



# Guidelines for the Incredible Years Parent Programme

Positive   
Behaviour  
for Learning

# Guidelines for the Incredible Years Parent Programme

  
MINISTRY OF EDUCATION  
Te Tihuhu o te Mātauranga  
New Zealand Government

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# Guidelines for the Incredible Years Parent Programme

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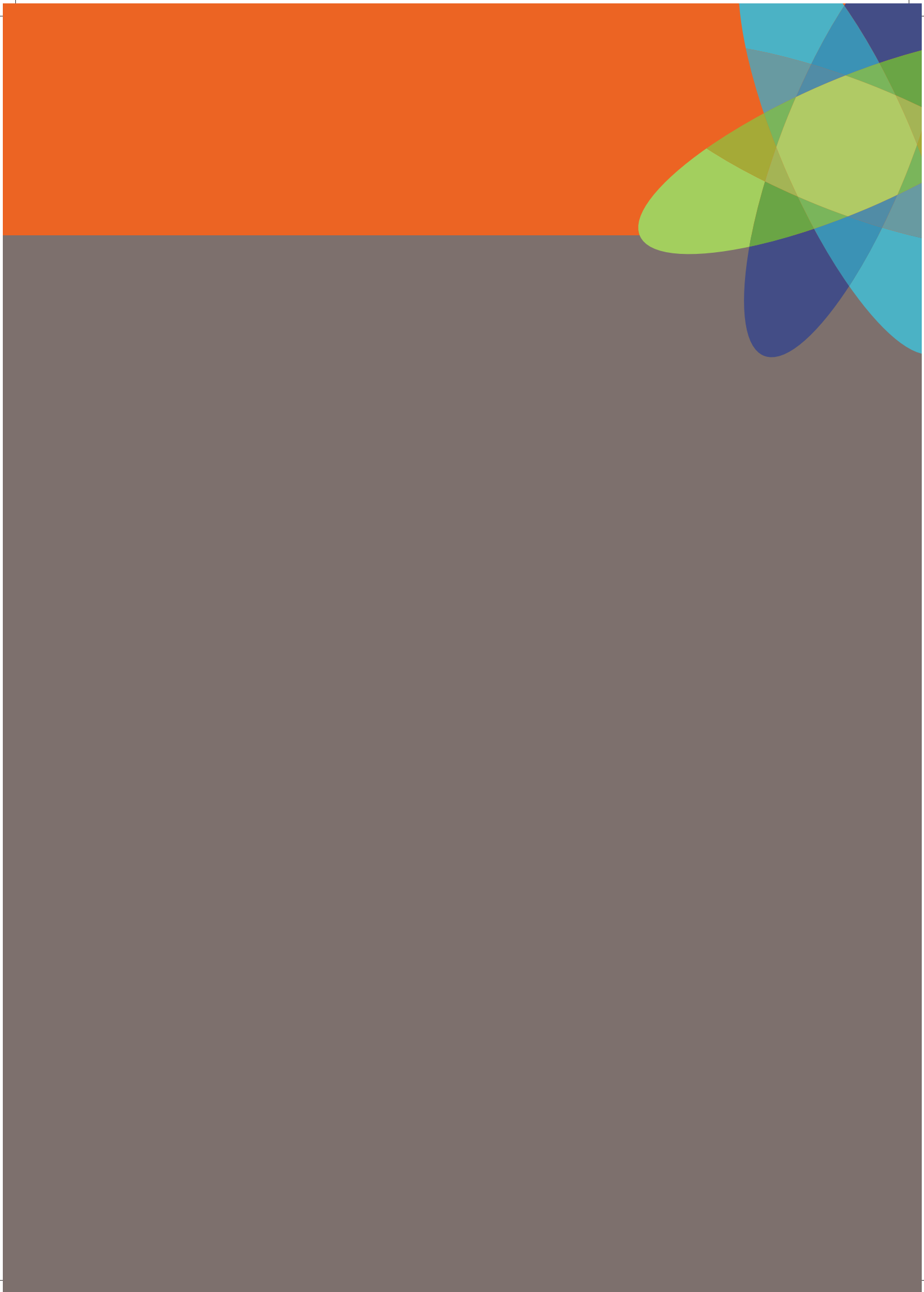


# Contents

<b>1.0 Introduction</b>		<b>5.0 Programme delivery: Follow-up activities</b>	
1.1 The purpose of these guidelines .....	1	5.1 Letters to participants.....	1
1.2 The purpose of the Incredible Years Parent Programme.....	2	5.2 Follow-up for children who remain in the clinical range .....	1
1.3 Incredible Years and Positive Behaviour for Learning.....	3	5.3 Post-programme reflections .....	2
1.4 The Incredible Years Parenting Pyramid.....	4	5.4 Final tasks for group leaders .....	3
1.5 Delivering the programme with fidelity.....	5	<b>6.0 Maintaining programme standards and integrity</b>	
1.6 Cultural responsiveness .....	5	6.1 Assuring fidelity to the programme .....	1
<b>2.0 Administration</b>		6.2 Recruitment and professional learning .....	2
2.1 The role of the Ministry and its partner agencies.....	1	6.3 The Incredible Years group leader pathway.....	2
2.2 Time commitments: Group leaders.....	1	6.4 Supervision and support.....	3
2.3 Time commitments: Participants.....	2	6.5 Accreditation.....	5
2.4 Reporting requirements .....	2	<b>Appendices</b>	
2.5 The National Register of Participants .....	3	1. Ngā Tau Mīharo o Aotearoa Parenting Pyramid poster .....	2
2.6 Information management .....	5	2. Delivery protocols and reflections checklists .....	3
2.7 Programme resources.....	7	3. Consent for referral to the Incredible Years Parent Programme .....	17
2.8 Expenses .....	8	4. Sample letter to referrer .....	20
<b>3.0 Programme delivery: Preparation</b>		5. Informed consent and service agreement.....	21
3.1 Who the programme is for .....	1	6. Measuring impact: ECBI and P-COMP .....	23
3.2 The ideal group size.....	1	7. Register for vouchers .....	27
3.3 Planning programme dates .....	2	8. Sample voucher receipts .....	28
3.4 Recruitment to the programme .....	2	9. Session checklist .....	29
3.5 Support to enable participation .....	8	10. Sample letters to participants .....	30
3.6 Pre-programme checklist.....	8	11. Sample peer supervision contract and record sheet .....	35
<b>4.0 Programme delivery: Running the sessions</b>		12. Group leader accreditation checklist .....	37
4.1 Planning for success .....	1	<b>References and recommended reading .....</b>	<b>40</b>
4.2 Managing participation.....	2		
4.3 Between-session tasks for group leaders .....	2		
4.4 Between-session tasks for participants.....	5		
4.5 Filming sessions.....	6		
4.6 Certificates.....	6		
4.7 Final documentation for completion by participants.....	6		

# 1.0 INTRODUCTION







# 1.0 Introduction

## 1.1 THE PURPOSE OF THESE GUIDELINES

These guidelines provide practical information to help group leaders from non-governmental organisations (NGOs) and the Ministry of Education (Ministry) deliver the Incredible Years Parent Programme. They are also intended for use by the managers and other administrators who support group leaders in their work. The guidelines cover the details of delivery from the moment group leaders first engage with families through to the final period of follow-up and reflection. They also set out the Ministry's expectations about supervision and the pathways to group leader accreditation.

Research shows that the Incredible Years Programme has brought about impressive improvements in child well-being in over 20 countries, including the United States, Canada, and the United Kingdom (Menting, Orobio de Castro, & Matthys, 2013; Webster-Stratton, Reid, & Hammond, 2004; Webster-Stratton, Rinaldi, & Reid, 2011). Our goal is to achieve the same outcomes for children in New Zealand. These guidelines are intended to contribute to this goal by helping group leaders deliver effective Incredible Years programmes that are consistent with each other and with the principles and procedures set out in the parent programme.



*He oranga ngākau,  
he pikinga waiora.  
Positive feeling in your heart  
will raise your sense of self-worth.*





## 1.2 THE PURPOSE OF THE INCREDIBLE YEARS PARENT PROGRAMME

The Incredible Years Parent Programme is part of the Incredible Years® Series for Parents, Children, and Teachers. Dr Carolyn Webster-Stratton, Professor Emeritus at the University of Washington, is the founder of the series, which has evolved over more than 30 years of research and development. Ongoing evaluation shows that the programme is effective for families from a wide range of ethnicities, cultures, and countries.

The Incredible Years Parent Programme aims to reduce challenging behaviours in young children, while increasing their social and self-control skills. These behavioural changes help children to engage in learning. The programme works by helping parents<sup>1</sup> learn effective child management strategies. More specifically, its goals are to:

- increase positive parenting, self-confidence, and parent–child bonding
- teach parents to coach and support their children's language development, persistence, sustained attention, and social, emotional, and cognitive development
- decrease parents' harsh discipline and increase proactive age-appropriate discipline strategies
- improve parents' skills in problem-solving, their management of anger and depression, and their communication skills
- build family support networks and educational involvement
- help parents and teachers work collaboratively
- improve parents' support for their children's academic-related activities at home.

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<sup>1</sup> In the Incredible Years Programme, the term 'parent' is used to refer to somebody who takes a significant parenting role in the life of a child and with whom the child lives for a minimum of three days and nights a week. This person may or may not be the child's biological parent.



The Positive Behaviour for Learning (PB4L) Incredible Years Programme is provided to the parents of children aged from three to eight years. It is delivered by group leaders from the Ministry and NGOs in a series of weekly 2.5-hour sessions over 14 weeks. The programme is targeted at areas with:

- a high population of Māori and/or Pasifika families
- a high number or high concentration of families in low socio-economic groups
- a high number of referrals to the Ministry's behavioural services.

A two-year, cross-agency evaluation of the Incredible Years Programme concluded that it "can be successfully implemented in New Zealand and retain its general level of effectiveness" (Sturrock & Gray, 2013, p. 1). It found clear evidence of behavioural change in children and parents in the majority of the participant families, and this improvement was maintained through to a six-month follow-up. Importantly, the benefits of the training were broadly similar for Māori and non-Māori families. A subsequent study showed that these results were maintained 30 months on, with little or no reduction in the effects across almost all outcome measures (Sturrock, Gray, Fergusson, Horwood, & Smits, 2014).

### **1.3 INCREDIBLE YEARS AND POSITIVE BEHAVIOUR FOR LEARNING**

The Incredible Years Parent Programme has been operating in New Zealand since the early 2000s. From 2010, the programme has sat within the Ministry's wider Positive Behaviour for Learning initiative. PB4L was initiated at Taumata Whanonga 2009. The summit brought together policymakers, researchers, educators, and representatives from a range of government, community, and social agencies. Its purpose was to develop a coordinated approach to meeting the needs of children and young people with challenging behaviour.

The following six priorities emerged from the summit and have informed the development of PB4L:

- Address problems early and provide support early in the life of the child.
- Use programmes that we know work across ages, needs, and the sector.
- Improve teacher education and professional development.
- Develop support for programmes, including evaluation and continual improvement.
- 'Get it right' for Māori.
- Improve interagency collaboration for the most challenging students.

## 1.4 THE INCREDIBLE YEARS PARENTING PYRAMID

The Incredible Years Parenting Pyramid is central to the programme. The pyramid depicts a hierarchy of parental strategies (see Figure 1). Some of these strategies are the basic building blocks for supporting child development and should be used very frequently (for example, play, attention, and involvement). Others are also important for optimal child development but should be used less frequently (for example, introducing consequences for aggression).

See Appendix 1 for a te reo Māori version of the pyramid.

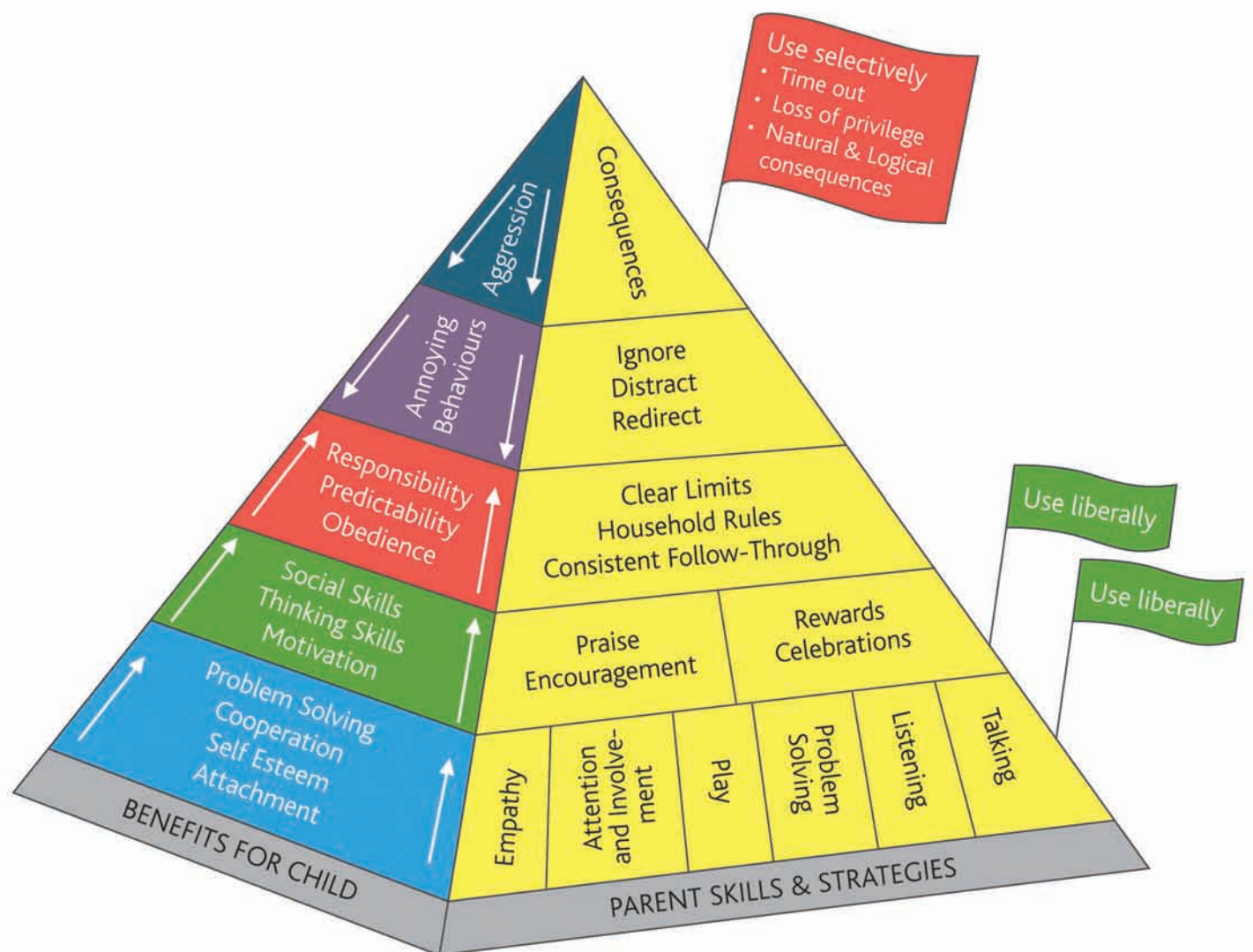



Figure 1. The Incredible Years® Parenting Pyramid

## 1.5 DELIVERING THE PROGRAMME WITH FIDELITY

Carolyn Webster-Stratton's research shows that for an Incredible Years programme to be effective, it is important to deliver it with fidelity to the routines and practices she has developed and knows to work (Eames 2009; Henggeler, Schoenwald, Liao, Letourneau, & Edwards, 2002; Reinke, Herman, Stormont, Newcomer, & David, 2013; Webster-Stratton, 2004; Webster-Stratton, Reid, & Marsenich, 2014).




Having high program fidelity has been shown to predict significant improvements in parents and children's behaviors across a number of evidence-based practices (Eames et al., 2009; Scott W. Henggeler, Schoenwald, Liao, Letourneau, & Edwards, 2002). On the other hand, poor program fidelity and reduced program dosage (in terms of numbers of sessions) has been shown to predict little or no change, challenging the view that some exposure to program components is better than no exposure.

*Webster-Stratton, n.d., p. 1*

Fidelity means that group leaders:

- deliver the programme content in its entirety
- deliver the content in the correct sequence
- use all of the programme's routines and practices (for example, practice opportunities, role plays, vignettes, collaborative questioning, brainstorms, and home activities)
- use the Incredible Years Programme resources, such as the vignettes
- constantly reflect on how best to meet the specific needs of the parents and their children.

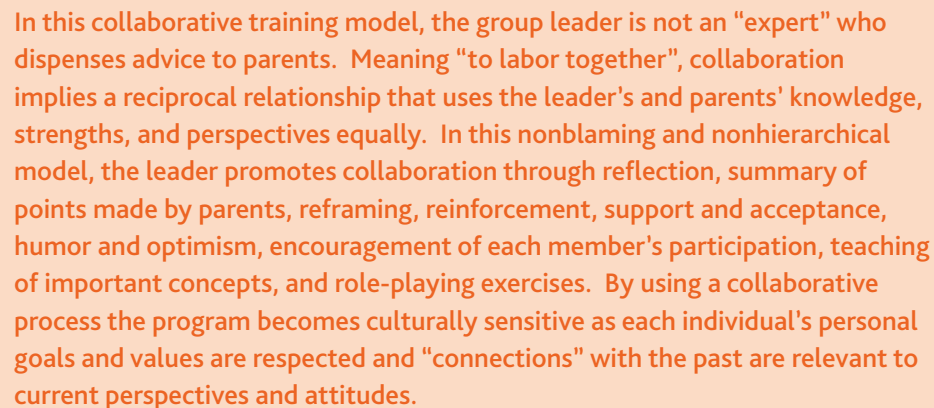
## 1.6 CULTURAL RESPONSIVENESS



*Ruia te kākano o te tūmanako ki roto i te maara o te hinengaro.*  
*Plant the seed of hope in the garden of the mind.*

Fidelity to the parent programme includes being responsive to the particular individuals with whom you are working. Critically, this includes being responsive to people's cultural identities.

Carolyn Webster-Stratton explains that an effective group leader builds productive relationships with each individual, develops reciprocal group processes, and draws out people's ideas in ways that avoid an 'expert–novice' position. Collaborative practices such as these are at the core of cultural responsiveness. In her own words:



In this collaborative training model, the group leader is not an "expert" who dispenses advice to parents. Meaning "to labor together", collaboration implies a reciprocal relationship that uses the leader's and parents' knowledge, strengths, and perspectives equally. In this nonblaming and nonhierarchical model, the leader promotes collaboration through reflection, summary of points made by parents, reframing, reinforcement, support and acceptance, humor and optimism, encouragement of each member's participation, teaching of important concepts, and role-playing exercises. By using a collaborative process the program becomes culturally sensitive as each individual's personal goals and values are respected and "connections" with the past are relevant to current perspectives and attitudes.

*Webster-Stratton, 2008, p. 21*

These guidelines do not prescribe cultural content, as the requirements will differ between groups. It is best that you as a group leader take time to check and discuss any cultural needs, expectations, and preferences with individual participants and the group as a whole, both before and during the programme. You can seek further advice and support from locals with cultural expertise, from your Incredible Years coordinator, and from colleagues who have a good understanding of the cultural context of particular participants. You can then use this advice to consider how you can enhance or differentiate the programme and its delivery to meet people's cultural needs and build upon their cultural resources. This might involve, for example, selecting culturally appropriate analogies and metaphors to 'translate' or interpret the core principles of the Incredible Years Programme. It might involve selecting language that is suited to the parent group, for example, by taking into account the needs of people who are hearing impaired or who are English language learners. Through practices such as these, you will ensure that every parent feels welcomed, comfortable, and involved in the learning.

These guidelines include checklists designed to help you to be culturally responsive:

- The delivery protocols and reflections checklists (Appendix 2) provide places for you to record details of any cultural content used during a particular programme.
- The Peer and Self-evaluation Form<sup>2</sup> provides a means for you to reflect on how culturally responsive you are being. It prompts you to think about how successfully you are building a rapport with each group member, encouraging participation, helping parents to support and reinforce each other, and valuing each group member equally.

<sup>2</sup> This form is available in the Basic Manual (Part 6, Item 3) (Webster-Stratton, 2008). You can also download it from the Advanced Parent Certification page on the Incredible Years website: [www.incredibleyears.com/certification-gl/advanced-parent-certification/](http://www.incredibleyears.com/certification-gl/advanced-parent-certification/)

## CULTURAL RESPONSIVENESS FOR MĀORI

The Treaty of Waitangi creates mutual obligations for us all. In 1988, the Royal Commission on Social Policy (Richardson, Cook, Durie, Ballin, Bruce, & Noonan, 1988) suggested three broad principles for thinking about the Treaty: partnership, protection, and participation. These are clearly resonant with the principles and practices of the Incredible Years Programme. Likewise, Incredible Years aligns with the “Māori potential” approach called for in the Māori education strategy, *Ka Hikitia – Accelerating Success 2013–2017* (Ministry of Education, 2013).

Cultural responsiveness for Māori participants in Incredible Years may involve:

- using Māori tikanga (correct procedures) and metaphors (Māori symbolism with specific cultural significance), te reo Māori, waiata (songs), karakia (prayers), and whakatauākī (proverbs)
- embedding the principles of manaakitanga (hospitality), tautoko (support), whakawhanaungatanga (relationships, belonging, connectedness), and tino rangatiratanga (self-determination, autonomy, self-preservation)
- adopting the whare tapa whā model (Māori holistic framework), which integrates four dimensions of well-being: tinana (physical), hinengaro (mental and emotional), wairua (spiritual), and whānau (social)
- involving kaumātua and other cultural advisors in interactions with Māori parents and whānau
- consulting with kaumātua and other cultural advisors on the delivery of cultural content.

In consultation with Māori group leaders, kaumātua, and kuia, the Werry Centre has developed a series of resources to support group leaders in delivering the programme to whānau Māori. The resources include a DVD, a group leader brochure, and the te reo Māori version of the Parenting Pyramid (Appendix 1). Carolyn Webster-Stratton has endorsed these resources, which are available to all group leaders from the Werry Centre ([www.incredibleyears.co.nz](http://www.incredibleyears.co.nz)).



## CULTURAL RESPONSIVENESS FOR PASIFIKA

One of the goals of the Pasifika Education Plan 2013–2017 (Ministry of Education, n.d.) is to increase effective engagement between Pasifika parents and their children's teachers and schools by creating partnerships that focus on learning. The Incredible Years Programme helps parents to participate in these partnerships and empowers them to become effective decision makers.

Cultural responsiveness for Pasifika participants in Incredible Years may involve:

- engaging with community leaders as a bridge to establishing relationships with Pasifika communities
- growing an understanding of the diversity of Pasifika community languages, identities, and cultural practices
- ensuring the correct pronunciation of people's names and greeting people in their language
- providing language support for those who need it
- being conscious of the role of body language, facial expression, and intonation in conveying attitudes of care and respect
- learning about and applying Pasifika metaphors such as tivaevae (to weave together a holistic framework) and talanoa (talking together to share different views)
- learning about Pasifika models of practice, such as the Tongan models of Talanoa and Kakala and the Sāmoan model of Fonofale
- creating environments where people feel safe and comfortable.

While there are some similarities between Pacific nations, there are also many differences that make them unique. There can also be differences between Pasifika parents who have immigrated to New Zealand and those who were born or raised in New Zealand. These may include different perspectives on parenting. Be aware of this and seek to create a safe and inclusive environment that values and respects different knowledge, perspectives, and experiences.

The processes for review and reflection that are built into the Incredible Years Programme can include support for group leaders to develop the cultural intelligence and practices that are needed to be effective in facilitating a programme for Pasifika parents.



## 2.0 ADMINISTRATION









## 2.0 Administration

### 2.1 THE ROLE OF THE MINISTRY AND ITS PARTNER AGENCIES

The Incredible Years Parent Programme is a Ministry of Education service, but one that is delivered by practitioners from both the Ministry and approved NGOs. By working collaboratively with the Ministry and/or other providers, you can ensure that your programmes are strategically planned to meet the needs of your community and that any issues are addressed as quickly as possible.

### 2.2 TIME COMMITMENTS: GROUP LEADERS

Each programme has two trained group leaders who work in partnership on all aspects of the programme and are involved in all activities and tasks. Successful delivery requires each group leader to set aside at least 0.4 FTE (two full days) per week, per programme. This ensures you have time to complete all the pre-programme, delivery, and post-programme activities that are specified in the the delivery protocols and reflections checklists (see Appendix 2).

Generally, group leaders begin work 4–6 weeks prior to a programme's start date and continue for 3–4 weeks after the 14-week programme has ended.

As part of their ongoing professional development, group leaders are expected to attend at least one supervision day and/or one consult day each year. The time involved in this sits outside the 0.4 FTE, and its cost is carried by their parent organisation. (See Section 6.4 for an explanation of these professional learning days.)



## 2.3 TIME COMMITMENTS: PARTICIPANTS

Research (Webster-Stratton, n.d.) shows that attendance is an important factor in what parents learn from the Incredible Years Programme and what they maintain in the long term. Ideally, parents will attend all the sessions, but in practice this can sometimes be a challenge. Because of this, the Ministry's target is that parents attend a minimum 10 sessions of the 14-week programme. If they achieve this, they are considered to have completed the programme.

## 2.4 REPORTING REQUIREMENTS

The reporting requirements ensure fidelity to the parent programme and remind group leaders and managers about the various activities that need to be completed before, during, and after the programme.

- Managers are required to submit the pre-programme sections of the delivery protocols and reflections checklists (Appendix 2) and of the National Register of Participants with the first milestone report. They then submit the rest of the document and the fully completed Register with the final milestone report.
  - The group leaders take joint responsibility for completing the delivery protocols and reflections checklists by the milestone reporting due dates.
  - The group leaders are also responsible for ensuring the National Register of Participants is regularly updated. In most districts, NGO and Ministry managers ask that the group leaders also take responsibility for forwarding the National Register to their Incredible Years coordinator. The coordinator then confirms it has been received.
- The NGO manager responsible for overseeing the programme is expected to ensure that the items required for reporting are received by the due dates set out in the Statement of Work.

### REPORTING TIMELINES

Please send the appropriate sections of the National Register of Participants and the delivery protocols and reflections checklists to your Incredible Years coordinator by:

- the end of Week 1
- the end of Week 7
- within three weeks of the programme ending.

Note that while the milestone report only requires the National Register of Participants and delivery protocols and reflections checklists to be submitted twice, group leaders are also asked to send the appropriate sections to their Incredible Years coordinator at the end of Week 7. This enables the coordinator to monitor the quality of group leaders' practice and reflection and their fidelity to the programme. If any issues are identified, the coordinator can then provide timely support.

See the end of Section 2.5 for more specific information about the timeline for completing the National Register of Participants.

## 2.5 THE NATIONAL REGISTER OF PARTICIPANTS

The National Register of Participants provides the information the Ministry needs to evaluate and report upon the effectiveness of Incredible Years programmes for children and their parents. For this reason, it is important that group leaders ensure that the Register is kept up to date and is accurately completed.

Group leaders are responsible for ensuring that staff delegated with responsibility for maintaining the Register are provided with accurate information in a timely fashion.

The National Register is in electronic form. It must be kept secure, as several fields ask you to supply personal information about the families involved with the programme.

Each programme has a unique programme identifier (UPI) that needs to go in the National Register in the Programme Information section. The Ministry will provide the course UPI.

If you are a Ministry-employed group leader, you will have to set up a 'job' in the Ministry's case management system (CMS). If you are a Ministry group leader co-delivering with NGO group leaders, then you are responsible for ensuring the National Register is completed. In this instance, the CMS job number becomes the UPI on the Register.

The details of all parents who attend the first session must be entered in the Register, whether or not they continue to participate.



The National Register automatically calculates a child's age from the birth date provided, but only when the start date is provided in the Programme Information section. When a child's details are entered on the spreadsheet, their name will automatically appear in the Parent/Caregiver section and in the Perceptions section. You will need to enter the child's full details more than once if more than one parent is focusing on the same child. Likewise, if the parent has more than one target child, you will need to enter the parent's full details more than once to ensure there is a parent name alongside each child on the Register.

The Additional Support column requires you to enter a "Yes" or "No" response. Additional support is support over and above weekly phone calls or make-up sessions. An example might be when:

- a parent needs some extra coaching or modelling around an Incredible Years strategy
- a parent needs to problem solve around something that is hindering full participation
- other services might need to be engaged to support the family.

The Make-up Session column requires a numeral to indicate the number of make-up sessions that have been provided. As a make-up session counts towards the number of sessions attended, the number in this column is automatically calculated as attendance, even though you will have recorded "N" for non-attendance on the Attendance Record section. There is a Comments column for you to explain what the make-up session was for (for example, "Make up for sessions 2 and 8").

While most of the fields in the National Register are straightforward, two need a little more explanation. These are:

- 1 The name and type of early childhood education service that children aged between three and five years are attending at the start of the programme and (if they do not start school during the programme) at the end of the programme.

*Rationale:* The government is aiming for 98 percent of school entrants to have had a quality early childhood education. These columns in the National Register capture information that will contribute to the count. Group leaders are well placed to encourage parents to enrol their children in early childhood education, and Ministry staff can support parents who want to do this.

- 2 The type of follow-up intervention recommended to parents of children still in the clinical range or of concern once the programme has ended.

*Rationale:* The Ministry is committed to supporting vulnerable children and their families.

If a child's post-programme Eyberg Child Behaviour Inventory (ECBI) or Social Competence Scale – Parent (P-COMP) scores are still in the clinical range, this indicates that further intervention is critical. Adding this information to the National Register acts as an assurance that appropriate follow-up services have been discussed with the parent and recommendations made and actioned.

## TIMELINE FOR COMPLETING AND SUBMITTING THE NATIONAL REGISTER

As noted earlier, there are three key reporting dates. With respect to the National Register:

- by the end of Week 1, you should have entered all the pre-programme information, including all contact information, the Session 1 attendance record, and the Pre-perception Measures
- by the end of Week 7, you should have recorded the attendance up to Session 7 and any information about dropouts
- within three weeks of the programme ending, you should have recorded all the attendance data and the data from the Parent Satisfaction Questionnaire, and you should have completed the sections on Post-perception Measures.

Your Incredible Years coordinator will check the final National Register and follow up with you if any changes are required before it can be sent to the Ministry's national data analyst.

## 2.6 INFORMATION MANAGEMENT

The programme requires you to gather some very sensitive information about the families with whom you work, and so it is critical that all Incredible Years documentation is kept in a secure place. This includes the National Register of Participants, letters to parents, and any other documents or data that might reveal participants' identity.

Please store your electronic information in a secure file with restricted access. Don't ever use home computers or work laptops that go off-site. Keep separate, secure files for all paper items, naming them with your programme's UPI.

If NGO group leaders are working in partnership with Ministry group leaders, the Ministry staff may take responsibility for the secure storage of all programme documentation for the duration of the programme. This is negotiated with the NGO.

NGOs must have consent to use any documentation from programmes for purposes other than delivery and reporting. This approval comes from the regional Ministry of Education manager or director who has signed the contract on behalf of the Secretary for Education.

## LEGISLATIVE REQUIREMENTS FOR GATHERING AND HANDLING PARENT INFORMATION

Two main pieces of legislation apply to the Incredible Years programmes: the Privacy Act 1993 and the Children, Young Persons, and Their Families Act 1989.

The Privacy Act promotes and protects individual privacy. It sets out 12 principles that establish how information is to be collected, where it is to be kept, and how it is to be shared.

The Children, Young Persons, and Their Families Act is based on the principle that children and young people must be protected from harm, their rights upheld, and their welfare promoted. Sections 15 and 16 of this Act provide for the disclosure of personal information by an individual or agency where there is reason to believe that a child's welfare is at risk. Anyone providing information on this basis is protected from disciplinary or criminal proceedings.

The Ministry, schools (through boards of trustees), and early childhood centres have a protocol with Child, Youth, and Family (CYF) that requires employees and teachers to disclose information to a CYF social worker or police officer when they have reason to believe that a child's welfare is at risk.

For further information, you can read the Privacy Act 1993 (12 principles) and the Children, Young Persons, and Their Families Act 1989 (sections 15 and 16) on the New Zealand Legislation website.

### THE IMPLICATIONS OF THIS LEGISLATION FOR GROUP LEADERS

The Ministry's Informed Consent Guidelines (see the Ministry website) sets out the requirements of these Acts. Group leaders must explain informed consent to parents when they agree to join the Incredible Years Programme.

There needs to be a good rationale for collecting information. Before parents join the Incredible Years Programme, you need to explain this rationale, what will happen to the information, and where it will be stored.

You are also required to explain that in some circumstances, the information gathered as part of the Incredible Years Programme may be disclosed, even if it wasn't gathered for this purpose or even if the parent has not given permission. An example of this is when the information provided might be used to prevent harm to someone.

Some of these things are explained to participants in the Incredible Years Programme through the Privacy Statement that always accompanies referral or enrolment forms (see Appendix 3). You can explain them again when discussing the group's ground rules during the first session. Make sure that everyone understands that while confidentiality is regarded as extremely important, it has its limitations.

### REQUESTS FOR INFORMATION

Group leaders are only allowed to share information about attendance rates. If you receive a request for this information from other organisations such as CYF or the Ministry of Justice, you must tell your manager within two days of receiving the request. NGO managers will in turn notify the Ministry. Organisations who seek information must apply for it in writing, and NGOs can only release the information on approval from the Ministry.





## 2.7 PROGRAMME RESOURCES

The programme's resources are specially designed to support its implementation. Critically, the Basic Manual<sup>3</sup> (Webster-Stratton, 2008) sets out the principles and practices that Carolyn Webster-Stratton has developed and that you need to follow to ensure your programme is effective.

The Ministry meets the cost of all printed materials, including these programme guidelines, the folders, the weekly handouts, the ECBI forms, and the Incredible Years book for parents (Webster-Stratton, 2005). In each Ministry district, a designated person organises the ordering and distribution of these resources, once the course numbers are confirmed. Only that person, or a Ministry person they delegate, can order resources.

Providers are responsible for the purchase of various other resources that are required to successfully deliver an Incredible Years Parent Programme (for example, a video camera and tripod, a laptop and data projector, a TV and DVD player combination, and blank, writable DVDs). You may need to borrow some other items from the Ministry (for example, pyramid posters and audio recordings of the parent book).

The resources provided by the Ministry are not for personal use or use by non-Ministry funded programmes. The orders for each programme are audited against the number of people who have been funded to participate.

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<sup>3</sup> This refers to *The Incredible Years: Parents and children series: Leader's guide: Preschool version of BASIC (ages 3–6 years)* by Webster-Stratton (2008).



## 2.8 EXPENSES

For the programme to reach all its targeted groups, it is important to identify supports and reduce barriers to participation. The Ministry supports this by covering the costs of any reasonable expenditure. Section 3.5 "Support to enable participation" sets out what some of these costs might be.

Provide an estimated (and itemised) budget for such expenditure to the Incredible Years coordinator for approval as soon as possible. It can then be included in the Statement of Work and the cost of these disbursements covered by the payment the Ministry makes within one week of the first session's delivery.

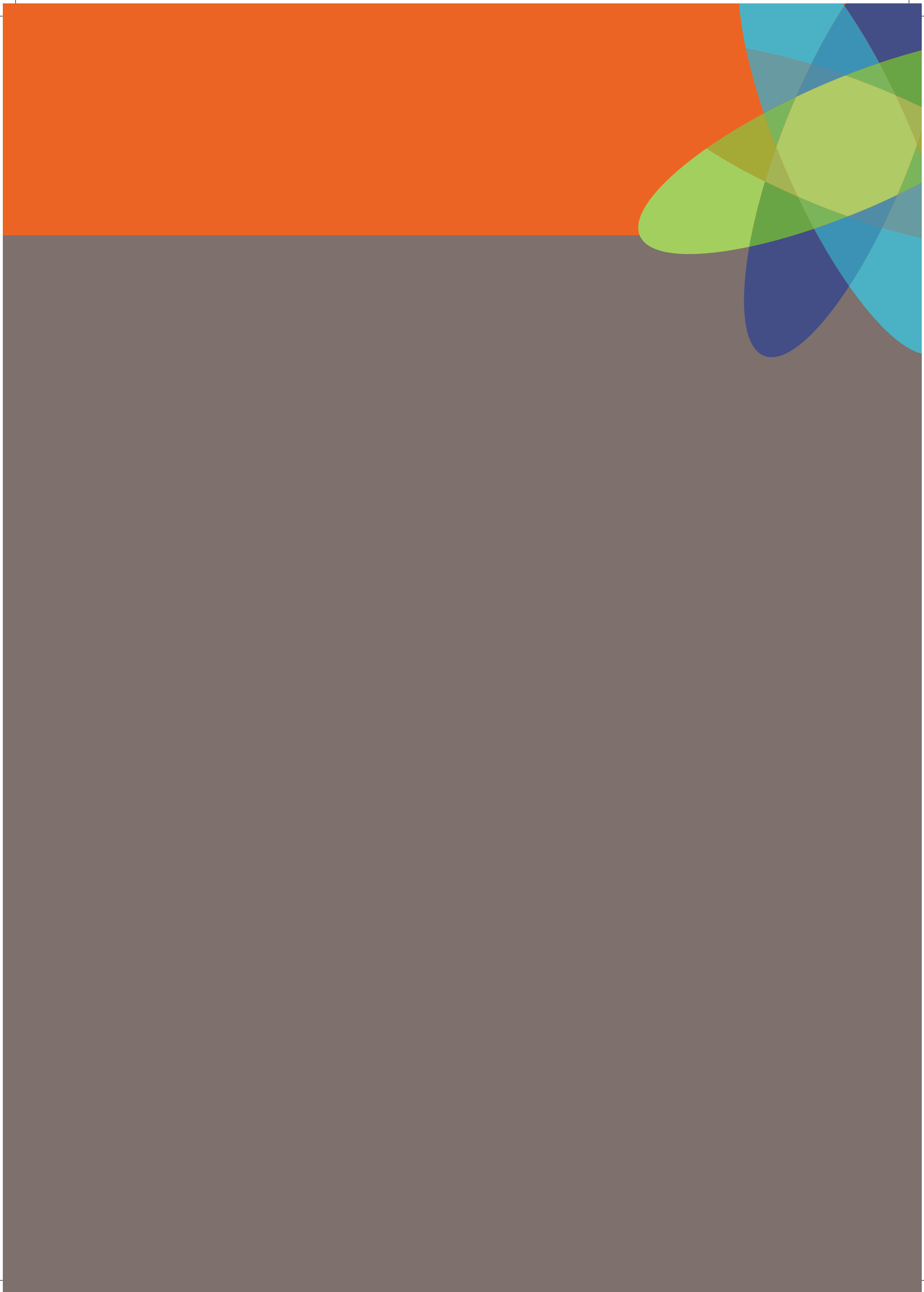
Bear in mind the following points:

- Save all receipts so that you can produce them at the end of the programme.
- The Ministry has the right to audit NGO accounts related to delivery of the Incredible Years Programme at any time. You need to be prepared to explain any variation between the funding that is provided and your actual expenditure.
- Underspending can happen when parents who have had contributions made towards their childcare or transport withdraw from the programme. If the approved budget has been overestimated, you could use the surplus funding to top up another budget item that was underestimated. If funding remains unused at the end of the programme, you can negotiate with the Ministry to either carry it over to the next programme you deliver or repay it.
- If the approved budget has been underestimated, NGOs may invoice the Ministry for further disbursement funding, providing this has received approval from the Ministry's district manager or Incredible Years coordinator.

Where two organisations are co-delivering the programme, their managers need to negotiate which organisation will budget for which expenses.

# 3.0 PROGRAMME DELIVERY: PREPARATION





## 3.0 Programme delivery: Preparation

### 3.1 WHO THE PROGRAMME IS FOR

The Incredible Years Parent Programme is designed for the parents of children aged three to eight years who have behaviour problems. It supports them to develop the skills known to promote children's social competence and reduce behaviour problems. For example, parents learn how to:

- support the development of social, emotional, academic, and persistence skills
- play with their children
- promote responsibility
- teach their children to problem solve
- manage misbehaviour
- use praise and incentives to shift behaviour
- set effective limits
- establish predictable routines and rules.

### 3.2 THE IDEAL GROUP SIZE

The ideal group size is between 14 and 18 participants. However, it's best to recruit 16–20 parents per programme to allow for the inevitable fall-off. It can sometimes be difficult to achieve this number, particularly in rural areas, so talk to your Incredible Years coordinator if you need support to do so.



### 3.3 PLANNING PROGRAMME DATES

It is usual to start preparing for a new course 4–6 weeks prior to the start date. When deciding on the session dates, consider how the 14 weeks will work around the school holiday breaks, when parents typically find it hard to attend. You may decide that it's best to take a break during the holidays.

### 3.4 RECRUITMENT TO THE PROGRAMME

A parent has been recruited to a programme when, prior to the programme's start, the group leaders have met with that parent, got to know their circumstances, and explained the programme, and then the parent has:

- said they want to participate
- signed the Informed Consent and Service Agreement (see Appendix 5)
- completed the ECBI and P-COMP pre-course measures.

### PROMOTING THE PROGRAMME

You will usually find that to get sufficient numbers, you will need to actively promote upcoming programmes. Successful approaches include:

- sending flyers to schools, early childhood services, paediatricians, the Child and Adolescent Mental Health Service (CAMHS), the Child, Adolescent, and Family Service (CAFS), CYF, local doctors, public health, district, and Plunket nurses, B4 School Check nurses, Resource Teachers: Learning and Behaviour (RTLBs), Social Workers in Schools (SWiS), and other NGOs
- having information stands at community events such as health and disability expos
- holding information sessions
- advertising in the local media.

If you are a Ministry group leader, it is important that you communicate with the Ministry's regional office; in particular, the team that is involved in the Engaging Priority Families initiative. These groups work with families and whānau, helping to support their children's learning at home and their communication and involvement with the education sector.

### MANAGING REFERRALS

At the referral stage, the parent is consenting to a referral being made. Each Ministry region will have its own method for distributing referrals to the various providers.

All referrals are recorded on a referral form. NGOs can use the Ministry referral form (see Appendix 3) or a joint referral form that uses both the Ministry and the NGO logos. The items on the Ministry form cover most of the data required for the National Register. Make sure all details on the referral form are accurate and complete at the initial visit to parents.

Group leaders and administrators share a duty of care to keep parents informed of what is happening. This means that every Ministry office or NGO must have a process in place to acknowledge referrals and communicate with parents if they cannot be placed in a programme immediately. If a parent cannot get on a programme, there should be a process for managing their needs.

## INVITING PARENTS TO PARTICIPATE

When you are starting to organise a programme, make contact with the parents who have expressed an interest in participating. If a parent indicates they are able and willing to attend, then schedule a home visit or arrange to meet them at an appropriate place and time.

If a parent cannot attend your upcoming programme, give them information on any other Incredible Years programmes that are due to start and note any specific preferences on the referral form (for example, a parent who has been contacted for a daytime programme may only be able to attend in the evening or on a different day). Pass the referral information on to those organising programmes that might suit this person better.

If no other programmes are available, encourage the parent to remain on file to wait for a suitable programme. If they wish to be removed from the file, record this fact and inform the referrer. If you have not been able to contact a parent, you should also record this and inform the referrer. You can find an example of a letter to a referrer in Appendix 4.



## INITIAL MEETINGS WITH PARENTS

It is best that both group leaders meet with the parent, either at their home or an agreed place, prior to the programme starting. Many group leaders find it helpful to pre-organise dates and times that they can both commit to and that can then be offered to parents.

This meeting is the first opportunity to forge a positive relationship with the parent at a time when they may be feeling nervous or a bit despondent about their parenting. By conveying a sense of optimism and hope, you make it more likely that they will attend and complete the programme.

At this meeting, you will talk with the parent about:

- their family and the child they are concerned about – the challenges and successes they are having
- the programme generally, using the Parenting Pyramid to support your explanation
- how their child's progress will be measured in relation to their participation in the programme (ECBI and P-COMP)
- how they will be supported and encouraged throughout the programme
- the time commitment of 14 weekly sessions of 2.5 hours each
- anything that might make it difficult for them to participate and ways you can support them to overcome these barriers
- the people, things, or activities that may be able to support their attendance.

This discussion will help you to determine their commitment to the programme.

At the initial meeting, make sure you complete the pre-course paperwork. It also pays to check the details of the referral form information, in case the circumstances of the family have changed.

If the parent indicates they wish to participate, explain the informed consent process in plain language. After parents have formally consented, get them to sign the document (see Appendix 5) and then support them to complete the ECBI and P-COMP forms (see below).

Finish by providing written information that includes your names and contact details, the session dates and start and finish times, the name of the venue, and a map to the venue.

## PRE- AND POST-PROGRAMME ASSESSMENTS

The Incredible Years Programme aims to reduce children's problem behaviour, increase their social competence and self-regulation skills, and give parents a range of strategies to manage their children's challenging behaviour.

The Ministry uses two measures for assessing changes in a parent's perceptions of their target child's (or children's) behaviour and social competence: the Eyberg Child Behaviour Inventory (ECBI) and the Social Competence Scale – Parent (P-COMP). Providers all around the world use these measures, along with the Parent Satisfaction Questionnaire, to determine the effectiveness of their Incredible Years programmes.

It is essential that parents are fully informed about how the Incredible Years Programme uses the ECBI and P-COMP, what the measures are designed to do, what happens to the data, and what will happen if the post-programme scores indicate the need for further intervention. Some may feel threatened by this, perhaps thinking they will be seen as a bad parent or that the authorities will be called if their child's behaviour doesn't improve. Be very careful to reassure parents that:

- you will use the information from the pre-course measures to tailor the Incredible Years Programme to the needs of the group
- if there are still some concerns after the programme has ended, you will talk with them about ways in which they and their child might continue to be supported.

You can find further information about the use of the ECBI and the P-COMP in Appendix 6.

The ECBI and P-COMP are only to be administered for children being targeted for the Incredible Years intervention (that is, children in the appropriate age range who have behaviour problems). They are filled out by parents before and then again after the course. On the first occasion, it is critical that the forms are administered within the two weeks prior to the programme's start date.

The Ministry provides original ECBI forms. For copyright reasons, these are not to be photocopied. The P-COMP is available electronically<sup>4</sup> and can be photocopied.

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<sup>4</sup> See for example [www.fasttrackproject.org/techrept/s/scp/](http://www.fasttrackproject.org/techrept/s/scp/)





Every participating parent must complete the ECBI and P-COMP for their target child. If more than one of their children is being targeted in the programme, they will complete the forms for each child. If more than one parent is attending sessions for the same child, they must each complete both measures. All this information is recorded on the National Register.

You may need to help the parents to understand and complete the ECBI and P-COMP forms. To support accuracy, aim for a time when the parent is calm and able to think about the questions. This may be at the initial home visit or another time. Check each form carefully after the parent has completed it to ensure any missing items or mistakes can be followed up immediately.

The ECBI parent responses are organised to yield two scores: an Intensity Score and a Problem Score. Always consult the ECBI administration guidelines (Appendix 6) when scoring. They help you to convert the raw scores into T-scores, which are then entered onto the National Register.

For the P-COMP, note that its scoring does not match the actual number the parent chooses for each item. For this reason, it is important to check how the scores are calculated every time you sit down to score a completed set of P-COMP papers (see Appendix 6).

It is best to re-administer the ECBI and P-COMP measures prior to the final session to ensure each parent completes the forms and receives ongoing support if necessary. Take care to check the forms and follow up within two weeks of the course completion date if forms are incomplete.

Feel free to talk with your designated Ministry expert if you need support with understanding, administering, or scoring these assessment tools.

As with all other documentation, the completed pre- and post-course ECBI and P-COMP forms are to be returned to the Ministry after the programme has ended. They must not be photocopied or retained by NGOs.

### **DECIDING ON ACCEPTANCE TO THE PROGRAMME**

Each parent must want to participate in the programme and their target child (or children) must be between three and eight years of age. The child must be living with the attending parent for a minimum of three days and nights a week, so the parent can build their relationship with their child and put all the practical aspects of the programme into place.

The Incredible Years Programme is for parents of children who have behaviour problems. It is not for parents looking for a more general parenting programme.

The ECBI and P-COMP determine whether children are in the clinical range for problem behaviour, which helps you to decide whether the programme is appropriate for the parent. However, these are not the only measures to consider. Professional judgment also plays an important part when deciding on acceptance to the programme.

## POSSIBLE ISSUES

This programme will be less effective for parents who have mental health or drug or alcohol abuse issues that need to be addressed first. The pre-programme visits provide a valuable opportunity to establish whether this may be the case. If these issues arise after a parent has started a programme, you will need to address them with the appropriate agencies and with great sensitivity. Use the supervision process to help you with this.

Sometimes the courts order parents to do a parent programme, and sometimes they even specify the Incredible Years Programme. Judges usually make this decision based on the recommendation of a court-appointed psychologist or the social worker involved. However, this person may not be familiar with the Incredible Years programmes available in the area or the criteria for acceptance. Decline any inappropriate referrals and provide information about other, more suitable local programmes.

Sometimes a referrer may ask that a parent of an older child be accepted due to the child being developmentally delayed or functioning at a younger age. While the programme might be helpful to parents of older children, with or without developmental delay, this is not the target group.



### 3.5 SUPPORT TO ENABLE PARTICIPATION

To get the most out of the Incredible Years Programme, parents are best to attend all the sessions. However, the official target is that 65 percent of parents attend a minimum 10 sessions of each 14-week programme.

Encourage the person or agency the referral originated from to remain involved with the family for the duration of the programme. Some referrers may not find this possible (for example, the B4 School Check nurse who may only see the child once or a paediatrician who may not be seeing the child again for six months). However, most referrers should be in a position to stay involved with the family and will benefit from your ideas about how they might support the family to reach their goals.

During the initial meeting with the parent, you can also try to identify any other people or agencies that might support them to maintain their involvement throughout the programme. These might be teachers, family members, friends, or personnel from a helping agency. If appropriate, seek the parent's permission to contact these people to explain the programme and how they might support the family throughout the 14 weeks. Emailing the weekly fridge notes to referrers or others committed to supporting the parents can be a good way to help focus conversations they have with the parent.

As explained in Section 2.8, the purpose of the discretionary expenses covered by the Ministry is to reduce barriers to an individual parent's participation. This funding is not for items that NGOs can provide out of the payment that is made for programme delivery. The following items, which have been shown in New Zealand to reduce barriers and increase support, can be included in the disbursements claimed from the Ministry:

- A comfortable venue with enough room for the 16–18 participants and two group leaders to sit comfortably in a horseshoe shape, conduct role plays, eat food, display resources, and view vignettes.
- Light snacks and drinks for the break and something a bit more substantial for the final session when participants celebrate completing the programme.
- Small treats to reward and motivate parents throughout the session.
- Contributions towards childcare and/or transport for parents.

Please note that contributions towards transport and/or childcare should only be offered if there isn't any alternative. Support the parent to first think of the resources they would typically draw on if they needed to be somewhere and couldn't take their child.

Keep a record of any contributions, with a parent signature indicating their receipt of the funding. Maintain a register for vouchers (see Appendix 7) if you are providing vouchers of any sort. Appendix 8 gives sample voucher receipts.

### 3.6 PRE-PROGRAMME CHECKLIST

The delivery protocols and reflections checklists (Appendix 2) include a Pre-programme Checklist that describes activities to be completed in the four weeks prior to the start of a new programme. The checklist is more than a reporting mechanism. It also supports group leaders to prepare for the new programme and helps them maintain fidelity to the parent programme.

# 4.0 PROGRAMME DELIVERY: RUNNING THE SESSIONS







## 4.0 Programme delivery: Running the sessions

### 4.1 PLANNING FOR SUCCESS

The Basic Manual and DVDs are the foundation for any successful Incredible Years Parent Programme. The manual outlines the agenda for each of the 14 sessions. When planning, always refer to the manual before looking at the records of those who will be attending and any planning notes from previous groups you have facilitated. This helps you to keep true to the programme while tailoring the programme to the new group. Repeated use will build your familiarity with the manual's content. Also *Group Leaders' Hot Coaching Tips for Doing Successful IY Parent Groups* (Webster-Stratton, 2009) provides valuable advice. Keep an eye on the Incredible Years website ([www.incredibleyears.com](http://www.incredibleyears.com)) for any new developments.

Appendix 2 includes checklists for completion after sessions 1–7 and 8–14. These checklists are intended as a reporting mechanism and to enable you to maintain fidelity. The Session Checklist (Appendix 9) is intended as a quick check for you to use before each session to ensure you have organised everything you need.

Remember that your Incredible Years coordinator and peer coach are available for further information and support.



## 4.2 MANAGING PARTICIPATION

Positive engagement with parents is the most powerful factor in maintaining commitment to the programme. Successful group leaders begin constructing supportive relationships with parents during initial home visits and continue to invest time and energy throughout the programme.

Other strategies to maximise retention include:

- ensuring programmes are run with fidelity and make use of all of the programme's methods, content, and processes
- phoning parents weekly to talk about their progress towards their goals, discuss any issues, and encourage them to persist
- ensuring that programmes are culturally responsive
- monitoring barriers to participation and problem solving where issues are identified
- offering make-up sessions when parents cannot attend a session
- contacting parents within two working days of a missed session and, if necessary, providing support for continued attendance
- with parental agreement, consulting other agencies who might be able to help solve problems with attendance.

This is a therapeutic group process that depends on the creation of positive relationships within the group, as well as between the participants and group leaders. Sessions 1 and 2 are primarily focused on building relationships. For this reason, nobody should join a group after Session 1, except in exceptional circumstances and with the consent of the whole group. (An exceptional circumstance might be a serious family illness or a bereavement.) When an exception is made, it is especially important that the parent takes part in a make-up session to ensure they understand and have practised the introductory content.

For further information, see *Collaborating with Parents to Reduce Children's Behavior Problems* (Webster-Stratton, 2012).

## 4.3 BETWEEN-SESSION TASKS FOR GROUP LEADERS

The two group leaders are equal partners in the process of preparing, planning, delivering, reviewing, and evaluating each session. They make all decisions jointly and take an equal share in the responsibilities and tasks listed below.

- **Contact each participant between sessions.** This will allow you to check progress towards weekly goals, help to problem solve any difficulties with the home activities, and celebrate successes. Listen carefully, because what they tell you might suggest the need for a specific vignette at the next session that relates to their experience or for more scaffolding or practice around a particular aspect of the learning. The weekly phone contact is also an opportunity to continue to engage with the parent and reduce barriers to participation. Usually, group leaders split the list of participants, with each taking responsibility for contacting half the group. You may find you need to swap people on the list as you get to know them and find that one of you has skills better matched to a parent's particular needs and characteristics or has built a stronger relationship with that person.

Texting or emailing is also an option for some parents. Setting up an e-text (an email sent to a cellphone) is a great way to send reminders of the next session to all participants at the same time.

- **Reflect on the session evaluations.** Use what you learn to develop a plan to address any issues (for example, if a theme emerges from the evaluation or a parent has responded negatively to the session). Deal with any issues or common themes at the beginning of the next session.
- **Respond to the participants' implementation of home activities.** Respond with encouraging comments and ideas to shape or strengthen their understanding. Stickers and stars give parents a kick and help them to understand how their child might respond to positive reinforcement and feedback. Feedback is most effective when it clearly describes what the person did right and is accompanied by suggestions about next steps.
- **Complete a Peer and Self-evaluation Form after each session.** Be sure you are specific, commenting on how you did some things, where you want to strengthen practice, and why. This is a reflective tool and part of the fidelity checks that enable you to ensure your programmes are delivered with integrity.
- **View the video recording of the session.** It can be helpful to complete a Parent Group Leader Collaborative Process Checklist when reviewing the recording. This allows you to identify specific goals for your own learning and practice.
- **Rehearse and plan how you will share the leadership role** by going through the DVDs and the instructions in the manual for the next session.
- **Prepare resources** from the recent session that you wish to display at the next session (for example, 'gem' cards).
- **Go through the Session Checklist** (Appendix 9) prior to each session to ensure you have organised everything you need.





## MAKE-UP SESSIONS

The programme is based on the Parenting Pyramid, which means that each topic lays the foundation for the next topic. It is very important that participants access the right material at the right time, so any missed sessions should be made up before the next session. This is why group leaders are asked to diarise time for make-up sessions each week, even if there is no need to run them.

A make-up session provides an individualised mini-session for a parent (or an extra group session if there is more than one). It gives participants the opportunity to see the key vignettes, role-play situations, and engage in directed discussion on the specific topic. This ensures they understand the important concepts and have time to practise the new learning before the next big group session. Talking to a parent about their progress, issues around attendance, or additional coaching does not constitute a make-up session. As with the regular sessions, group leaders must deliver make-up sessions collaboratively.

The Incredible Years Parent Programme is not an individual intervention. The programme is based upon social learning theory, and so the group sessions are essential for achieving successful long-term outcomes. One or two make-up sessions are acceptable, and so are three if the circumstances are exceptional and unforeseen. However, if a parent misses several sessions or a pattern of non-attendance seems to be developing, then you need to address barriers to regular session attendance rather than continuing to provide make-up sessions. For information and support, refer to *Guidelines and Agendas for Make-up Sessions* (Ministry of Education, n.d.), which is available from your coordinator.

## HANDOUTS

If a parent misses a session, give them the handouts at the make-up session. If this is not possible, then you can post them.

## HOME VISITING

Some group leaders like to make a joint visit to parents once during the 14-week programme in order to cement the developing relationship. There may also be occasions when it is helpful to visit a parent to problem solve barriers to full participation.

It is rare that any other visits are made. Making too many home visits risks changing the programme from a group to an individual intervention that may be outside the expertise and training of the group leaders. Incredible Years group leaders need to be aware of the programme's boundaries and ethics and ensure they keep to the role assigned to them. If you're considering providing additional support, such as extra coaching to consolidate a parent's understanding, first think about whether you can adapt your facilitation style to meet the parent's needs within the group. This might include providing more scaffolding during role plays or varying how information is presented. In addition, other agencies (for example, social support agencies) with the right expertise might need to become involved to support the parent in the home. Most parents won't need any home visits, as the power of the programme lies within the participant group.

If both group leaders agree a visit is necessary, it is important that you jointly identify a clear purpose and how the pertinent issue (or issues) will be approached. Negotiate the decision about who will meet with the parent on the basis of the skills needed to address the issue and the relationship you each have with the parent.

## 4.4 BETWEEN-SESSION TASKS FOR PARTICIPANTS

### HOME ACTIVITIES

The home activities are an integral part of the programme and contribute significantly to the achievement of positive outcomes. Group leaders play a critical role in supporting parents with this aspect of the programme.

While parents should be strongly encouraged to complete the home activities, some find this difficult. You can ascertain whether this is the case through the weekly phone call and during the homework feedback discussions held at the beginning of each session.

Refer to *Group Leaders' Hot Coaching Tips for Doing Successful IY Parent Groups* (Webster-Stratton, 2009) for advice on what to do if parents are resisting the home activities. Your peer coach can also help.



## BUDDY CALLS

One of the purposes of the group format is to strengthen participants' ability to give and receive mutual support and to work towards a community support network. To help facilitate this, group leaders introduce the 'buddy concept'. The aim is for the buddies to contact each other every week to talk about the content of the latest session and how they are going with their home activities and to support and encourage each other. This is done through phone calls, texts, or email, depending on the individual situation. For some, a meeting at the venue prior to or after the session might be more appropriate (for example, if a parent is reluctant to share contact details or does not have access to a phone).

## 4.5 FILMING SESSIONS

Viewing recordings of sessions is an important part of self- and peer-evaluation that contributes to your professional growth as a group leader.

You are required to film your delivery of every session and later to self- and/or peer-review segments with a view to improving delivery. You are also asked to select a component of a recorded session to take to each supervision session. You can use the feedback you receive to establish your professional learning goals.

The session videos are intended only for use as part of supervision, for consult days, for peer coaching, and for accreditation.

To protect people's privacy, make sure that you carefully catalogue the recordings and place them in secure storage. Destroy the recordings at the end of accreditation or, if they are not being used for this, after the programme has been completed and evaluated.

## 4.6 CERTIFICATES

Parents who have completed 10 or more of the 14 sessions are given a Certificate of Completion. Those who have completed fewer sessions receive a Certificate of Participation detailing the sessions they have attended. Some group leaders also like to put the sessions attended on the Certificate of Completion. If a participant drops out of the programme, they do not receive a certificate.

Your Incredible Years coordinator can give you examples of the certificates.

## 4.7 FINAL DOCUMENTATION FOR COMPLETION BY PARTICIPANTS

At the end of the final session of the programme (and, ideally, prior to the presentation of the certificates), participants complete:

- the final parent weekly session evaluation form
- the post-tests (ECBI and P-COMP)
- the Parent Satisfaction Questionnaire.

All participants must complete these forms within two weeks of the final session. Make sure you diarise time within this timeframe to follow up on any parents who missed the final session.

## 5.0 PROGRAMME DELIVERY: FOLLOW-UP ACTIVITIES







## 5.0 Programme delivery: Follow-up activities

### 5.1 LETTERS TO PARTICIPANTS

Following the programme, send a letter to each parent summarising their participation in the programme. This is an opportunity to highlight successes and explain the ECBI and P-COMP scores. Alternatively or as well, you could decide that a meeting with the parent is the more sensible approach. In making that decision, bear in mind that some participants have English as their second language and some may be unable to read. (See Section 5.2 for additional information on letters and meetings for parents whose children require further intervention.)

Whatever approach you choose, take care to explain the results in a way that the parent can understand and that is focused on what the scores mean for their child. Keep the feedback positive and include:

- an acknowledgement of their completion or participation in the course and their attendance rate
- a summary of the scores for the perception measures (that is, ECBI and P-COMP), with a brief comment on what they mean for the child.

If appropriate, give a copy of the letter, with the parent's consent, to the referrer. If the child is a client of the Ministry, send the letter to the child's lead worker who will take responsibility for ensuring it goes in the client file.

You can find sample letters in Appendix 10.

### 5.2 FOLLOW-UP FOR CHILDREN WHO REMAIN IN THE CLINICAL RANGE

If any of the children's post-intervention ECBI or P-COMP scores are still within, or have moved into, the clinical range (ECBI T-score greater than (>) 60, P-COMP less than (<) 20), this must be followed up, as it indicates that further intervention is critical. It is also important to consider the next steps for children with an ECBI T-score of between 55 and the clinical cut-off of 60, as it is likely they will require further targeted intervention.

#### POST-PROGRAMME PROFESSIONALS' MEETING

The post-programme professionals' meeting is attended by the two group leaders and a Ministry practitioner with specialist knowledge in behaviour. The behaviour specialist will support you to interpret the ECBI and P-COMP scores to ensure the recommendations for further intervention are appropriate. Your Incredible Years coordinator will organise dates and times for this meeting, which will take place as soon as possible after the programme's completion. During the meeting, you will:

- identify appropriate services or interventions for children with ongoing needs and their families
- plan your discussion with their parents.

## MEETING WITH PARENTS

After the post-programme professionals' meeting, you will need to contact the parents of children with ongoing needs to arrange a follow-up meeting. This meeting will require all your professional expertise. Your preparation will include considering questions such as, "What is the ECBI telling us?", "What do we do now?", "What do I say to the parents?" The meeting involves:

- a focus on the strengths and successes of the parent, family, and child
- a plain-language explanation of the results of the perception measures
- a sensitive discussion of the rationale for further intervention
- reaching agreement on what further actions are to be taken (for example, decisions about the people to whom referrals will be made or with whom information will be shared)
- reaching agreement on what should be included in the follow-up letter.

## 5.3 POST-PROGRAMME REFLECTIONS

The formal reflection following an Incredible Years Programme is intended to support group leaders to understand how the programme has impacted on parents and children and use that understanding to improve the delivery of future programmes. The process is set out in the Programme Reflection Form (Appendix 2), which has prompts about what to include under the following headings:

- Participation and completion
- Managing challenges
- Cultural responsiveness
- Gems, success stories
- General comments
- Follow-up actions.

NGOs send the completed form to the Ministry within three weeks of the programme's end. Ministry staff store the form electronically in the Incredible Years file and inform their district's Incredible Years coordinator.



## 5.4 FINAL TASKS FOR GROUP LEADERS

The following tasks are to be completed within three weeks of the programme's end:

- Enter the ECBI and P-COMP post-programme perception scores, attendance records, and Parent Satisfaction Questionnaire data in the National Register. Check all columns of each section of the Register, enter any missing data, and send the Register to the Incredible Years coordinator.
- Complete the Post-programme Checklist. Then either scan the checklist and email it to your Incredible Years coordinator or provide a hard copy to your manager so that they can attach it to their milestone report and final invoice.
- Provide your manager with any outstanding receipts for items that have been purchased for the programme.

Within two months of the programme's end:

- ensure all hard copy documentation from the programme is sent to the Ministry for storage
- after all the necessary electronic documentation has been sent to the Ministry, checked, and found to be all correct, delete it from the computer in which it was stored.

### RETURNING UNUSED RESOURCES TO THE MINISTRY

Please return any unused PB4L ring binders, ECBI forms, or copies of the Incredible Years parents book to the Ministry as soon as possible after the course's completion. Also return any guidelines, manuals, DVDs, CDs, or posters of the parenting pyramids.





## 6.0 MAINTAINING PROGRAMME STANDARDS AND INTEGRITY







## 6.0 Maintaining programme standards and integrity

Incredible Years is an evidence-based programme. It achieves the best outcomes for children when group leaders maintain fidelity to the programme and are responsive to the cultural and individual identities of participants.

### 6.1 ASSURING FIDELITY TO THE PROGRAMME

It is essential that group leaders deliver the programme in its entirety, using all the components and therapeutic processes recommended by Carolyn Webster-Stratton. The Incredible Years Implementation Pyramid outlines the activities you must complete at each level to assure programme fidelity.

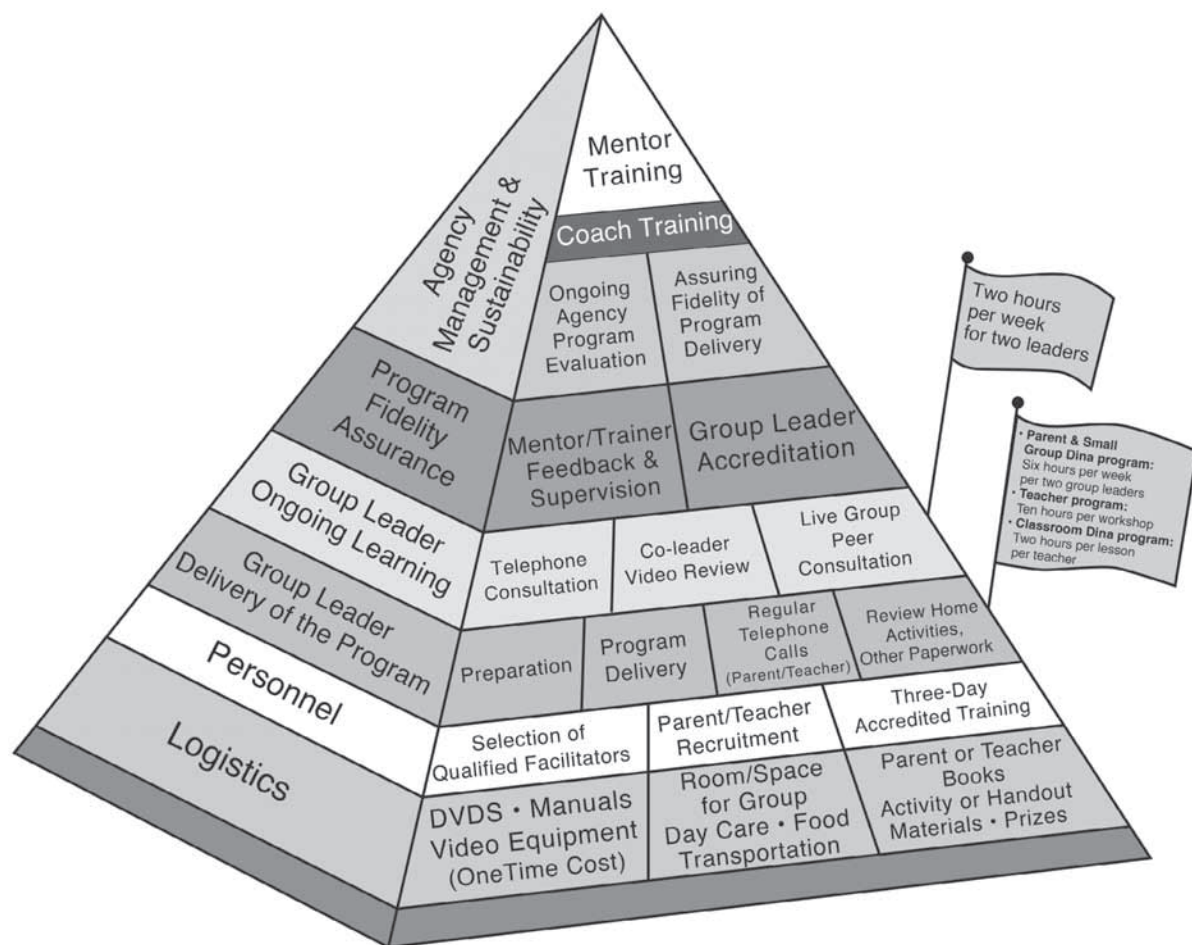


Figure 2. The Incredible Years® Implementation Pyramid

The various checklists and forms support you to maintain fidelity to the programme. They include:

- the Peer and Self-evaluation Form and Leader Checklist that you complete after each session
- a Group Leader Collaborative Process Checklist that you complete each time you review the video of a session
- the delivery protocols and reflections checklists (Appendix 2).

## 6.2 RECRUITMENT AND PROFESSIONAL LEARNING

Carolyn Webster-Stratton's preliminary requirement is that potential Incredible Years group leaders should have experience in one of the helping professions, such as social work, psychology, education, nursing, counselling, or psychiatry. However, this prior expertise is not enough. Group leaders also need to have a deep and growing understanding of the Incredible Years Programme itself. For this reason, all group leaders must:

- complete the three-day group leader training provided by an accredited trainer or mentor
- engage in fortnightly peer group supervision (and/or regular peer coaching) throughout programme delivery
- attend at least one supervision day or one consult day each year.

For more details on supervision and accreditation, see sections 6.4 and 6.5.

## 6.3 THE INCREDIBLE YEARS GROUP LEADER PATHWAY

Goal setting and reflection on practice are integral to the professional learning and career paths of all Incredible Years practitioners. Incredible Years International has developed a pathway for group leaders that sets out progressive levels of expertise and provides a system of accreditation that reflects its practice and standard of programme delivery.



Figure 3. The Incredible Years group leader pathway

The pathway is self-sustaining, in that group leaders who have progressed along the pathway are then able to provide supervision, peer coaching, and training to new group leaders:

- Group leaders take part in a range of supervision activities (see Section 6.4). After a group leader has delivered two complete programmes, the data generated through supervision is used to meet the requirements for group leader accreditation.
- An accredited group leader is able to support new group leaders in peer group leader supervision sessions.
- A peer coach in training is able to provide peer coaching to pairs of group leaders and support them to achieve accreditation.
- An accredited peer coach is also able to lead a supervision day for a group of up to 10 group leaders. Alternatively, two accredited peer coaches can work with up to 20 group leaders.
- A mentor in training takes an active role in training new group leaders and facilitating consult days, where they work alongside a fully trained mentor.
- Mentors lead consult days and provide training for new group leaders.

## 6.4 SUPERVISION AND SUPPORT

Supervision addresses the fourth tier (Group Leader Ongoing Learning) and fifth tier (Program Fidelity Assurance) of the Incredible Years Implementation Pyramid. As outlined in Section 6.3, supervision is the pathway to accreditation. The Ministry expects there to be at least one accredited group leader for each Incredible Years Programme delivered.

Supervision is a process of professional learning that is intended to help group leaders achieve successful outcomes for course participants and their children. Supervision activities include attending an annual consult day and/or an annual supervision day, peer coaching sessions, fortnightly peer group supervision, and weekly peer- and self-review debriefing sessions. An important part of supervision is the opportunity it provides for group leaders to work with an accredited colleague to view the video recordings of themselves delivering sessions, using them to review and monitor progress towards their professional goals.

### PEER GROUP SUPERVISION

Every group leader delivering a parent programme is expected to engage in peer group supervision. A peer supervision contract should be completed prior to the first session (see sample in Appendix 11). In some areas, peer coaching is available as an alternative or addition to peer group supervision.

Peer group supervision starts with a planning meeting prior to the start of a new Incredible Years Programme and continues fortnightly. The maximum group size is four members, and the process can be facilitated by an experienced group leader not involved in delivering the programme. Carolyn Webster-Stratton recommends that each group leader keep a personal supervision folder.

Group leaders select an excerpt from a recorded session to take to each supervision session. The group views the footage and provides feedback and ideas that will help each person to establish goals to work towards between supervision sessions. The group leaders then bring footage to the next supervision session to show their progress towards these goals.

The sample peer supervision session record (Appendix 11) enables you to record the outcomes of each supervision session. It also gives examples of topics that are likely to be covered in peer group supervision, either in discussion or when viewing a video clip. The session may also include opportunities to role-play recommended strategies.

### SUPERVISION DAYS

All group leaders must attend at least one supervision day or one consult day each year. A supervision day is facilitated by a mentor or pair of peer coaches for a maximum of 20 group leaders. The day's agenda is agreed upon collaboratively. Supervision days are practice-focused; likely topics and activities include engagement, managing challenging participants, cultural responsiveness, home activities, role plays, and vignettes.

## CONSULT DAYS

Consult days are facilitated by a mentor and restricted to groups of six group leaders, who prepare portions of a recorded workshop in advance. The mentor leads the discussion on these video presentations using collaborative processes such as role plays and brainstorms. This is an opportunity for participants to receive and provide constructive feedback.

The Werry Centre consult days (see Section 6.5) are prioritised for those on their accreditation programme, although additional places may be available, depending on demand. Some Ministry staff are also able to facilitate consult days.

## PEER COACHING

A peer coach provides very specialised supervision known as 'coaching' for the Incredible Years group leader. All peer coaches are accredited group leaders who have completed additional training and accreditation in peer coaching.

Peer coaching is delivered to pairs of group leaders in sessions of approximately 2.5 hours. It is very structured and requires the two group leaders to share work through DVDs and course records and to prepare for the sessions as directed by the peer coach.

Most group leaders will have access to three or four peer coaching sessions only, until such time as they meet the requirements for group leader accreditation. Accredited group leaders may also access some peer coaching sessions to support their ongoing professional development. This will depend on the local availability of peer coaches.



## 6.5 ACCREDITATION

Incredible Years accreditation ensures fidelity of programme delivery, which in turn leads to better outcomes for parents and children. It is a reflective, experiential learning process that parallels the process group leaders use with parents.

Accreditation requires you to complete two programmes and to present a recording of at least one session. The accreditation process starts as soon as you are assigned to deliver your first programme. By the time you have delivered two programmes, you should have all of the materials you need ready for accreditation. Peer coaches and/or Ministry-appointed Incredible Years staff will support you through this process. All associated costs, including the fees paid to the Incredible Years Seattle team, are met by your employing organisation.

Appendix 12 of these guidelines is an accreditation checklist that sets out the documents you will need to obtain to complete accreditation (for example, copies of session evaluations, peer reviews, session checklists, sessions recorded on DVD or on a flash drive). From the outset, you need to set up a system to ensure you have all these items systematically organised and stored in a safe place.

Make sure you book a camera and tripod to record yourself during programme delivery at every session. It is best to submit a recorded excerpt for review in the first few sessions of your first programme, so that you can get early feedback to support your goal setting around accreditation. You will have planned for the fact that you will be submitting on this session and will have taken a lead role throughout the session, in consultation with your colleague. The recording and your notes will combine to tell the story of this session. Your fee covers the cost of submitting a second DVD, following the same process.

Unless you're working through the Werry Centre, you will need to send the DVDs for review to Incredible Years in Seattle, USA, accompanied by the application form.

You can find more details about the accreditation process on the Incredible Years website.

### ACCREDITATION FOR MINISTRY GROUP LEADERS

Ministry group leaders can only complete their accreditation with the Incredible Years Seattle team. There is a one-off cost to this, no matter how many DVDs group leaders submit as part of the accreditation process. Your first two DVDs are covered by this charge. You will need prior approval from your district manager before submitting materials for accreditation.

### ACCREDITATION FOR NGO GROUP LEADERS

NGO group leaders can choose whether to do their accreditation with the Incredible Years Seattle team or through the Werry Centre. The accreditation requirements are identical in the two pathways. The Werry Centre accepts a small number of NGO (and CAFS/CAMHS) group leaders onto their accreditation programme in several intakes each year and pays their accreditation fees to Seattle. The support provided by the Werry Centre includes a two-day intensive accreditation workshop, peer coaching, participation in supervision days and consult days, and accreditation reviews by a New Zealand-based accredited mentor. There is no cost for this support, other than travel to and from the workshops and accommodation.

## ACCREDITATION FOR MĀORI GROUP LEADERS

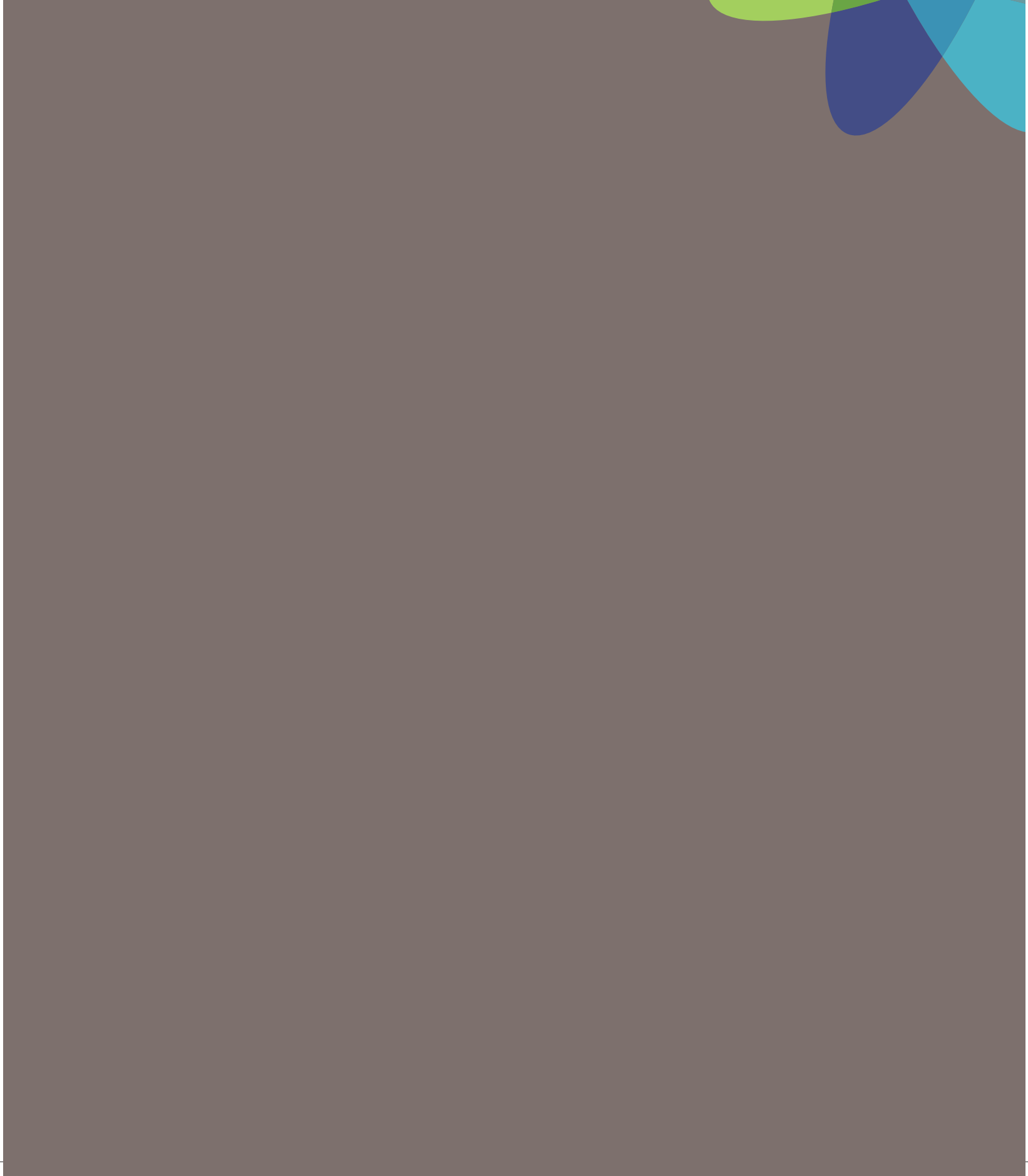
The Werry Centre also offers an optional accreditation pathway for Māori group leaders, either in addition to or in place of the main Werry Centre accreditation pathway. This pathway includes an additional component of cultural support and incorporates marae-based accreditation hui, consult days, and support from kaumātua and kuia.





# APPENDICES







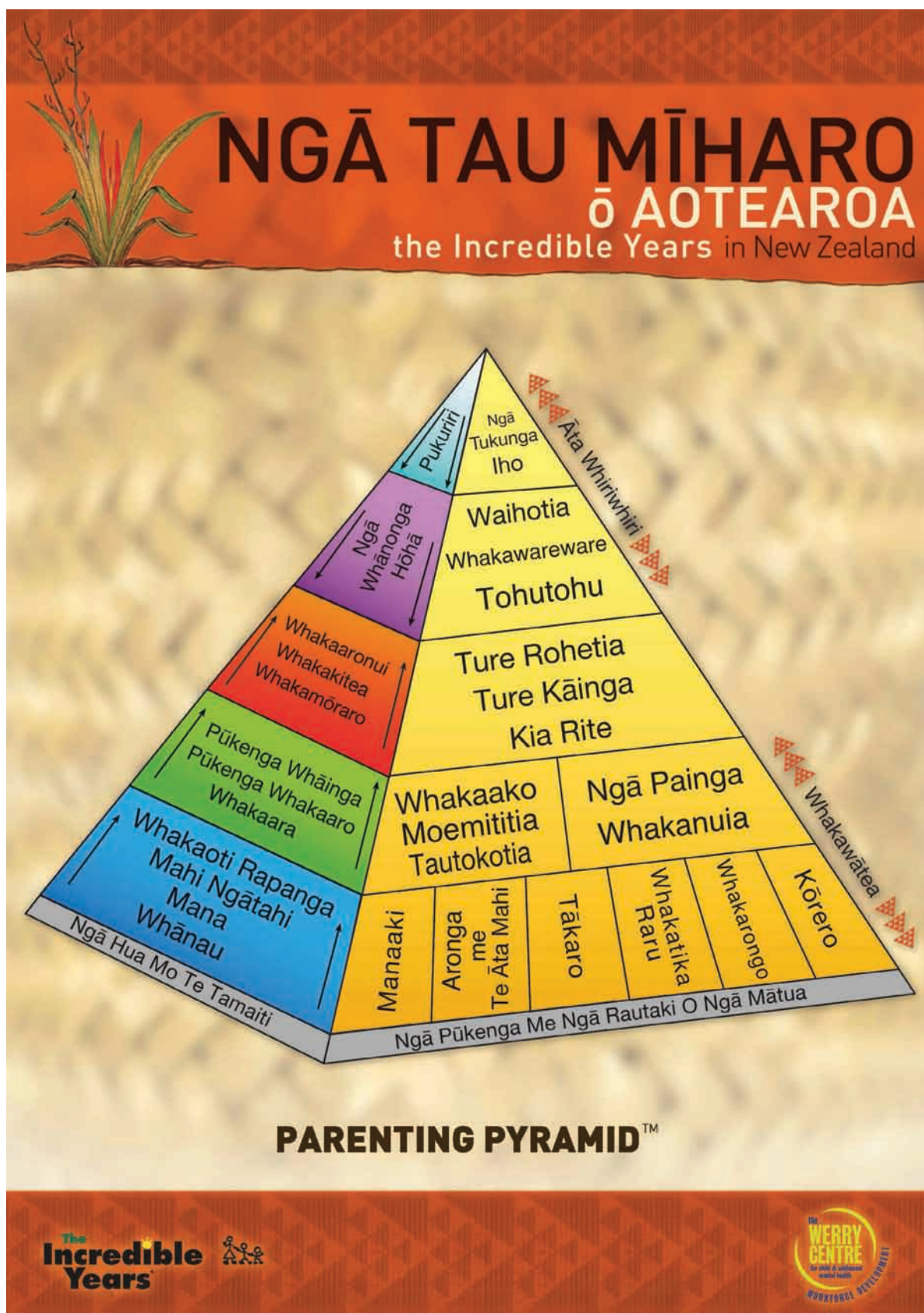
# Appendices

## CONTENTS

1. Ngā Tau Mīharo o Aotearoa Parenting Pyramid poster .....	2
2. Delivery protocols and reflections checklists .....	3
Pre-programme checklist.....	4
Delivery and programme fidelity checklist for sessions 1–7 .....	7
Delivery and programme fidelity checklist for sessions 8–14.....	10
Post-programme checklist.....	13
Programme reflection form.....	14
3. Consent for referral to the Incredible Years Parent Programme .....	17
Privacy statement .....	19
4. Sample letter to referrer.....	20
5. Informed consent and service agreement .....	21
6. Measuring impact: ECBI and P-COMP .....	23
The Eyberg Child Behaviour Inventory (ECBI) .....	23
The Social Competence Scale – Parent (P-COMP) .....	25
7. Register for vouchers .....	27
8. Sample voucher receipts.....	28
9. Session checklist.....	29
10. Sample letters to participants .....	30
Sample 1.....	30
Sample 2.....	31
Sample 3.....	33
11. Sample peer supervision contract and session record .....	35
12. Group leader accreditation checklist.....	37



# Appendix 1. Ngā Tau Mīharo ō Aotearoa Parenting Pyramid poster





## *Appendix 2. Delivery protocols and reflections checklists*

### **COMPLETION SCHEDULE**

1. Complete the Pre-programme Checklist prior to the programme starting. Give it to your Incredible Years coordinator in the first week of programme delivery.
2. Complete the Delivery and Programme Fidelity Checklist for Sessions 1–7 within a week of Session 7 being delivered. Give it to your Incredible Years coordinator in the eighth week of programme delivery.
3. Complete the Delivery and Programme Fidelity Checklist for Sessions 8–14, the Post-programme Checklist, and the Programme Reflection Form as soon as possible after the final session. Give them to your Incredible Years coordinator within three weeks of the programme's end.



# Pre-programme Checklist (page 1 of 3)

Complete this section before the start of the programme.

PRE-PROGRAMME ACTIVITIES	Y/N	COMMENTS
We have identified a manager to oversee the programme.		
We have negotiated the caseload with the manager.		
We have diarised times for programme preparation and planning, home visits, delivery, make-up sessions, evaluations and review, and supervision.		
We have negotiated a date for the post-programme professionals' meeting with a Ministry behaviour specialist. <sup>1</sup>		
Peer supervision contracts have been signed and a supervision folder organised.		
We have contacted parents on the referral list and met all interested parents, either in their homes or at other suitable venues.		
During home visits, we explained the programme and got to know the parents' individual situations, including their motivation to participate, supports available to them, and any barriers to participation.		
We have explained the purpose of filming the sessions.		
We have explained the informed consent process, and each parent who will be attending the programme has signed the Informed Consent and Service Agreement.		
We have arranged the venue.		
The parents know where the venue is and have received a map showing how to get there.		
Each parent who has agreed to participate has completed the pre-course measures (ECBI and P-COMP) for each of their target children. The forms have been scored.		
At least 14–16 parents have confirmed they will be participating.		
All appropriate sections of the National Register have been completed and sent to the Ministry as part of the first milestone reporting requirement.		

<sup>1</sup> The Incredible Years coordinator will be able to help you organise this.



## Pre-programme Checklist (page 2 of 3)

PRE-PROGRAMME ACTIVITIES	Y/N	COMMENTS
We have told the Incredible Years coordinator the number of participants who will be attending and asked the coordinator to order folders, handouts, and parent books for each participant.		
We have organised transport and/or childcare funding for those parents who identified these issues as a barrier to participation.		
The manager has received a list of disbursement costs that are intended to reduce barriers to participation.		
We have arranged appetising food, treats, prizes, rewards, and magnets (for fridge notes).		
We have set up folders for each parent with the first session handouts, fridge notes, <sup>2</sup> the parent self-monitoring checklist, and the parent weekly session evaluation form.		
A video camera and tripod and a laptop and data projector (or TV, DVD player, and blank, writable DVDs) are available for each session.		
Pens, paper, whiteboard markers, giant stickies, and laminated shapes that can be written on are available for recording the 'gems' (principles) that come through during each session.		
The Incredible Years Basic Manual and DVDs are available.		
We have organised a booklet or folder containing an agenda, a Peer and Self-evaluation Form, a Leader Checklist, and a Group Leader Collaborative Process Checklist for each of the 14 sessions.		
We have organised a parent attendance sheet.		
We have informed referrers that the parent they referred will be participating and provided them with suggestions on how they could offer support.		
We have gone through the session DVDs and Basic Manual together. We have rehearsed and decided upon co-facilitation roles for each session.		

<sup>2</sup> Laminating helps to keep the notes clean and sturdy.



## Pre-programme Checklist (page 3 of 3)

PRE-PROGRAMME CULTURAL RESPONSIVENESS	Y/N	COMMENTS (especially how this has been addressed if discussions haven't taken place)
We have engaged in discussion with our supervisor, co-facilitator, or kaitakawaenga (cultural advisor) about how we will be culturally responsive to whānau Māori in our group.		
We have engaged in discussion with an appropriate cultural advisor about ways to be culturally responsive to Pasifika parents in our group.		

As a result of consultation or supervision, what are the practical things you have agreed upon to ensure you are culturally responsive to:

– Whānau Māori

– Pasifika families

– People of other ethnicities or cultures (if discussed)





# Delivery and Programme Fidelity Checklist for Sessions 1–7 (page 1 of 3)

Complete this section after Session 7.

PROGRAMME ACTIVITIES	Y/N	COMMENTS
We delivered seven 2.5-hour sessions.		
Between sessions, we made weekly telephone calls to each participant to provide support and encouragement, check on progress towards weekly goals and homework tasks, and identify and address any barriers. If necessary, we visited their homes.		
We have buddied up the participants and explained the purpose of buddy calls.		
We have followed up on non-attendance within two days of any missed sessions and have addressed barriers to attendance.		
Where appropriate, we provided make-up sessions to participants who missed a session, following the guidelines in the <i>Guidelines and Agendas for Make-up Sessions</i> booklet.		
We have updated the National Register with the attendance and all other requisite data complete to Session 7 and have sent it to the Incredible Years coordinator.		
We have reviewed the parent weekly session evaluations and made any necessary adjustments to delivery.		
We have completed at least two peer and self-evaluation forms.		
We have recorded every session and self- and peer-reviewed selected components to check for fidelity and identify what went well and what could be improved.		
We have attended fortnightly Incredible Years supervision sessions, ensuring prepared sections of our recorded session were peer-reviewed and recommendations acted upon.		
We completed a Group Leader Collaborative Process Checklist after each session.		
We planned collaboratively, selected vignettes and reviewed content together, and jointly decided on roles and tasks within each session.		



# Delivery and Programme Fidelity Checklist for Sessions 1–7 (page 2 of 3)

## CULTURAL RESPONSIVENESS

### Whakawhanaungatanga (relationships, connecting people, inclusiveness)

How have you demonstrated whakawhanaungatanga during this period of delivery?

Did you open and close each session in a way that took into account the preferences of whānau Māori, Pasifika parents, and parents from other cultures? If so, what did this involve, and how did you make the decision to do it this way?

Who opened the sessions? Group leader / Parent / Other (please circle)

Who closed the sessions? Group leader / Parent / Other (please circle)

Were the openings and closings well received? Why or why not?

### Waiata

Record the names of any waiata or energisers you have used during sessions.

Were they well received? Why or why not?



## Delivery and Programme Fidelity Checklist for Sessions 1–7 (page 3 of 3)

### Whakatauākī (proverbs, sayings, metaphors to convey key messages)

Record any whakatauākī or customary sayings that you have used during sessions.

Why did you select these particular whakatauākī, and how did they relate to the content?

How they were presented, and what was the context?

Were they well received? Why or why not?

### Review of your recorded sessions

What were some of the things you felt went well in terms of cultural responsiveness?

What will you do differently or more often over the next few sessions?



# Delivery and Programme Fidelity Checklist for Sessions 8–14 (page 1 of 3)

Complete this section after Session 14.

PROGRAMME ACTIVITIES	Y/N	COMMENTS
We delivered seven 2.5-hour sessions.		
We made weekly telephone calls to each participant to provide support and encouragement, check on progress towards weekly goals and homework tasks, and identify and address any barriers. If necessary, we made home visits.		
We have followed up on non-attendance within two days of any missed sessions and have addressed barriers to attendance.		
Where appropriate, we provided make-up sessions to participants who missed a session, following the guidelines in the <i>Guidelines and Agendas for Make-up Sessions</i> booklet.		
We have updated the National Register with the attendance and all other requisite data complete to Session 14 and have sent it to the Incredible Years coordinator.		
We have reviewed the parent weekly session evaluations and made any necessary adjustments to delivery.		
We have completed at least two peer and self-evaluation forms.		
We have recorded every session and self- and peer-reviewed selected components to check for fidelity and identify what went well and what could be improved.		
We have attended fortnightly Incredible Years supervision sessions, ensuring prepared sections of our recorded session were peer-reviewed and recommendations acted upon.		
We completed a Group Leader Collaborative Process Checklist after each session.		
We planned collaboratively, selected vignettes and reviewed content together, and jointly decided on roles and tasks within each session.		



# Delivery and Programme Fidelity Checklist for Sessions 8–14 (page 2 of 3)

## CULTURAL RESPONSIVENESS

### Whakawhanaungatanga (relationships, connecting people, inclusiveness)

How have you demonstrated whakawhanaungatanga during this period of delivery?

Have there been any changes to how sessions have opened and closed over the past weeks?

Yes / No (please circle)

If yes, what were the changes, why were they made, and how did the parents respond?

### Waiata

Record the names of any new waiata or energisers that you have used since Session 7.

Were they well received? Why or why not?



## Delivery and Programme Fidelity Checklist for Sessions 8–14 (page 3 of 3)

### Whakatauākī (proverbs, sayings, metaphors to convey key messages)

Record any new or different whakatauākī that you have used since Session 7.

Why did you select these particular whakatauākī, and how did they relate to the content?

How were they presented and what was the context?

Were they well received? Why or why not?

### Review of your recorded sessions

What were some of the things you felt went well in terms of cultural responsiveness and what might you do differently in future programmes?



## Post-programme Checklist

Complete this section within three weeks of the programme's final session.

POST-PROGRAMME ACTIVITIES	Y/N	COMMENTS
We have scored ECBI and P-COMP post-programme data and entered this into the National Register.		
We have entered all the Parent Satisfaction Questionnaire results into the National Register.		
We have entered final, updated attendance and other data into the National Register.		
We have sent the final National Register to the Incredible Years coordinator.		
We have identified children who are in the clinical range or whose behaviours are still of concern.		
We have met with a Ministry behaviour practitioner to discuss the appropriate services or interventions for children with ongoing needs and their families.		
We have held follow-up meetings with the parents of children with ongoing needs and have discussed recommendations for further support.		
We have provided parents with a summary of their participation and an explanation in plain English of the ECBI and P-COMP outcomes or the indicators of improvement. The summaries outline the agreed options for any children who are still in the clinical range and/or have ongoing needs. <sup>3</sup>		
The Programme Reflection Form has been completed (see next page).		

<sup>3</sup> Remember that letters should not be sent to the parents of children with ongoing needs until after you have met with them to discuss the options.



## Programme Reflection Form (page 1 of 3)

Complete this form within three weeks of the programme's final session. These forms will be collated and analysed so that good ideas are shared and common challenges and issues identified and addressed.

Organisation(s) delivering the programme: \_\_\_\_\_

Area or town where the programme was delivered: \_\_\_\_\_

Start and finish dates of the programme: \_\_\_\_\_

Group leaders' names: \_\_\_\_\_

### **PARTICIPATION AND COMPLETION**

Provide details that give a good picture of the group's make-up (for example, numbers, ethnicities, genders, marital status) and its complexities, including background experiences and common themes.

Comment on the number of people who dropped out and reasons for this. Also comment on the number who completed the programme and how you celebrated their achievement.





## Programme Reflection Form (page 2 of 3)

### MANAGING CHALLENGES

Comment on how you managed the specific challenges you encountered (for example, dealing with differing ability levels, personality issues, and non-attendance or dropouts).

### CULTURAL RESPONSIVENESS

What are the key things you introduced that were most useful for meeting the needs of whānau Māori, Pasifika parents, and/or parents from other cultures?

What are the key things you will do better or differently next time to meet the needs of whānau Māori, Pasifika parents, and/or parents from other cultures?

### GEMS, SUCCESS STORIES

Comment on the incidents and experiences that indicated parent commitment, positive change, small steps, 'light-bulb' moments, 'gems' and so on.



## Programme Reflection Form (page 3 of 3)

### GENERAL COMMENTS

Comment on any themes in the parent weekly evaluation forms that you are pleased with or would like to improve on next time.

If you developed or used additional resources or activities to specifically meet the needs of the parent group, please describe what they were and how they were used.

Comment on the success of the programme in general and what contributed to this.

### FOLLOW-UP ACTIONS

Comment on the number of children, if any, in the clinical range or still of concern post-programme and the types of interventions recommended to ensure they and their families continue to be supported.

Comment on any other things you will be following up on.



# Appendix 3. Consent for Referral to the Incredible Years Parent Programme (page 1 of 3)

- I have agreed to this referral being made.
- I have read the Privacy Statement that accompanies this form.
- I understand that my information will be used to support me and my family/whānau through the programme and that it may be shared with other organisations who are working with my family/whānau or who can provide support to us.
- I understand that I can access and correct the information stored about my family/whānau and me.
- I understand that if my information is used for statistical purposes, I and my family/whānau will not be identified in any way.

\_\_\_\_\_  
Signature of parent

\_\_\_\_\_  
Signature of parent

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## PARENTS WISHING TO ATTEND THE INCREDIBLE YEARS PROGRAMME

Name:	Name:
Relationship to child:	Relationship to child:
Ethnicity:	Ethnicity:
Iwi:	Iwi:
Address:	Address:
Contact numbers:	Contact numbers:
Home:	Home:
Mobile:	Mobile:
Work:	Work:
Email:	Email:
Preferred session to attend: Daytime <input type="checkbox"/> Evening <input type="checkbox"/> Either <input type="checkbox"/>	



# Appendix 3. Consent for Referral to the Incredible Years Parent Programme (page 2 of 3)

## CHILD(REN) AGED FROM THREE TO EIGHT YEARS WITH BEHAVIOUR CONCERNS

Name:	Name:
Birth date:	Birth date:
Age:	Age:
Male or female:	Male or female:
Ethnicity:	Ethnicity:
Diagnosis:	Diagnosis:
School or early childhood centre the child attends:	School or early childhood centre the child attends:
Behaviour/s of concern:	Behaviour/s of concern:

**Number of other children in family/whānau:**

**Other agencies involved with supporting family/whānau:**

**Parent self-referral** (Please tick)

### REFERRER OTHER THAN PARENT

Name:	Organisation and address:
Contact numbers:	Email:
Other agencies involved with the family and/or child (if known):	



# Appendix 3. Consent for Referral to the Incredible Years Parent Programme (page 3 of 3)

## PRIVACY STATEMENT

### TO THE PARENT

This is an important statement about the use of the information collected for the Incredible Years Programme. Please read it carefully and talk to a member of the Incredible Years team if you are unsure of anything.

1. Information collected from this referral form will be used to help decide on the appropriateness of the Incredible Years Programme for you and your family/whānau.
2. The information we collect will be used to help us support you and your family/whānau through the programme.
3. The Ministry of Education contracts some non-governmental organisations to provide Incredible Years programmes and referral information may be shared with them.
4. We may share some of the information we collect with other organisations (health, welfare, education) who may be working with you or who could provide support to you and your family/whānau.
5. The information that we collect from you may also be used for statistical and/or research purposes. When information is used in this way, your privacy will be protected and you and your child will not be identified.
6. You have the right to access the information that we have collected about you and your family/whānau, and you can correct it if necessary.
7. The information will be stored securely and held at the offices of:  
The Ministry of Education

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If you would like to talk about the programme, please make direct contact with:

Incredible Years coordinator: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

If you would like more information, you can visit the following websites:

- Ministry of Education: Special Education: Programmes for Parents  
[www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/OurWorkProgramme/PositiveBehaviourForLearning/ProgrammesForParents.aspx](http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/OurWorkProgramme/PositiveBehaviourForLearning/ProgrammesForParents.aspx)
- The Incredible Years:  
[www.incredibleyears.com](http://www.incredibleyears.com)



## Appendix 4. Sample letter to referrer

[Name]  
[Address]

[Date]

Dear \_\_\_\_\_

Thank you for your referral to The Incredible Years Parent Programme for:

[Name of parent]  
[Address of parent]

We wish to inform you that:

	The parent chose to attend the programme starting on:
	The parent chose not to attend the programme.
	We were unsuccessful in making phone contact and the parent did not respond to a letter inviting them to attend the programme.
	The family has moved out of the area.
	The parent has asked to be kept on the list for future programmes.
	The parent has asked to have their name removed from the list. The parent will not be contacted about future programmes unless referred again.

Kind regards

[Group leader]

[Group leader]



# Appendix 5. Informed Consent and Service Agreement (page 1 of 2)

Date:	
Full names of child(ren) in the programme:	Date(s) of birth:
Parent:	Address:
Parent:	Address:

During the Incredible Years Programme, you will work closely with the programme's two group leaders. They will:

- explain the programme to you
- help you to complete two important measurement forms – the Eyberg Child Behaviour Inventory (ECBI) and the Social Competency Scale – Parent (P-COMP)
- keep in touch regularly and support you to attend all weekly sessions
- ask for evaluations of weekly sessions and for an evaluation of the full programme.

To complete the programme, you need to attend at least 10 of the 14 sessions.

## USE OF INFORMATION FROM THE PROGRAMME FOR GROUP LEADER SUPERVISION AND CERTIFICATION

All group leaders take part in regular supervision to ensure the quality of the programme. As part of this process, they discuss programmes and watch video footage of when they are leading groups of parents.

Group leaders also go through a process to become certified to deliver the programme. To do this, they have to submit video footage and information that does not identify you, such as session evaluations and checklists. These are sent to a panel in the United States, where the programme was developed. This organisation views the video footage and reads the information before giving approval for certification. It then destroys them.



# Appendix 5. Informed Consent and Service Agreement (page 2 of 2)

## YOUR PRIVACY

The group leaders will respect the confidentiality of the information collected and shared during the programme. The information may be used for statistical and research purposes in a way that will not identify you or your family/whānau.

The information will be held at the office of: \_\_\_\_\_

You have the right to see this information and to correct it if necessary.

The information collected may be shared with other support agencies in consultation with you.

- I agree to having the Incredible Years parent sessions videoed and viewed for the purpose of group leader supervision and certification. I understand the focus of the video is on the group leaders and not the participants.
- I understand that video examples and information that does not identify me will be included in the submission to the certification panel. I understand that all recordings and information will be destroyed after certification.
- I have read the Privacy Statement. I understand that:
  - my information will be used to support me and my family/whānau through the programme
  - my information may be shared with other organisations who are working with my family/whānau or who can provide support to us
  - I can access and correct the information stored about my family/whānau and me
  - if my information is used for statistical purposes, I and my family/whānau will not be identified in any way.
- I have discussed this agreement and the expectations of attendance and agree to them.

### Parents

### Incredible Years group leaders

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_





## Appendix 6. Measuring impact: ECBI and P-COMP (page 1 of 4)

Two key tests are administered as part of the Incredible Years Parent Programme: the Eyberg Child Behaviour Inventory (ECBI) and the Social Competence Scale – Parent (P-COMP). These standardised tests are used internationally by a variety of professional groups. Both tests are appropriate for boys and girls aged from 2 to 16 years old.

It is essential that what we are delivering to parents is effective in reducing children's problem behaviour and increasing their social competence. The ECBI and P-COMP provide the quantitative data we need to evaluate whether this has occurred for a child as a result of their parent's participation in Incredible Years.

### THE EYBERG CHILD BEHAVIOUR INVENTORY (ECBI)

The ECBI<sup>1</sup>:

- measures the intensity and frequency of a child's problem behaviour and whether it is a problem for the parents
- takes 5–10 minutes to complete
- is administered prior to the Incredible Years Programme to gain pre-programme scores
- is administered again after parents have completed the programme to gain post-programme scores.

If both parents are on the programme, both complete an ECBI (or 'Eyberg') individually for their target child or children.

The ECBI has two scales:

- the Intensity Scale (how often a specific behaviour occurs)
- the Problem Scale (whether parents consider the behaviour a problem for themselves).

#### ADMINISTERING THE ECBI

The ECBI is usually initially administered during the first home visit, after participation has been confirmed and the informed consent signed. The test also helps to determine whether the programme is appropriate for the parents.

The test is then usually administered again during the last session before the celebration starts. It must be completed within two weeks of the programme's end.

The Intensity Scale asks parents to select a number between 1 and 7 that best describes the frequency of a specific behaviour (from "Never" to "Always"). The Problem Scale asks parents to answer "Yes" or "No" as to whether that behaviour is a problem for them.

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<sup>1</sup> See Eyberg & Pincus, 1999.



## Appendix 6. Measuring impact (page 2 of 4)

- Ensure parents score each item and that they only fill in one number or give a “Yes” or “No” response.
- If parents prefer, you can record their responses for them.
- Some parents may require explanations or for the items to be put into different language. For example, Item #4 is “Sasses adults”. New Zealand parents don’t typically use the word “sasses”; we would tend to say, “Is cheeky” or “Is rude to adults”.

This process is also an opportunity to get to know the children in their home and to hear the concerns parents may have, as they often comment as they are completing the form. Note that leaving ECBI forms with parents to complete and return can create problems.

### SCORING THE ECBI

For the Intensity Scale:

- count up the marked scores to get the raw score and record this on the form
- convert the raw score into a T-score. (For further information, see the ECBI Guidelines, Appendix C, p. 53.)

For the Problem Scale:

- count the number of times a parent answered “Yes” to get the raw score and record this on the form
- convert the raw score into a T-score. (For further information, see the ECBI Guidelines, Appendix D, p. 54.)

If there are four or more unanswered items on the Intensity Scale or the Problem Scale, the result is invalid. You will need to follow this up with the parent.

If there are three or fewer missing responses, circle 1 (“Never”) on the Intensity Scale or “No” on the Problem Scale for the item before doing the count.

### INTERPRETING THE ECBI

You can use scores from before an Incredible Years programme to tailor the programme, while those after the programme’s completion can help you determine further intervention options.

- A pre-programme T-Score of greater than (>) 60 on either of the scales indicates that the child’s behaviour is in the clinical range and that selection for Incredible Years is appropriate.
- A post-programme T-score of greater than (>) 60 indicates that more intensive intervention is required.
- A T-Score of less than (<) 60 on either of the scales indicates that the child’s behaviour is within the normal range. However, a score of 55–59 is of concern.
- A post-programme T-score of 55–59 indicates that while some behaviours have decreased, others still occur often or are still a problem. These specific behaviours can be targeted for intervention.



## Appendix 6. Measuring impact (page 3 of 4)

### THE SOCIAL COMPETENCE SCALE – PARENT (P-COMP)

The P-COMP<sup>2</sup>:

- provides information about how socially competent parents perceive their child to be before and after participation in the Incredible Years Programme
- invites parents to consider 12 statements related to typical social skills
- asks parents to look at each statement and then circle a number from 1 to 5 that they believe best describes their child (1 = “Not at all” and 5 = “Very well”).

If both parents are on the programme, both complete a P-COMP individually for their target child or children.

P-COMP scales:

- There are six subscale items linked to prosocial behaviours (items 4, 7, 9, 10, 11, and 12).
- There are six subscale items linked to emotional regulation (items 1, 2, 3, 5, 6, and 8).
- Total social competence is scored on the basis of all 12 items.

### SCORING THE P-COMP

The P-COMP asks parents to respond to statements such as “My child can accept things not going his/her way” and “My child copes well with failure”. Each of the responses from 1 to 5 has a value for scoring purposes:

- 1 (Not at all) = 0 points
- 2 (A little) = 1 point
- 3 (Moderately well) = 2 points
- 4 (Well) = 3 points
- 5 (Very well) = 4 points.

Add up the numbers and record the score.

### INTERPRETING THE P-COMP

The range of scores for each of the subscales is 0–24 and the total scale is 0–48.

- A score of less than (<) 17 is considered the cut-off for the clinical range and indicates that selection for Incredible Years is appropriate.
- A score of 17–20 is considered borderline.

As a result of the parent using new or strengthened ways to parent their child, we should see a corresponding increase in a child's prosocial skills. Therefore, a post-programme score of less than (<) 20 indicates further intervention is required.

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<sup>2</sup> See Corrigan, 2002.



## Appendix 6. Measuring impact (page 4 of 4)

### **AFTER THE INCREDIBLE YEARS PROGRAMME HAS BEEN COMPLETED**

Compare the pre- and post-programme data. Write to the parents of any children whose post-programme scores are within the normal range, explaining the ECBI and P-COMP scores in plain language and telling them that there are no longer any concerns.

If the scores indicate that any of the children's behaviour is in the clinical range or still of concern, a post-programme professionals' meeting needs to be held, attended by the two group leaders and a Ministry staff member with specialist knowledge in behaviour. The meeting's purpose is to:

- identify appropriate services or interventions for children with ongoing needs and their families
- plan your discussion with their parents.

Follow-up home visits with the parents of children with ongoing needs should:

- acknowledge any reductions in problem behaviour and increases in prosocial skills as successes to be celebrated
- explain the ECBI and P-COMP scores and what you would recommend.

If a parent was referred to the programme, this information can be shared with the referrer (with the parent's consent). This will alert them to the need for more support.





## Appendix 8. Sample voucher receipts

### RECEIPT FOR CONTRIBUTION TOWARDS CHILDCARE

Date of Incredible Years session: \_\_\_\_\_

Today, I have received \$\_\_\_\_\_ as a contribution towards childcare so that I can attend the Incredible Years Parent Programme.

The name of my child's caregiver is: \_\_\_\_\_

Incredible Years participant: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please return the bottom portion of this form in the envelope provided.



I have received \$\_\_\_\_\_ from \_\_\_\_\_ (participant's name) for caring for their child \_\_\_\_\_ (child's name) while they attend the Incredible Years Parent Programme.

Caregiver's name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



### RECEIPT FOR CONTRIBUTION TOWARDS TRANSPORT

Date of Incredible Years session: \_\_\_\_\_

Today, I have received \_\_\_\_\_ taxi chits  (please tick), \_\_\_\_\_ train tickets  (please tick), or a \$ \_\_\_\_\_ petrol voucher  (please tick) as a contribution towards transport so I can attend the Incredible Years Parent Programme.

Incredible Years participant: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix 9. Session Checklist

This checklist describes activities group leaders need to complete before each session. It is for your personal use and can be amended to meet your needs.

ACTIVITY	DATE OF COMPLETION
View the session's vignettes <sup>1</sup> together and agree on the roles each leader will take within the session.	
Set out named parent folders with the session handouts, self-monitoring sheet, and parent weekly evaluation forms. Ensure that each parent has a name tag.	
At the first session, make sure you have copies of the troubleshooting guide (Webster-Stratton, 2005) available for all parents.	
Place the attendance record in a position where all participants can access it.	
Display the session's agenda on a whiteboard or large sheet of paper.	
Set up the technology and ensure everything is working.	
Have toys available for role plays.	
Place the chairs in a horseshoe shape.	
Ensure you have food for the break, rewards, treats, and incentives.	
Display the pyramid poster.	
Have parent 'gems', parent ideas from brainstorming and buzz information, key concepts from previous sessions, and any other helpful resources on display and/or available as handouts.	
Ensure blank 'gem' cards are available for recording key principles.	
Have felt pens and giant stickies or large sheets of paper available for writing up parent ideas.	

<sup>1</sup> The Leader Checklist in the Basic Manual for each session has an asterisk (\*) beside some of the session's vignettes, indicating the minimum number to be shown to each group. However, you need to be familiar with all of the vignettes so that you can draw on additional ones relevant to the needs of the group.



# Appendix 10. Sample letters to participants (page 1 of 5)

You can use these letters as templates for writing letters directed and tailored to the participants in your programme.

Writing letters to parents whose children have progressed well and moved out of the clinical range can be a joy, but it can be a challenge when this has not happened. In these situations, be careful to remain positive. Refrain from analysis or from offering specific options for next steps. Instead, assure parents that options exist and that you will explore them together.

## **SAMPLE 1 (for when behaviour has improved but is still of concern)**

[Name]

[Address]

[Date]

Dear \_\_\_\_\_

Thank you for being a part of the our Incredible Years Parenting Programme. It was such a privilege to have you on our programme and to see your progress over the 14 sessions.

As you remember, we did a couple of evaluations for [your child] at the beginning and end of the programme to determine the intensity of their behaviour, if this was a problem to you, and also how socially competent you perceived [your child] to be. The most important thing for you to know is whether there has been improvement or not. [Your child's] scores are as follows:

	PRE-PROGRAMME SCORE	POST-PROGRAMME SCORE
Eyberg intensity		
Eyberg problem		
Social competency		

These results show that the intensity of [your child's] behaviour has improved or your perception of it has improved and you find their behaviour less problematic. This also shows [his/her] social competency has improved.

If you have any questions regarding these scores, please feel free to contact us in the office on \_\_\_\_\_.

Keep on with social and emotional coaching. Stay positive and keep up the good work!

We appreciate your honest feedback and hope that you continue building a positive relationship with [your child].

Kind regards

[Incredible Years group leaders]





# Appendix 10. Sample letters to participants (page 2 of 5)

## SAMPLE 2 (for when behaviour has improved but is still of some concern)

[Name]

[Address]

[Date]

Dear \_\_\_\_\_

Happy New Year and we trust you had a lovely holiday with family and friends.

We are writing to congratulate you on successfully completing the Incredible Years Parent Programme at \_\_\_\_\_ on \_\_\_\_\_.

Before the start and at the end of the programme, you completed two questionnaires: the Eyberg Child Behaviour Inventory (ECBI) and the Social Competence Scale – Parent (P-COMP).

### The Eyberg Child Behaviour Inventory

An ECBI score of:

- above 60 indicates that a child's behaviours are of high concern and are a problem for parents
- 55 to 60 indicates that some behaviours are still of concern
- 54 and below indicates that a child's behaviours are generally positive.

The goal is for these scores to decrease. [Your child's] scores are as follows:

		PRE-PROGRAMME SCORE	POST-PROGRAMME SCORE
Eyberg Child Behaviour Inventory	Intensity score: How challenging or intense was the behaviour?		
	Problem score: How much of a problem was it for you?		

The intensity score of \_\_\_\_\_ indicates that when you started the programme, [your child's] behaviour was of high concern. At the end of the programme, the score was \_\_\_\_\_, which suggests that [your child's] behaviour has improved significantly. It is still of concern but is moving well in the correct direction.

The problem score (how much of a problem the behaviour is for you) was \_\_\_\_\_ when you began the programme. This indicates that the behaviour was very challenging for you to manage. At the end of the programme, the score was \_\_\_\_\_, which is again a very significant improvement and indicates that you are now finding the behaviour more manageable. It is understandable that you are still finding the behaviour a problem, considering [your child's] behaviour is still challenging, but [he/she] has made a big improvement. This is an excellent result, [parent's name].



# Appendix 10. Sample letters to participants (page 3 of 5)

## The Social Competence Scale – Parent

The Social Competence Scale is used to score a child's emotional control and social skills.

A P-COMP score of:

- below 17 indicates that a child's social skills continue to need help and support
- 17 to 20 indicates that a child's social skills need some support to develop
- over 20 indicates that a child's social skills are within the normal level expected for their age.

The goal is for this score to increase or go up. [Your child's] scores are:

	PRE-PROGRAMME SCORE	POST-PROGRAMME SCORE
Social Competence Scale – Parents		

On social skills at the beginning of the programme you scored \_\_\_\_\_, which indicated that [your child's] social skills needed ongoing help and support. The final score was \_\_\_\_\_, which indicates that [your child] has moved from needing help and support to being within the normal range of social skills.

Overall, this shows that implementing strategies from the programme has helped reduce the behaviours of concern and increased [your child's] social and emotional well-being. You have worked hard to achieve this positive outcome, so congratulations, [parent's name].

Thank you for the time and commitment you have shown by attending this programme over the 14 weeks. We have enjoyed having you as part of the group. Your willingness to share ideas as well as listen to others has been appreciated.

If you need any further assistance, please phone us on \_\_\_\_\_.

Best wishes for the future,

\_\_\_\_\_  
[Group leader]

\_\_\_\_\_  
[Group leader]

Remember the words from the Incredible Years book:



The social, emotional, and academic development of children is an incredible process – as is the growth and development of parents! Give yourself permission to enjoy this process by trusting your instincts, learning from your blunders, laughing at your mistakes and imperfections, getting support from others, taking time for yourself, and by having fun with your children. It is the incredible years – with all the tears, guilt, anger, laughter, joy, and love.

*Carolyn Webster-Stratton, 2005, p. 25*



# Appendix 10. Sample letters to participants (page 4 of 5)

## SAMPLE 3 (for when further intervention or support is required)

[Name]

[Address]

[Date]

Dear \_\_\_\_\_

Congratulations on completing the Incredible Years Programme that was held from \_\_\_\_\_ until \_\_\_\_\_

Before the start and at the end of the programme you completed two questionnaires: the Eyberg Child Behaviour Inventory (ECBI) and the Social Competence Scale – Parent (P-COMP).

With the ECBI, children's scores fall into two ranges:

- A score of 60 or above indicates a child's behaviours are of high concern and are a problem for parents.
- A score of 55 to 60 indicates some ongoing concerns.

The goal is for these scores to decrease.

Eyberg Child Behaviour Inventory	<b>PRE-PROGRAMME INTENSITY SCORE</b>	<b>POST-PROGRAMME INTENSITY SCORE</b>
	<b>PRE-PROGRAMME PROBLEM SCORE</b>	<b>POST-PROGRAMME PROBLEM SCORE</b>

The scores of \_\_\_\_\_ and \_\_\_\_\_ at the end of the programme show that there are some ongoing concerns about [your child's] behaviour.

The P-COMP is used to score a child's emotional control and social skills. A score of:

- less than 17 indicates that a child has some difficulties with emotional control and social skills
- 17 to 20 shows that a child's behaviours are still of some concern
- more than 20 shows that a child's behaviour is normal for their age group.

The goal is for this score to increase.



# Appendix 10. Sample letters to participants (page 5 of 5)

[Your child's] scores are:

	PRE-PROGRAMME SCORE	POST-PROGRAMME SCORE
Social Competence Scale – Parents		

The post-programme score of \_\_\_\_\_ indicates that [your child] continues to have some issues with social and emotional control.

These results can be due to a number of factors, but they usually indicate that there is a need for further intervention and support. We would welcome the opportunity to talk about this with you and to explore some options with you.

Once again, thank you for the energy and commitment you have shown by attending this programme over the last 14 weeks. We have enjoyed having you as part of the group. Your willingness to share ideas and to listen to others has been appreciated.

We will forward a copy of this letter to \_\_\_\_\_ who referred you to the Incredible Years Programme. You may also wish to discuss these results with this person.

If you have any questions or wish to discuss anything further, please contact us.

Kind regards

\_\_\_\_\_  
[Group leader]

\_\_\_\_\_  
[Group leader]

\_\_\_\_\_  
[Contact details]

\_\_\_\_\_  
[Contact details]

Remember the words from the Incredible Years book:



The social, emotional, and academic development of children is an incredible process – as is the growth and development of parents! Give yourself permission to enjoy this process by trusting your instincts, learning from your blunders, laughing at your mistakes and imperfections, getting support from others, taking time for yourself, and by having fun with your children. It is the incredible years – with all the tears, guilt, anger, laughter, joy, and love.

*Carolyn Webster-Stratton, 2005, p. 25*



# Appendix 11. Sample peer supervision contract and session record (page 1 of 2)

## PEER SUPERVISION CONTRACT

Peer supervision group members:

Contract period: From \_\_\_\_\_ to \_\_\_\_\_

### PROTOCOLS FOR SUPERVISION

The purpose of supervision is:

- to ensure the Incredible Years Parent Programme is delivered with fidelity and follows Ministry of Education processes and expectations
- to ensure all group leaders achieve accreditation.

Frequency, length, and location:

- supervision to occur fortnightly
- supervision to take up to two hours per session
- supervision to occur at \_\_\_\_\_.

Group members can expect:

- to each bring a segment of a videoed session for peer review and feedback, from which goals will be established
- to agree on priority topics for discussion
- to record and act on recommendations
- to keep confidential all material viewed and all matters discussed.

Evaluation: How will you know the group is working for you?

Date for this agreement to be reviewed: \_\_\_\_\_

I agree to participate in peer supervision in accord with the above protocols.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



# Appendix 11. Sample peer supervision contract and session record (page 2 of 2)

## PEER SUPERVISION SESSION RECORD

Date:

Present:

My goal for this session:

Focus of video section brought to be reviewed:

Recommendations of group from viewing the video segment:

Goal for next session:

Topics covered during discussions:

<input type="checkbox"/> Engaging families and attendance	<input type="checkbox"/> Managing home activities and feedback
<input type="checkbox"/> Group management	<input type="checkbox"/> Weekly follow-up or contact visits and management of buddy calls
<input type="checkbox"/> Pulling out key concepts and principles	<input type="checkbox"/> Tailoring to needs
<input type="checkbox"/> Gems to pursue further	<input type="checkbox"/> Cultural responsiveness
<input type="checkbox"/> Use of vignettes	<input type="checkbox"/> Use of role plays
<input type="checkbox"/> Items from the Peer- and Self-evaluation Form	<input type="checkbox"/> Participant goals and evaluations
<input type="checkbox"/> Group process checklists	<input type="checkbox"/> Co-group leader relationship
<input type="checkbox"/> Self-reflection inventories	<input type="checkbox"/> Accreditation and certification
<input type="checkbox"/> Coaching evaluation	<input type="checkbox"/> Other

Notes:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



# Appendix 12. Group Leader Accreditation Checklist (page 1 of 3)

HAVE I:	Y/N	DETAILS
<ul style="list-style-type: none"> <li>facilitated at least two programmes?</li> </ul>		<p>Both programmes must have ended with at least 50 percent of the number of participants who started the programme. (But if fewer than 12 started the programme, then at least six must have completed it.)</p> <p>You need to implement a system for collecting and organising the materials for accreditation from the time you begin delivering the first programme.</p>
<ul style="list-style-type: none"> <li>recorded one complete session with me taking the lead in the segments reviewers want to see and showing co-facilitation skills?</li> </ul>		<p>You need to choose a session that will be your 'lead session' for accreditation. Remember that you can submit more than one DVD. It is a good idea to submit a DVD in the first few sessions of your first programme, so that you can get early feedback to support your goal setting around accreditation.</p> <p>The Incredible Years website has documents with tips and explanations about what the reviewers will want to see and how you should prepare your DVD. (Go to the Basic Parent Certification page and click on Application Information.)</p>
<ul style="list-style-type: none"> <li>completed the application form, written a brief letter, and made some notes about the lead session?</li> </ul>		<p>The application form for certification as a parent group leader is available from the Incredible Years website. (Go to the Basic Parent Certification page and click on Basic Parenting Certification Steps and Application.)</p> <p>The purpose of the letter is to summarise the topics covered in the session. The purpose of the notes is to help the reviewers understand what they are seeing.</p>
<ul style="list-style-type: none"> <li>gathered the self-evaluations I did after the lead session?</li> </ul>		<p>The forms are in the Basic Manual and on the Incredible Years website. You need to submit:</p> <ul style="list-style-type: none"> <li>a completed self-evaluation from within the Group Leader Process Checklist (the one to use when you are reviewing the video of the recorded session)</li> <li>a completed Peer and Self-evaluation Form.</li> </ul>
<ul style="list-style-type: none"> <li>included a Certificate of Attendance at a consult day or supervision day?</li> </ul>		<p>The Certificate of Attendance will be supplied by the mentor or the peer coaches leading the training.</p>
<ul style="list-style-type: none"> <li>made sure the DVD footage can be identified as mine?</li> </ul>		<p>Write your name and session number on the DVD. Indicate which group leader on the DVD is you (for example, note your hair colour, gender, or what you're wearing) in the brief letter or the notes.</p>
<ul style="list-style-type: none"> <li>clearly identified the address Incredible Years Inc is to send the invoice to?</li> </ul>		<p>Accreditation costs US\$450.</p>



# Appendix 12. Group Leader Accreditation Checklist (page 2 of 3)

HAVE I:	Y/N	DETAILS
<ul style="list-style-type: none"> <li>sent my DVD and paperwork to Seattle?</li> </ul>		Use Dropbox ( <a href="http://www.dropbox.com">www.dropbox.com</a> ) or mail to: The Incredible Years Inc. Attn: Certification Committee 1411 8th Ave West Seattle, WA 98119 USA
<ul style="list-style-type: none"> <li>submitted a second and third video if requested?</li> </ul>		Incorporate the reviewers' feedback each time you submit a video.

## After your DVD has been passed: The documentation you need to send

HAVE I:	Y/N	DETAILS
<ul style="list-style-type: none"> <li>completed the Group Leader Questionnaire?</li> </ul>		The full title is The Incredible Years Parent Group Leader and Agency Background Questionnaire. (Go to the Basic Parent Certification page on the Incredible Years website and click on Basic Parenting Certification Steps and Application. Then click on Background Questionnaire for Parent Group Leaders.)
<ul style="list-style-type: none"> <li>typed up a cover page for the documentation required for each of the two programmes?</li> </ul>		Include: <ul style="list-style-type: none"> <li>the name of the programme (e.g., Incredible Years Parent Programme, Palmerston North)</li> <li>the dates</li> <li>where it was held</li> <li>the number of sessions.</li> </ul>
<ul style="list-style-type: none"> <li>gathered the weekly parent evaluations for each session within each of the two programmes?</li> </ul>		Store each evaluation with the appropriate programme cover page.
<ul style="list-style-type: none"> <li>gathered the final parent satisfaction questionnaires from each of the two programmes?</li> </ul>		Store each questionnaire with the appropriate programme cover page.
<ul style="list-style-type: none"> <li>gathered the attendance list for each of the two groups?</li> </ul>		Copy this from the National Register or copy the roll parents sign when they attend.
<ul style="list-style-type: none"> <li>gathered the completed Leader Checklists for each of the two groups?</li> </ul>		Put each with the appropriate programme cover page.
<ul style="list-style-type: none"> <li>gathered two completed peer and self-evaluation forms for each of the two programmes?</li> </ul>		This is the Peer and Self-evaluation Form completed after each workshop.





## Appendix 12. Group Leader Accreditation Checklist (page 3 of 3)

HAVE I:	Y/N	DETAILS
<ul style="list-style-type: none"><li>written a one-page letter?</li></ul>		<ul style="list-style-type: none"><li>Describe your experience with young children, parents, and groups, and your goals, plans, philosophy of parenting, and clinical experience.</li></ul>
<ul style="list-style-type: none"><li>gathered two letters of reference?</li></ul>		<ul style="list-style-type: none"><li>Attach these to your letter.</li></ul>
<ul style="list-style-type: none"><li>collated all my paperwork and mailed it, or scanned and sent it using Dropbox?</li></ul>		<ul style="list-style-type: none"><li>Use Dropbox (<a href="http://www.dropbox.com">www.dropbox.com</a>) or mail to: The Incredible Years Inc. Attn: Certification Committee 1411 8th Ave West Seattle, WA 98119 USA</li></ul>



## References and recommended reading

The Incredible Years: [www.incredibleyears.com](http://www.incredibleyears.com)

The Incredible Years website offers an extensive range of resources, including tip sheets, checklists, video clips, and a library of research articles. You can find many of the forms referred to in these guidelines on the page entitled Measures and Forms, under the Research tab.

Children, Young Persons, and Their Families Act 1989 (sections 15 and 16):

[www.legislation.govt.nz/act/public/1989/0024/latest/DLM147088.html](http://www.legislation.govt.nz/act/public/1989/0024/latest/DLM147088.html)

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Ministry of Education: *Informed Consent Guidelines*:

[www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/PublicationsAndResources/FormsAndGuidelines/InformedConsentGuidelines.aspx](http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/PublicationsAndResources/FormsAndGuidelines/InformedConsentGuidelines.aspx)

Ministry of Education: Special Education: Programmes for Parents

[www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/OurWorkProgramme/PositiveBehaviourForLearning/ProgrammesForParents.aspx](http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/OurWorkProgramme/PositiveBehaviourForLearning/ProgrammesForParents.aspx)

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- New Zealand Legislation: [www.legislation.govt.nz](http://www.legislation.govt.nz)
- Privacy Act 1993: 12 principles  
[www.legislation.govt.nz/act/public/1993/0028/latest/DLM297038.html?search=ts\\_act\\_Privacy+act\\_rese&p=1](http://www.legislation.govt.nz/act/public/1993/0028/latest/DLM297038.html?search=ts_act_Privacy+act_rese&p=1)
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# NOTES



