

Incredible Years Autism in New Zealand

Impact evaluation

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New Zealand Education System



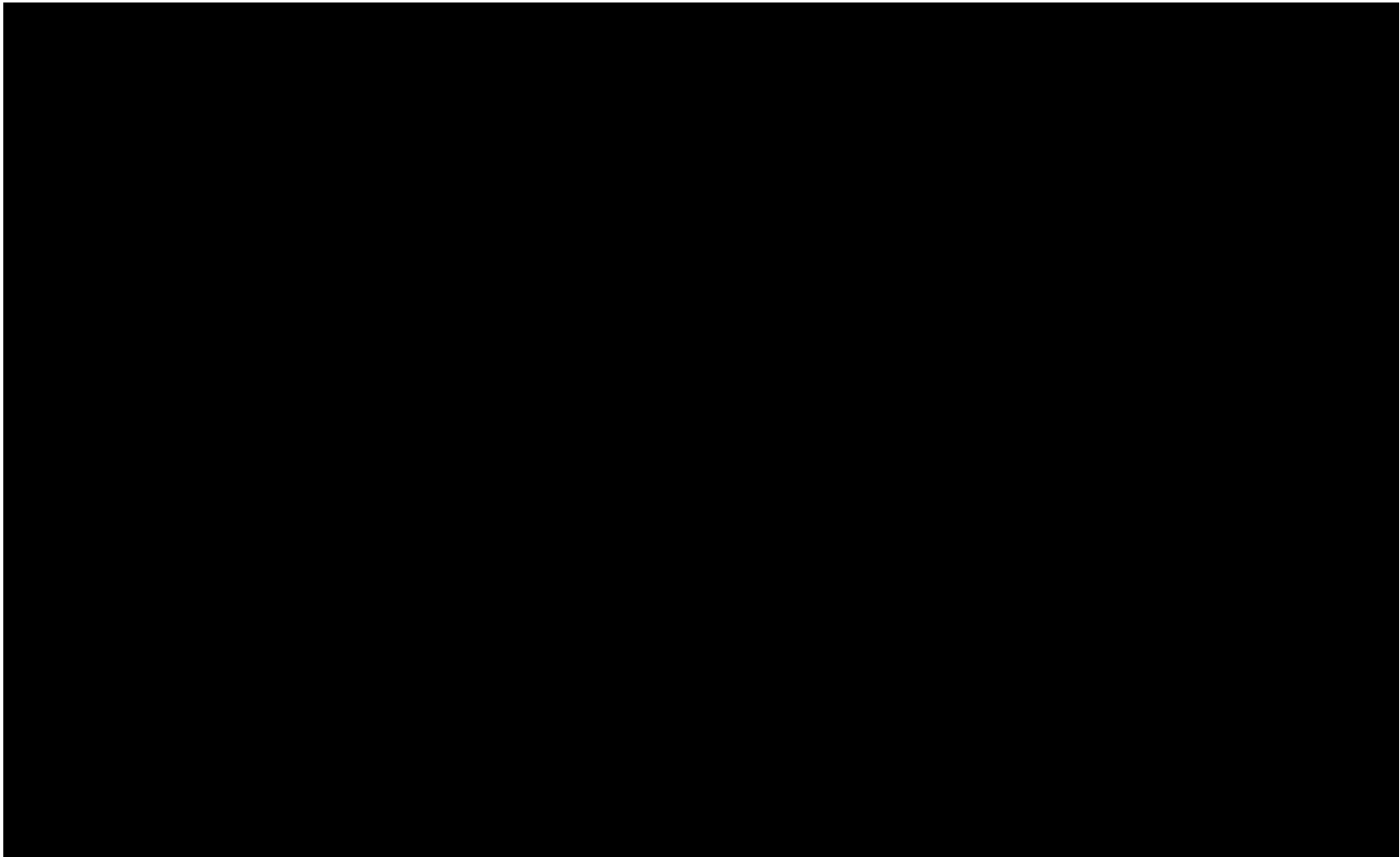
Three levels:

1. Early Childhood education: from birth to school entry age (5-6)
2. Primary and secondary education from 5 – 19 years of age
3. Further education: higher and vocational education

Our education system reflects our unique and diverse society. We welcome different abilities, religious beliefs, ethnic groups, and ideas about teaching and learning.

Inclusive education – children and young people learn best when they feel accepted, when they enjoy positive relationships with their fellow learners and teachers, and when they are able to be active, visible members of the learning community.

Inclusive Education & Learning Support





The IY suite of programmes

- Incredible Years Toddler programmes
 - Incredible Years Parent programmes
 - Incredible Years School Age programme
 - Incredible Years Teacher programme
 - Incredible Years Autism Parent programme
 - Incredible Years Autism Teacher programme
 - **Incredible Beginnings (pilot ends in June 2022)**
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- ✓ Approximately 500 programmes each year
 - ✓ 2,500 teachers and 3,000 caregivers and families every year

Incredible Years Autism



1. Incredible Years Autism as part of investing for social wellbeing initiative
2. Since 2018, IYA has supported approx. 2,000 teachers and 1,500 caregivers of children with autism
3. The programme was delivered by the Ministry staff, Resource Teachers, District Health Board staff and NGOs.
4. Two stage evaluation:
 - Process evaluation
 - Impact evaluation



What pre and post measures did we use?



Parent Programmes:

Autism Parenting Stress Index

- *Outcome: parent wellbeing and coping skills*

Young Children's Participation and Environment Measure (YC-PEM)

- *Outcome: child engagement*

Teacher Programmes:

- **Incredible Years Teacher Strategies Questionnaire for Children with Autism (2-5 years)**
 - *Outcome: teacher attitudes and behaviours*

Findings



- ✓ Child outcomes is “**adequate**”
- ✓ Children are participating more frequently in home activities and becoming more engaged in the learning environment, and improvements in children’s social and emotional regulation.
- ✓ Caregiver outcomes is “**very good**”.
- ✓ Increased wellbeing and coping skills. Increased sense of confidence in their use of strategies taught during IYA.
- ✓ Teacher outcomes is “**very good to excellent**”
- ✓ Teacher interview data was overwhelmingly positive with key themes felt more confident in their knowledge of autism and in their ability to apply strategies to support children in their educational contexts.

Feedback from caregivers



- Getting down on his level and into his spotlight-now he's opening up to the world a lot more
- We have seen a big improvement in social skills with him and he is now greeting spontaneously
- He is using more words and beginning to take turns
- The puppet is a huge hit-it can get my boy to look at it now
- This program has helped with our child's emotional regulation and her coping with anxiety.
- It's great being with other parents who 'get it'. This is the third course I have done on autism and this is the best fit for our needs.
- I now enjoy my boy more he is fun to be around

Feedback from group leaders



- More aware of the need to focus on self-care for parent
- Tailoring role plays for specific children and their communication and developmental levels
- Importance of ‘knowing’ each child and “adapt” some of the scripted roleplays to suit
- Making it clear to parents that their child is on a unique developmental journey and each of them will have different “next steps”
- Confidence to be flexible (particularly with spontaneous roleplays)



Incredible Years in Aotearoa

**Perspectives from caregivers and teachers
of children on the autism spectrum**



We **shape** an **education** system that delivers
equitable and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**



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