivery of Incredible Years Programs

- Failure to provide accredited training and ongoing coaching for clinicians/group leaders
- Pressure to reduce program dose or # sessions
- No agency lead champion or coach who is IY expert and can monitor fidelity of delivery
- Failure to support accreditation
- Short term vision with no plans for program sustainability or developing internal support system
Clinician Barriers to Successful Delivery of Incredible Years Programs

• Weak background in cognitive social learning theory & child development and/or group work
• No ongoing consultation, coaching or supervision of clinician
• Failure to tailor program with fidelity to different populations
• Poor clinician understanding of what it means to deliver an evidence based program or buy in to become accredited
• Resistance to group model – not what clinicians are typically accustomed to (used to seeing children or families separately)
Funding Barriers to Successful Delivery of Incredible Years Programs

• Group interventions not billable (vs individual therapy)
• Early grant or foundation funding not maintained
• Inadequate funds to provide clinician training & consultation by accredited mentors for clinicians
• Inability to afford to offer full program dosage or add on components (e.g., IY teacher or child training or home visits)
Barriers Specific to Group-based Incredible Years Programs (vs Individualized Programs)

- Prep time for group longer than 1:1, but groups more efficient
- Potential delays in starting groups (need adequate numbers)
- Rural areas present challenges in forming groups
- Extra expense of day care and food for groups
- Commitment of large room space for groups
Scaling Up with Fidelity ~
A Collaborative Building Project

- Program Developer (Architect)
- Agency Administrator (Contractor)
- IY Mentor (Project Manager)
- IY Peer Coach (Foreman)
- Clinicians/Group Leaders (Builders/Construction Team)
- Family-Community
8 Key Building Blocks for Disseminating IY in the “real world” with fidelity

1. Organizational Readiness
2. Assure Quality Training for Group Leaders/Clinicians
3. Provide Ongoing Feedback & Consultation
4. Develop Peer Support Networks
5. Adhere to Program Fidelity Standards
6. Promote Group Leader Accreditation
7. Promoting Sustainability
8. Assuring Quality Assurance & Evaluation
Assess community risk factors, prioritize needs, identify target population

Study & select evidence-based program (EBP) that fits organizational goals

Complete IY Agency Readiness Questionnaire

Discuss with expert in program implementation (IY or other)

Involve clinicians in decision-making

Determine goodness of fit between organizational & clinician goals, needs and IY program philosophy objectives
Determine managerial support & understanding
Assess workload commitment for clinicians/group leaders
Assess clinician qualifications and tools to deliver program
Assess adequacy of agency resources for program delivery - budget for food, day care, transportation, curriculum materials, books, venue, equipment (DVD player, camera), space, logistical support
Plan parent recruitment and referral strategies
Select at least 2 experienced clinicians with professional degrees who are motivated and experienced and interested in group work

Provide authorized IY group leader training workshop (3-days) by accredited trainers

Allow time for clinicians continued study, preparation & consultation after initial workshop

Develop a realistic time line for training & phase in
Accredited IY trainers and mentors provide clinicians:

- Telephone or in-person consultations (3-4, 1-hour during 1st group)
- Group consultation workshops reviewing clinician group session videos
- Individual clinician feedback of video of group sessions
Video the group sessions from the start

Regular peer site-based clinician support meetings to share feedback when viewing videos of group sessions (standardized group process checklists provided)

Always have two clinicians per group

Pair new group leaders with experienced IY group leaders
Clinicians ~

- Follow session protocols/plans
- Adhere to IY program core minimum dosage - longer dosage → higher effect sizes
- Plan make up sessions
- Allow flexibility to lengthen program for special populations (e.g., child welfare population, children with special needs)
- Add supplemental programs as needed (e.g., advance, child programs, booster)
The rigorous IY accreditation process includes review of protocols, attendance, peer & self-evaluations, DVDs of clinician sessions, & consumer satisfaction.

The accreditation process promotes continued clinician improvement and is important to promote fidelity.

IY programs have shown good replication by others, largely due to the detailed manuals, authorized trainings, well defined protocols and an accreditation system.
Internal agency advocates assure that ongoing peer review, support & outside consultation are available.

Agency administrators promote clinician accreditation.

Development of an accredited IY peer coach & mentor is promoted to allow for ongoing agency training, support & continued fidelity.
Agency engages in on-going monitoring of group leader fidelity, consumer evaluations, and progress toward accreditation.

Baseline and post program evaluations are conducted and prepared yearly to assure satisfactory outcomes & assess training needs.

On-going contact between agency and IY Office is maintained for continuing education, updates and support.
Role of Incredible Years® Headquarters in Promoting Fidelity

- Reviews DVDs of clinician group sessions
- Reviews clinician accreditation applications
- Identifies possible IY mentors/trainers
- Provides ongoing support & training for IY mentors/trainers (yearly meetings)
- Reviews all workshop training protocols & evaluations
- Updates, improves & develops programs
- Consults with agencies and funding sources to plan & assure program is delivered with fidelity
Factors Promoting Fidelity Dissemination of Incredible Years Programs

• Cost of training and materials is not prohibitive
• Materials speak to multicultural audience
• Cultural collaboration is part of the model ~ well received in diverse populations
• Group delivery is cost effective
• Group delivery is challenging but once it works, it works well and increases social support (an unexpected positive outcome)
• Peer coaches and mentors make training more widely available
• Accreditation process fosters fidelity delivery and sustainability
Scaling Up Delivery of Incredible Years
Countries Where Training Occurs
Group Leaders Trained by Country
IY Parent, Child & Teacher Programs (Jan 2014)

- Australia: 471
- Canada: 1815
- Denmark: 452
- Finland: 358
- Ireland: 1218
- New Zealand: 1719
- Norway: 1508
- Portugal: 131
- Russia: 67
- Sweden: 524
- USA: 12780
- UK: 16320
- Wales: 3600
Total Group Leaders Trained
IY Parent Programs (Jan 2014)

Australia 464
Canada 1170
Denmark 309
Finland 286
Ireland 578
New Zealand 1178
Norway 883
Portugal 126
Russia 67
Sweden 513
USA 7377
Wales 2784
UK 14399
Delivery of IY Programs in US
Successful Examples of Incredible Years Programs Delivery

California

- Able to bill IY to Medi-cal (California’s Medicaid Program)
- Mental Health Services Act provides clear policies & funding
- LA County Dept of Mental Health promotes evidence-based practices, training, and submission of outcomes quarterly. IY expert re billing and fidelity questions.
- DMH created IY learning community where providers meet quarterly to review outcomes, share program highlights and assess training needs.
Successful Examples of Incredible Years Programs Delivery

Children’s Hospital Los Angeles

- IY incorporated in Internship Training Program for pre and postdoc psychology interns
- Group supervision using IY Peer Coach Model provided on weekly bases by agency mentor (trainees required to present video)
- Provides admin time for IY mentor and 2 coordinators
Morrison Mental Health Center, Portland Oregon

- Offers 8-10 groups a year (140-150 parents)
- Supports accreditation of group leaders and has coach and mentor ~ ongoing peer supervision
- 64% of parents completed greater than 50% of sessions
- Attendance improved with group leader accreditation
- Ongoing contact with IY in Seattle
- Evaluations:
  - Parents meet outcome goal (94-100% report confidence using 8 of 10 parenting techniques)
  - Significant reductions in child disruptive behavior (77%)
Successful Examples of Incredible Years Programs Delivery

Other Examples

- Penn State Commission on Crime and Delinquency (promoting fidelity delivery)
- Invest in Kids, Colorado (IY mentor)
- Prevent Child Abuse, North Carolina
- Ohio Mental Health (IY mentor)
- Toronto Public Health Nurses (2 IY mentors)
- England, Norway, Wales, Ireland, New Zealand, Denmark
Principles of Scaling up IY Programs

• Stay focused on the goal ~ be persistent, despite barriers and resistance

• Collaboration, teamwork and collective action is required as well as individual responsibility

• Ongoing remodeling is needed based on feedback, research & setting

• Personal connections are key--can’t be done with a power point presentation
Collaboration & Collective Action With Others Are Essential
EARLY INTERVENTION: Building Society’s Bank Account for the Future