



## Piloting the Incredible Years Toddler Programme

As part of the Pathway of Behaviour and Wellbeing Support

### Our presentation will cover...

- Brief overview of the Expansion of the Behaviour Services (EBS)
- Broadening our support to include 0-2 year olds and their families and whānau
- Overview of the Incredible Years® programmes and structure and delivery
- Introducing the Incredible Years Toddler pilot- partnership model, structure and early outcomes

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### The key features of Expanding Behaviour Services (EBS)

1. A pathway of behaviour and wellbeing support
2. Workforce development – with a focus on psychology internships
3. Recruitment of additional specialist staff

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### Child and family/whānau centred

- Child and whānau at the centre
- A greater focus on service quality and family/ whānau wellbeing
- Flexible, tailored and negotiated approach
- EBS is an integral component of Learning Support Delivery Model
- Providing support earlier

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### Pathway of support for 0-2 year olds

- New target group with earlier identification
- Collaboration with other agencies to jointly identify needs
- Responding to the diverse needs within local communities
- The focus on empowering and building on adult capability
- Focus on family and whānau wellbeing and infant and children wellbeing and mental health

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### Overview of the Incredible Years®

- Developed by Carolyn Webster-Stratton, Ph.D.
- Programmes are delivered across the world, ethnicities and cultures
- Suite of programmes for parents, teachers and children
- Overall objective is to "promote emotional and social competence and to prevent, reduce and treat aggression and emotional problems in young children 0 – 12 years old"
- 2009 Advisory Group on Conduct Problems – recommended IY
- Currently in NZ we deliver IYT (3 – 8 year olds), IYP (3 to under 8 years old with behavioural challenges), IYP Autism (parents of 2-5 year olds) & IYT Autism (2-5 year olds) & now IYP Toddler (1 & 2 year olds)

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## Theory and Research

Theoretical underpinnings:

- Social learning theory (Patterson), modelling & self-efficacy theory (Bandura) & attachment theory (Bowlby)

Evidence based programmes

- Programmes have been extensively researched for over 35 years (ongoing)

NZ research

- MSD - IYP Pilot study evaluation (2011) and follow up study (published 2013)
- Cathy Wylie for IYT (published 2016)
- David Fergusson, Lesley Stanley, John Horwood (IYT & IYP research)

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## Structure of delivery

- Whakawhanaungatanga – First parent meeting
- 12 week, 2 ½ to 3 hour weekly sessions
- Group of 12-15 parents
- Programme caters for a variety of learning styles (vignettes, group discussion, roleplays/practice, readings, home activities etc)
- Goal setting for practicing at home
- Weekly contact
- Pre and post measures
- Programme evaluation

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## Overview of the content



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## Intervention for 1 & 2 year olds

- What would add value?
- Opportunity to pilot IY Toddler as a proactive approach
- What would be our point of difference?
- Who would benefit most in terms of parent and child wellbeing?

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## The beginning

- Partnership with Family Start (FS)
- Testing the water
- Meeting the Family Start Team
- Many questions
- The key support between sessions

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## Family Start / Ministry local partnership

- Everything in partnership
  - The initial meeting with parents
  - Consent to share important information
  - FS workers pop in and out of sessions to show we are working together to support
  - FS workers support the families between sessions (modelling, coaching, problem solving)
  - Partnership now well established

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## Parent/caregiver experience of social disadvantage

- The majority of participants in the IY Toddler programme pilot have experienced mental health issues, addictions, exposure to abuse and family violence as children and in adulthood
- Some participants' children had been in the care of Oranga Tamariki for a time
- Several participants had served time in prison and/ or rehab
- Despite the challenges facing parents and whānau, participants were motivated to be the best parents they could be

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## Outcomes across 3 programmes

- The early and proactive support offered has benefited family and whānau
- Parental wellbeing, satisfaction and confidence as a parent has increased
- Improvements in most toddlers social and emotional skills was evident
- As part of pathway of behaviour and wellbeing support - ease of continued support for toddler when needed
- Note: IY Toddler is currently part of a large formal evaluation -- this is in progress

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## Parent feedback- key themes

- Have built stronger bonds with their toddlers
- Understand their toddlers communication and development better
- Enjoyed being in a supportive group -- not feeling alone, not being judged, making connections / friendships
- Liked the variable and flexible types of learning approaches - vignettes, group discussion, role plays/practice, readings, home activities met the needs of the group
- Setting weekly goals and weekly phone calls with facilitators enabled skills to be practised at home with support from facilitators and Family Start workers

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## Appendix

- IYP Pilot study evaluation report & follow up study: <http://pb4l.tki.org.nz/Incredible-Years-Parent>
- Cathy Wylie & Rachel Felgate (IYT evaluation study): <https://www.nzcer.org.nz/research/publications/incredible-years-teacher-nzcer-evaluation>

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