



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

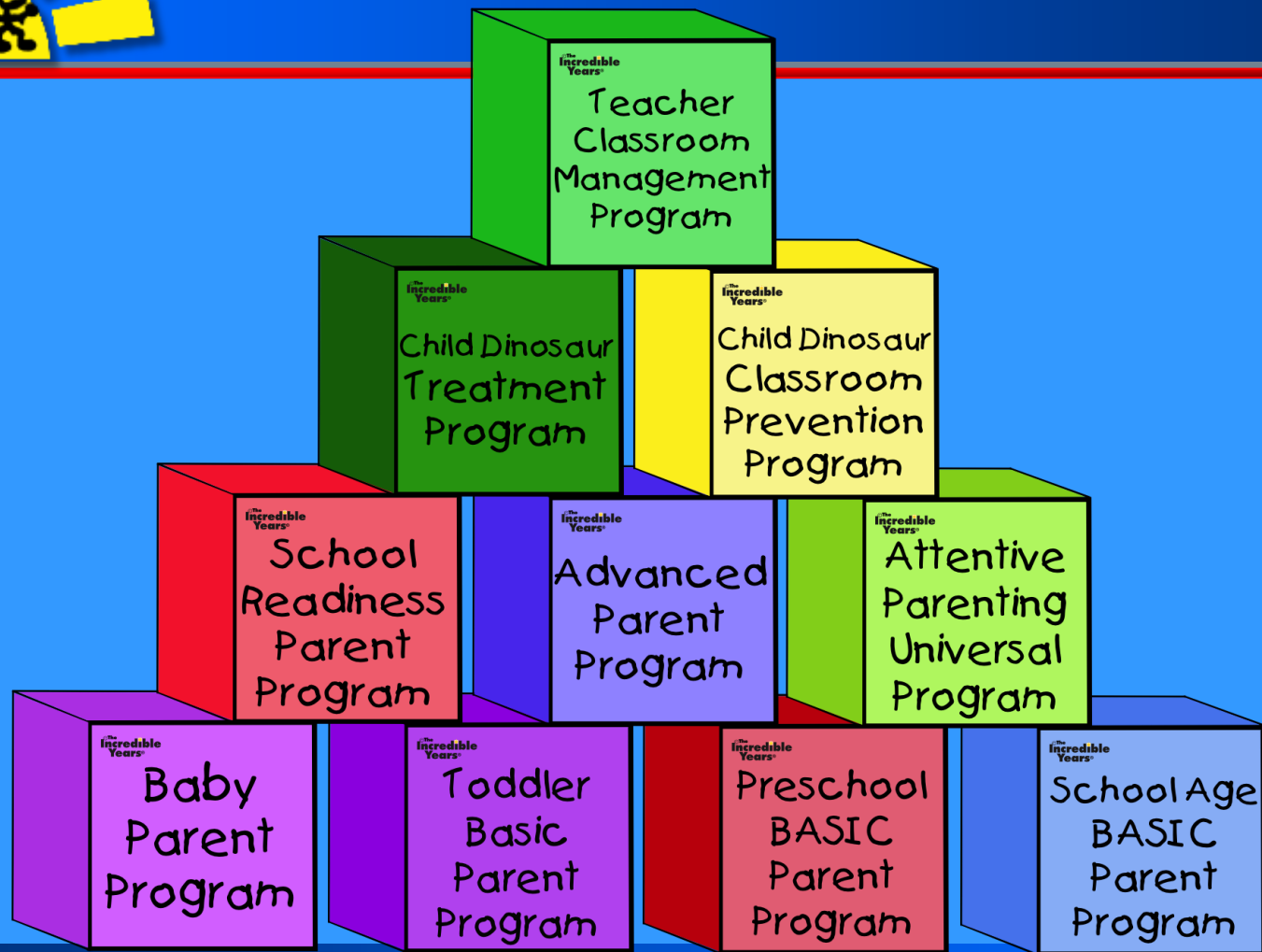
**Two Social and Emotional Skills Programs for Children
(Dinosaur Program)**

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





Dinosaur Small Group **Child** Program for Treatment of Conduct Problems

- 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)



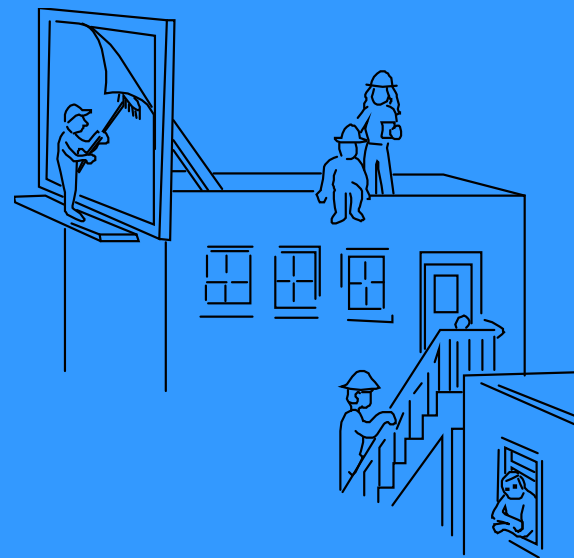
Barriers Specific to Group-based Incredible Years Programs (vs Individualized Programs)

- 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

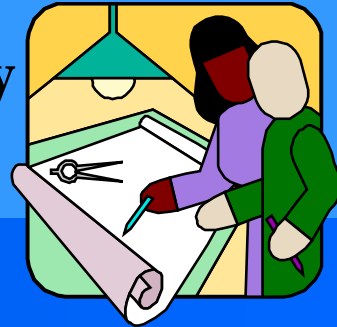


#1 Key Building Block for Disseminating with Fidelity

Organizational Readiness (Contractor)



- ✓ Assess community risk factors, prioritize needs, identify target population
- ✓ Study & select evidence-based program (EBP) that 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



#1 Organizational Readiness cont'd

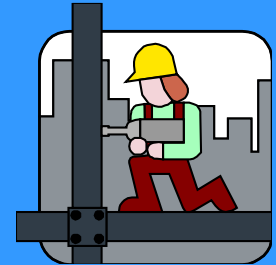


- ✓ Determine managerial support & understanding
- ✓ Assess workload commitment for clinicians/group leaders
- ✓ Assess clinician qualifications and tools to deliver program
- ✓ Assess adequacy of agency resources for program delivery - budget for food, day care, transportation, curriculum materials, books, venue, equipment (DVD player, camera), space, logistical support
- ✓ Plan parent recruitment and referral strategies





#2 Key Building Block for Disseminating with Fidelity **Assure Quality Training for Clinicians**



- ✓ **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**



#3 Key Building Block for Disseminating with Fidelity

Provide Clinicians Ongoing Quality Feedback and Consultation

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**





#4 Fidelity Dissemination Tools

Develop Clinician Peer Support Networks within Agencies (Scaffolding)

- ✓ 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



#5 Fidelity Dissemination Tool

Adhere to Program Fidelity Standards ~ Dosage, Order, & Protocols



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)





#6 Fidelity Dissemination Tool

Promote Clinician Accreditation

(follow building regulations)

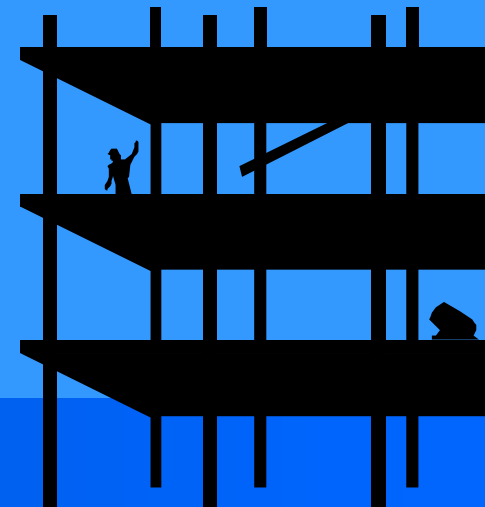
- ✓ The rigorous IY accreditation process includes review of protocols, attendance, peer & self-evaluations, DVDs of clinician sessions, & consumer satisfaction
- ✓ The accreditation process promotes continued clinician improvement and is important to promote fidelity
- ✓ IY programs have shown good replication by others, largely due to the detailed manuals, authorized trainings, well defined protocols and an accreditation system





Building a Supportive Agency Infrastructure that Promotes Sustainability

- ✓ 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



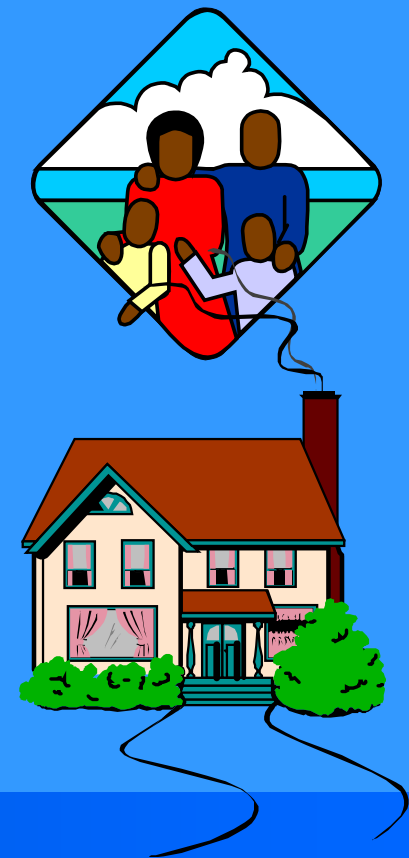


#8 Fidelity Dissemination Tool

Developing a Strong Foundation

By Quality Assurance and Evaluation

- ✓ 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**



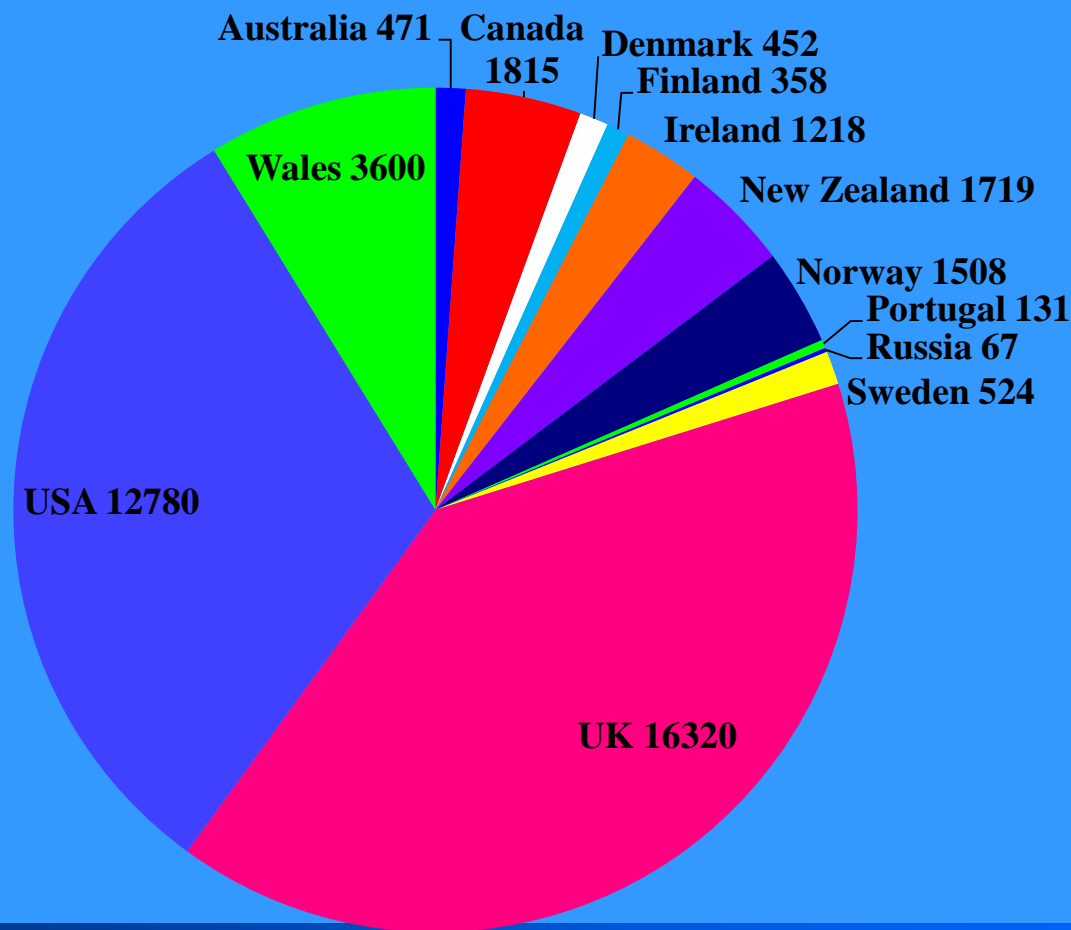
Scaling Up Delivery of Incredible Years Countries Where Training Occurs





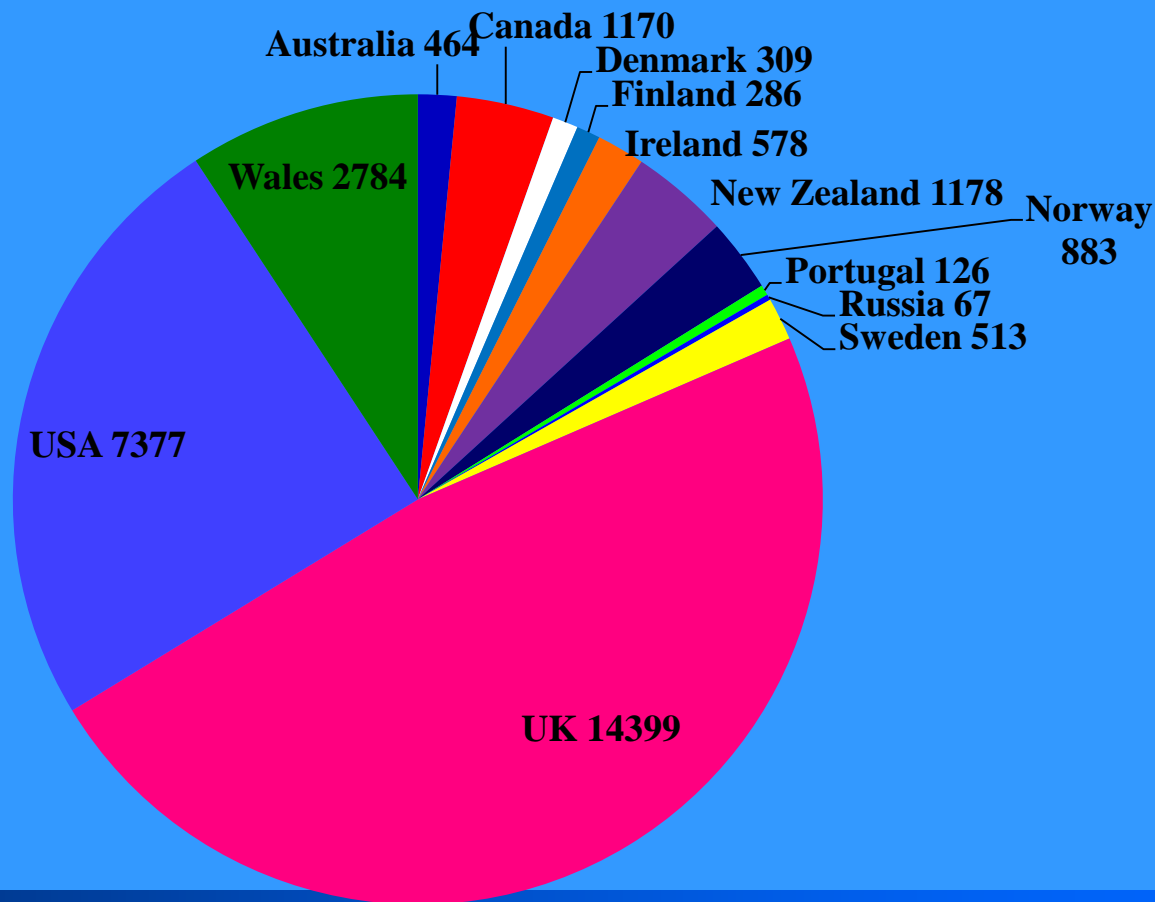
Group Leaders Trained by Country

IY Parent, Child & Teacher Programs (Jan 2014)



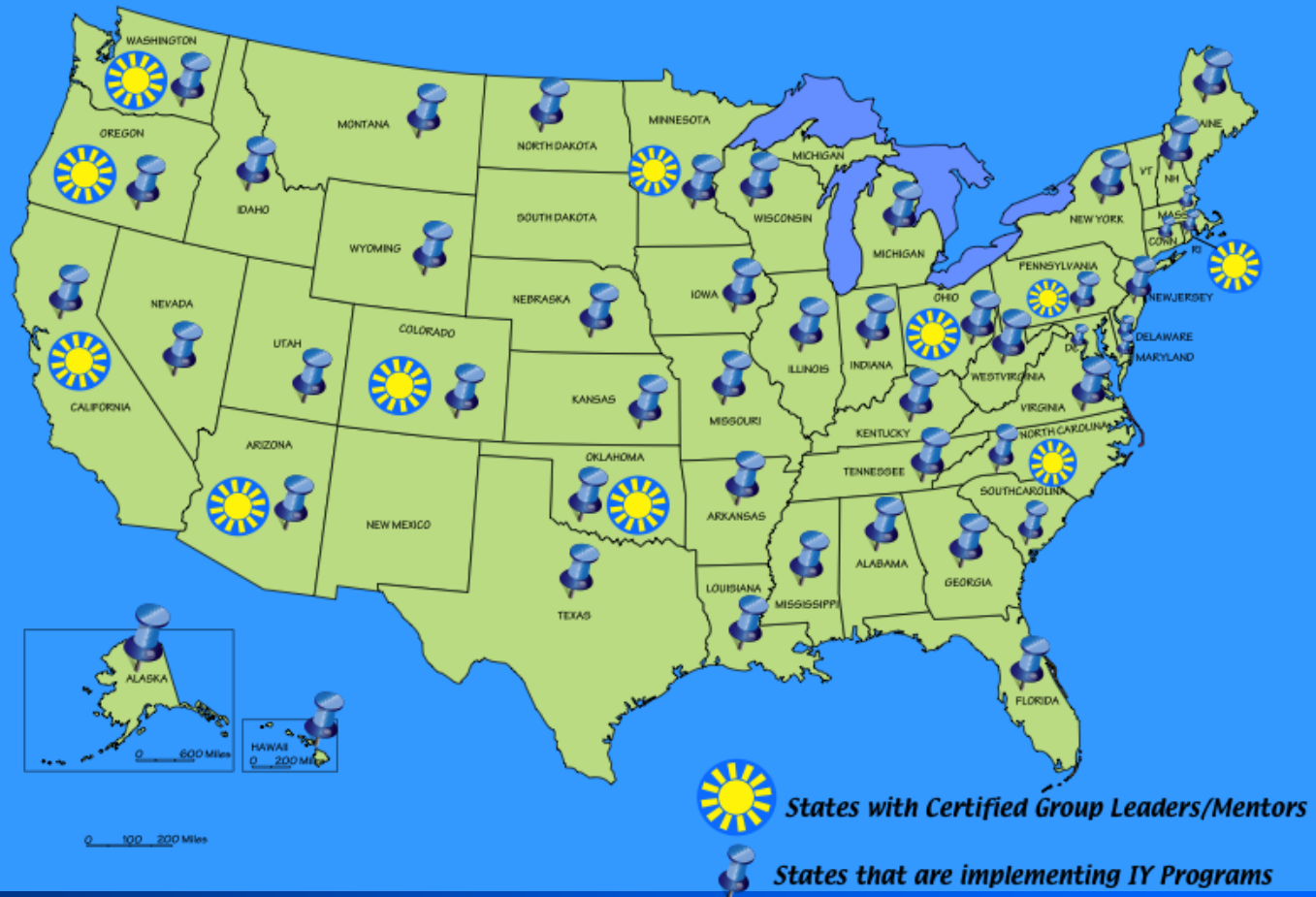


Total Group Leaders Trained IY Parent Programs (Jan 2014)





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**



Successful Examples of Incredible Years Programs Delivery

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 requires 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*

