

Kahurangi SCHOOL ▶x

Incredible Years Pilot: A Wrap Around Approach

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“This programme has made me a good ancestor”

Parent 5

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Glossary of Acronyms

IYP – Incredible Years Parent
 SGD – Small Group Dinosaur
 IYT – Incredible Years Teacher
 CAMHS – Child Adolescent Mental Health Service
 RTLB – Resource Teacher: Learning and Behaviour
 M.O.E – Ministry of Education

1. Summary

Reason for the pilot

Incredible Years parent, teacher and child programmes are being delivered in a variety of environments to specific groups around Aotearoa/New Zealand. The programmes are designed as a set of interlocking programmes that can be delivered separately or in combination, an approach that has been identified as offering significant improved impact.(Webster-Stratton 2015).

The Incredible Families Trust has delivered the Incredible Years Parent programme (IYP) for many years in the Great Wellington Region. We noticed that often the parent, teacher and child programmes did not overlap, and groups were operating as satellites.

While we got excellent outcomes from delivering to parents alone, we were interested to see if connecting the programmes could increase the benefit for the children, parents and a school wide community. Therefore, we proposed a delivery of all three programmes to a single educational community at the same time, to ensure that this collaboration supported all the adult participants and all the components together wrapped around the child.

The Kahurangi School pilot

After considerable discussion with the Principal and Deputy Principal of Kahurangi School in Strathmore about the usefulness of a combined approach, Incredible Families offered to deliver the IYP(2.5 hrs weekly for 15 weeks) including the weekly follow up telephone calls and home visits as necessary, and the programme for children, Small Group Dinosaur (SGD) (2 x per week for 18 weeks) programmes. One Incredible Families Accredited facilitator delivered both IYP and SGD alongside trained facilitators in the programmes. This ensured there was a strong link between participants in the programmes that enhanced the effectiveness of the delivery. The Incredible Years Teacher (IYT) programme was delivered by another organisation BSI Skills (6, day long sessions delivered over 6 months).

Funding

The pilot was funded in three parts. Incredible Families Trust provided \$27,000 for the Parent Programme from funds raised from other Charitable Trusts and Lotteries grants etc. The Ministry of Education (Wellington Region) funded the Small Group Dinosaur component (\$26,200) and the evaluation video resource (\$7400). Kahurangi School provided \$12,600 to participate in the Incredible Years Teacher programme. \$5,000 of this \$12,600 was covered by the Ministry of Education. The school used \$7,600 of their Professional Development budget to cover the remainder.

The Participants

The pilot was centred around twelve children that the staff of Kahurangi School thought would benefit from coaching in social and emotion regulation skills. Information about the programme was sent out in a school newsletter and parents were invited to enrol if they were interested. This proved to be an effective method as all but three children's parents self-selected and the remaining three were offered the opportunity to enrol. The Parent Group included eighteen parents linked to the twelve children who were deemed by the parents and

the school, to find the SGD programme helpful. The teachers of these twelve children, teacher aides and the Principal of the school attended the Incredible Years Teacher programme.

Initial evaluation of the children's self-regulation skills

The children's behaviour was evaluated using the standard Incredible Years evaluations, Eyberg Behaviour Inventory and Social Competence Scale. The children completed weekly Outcome Rating Scales for wellbeing (ORS). Eleven of the twelve children returned high scores in the behaviour and social competence scales. This indicated that the children would benefit from further specialist intervention. In addition, the Parent Group also completed a weekly Outcome Rating Scale for Wellbeing (ORS) and the weekly Incredible Years session evaluation.

At the start of the programme, parents reported feeling stressed, frustrated and at a loss with knowing how to address the children's challenging behaviour. Teachers were spending a significant amount of time on a daily basis managing this group of children both in the classroom and playground.

Observations during delivery of the pilot

During the weekly sessions, parents soon reported that the strategies they were learning were helping build stronger and more positive relationships with their children. The parents also developed positive and encouraging relationships with the other parents attending the group. These interactions dramatically improved the relationships of the parents and their sense of belonging to a supportive community that was centred on the school.

Teachers felt validated by the SGD facilitators who also noticed the same challenging behaviour in the children and were able to collaborate on strategies and management. At the request of the teachers, the facilitators met with them on a regular basis to discuss the techniques they were using with the children and exchanged ideas with them on how these techniques could be incorporated into the classroom. The school Principal found the support of the SGD facilitators, in their roles of advocate for the child, was valuable in restorative practice meetings and planning. All groups realised the huge benefits of working together to support the child.

After attending SGD, children seemed happier and were able to regulate their emotions more often and utilise problem solving skills with more pro-social behaviours. Children were proud of attending SGD.

Outcomes of the programme delivery

By the conclusion of the programme, parents reported feeling confident when discussing their children's challenges and now felt like equals when talking with teachers.

Parents discovered they had increased bonding and attachment with their children and enjoyed parenting. They also felt they had a parenting plan that suited them and their family and were able to work out how to manage a variety of problems with all of the skills they learnt and practised during the 15 weeks of the programme.

Parents reported considerable shifts in their own self-regulation skills and were able to talk about how their parenting practices had changed and adapted and were more positive. Many

parents talked about how at the beginning of the programme they felt that the child needed to change, however later they realised that they were the ones that needed to change as well.

Parents and teachers reported that the children who attended the SGD programme had become happier and more confident and had increased their skills in self-regulation. They noticed that children were able to implement the calming down skills they had learnt, and many were able to interrupt the impulsive reaction when things did not go the way they wanted them to. The children had also learnt to get along better with peers within SGD and this had helped in co-operative behaviours during class time. Teachers reported a significant drop in parent queries about social behaviour.

Final Evaluations

There were significant changes in child behaviour both at home and at school. The post-course assessment showed that only one child still remained with high behavioural scores, indicating they would benefit from further specialist intervention.

Relationships within the parent group were more supportive and friendly. Parents were able to gain insight about each other's differing experiences i.e. being a parent of a child who may have harmed another child or the parent of the child that was harmed. There was increased empathy and understanding for parents on both sides of this equation. IYP enabled them to view things from the child's perspective, or at least to understand the layers of challenges these children and parents were facing. This insight contributed to reduction in judgement and created connection.

The increased positive communications between the parents and the school, and the confidence that was engendered in the parents by this, was a crucial part of the parents' willingness to keep implementing the new skills they were learning, despite the everyday challenges of life that they were facing. This was made possible by the fact that the parents were from the same school community and felt familiar in the friendly and supportive environment there. This does not usually occur in the standard IYP programme where the location of parents who are enrolled is random. We believe that facilitation of these parental insights was a significant factor and a turning point for the programme's success.

An unexpected discovery

We were surprised at the level of gender difference relating to social and emotion regulation skills for boys in particular. Boys as young as five years of age were already regularly testing out theories of gender norms and using successful exclusionary tactics on boys who cried or displayed "girl like" behaviour or desires.

Given the high rate of the percentage of boys and young men who become involved in anti-social and aggressive behaviour, with a correspondingly high number of young males entering the youth justice system, we recommend ongoing research into addressing this and ongoing funding of this type of programme to support increased social and emotional literacy to address this issue and therefore reduce these undesirable outcomes and repercussions.

2. Key findings

- Significant increase in parents' and children's confidence and problem-solving ability
- Only one family required a referral to another agency for ongoing support and/or diagnosis
- Facilitators modelled emotion language to parents and children which cemented the use of validation and increased emotional vocabulary
- Parents became more involved with the school and true partnership was achieved
- Parents reported much higher rates of fun in their homes
- Parents reported that their children used the SGD calming techniques on them
- Parents felt on the same level and could talk openly with teachers and other parents
- Parents experienced insight and empathy towards all members of the group
- Parents' wellbeing scores increased significantly
- Children became much more compassionate with each other
- Child self-esteem grew and they felt pride in going to SGD
- Other children in the school made regular drop in visits to SGD and asked to attend
- There was clear gender differences reflected with boys being the majority participants in the SGD
- Children as young as 5 were already regularly testing out theories of gender norms and using successful exclusionary tactics on children who cried or displayed "girl like" behaviour or desires
- There was considerable evidence that the wrap around approach produced very effective results, some in surprising ways

3. Key recommendations

- Further research to assess the sustainability of the outcomes of this pilot is recommended
- Increased funding for the SGD programme is needed to provide more supervision for facilitators and more liaison time with teachers to ensure fidelity
- Continue trialling the combined approach in more schools
- Continue to address the gender inequity in boys social and emotional skills

4. The proposal

The pilot programme delivered a course that integrated the Incredible Years Small Group Dinosaur Programme (SDP), the Incredible Years Parent Programme (IYP) and the Incredible Years Teacher Programme. The proposed pilot 18 weeks long, and involved 12 children, their parents/caregivers and teachers from Kahurangi School.

The objective of the pilot was to foster social and emotional competence in children, thereby reducing problem behaviours at school and at home, and to help children build positive self-image using a strong strengths-based model. The work and learning done in the SDP would be reinforced and extended at both home and school by the parents participating in the IYP and teachers attending the IY Teacher Programme.

A key element in the pilot is was delivered in a single educational community i.e. Kahurangi School in Strathmore, Wellington. This was expected to enhance the outcomes of the pilot as the children, parents and teachers interact and learn at the same time. Strategies and behaviours were reinforced and built upon in a consistent way both at home and at school.

The SGD was delivered at Kahurangi School by Caroline McGlinchy and Aleksandra Alagh to two small groups of 6 children. The children ranged in age from 5-8 years. Further information on the delivery of the Dinosaur Programme is provided below. The parents attended a IY Parent programme delivered by Caroline McGlinchy and Leah Cooper from the Incredible Families Trust. The teachers and teacher aides attended the IY teacher programme delivered by BSI People Skills starting in February 2021

The Principal of Kahurangi School was very supportive of the proposed pilot, and released teachers and teacher aides over the period of two terms in order for them to attend the IY Teachers Programme.

Funding was sought for an audio-visual documentation and evaluation through interviews with students, parents and teachers, pre during and post.

The IY Small Group Dinosaur Programme

Objectives:

- Provide an in-school programme that works on promoting children's social and emotional competence and positive self-image
- Reduce aggressive and oppositional behaviours by strengthening children's skills in turn taking, waiting, asking, sharing, helping, and complimenting
- Promote children's use of self-control strategies such as effective problem-solving and managing anger
- Increase emotional awareness by labelling feelings
- Decrease children's negative thoughts and aggressive conflict management approaches
- Provide a fun and positive learning space for children who often experience negative feedback

- Create connections with classroom teachers and parents so the strategies and skills can be transferable

Delivery:

The Dinosaur Programme is delivered with two small groups of 6 children with two group leaders. The children range in age from 5-8 years.

- Each session included co-operative activities and uses a mix of video clips, discussion topics, creative exercises and games to engage and support children's learning.
- Group leaders praise and reward appropriate behaviours by labelling the behaviour and awarding dinosaur points which can be traded in for tangible rewards.
- The group leaders maintain regular contact with the class teachers and parents throughout the programme to allow information sharing of topics, successes and challenges.
- Group leaders will conduct observations of children in classrooms and the playground to further support the children and teachers.
- Each child will have a positive behaviour plan that is shared with teachers, the principal and any support staff to enable the child to feel supported and have a consistent approach delivered

The research:

The Incredible Years Small Group Dinosaur Programme, Social Skills and Problem Solving curriculum has been shown in two randomised control group trials to decrease aggression and promote social skills in young children. It promotes skills such as emotional literacy, empathy or perspective taking, friendship and communication skills, anger management, interpersonal problem solving, and how to be successful at school. The program was first evaluated as a small group treatment program for young children who were diagnosed with oppositional defiant and conduct disorders. More recently the program has been adapted for use by preschool and primary teachers as a prevention curriculum designed to increase the social, emotional, and academic competence, and decrease problem behaviours (Webster-Stratton, C. and M. J. Reid (2004)).

Research conducted in Wales by Hutchings, J and Williams, indicated that having the interlocking programmes significantly increased the outcomes for children and communities. This study has significance for Aotearoa/NZ due to the similarities in socio economic, commitment to indigenous language revival, mental health statistics, population size with both rural and urban communities.

The content and international evidence for the Incredible Years programmes for children and teachers are described. This is followed by a description of their introduction in Wales from initial pilot trials to a Welsh Government funded Wales wide training initiative. Building on earlier work to support parents in Wales, the paper describes how these evidence based programmes for teachers and children, developed in a different country, were introduced and evaluated in Wales and how the demonstration of effectiveness has resulted in subsequent roll out that has been supported by local Authorities and the Welsh Government (Hutchings, J and Williams, ME).

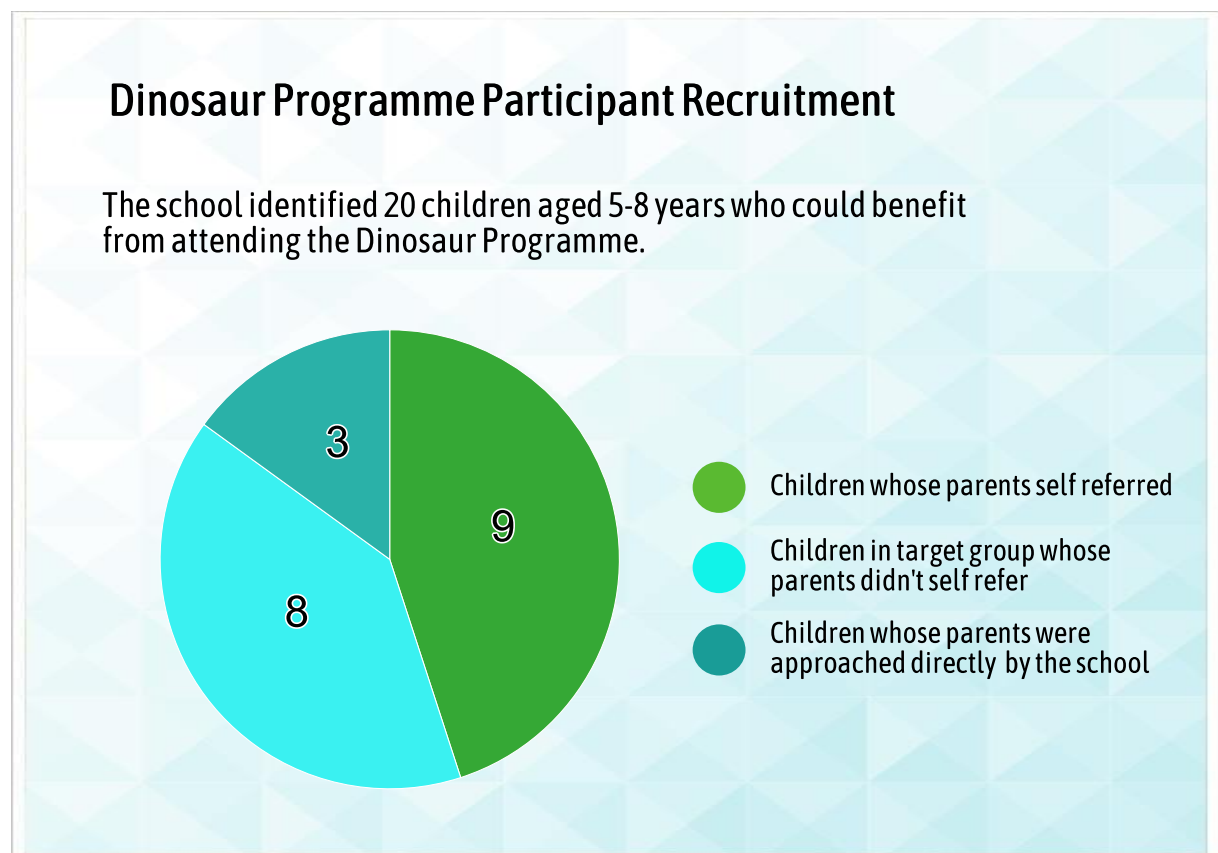
The research from the Welsh randomised control trial (Hutchings, J.; Bywater, T.; Daley, D; Lane, E.):

- IY small group dinosaur programme delivered alongside the IY teacher classroom management to young high-risk non-referred children. The Intervention children showed increased problem-solving skills and greater teacher-set personal-social achievement targets
- The intervention children showed a significant increase in post-intervention number of pro-social solutions and a significant post-intervention reduction in agonistic solutions

5. Recruitment

Kahurangi School was chosen for this pilot project as Incredible Families had existing links with the school. They had previously supported parents and children who attended the school and one of the Incredible Years Parent facilitators is the school counsellor. Kahurangi School is situated in Strathmore Park, Wellington. Kahurangi is a Decile Three, full primary with years 1-8. It has a strong positive culture and diverse student population. There are currently 270 children at the school.

The school identified 20 children in the Junior school who could benefit from the Small Group Dinosaur Programme (SGD). Kahurangi school then advertised to the parents that the Incredible Years Parent programme was going to be offered at the school and that parents could self-refer. Fifty one parents responded indicating they would be interested in attending the programme. Parents of nine children, who were on the original school identified list had self-referred and were chosen to attend. The three remaining children's parents were contacted to see if they would be interested in attending. Twelve children were confirmed, and all the 18 parents registered.

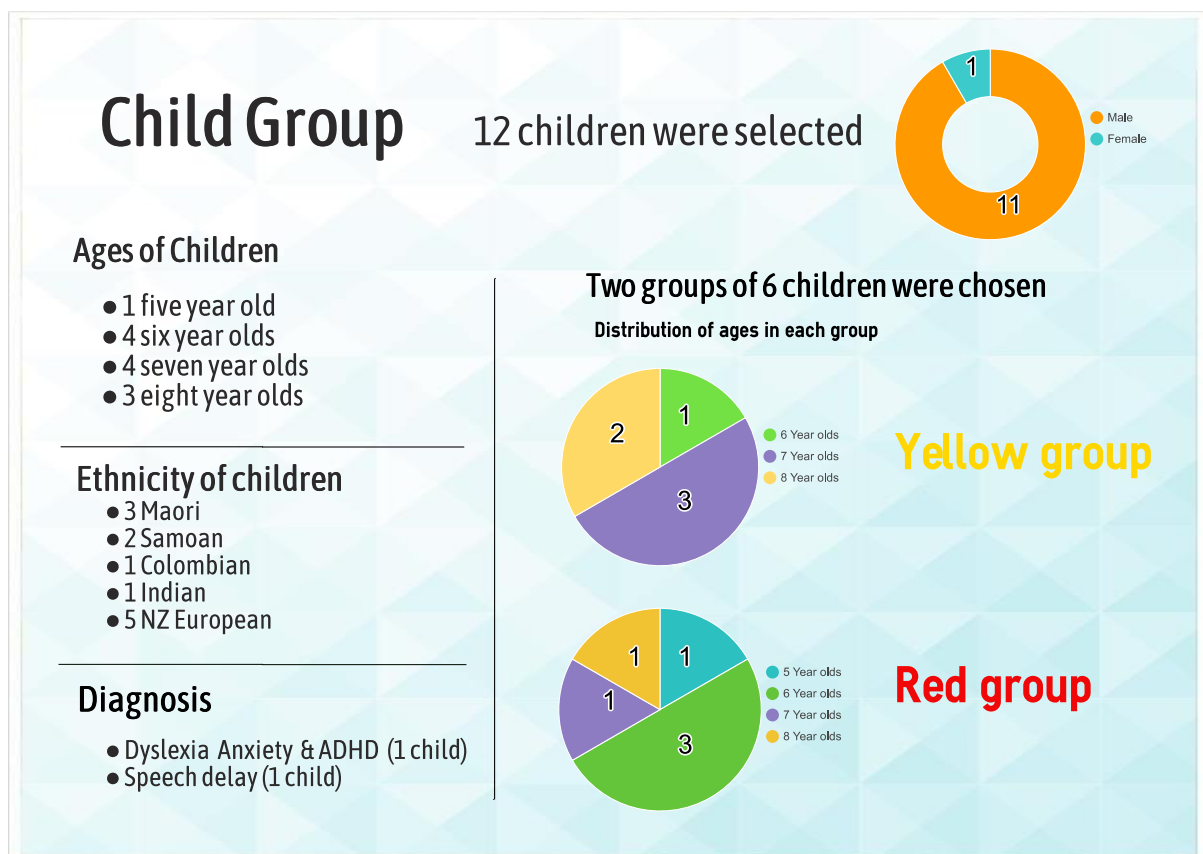


6. Child group

There were 12 children selected and split into two groups. There were eleven male and one female child. There was an age range of 5-to-8-year old's. Two children had a formal diagnosis. One child had a diagnosis of Dyslexia. Anxiety and ADHD and was taking medication twice daily. The other child had a diagnosis of speech delay.

The children were split into two groups through discussions with the teachers, considering factors such as social dynamics, age and behavioural components.

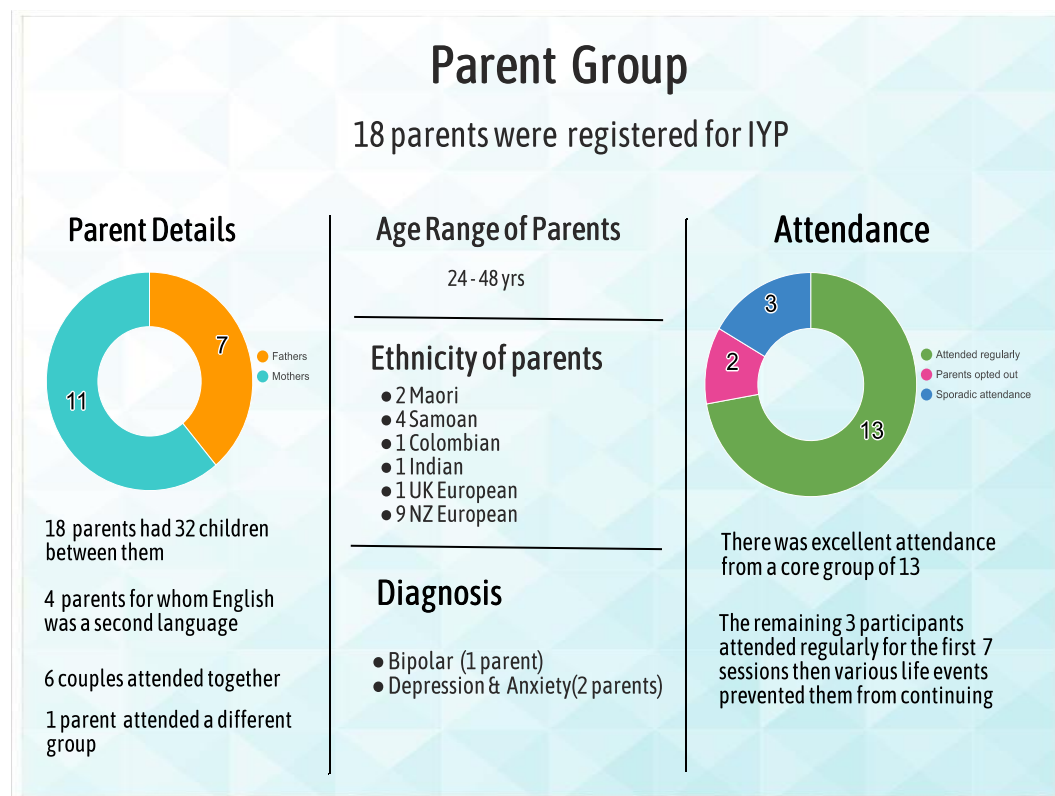
The teachers reported a list of school behavioural challenges that often mirrored the parents' experiences. These behaviours included but not limited to, aggressive problem solving, throwing objects including chairs in the classroom, loud outbursts, leaving the room, leaving the school, hiding, teasing or provoking other children, disrespectful language towards adults and peers, high levels of anxiety, minimal regulation skills, fear, limited social connection with peers, difficulty in getting to school, high stress levels and a variety of learning challenges.



7. Parent group

Eighteen parents were registered to attend the programme with a combined total of thirty two children between them. Six couples attend the programme together and One stepparent attended. Most of the parents knew each other by sight from the playground or school activities, some of the parents knew each other well. Two families had been involved with restorative practice meetings with other members of the parent group. One parent from a separated family attended another programme running at the same time. There were four parents for whom English was a second language. One of these parents required the support of a translator who attended the weekly parent group sessions and home visits.

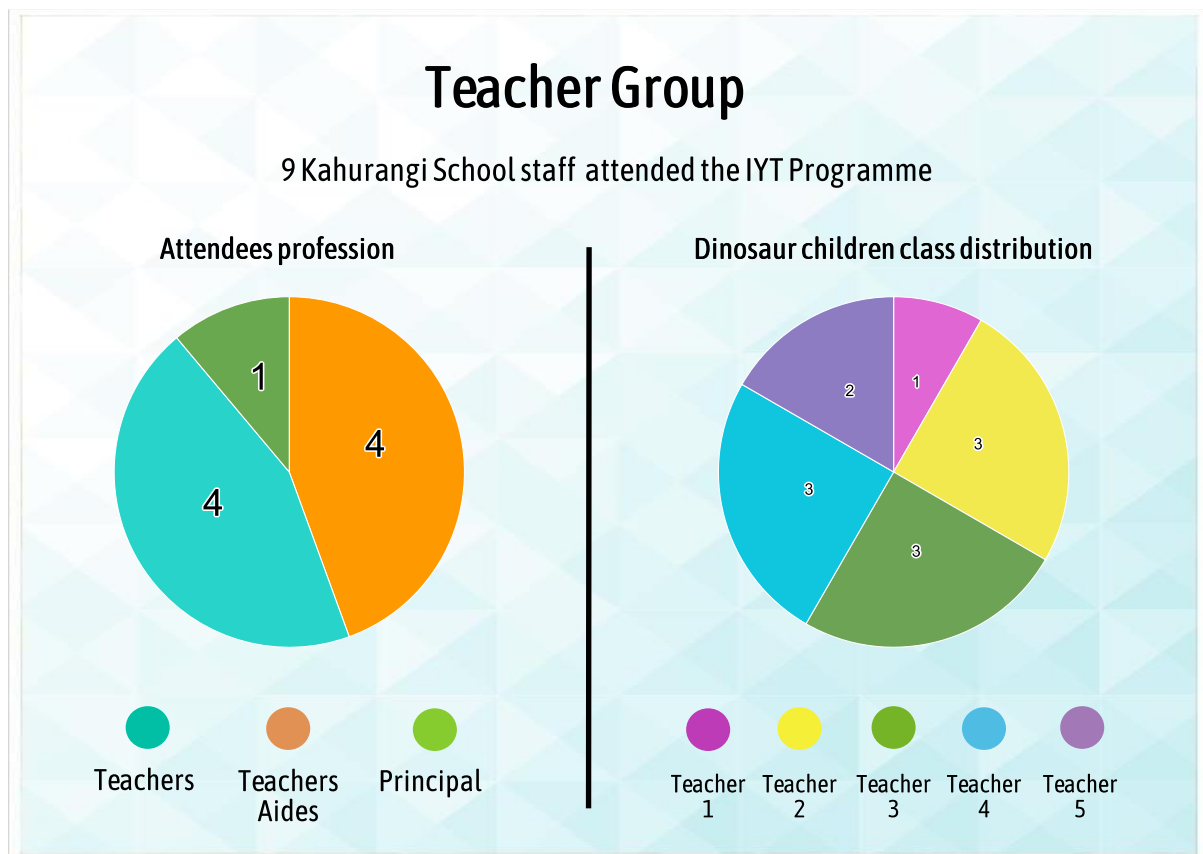
Attendance was excellent for a core group of 13 parents. We lost one couple after the first evening where they decided the commitment was too great to continue. Their child remained in the SGD and they continued to interact with our weekly emails and SGD communication. One parent had a significant life event at week six and only returned for one other session, their child stayed in SGD and the parent remained in communication with the facilitators of both IYP and SGD. One parent had to work away from home and attended when possible, their partner continued and was in the core group of 13. The remaining parent's mother died, and they missed the last three sessions. (Catch up sessions have been offered). The parents who left after the first evening and the parent who left after session 6 both were recruited by the school rather than self-referral. The parent group came from a variety of backgrounds with diverse education levels and socio-economic situations.



8. Teacher group

Nine Kahurangi staff attended the Incredible Years Teacher programme. There were four teachers, four teacher aides and the school principal. One teacher who had children in their class attending SGD was unable to attend the IYT programme. One teacher had previously attended IYT.

The teachers participated in regular meetings with SGD facilitators to discuss strategies, progress, successes and barriers. The teachers reported that these meetings were hugely helpful.



9. Group Measures

Parent group measures used:

- Eyberg Behaviour Inventory
- Social competence Scale
- Home visit with parent group facilitator
- Video interviews pre and post course
- Weekly wellbeing outcome rating scale (ORS) measuring the outcome of the following. Individual, interpersonal, parenting and overall sense of everything
- Incredible Years Parent Satisfaction
- Incredible Years Dinosaur Satisfaction

Child group measures used:

- Weekly wellbeing outcome rating scale (ORS) measuring the outcome of the following. Me, Family, School and Everything
- Wally's problem-solving evaluation
- Interviews with facilitators and puppets

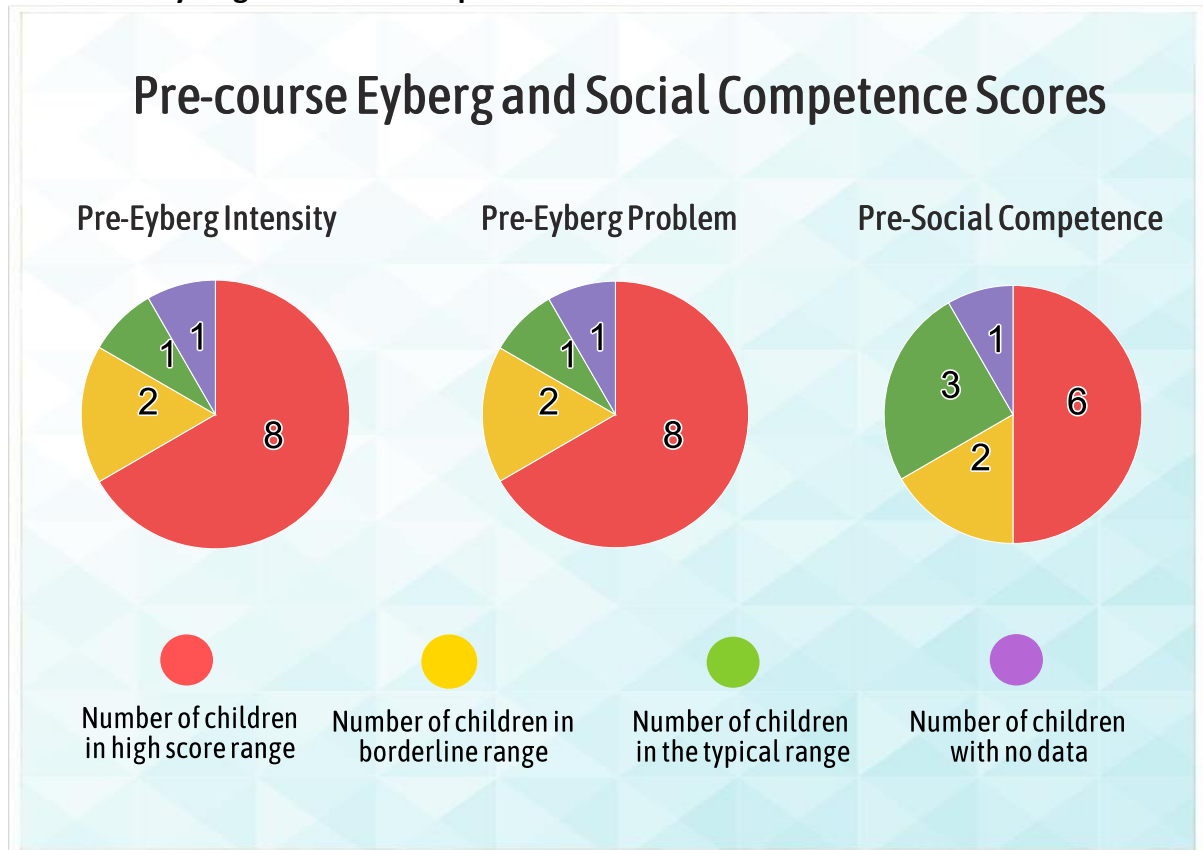
Kahurangi school staff group measures used:

- Video interviews pre and post
- Pre and post course self-evaluation
- Incredible Years Teacher satisfaction

10. Parent group measures

At the beginning of the programme the parents reported the following scores for their children for the Eyberg and Social Competence. A high score is measured as numbers over 60, borderline is scores of 58 and 59. Three parents recorded scores over 70.

Pre-course Eyberg and Social Competence scores



During the initial home visits with IYP facilitators parents discussed many challenges they faced daily in managing their children's behaviour. Common themes the parents talked about were feeling exhausted, stressed, feeling judged, at times scared of their children's reactions and at a loss as to what to do. Parents acknowledged they would not take their child/ren to public places like supermarkets, cafés and outings as they were unsure of how to manage behaviour in public. Parents reported they were yelling on a daily basis to get compliance.

Video feedback

During the beginning video interviews parents recorded the following statements:

"I feel lost and angry a lot "

"I really want skills to communicate with my kids on their level"

"I have to keep telling him again and again"

"I hate yelling, but I find it is the only way to get them to do anything"

“I’d like to be able to show my kids that acting a different way will produce a different result”

“I want the school to see the kid we see”

“I want my kid to be able to calm himself”

“I would definitely benefit from more patience”

“I would like to develop a gentler approach”

“I would love my child to accept that people will say no to him and him to be able to accept that”

“I want to get my kids’ confidence back”

“It is really hard when your child just shuts down and runs away from a situation and refuses to engage in any conversation around it”

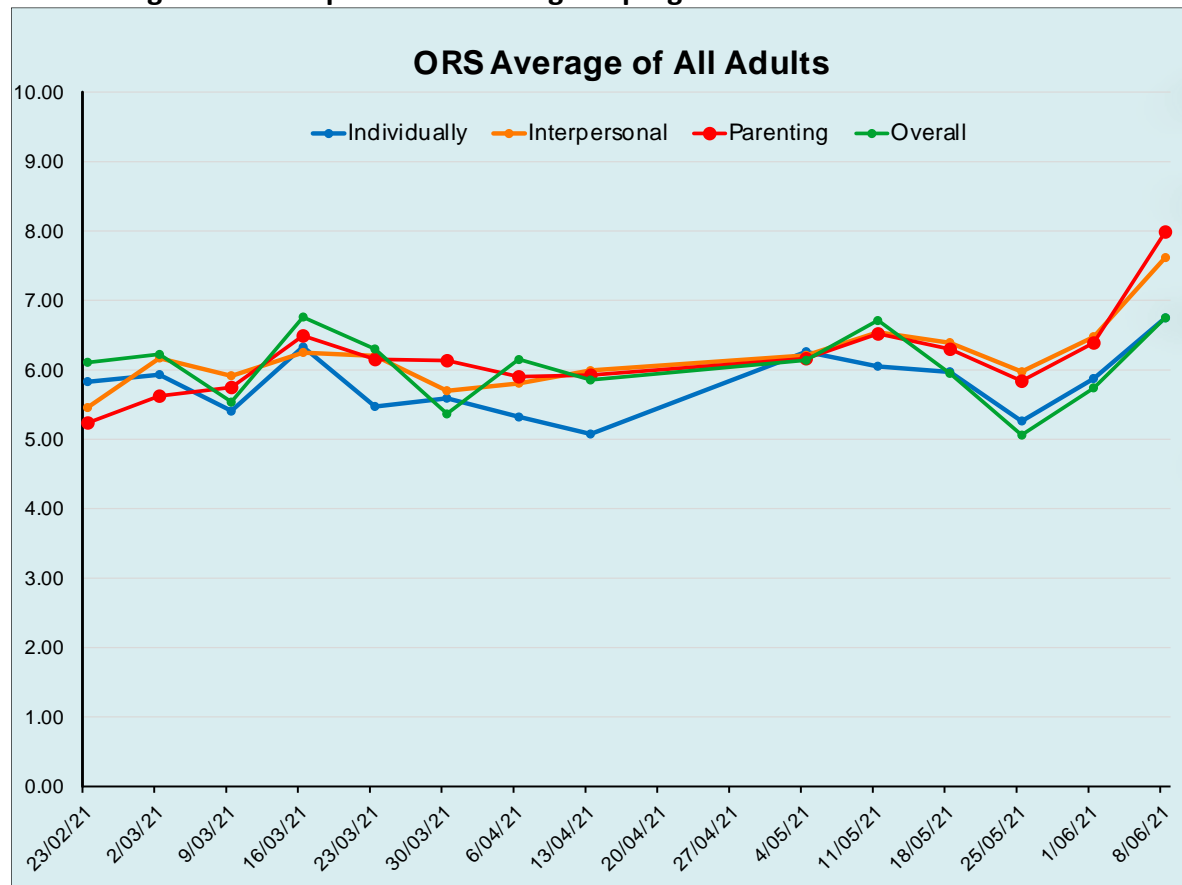
Parent Goals

At the beginning of the programme parents were asked to set goals about what they would like to achieve during the course. Most parents set goals like a more harmonious household, feeling more confident, having a plan, increased compliance, regulation skills for everyone, being able to go to the movies or café with children, get on the same page or even same book as their partner with regards to parenting styles, enjoy parenting more and have more fun and connection with children.

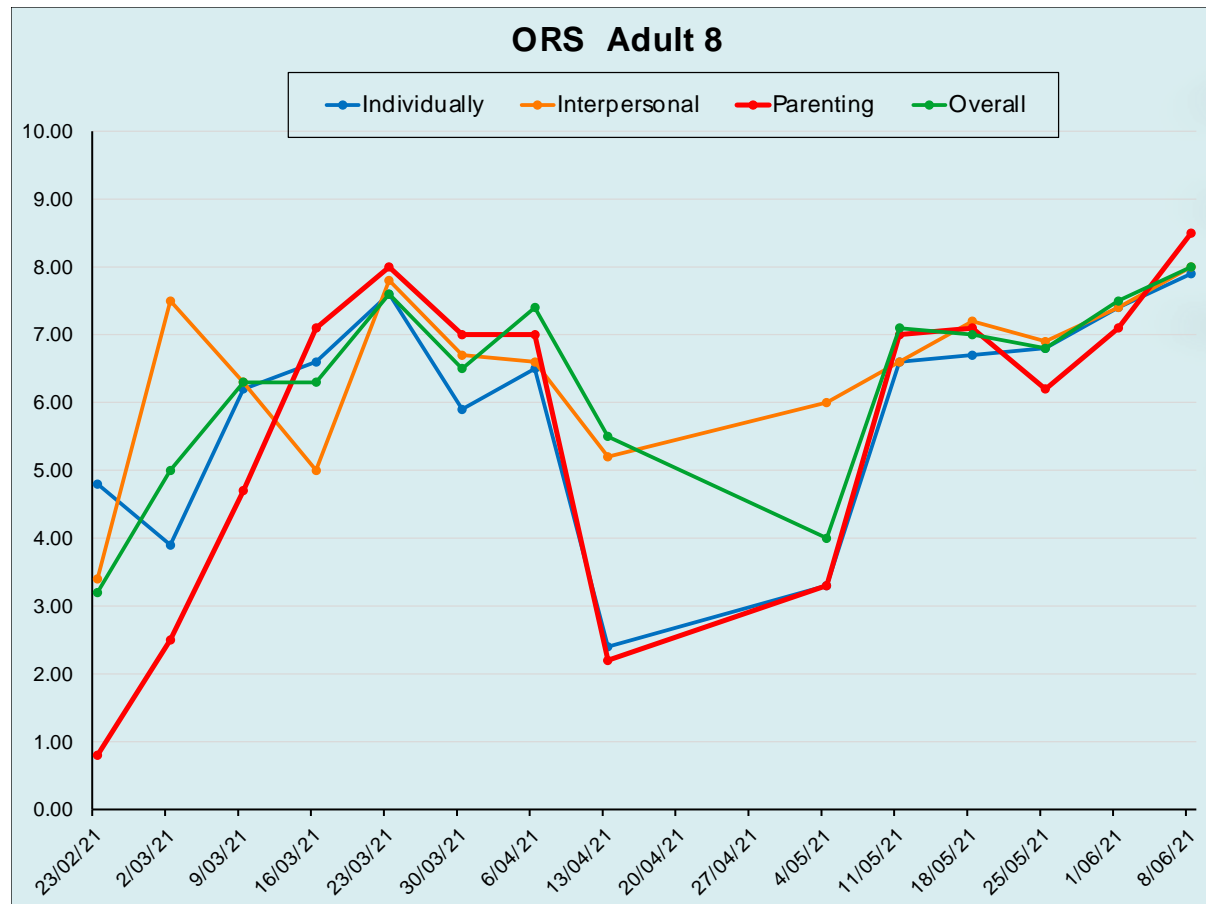
11. Weekly Outcome Rating Scales

Parents recorded weekly wellbeing outcome rating scale (ORS) measuring the outcome of the following. Individual, interpersonal, parenting and overall sense of everything. We can see consistent improvement in the outcomes for all adults across all areas with consistent improvements highlighted in the parenting line across the board.

ORS average data of all parents attending the programme



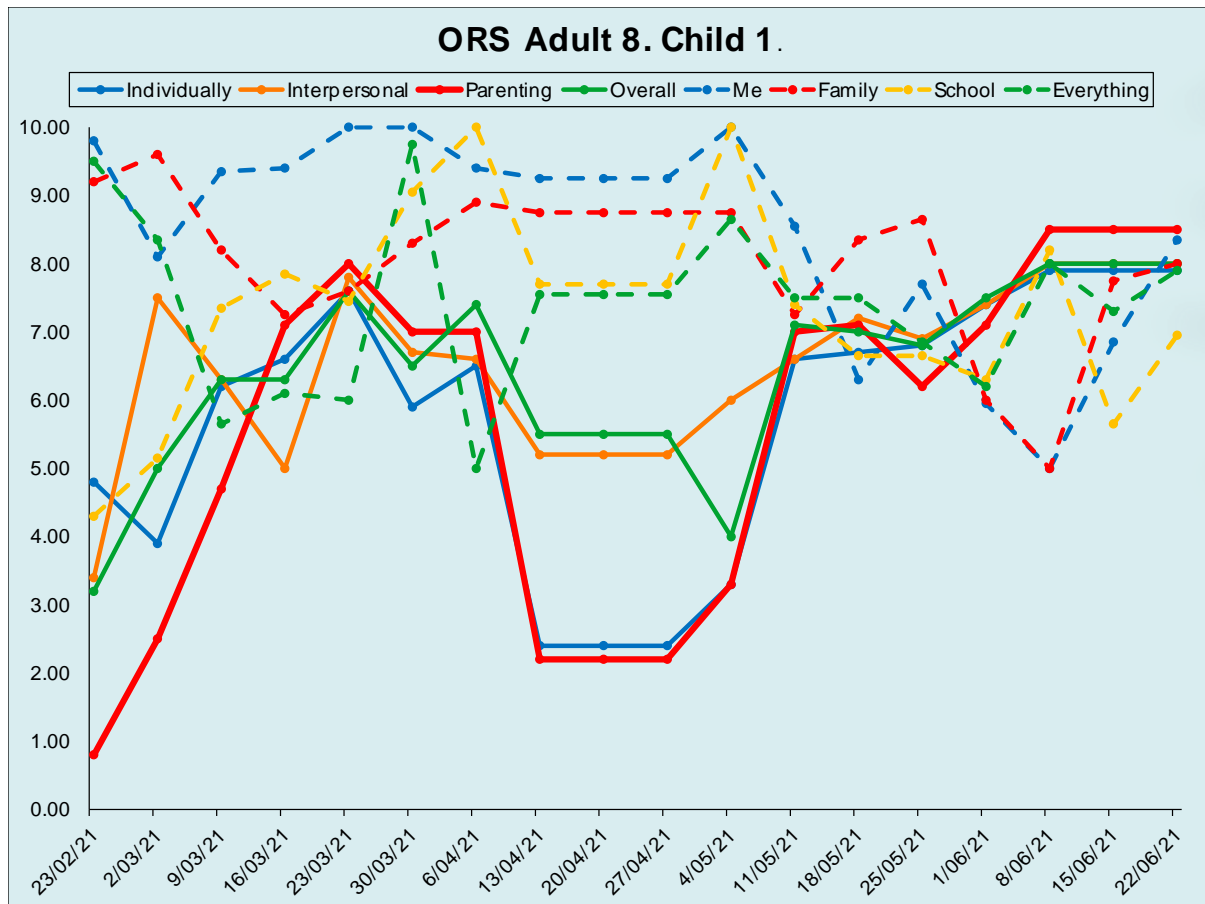
ORS data for adult 8



Adult 8

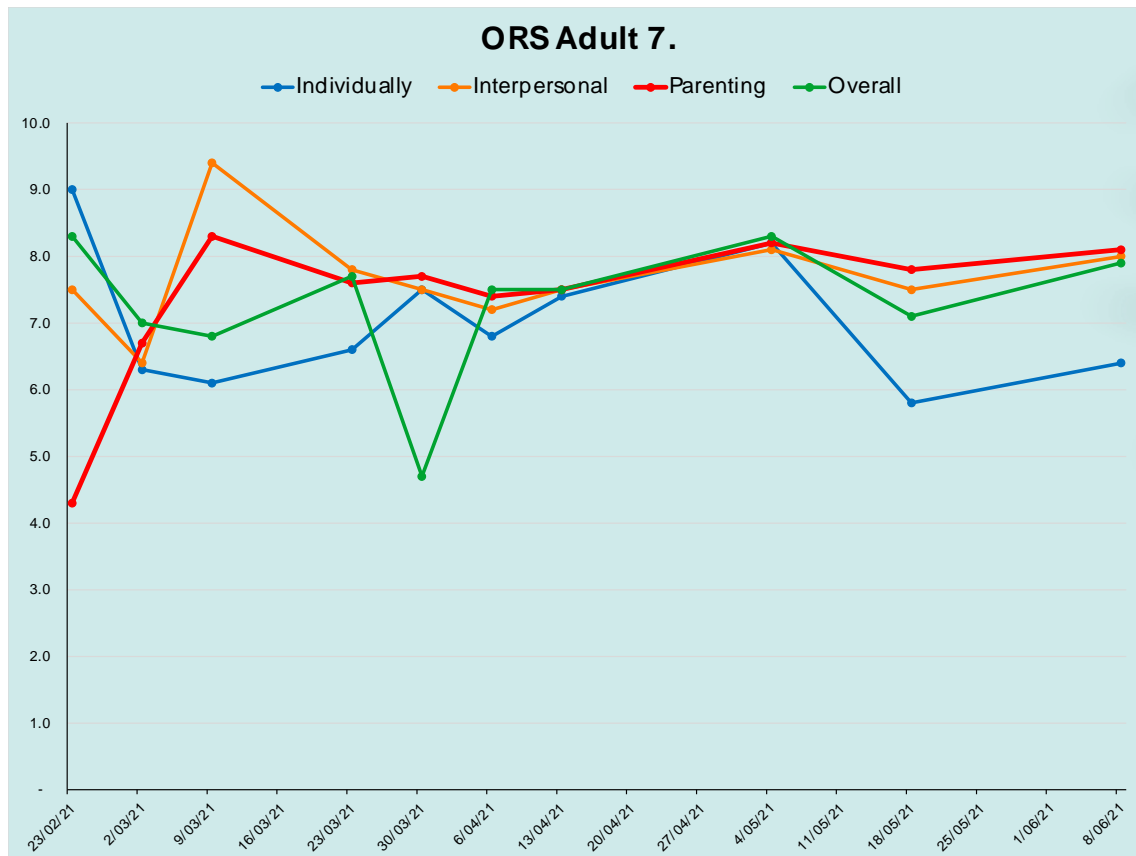
This parents' data reflects their experience throughout the programme. The red line indicating their parenting. We can see that during the beginning five weeks the strategies of emotion, validation, social and persistence coaching had a huge impact on this parents' skill set and confidence. The large dip in the middle of the programme was reflective of their experience after the school holidays. The parent reflected that they had a crisis of confidence during the holidays and returned to past strategies which made them feel bad about themselves and their parenting ability. This parent reflected at the end of the programme how much had changed for them how confident they felt and how they now enjoyed parenting now they had a plan.

ORS data for adult 8 and child 1



This is the same parent as above with their child's ORS overlaid. We can see some themes in the dips and highs. The clearest link is that when the parents individual line takes a dip the child's sense of everything takes a dip also. This child's feelings about school appear related to the parent's sense of parenting and individually. It would need much further research to show which piece of data affected which or what came first.

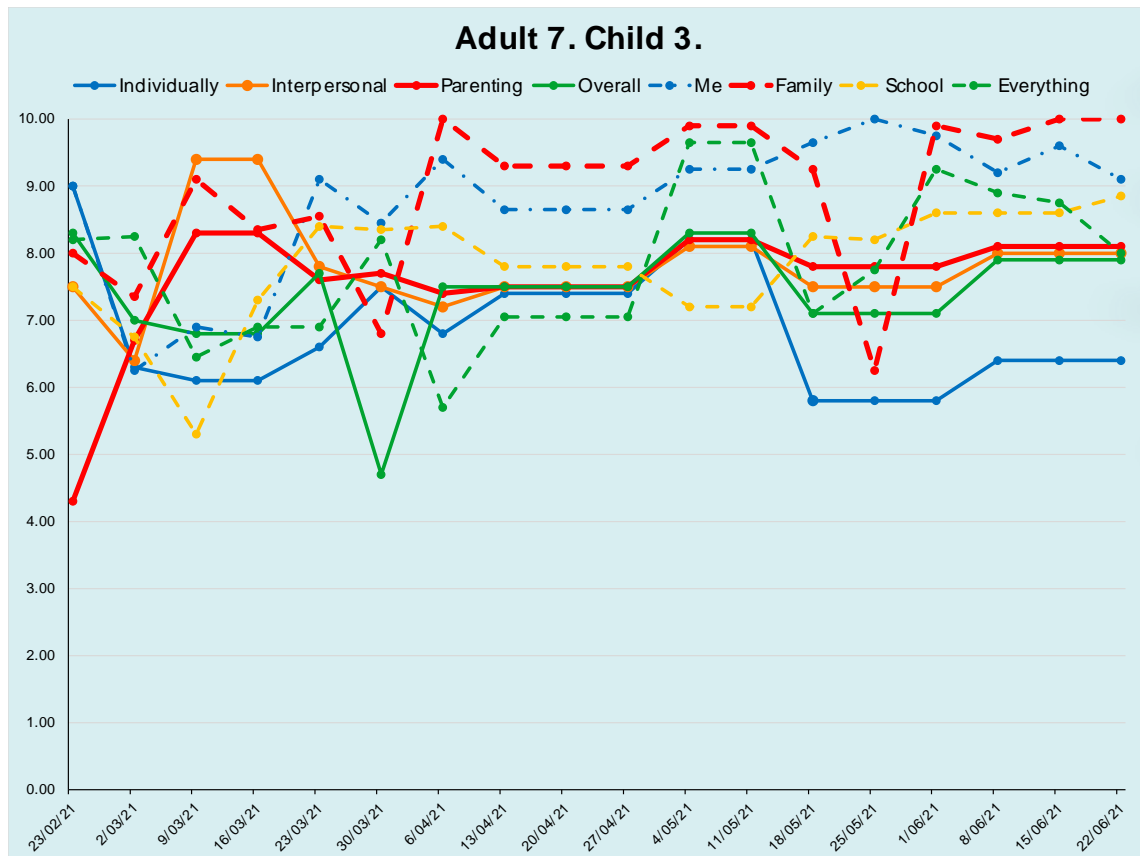
ORS data for adult 7



Adult 7

This parent at the beginning of the programme was feeling a bit below average in their parenting skills. This parent began the course by saying, they had read every parenting book in the library and attended a previous weekend long parenting course and none of it had worked. They felt pretty unsure about how to help their children. This parent responded really well to having a plan and following it step by step with weekly support. The increase in their confidence and consistency had fantastic results. This parent had an operation 3 weeks before the end of the programme and was in hospital for a few days, the children found this hard. While this parent was present, they were parenting from bed or the couch. You can see in the child's chart when this event occurred. You can see this reflected for the parent in their individual line.

ORS data for adult 7 and child 3



Adult 7 and Child 3

This is adult 7 with their child's ORS overlaid. We can see some very similar patterning for the child and parent. This child's school line is very relevant as this was a common struggle for this family to get this child to school. We can see his thoughts about school change over the 18 weeks with the last 6 weeks a steady increase is sustained. We can see clearly the dip in the family line for the child when this parent had an operation and was in hospital for a few days.

Weekly Outcome Rating Scales usefulness

Using this scale enable the facilitators to have conversations with parents weekly in our phone calls or home visits using the ratings as discussion topics. This proved to be hugely beneficial as often we would not necessarily know how they were feeling if we were just looking at the week's topic. Using this scale as reference points successfully strengthened the relationships between facilitators and parents and enabled the facilitators to talk directly about challenges. This scale was used in conjunction with the Incredible years parent weekly evaluation which is looking at the topics of the evening and how it was delivered. By including the ORS for wellbeing, we were able to have insights into both areas.

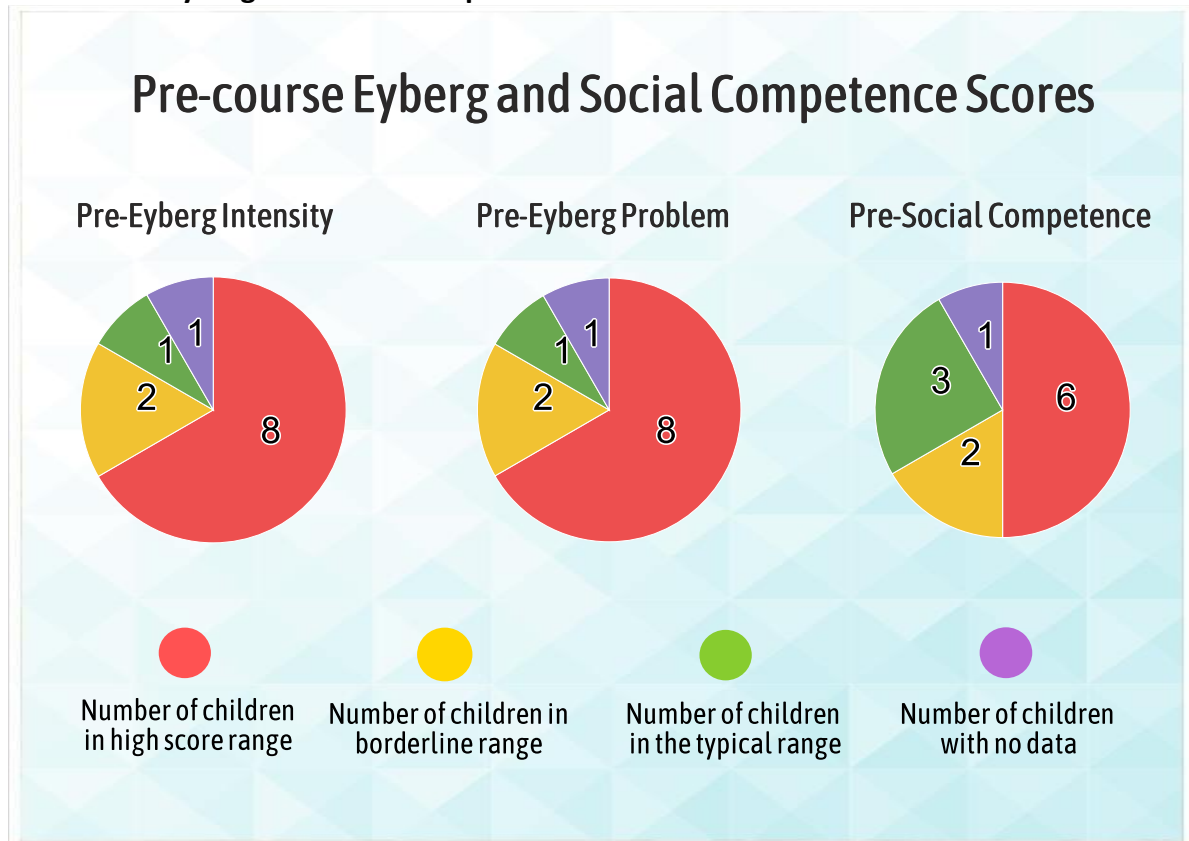
Weekly Outcome Rating Scales for children

This was much harder to achieve as many of the children found it difficult to be consistently reflective. However, we did get extremes marked on those children who consistently marked scores of 10 when they had had a particularly difficult day, they would mark 0. There were four children who consistently marked their outcome scales with variations, with each of these children we can see direct links with their parents' charts recording similar patterns.

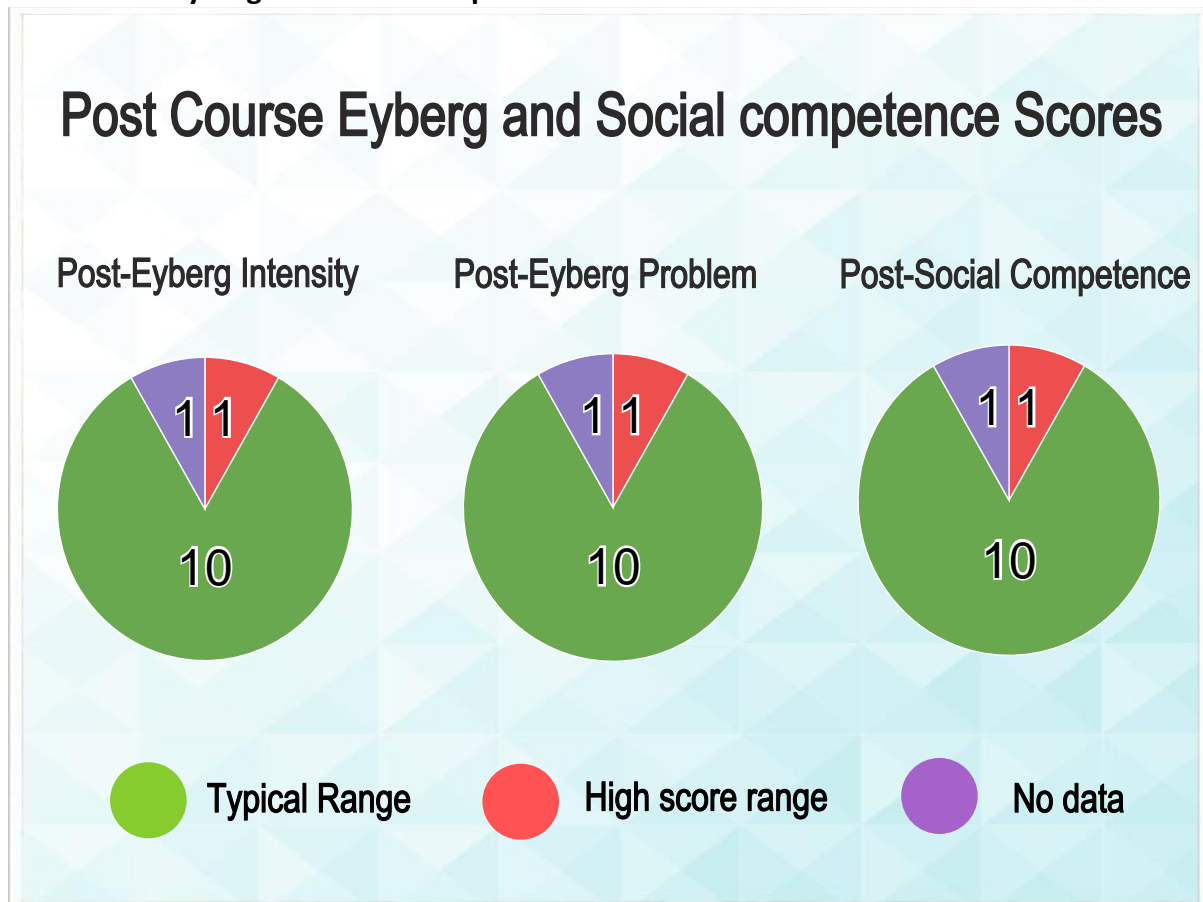
12. Parent group measures post course

Here is a reminder of our pre-course scores and below is the post course Eyberg and Social Competence Scores

Pre-course Eyberg and Social Competence scores



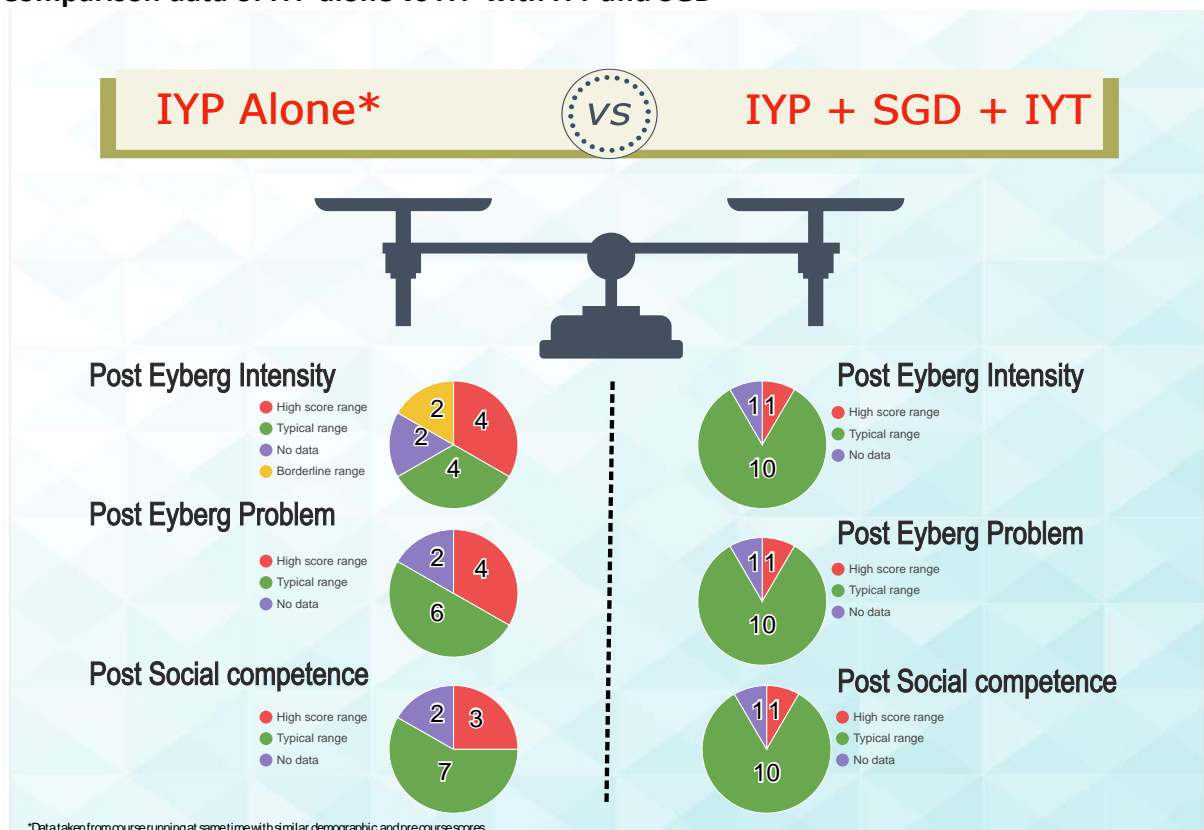
Post-course Eyberg and Social Competence scores



The post course Eyberg and Social Competence graph shows significant improvement with ten children now in the typical behaviour range. There is one child that still remains in the clinical range and will require a referral to a specialist service to support the family and school further.

To further assess this, we looked at data from another Incredible Years Parent programme running at the same time with similar parent groups and pre course intensity scores.

Comparison data of IYP alone vs IYP with IYT and SGD



IYP is a proven effective programme and is useful across a range of deliveries. The data from the IYP only course shows considerable improvements in the parent's sense of competence and confidence. However, the difference in effectiveness in a high needs community is very clear when using the interlocking programmes. We think it is important to look at what the difference in outcomes means for a community. While it is important to continue to deliver IYP as a stand-alone preventative programme, it was exciting to see the results of the interlocking programmes implemented in a low decile area where services are fragmented and there is a high need for social support in the wider community.

As reported elsewhere in this document, there are significant benefits to all involved in the outcome of this pilot project. Parents have reported feeling more connected to other parents attending the programme and have developed supportive friendships with these parents; they also feel more competent to manage their children's' emotional outbursts whilst remaining calm themselves. They have also reported feeling a greater part of the school community and have improved collaborative relationships with their child's teacher. Parents have noticed how the children have improved self regulation skills that they are eager to share with their parents and siblings. This is creating more harmonious relationships at home.

The teachers of children attending Dinosaur school have noticed significant improvement in the children's' social skills and have also developed stronger and more positive relationships with the children and their parents.

The children are demonstrating improved self regulation skills that they share with some of the other children in the class and have empathic responses to other children when they are upset.

This significant change in scores means:

- Less referrals to Child Adolescent and Mental Health Services (CAMHS)
- Less behaviour interventions services required
- Higher rates of emotional literacy
- Begins to address gender inequity in boys and the flow on effect
- Saves dollars in the long term
- Parents are more resourced, supported and feel empowered to talk about and advocate for their children
- Gives children emotion language from three sources especially where parents are learning emotional literacy themselves
- Teachers are not feeling alone
- Teachers can spend more time on curriculum
- Potentially less truancy
- Less involvement of youth justice
- Reduction in sense of alienation and suicidal thinking

13. Post-course video feedback parents

During the post course video interviews parents recorded the following statements:

“We haven’t been called into the principal’s office this term”

“I feel the school sees my child how I see him now”

“I am now recognising things and I know what to do now”

“A lot of it was me having to change my behaviour”

Now I feel like I am able to be myself”

“I feel like the tools I have learnt along this journey have not only helped my parenting they have helped me”

“A lot of the time I felt it was that something had to be done to him so that he followed a track but after the course I realised I am the one who has to mend my ways and change”

“Being able to validate their experience and their emotions gives me just as much ability to understand and express my own”

“I have learnt to understand my kids more on their level”

When it comes to communicating emotions it is not that they are necessarily different emotions it is just that they are received better”

“I am finding it really easy to manage difficult behaviours now whereas before I had no idea”

“We are a lot more able to stop a situation escalating to that point as well”

“The play actually bonded us more”

“At first I thought this play thing is weird. This is not going to teach them anything, but you know it actually does. It actually teaches them to make their own decisions, it teaches them to be more empathetic, it teaches them to be more inquisitive”

“My child is more self-sufficient”

“I actually look forward to parenting”

“I have seen a lot more change than I expected, I wasn’t really to sure what to expect coming into this programme but yeah it has really exceeded my expectations”

“He is calmer he is more settled at school”

“Part of what they learnt in dinosaur school as well, has helped him calm himself down at night so he can go to sleep. We are so blown away that that even worked cos that has been something that has been an issue for years and years and years”

“Now he is a lot more compassionate and understanding to what might be happening to someone else and I think that is something he has definitely learnt within dinosaur school”

“I think he is a lot more comfortable in his own skin”

“He looks like a child who is a lot more in touch with himself and what he is feeling, which just makes me so happy”

“The things he tells me makes me think oh yeah you are really resilient”

“He and I can talk more clearly about what I am going through”

“He now knows where he stands and we are not just going to get angry when he doesn’t do as he is told we can talk about it now”

“He now knows that anger is something that is very temporary”

“With the dinosaur programme everyone is on the same page”

“Every single skill we learnt on every session has had an impact. We use it across the board in our family. I even use some of the skills on other adults”

“I will take this course with me for all of my days”

14. Post-course video teachers

"I have definitely seen more resilience in class and a lot more happiness a lot of that has to do with bridging between home and school."

"There is a lot more centred around emotion rather than discipline, I think that is really helpful"

"What I have seen from the programme is relationships developing. I've seen good connection with the facilitators and teachers. I think that sometimes as a school we can feel on our own"

"It has opened my eyes to a few of the behaviours of the children as well, you know having another set of eyes on those children and hearing similar kind of feedback to what I am seeing it's reassuring and there's also other people working with kids as well which is helpful"

"Facilitators were useful for us because they provided another perspective and often advocating for the child or helping us understand the children"

"It's a chance for the sharing of what they are doing and seeing with what's happening in the classroom. But the other benefit has been they have added in a bit of the parent aspect as well and suddenly you do get that real sense of what's happening in three different places"

"A kind of massive win for me is having all these parents on this course wanting to do better you know it's, I know we have not been at the same course but it is parent partnership. You are wanting partnership in education and while we weren't at the same evening or on the same course but, I think that they will have a sense that the school was behind it, that the school offered it that this was made more possible because of the school. I just see it as real hands on help."

"The success of the children is going to be largely driven by the success of us as the teachers and the parents"

"I have seen examples where a child who previously would have been very reactive is managing to take a moment think it through a little bit more, not always still making the right decisions but there has been an interruption to that immediate process of reacting"

"It's seeing them in a different light so increased confidence in social relationships so more willing to interact and interact more positively so therefore getting more interaction from others because they now want them to be part of it"

"The number one thing is they are smiling more"

The just fit in more, they are still attracting attention which they enjoy, they like it before they would have been acting out to get attention but now it is a lot more positive attention now"

"The dinosaur programme has really honed in on exactly what we wanted it to do, about self managing and social relationships and what to do when things are going wrong as a child"

"They still stand out but in a really beautiful way"

15. Post course observations SGD facilitators

- Children developed an attuned relationship with the puppets (much to our surprise the depth of this)
- The children consistently asked after the puppets and created connections and a narrative about the puppets life away from Dinosaur school
- The children developed a positive outlook on their own capabilities and their ability to solve and recognise problems
- The children were willing and able to communicate when they had had challenges and what solutions they had used
- An increase in willingness to discuss the outcomes of negative choices and to contemplate how to do things differently
- The children increased their skills in empathy and perspective taking
- All of the children increased their emotional literacy. This was evidenced by the children in the small groups could recognise, understand and detect their own and another person's point of view. Were able to offer empathetic suggestions to challenges and to demonstrate their knowledge and skills through role play and interaction with the puppets
- Friendships in the small group were strengthened and some new ones developed through shared language and experiences
- The children were able to use the guided strategies to calm their bodies
- Children developed an increased desire to participate in the programme
- Parents reported many positive discussions through the use of home activities
- Teachers reported positive behaviour changes. The children were able to articulate one or two strategies that would help them regulate in times of stress

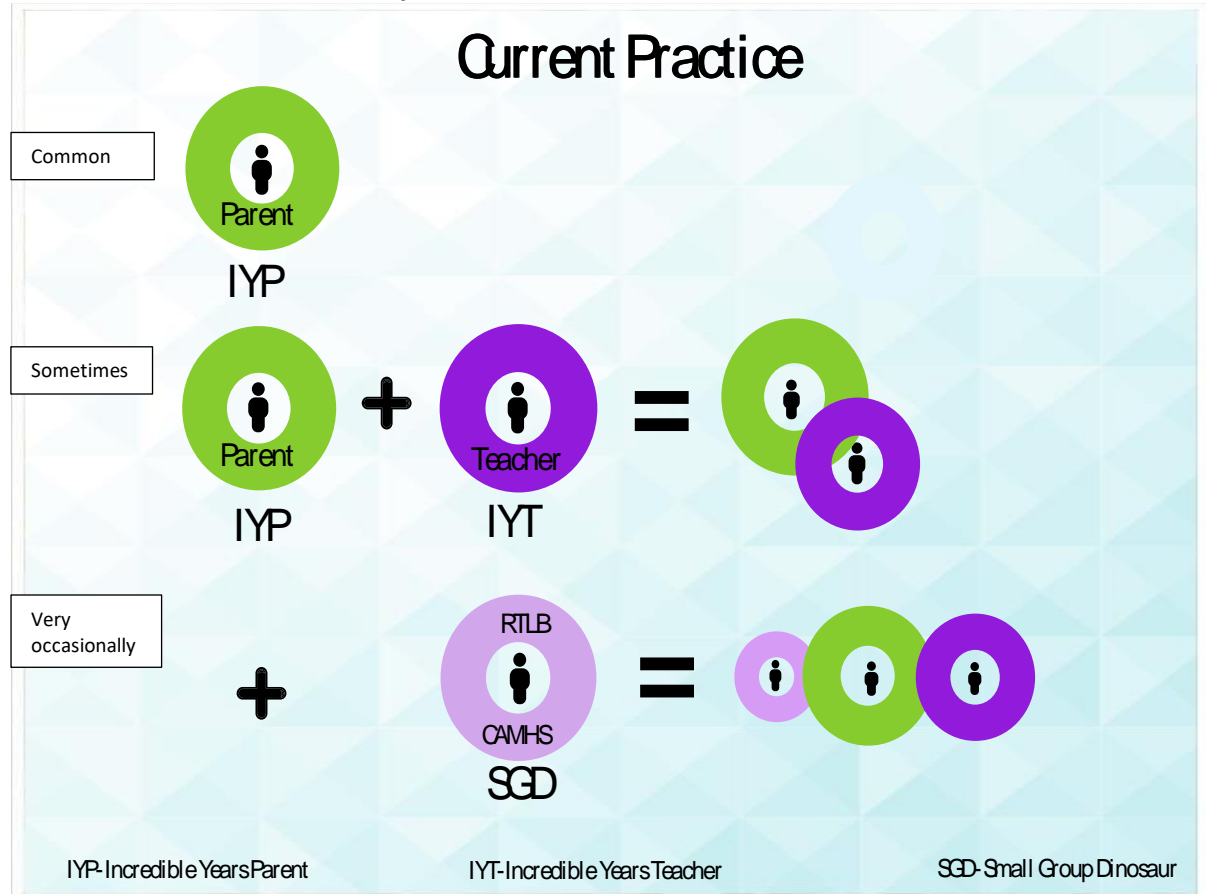
16. Unexpected discoveries

These are some of the unexpected things that came out of the combined programmes.

- Children being more compassionate to each other
- Parents becoming more involved in the school community
- Parents reporting much higher rates of fun and silliness in their homes
- A child being able to calm themselves to sleep at night through Small Group Dinosaur school strategies
- Discovering how much children worry about the world
- Parents reporting children are using the Small Group Dinosaur strategies on them
- Children not on Small Group Dinosaur having envy and regularly popping in to see what we were doing
- Gender differences in boys' behaviour need to be addressed immediately

17. Current practice with Incredible Years delivery

How Incredible Years is currently delivered in Aotearoa/New Zealand

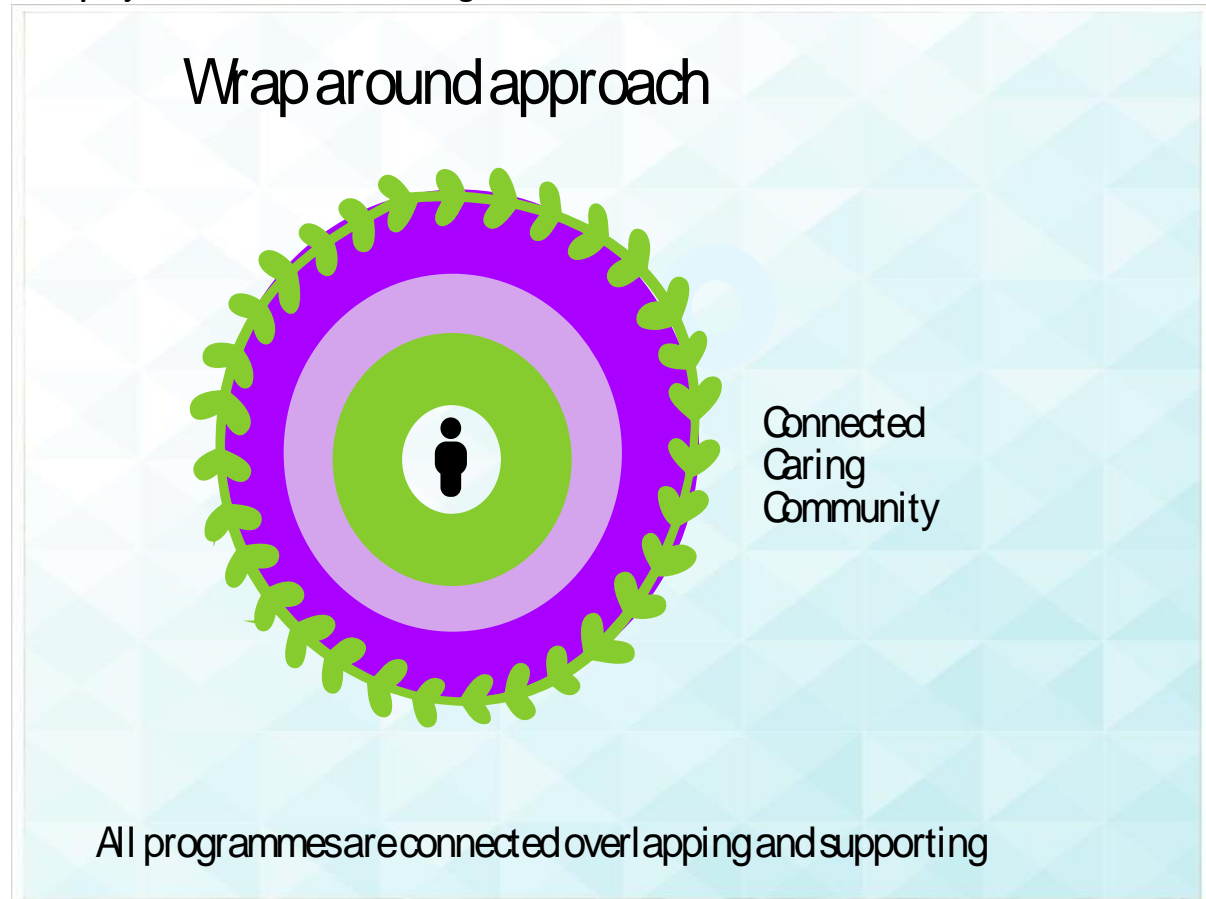


Looking at current practice of delivering Incredible Years initiatives. Most often IYP is delivered to parents with their children at the centre. Sometimes that child's teacher may have completed the teacher programme. The teacher may have those strategies in mind when thinking about ways to manage behaviour. Sometimes the parent and teacher may discuss that they are using Incredible Years strategies and the parent can also share their Incredible Years strategies. This causes some overlapping.

In a few places in Aotearoa/New Zealand there are specialist services delivering Small Group Dinosaur in a Child Adolescent Mental Health Facility or an RTLB, Resource Teachers: Learning and Behaviour cluster as a pull-out group delivered in a clinic. With these groups the parent is the centre contact between all parties and the SGD or IYP facilitators may not have contact with the teachers or the other way around.

18. Wrap around approach to delivering

Pilot project delivered at Kahurangi School



In this pilot project of delivering to one educational community we were able to keep the child and parent at the centre. The facilitators of both the IYP and SGD and the teachers were wrapped around the family. This also caused a ripple effect in the parent group where now those other parents are supporting the other families and they are all looking out for each other and supporting the school community as a whole.

Other parents in the school are now seeking advice from the core group of parents. The children are sharing SGD strategies to whanau and other members of the school. The teachers feel validated and supported and not alone. The children in SGD did not feel singled out in attending and other children in the school had envy of those who attended.

19. Conclusion

By delivering all three interlocking Incredible Years programmes simultaneously to the same community rather than independently as is usually provided, there was a tremendous increase in positive outcomes reported by the parents and school. Whilst the three programmes individually have a sound research base and are found to be highly effective, the benefit of providing the three programmes to the same cohort in the same community increased the overall effectiveness of the programmes.

In particular a cohesive, caring, collaborative community was created and therefore it is likely sustainable change will continue. The relationships with parents, teachers, children and those around them was strengthened by the day to day contact and collaboration within the community. As one parent participant said “this programme made me a good ancestor”.

Incredible Families Trust would urge the Ministry of Education, as part of its stated objectives of the PB4L initiative, to fully fund further deliveries of these interlocking programmes in partnership with the Trust, and in addition to offering programmes in the Greater Wellington area also support other regions to consider this implementation. The Trust facilitators, supported by the Trustees would be very interested in being involved in such an implementation and sharing of their skills in these deliveries.

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