

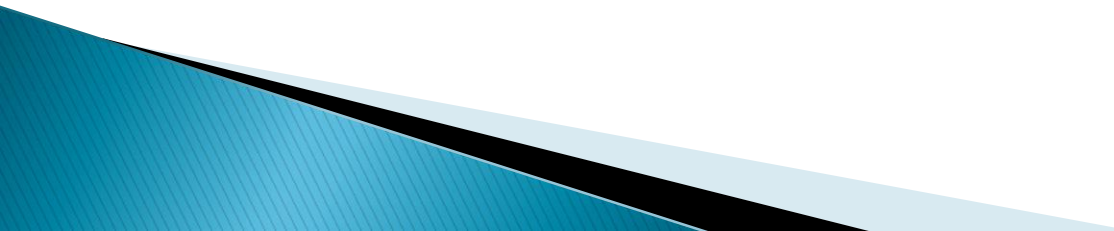
Implementation of the Incredible Years: Teacher and Child Components in a Title I Elementary School

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Developmental Behavioral Clinic

- Moved practice from University Outpatient Clinic to an Elementary School
 - Request for Behavioral Health in the school. Mental/Behavioral health services – greatest need identified- increase in hostile behavior, suspensions, expulsions and school failures (repeating grades)
 - Support from College of Nursing SBHC Developmental Pediatrics, fellows and students
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Referrals for Evaluation

► **Students were referred by:**

Teachers

Administrators

Counselors

Parents



Referrals

- # 1 reason for referral for evaluation was aggression



Classroom Observations

- *One student can disrupt the entire classroom*
- *Teachers reinforced negative behaviors.*

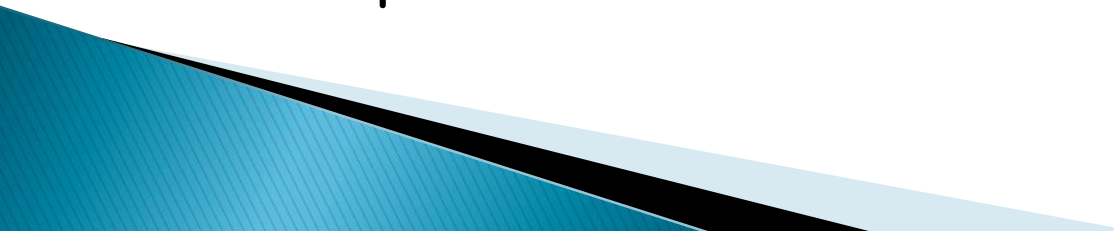


Lessons Learned Initially

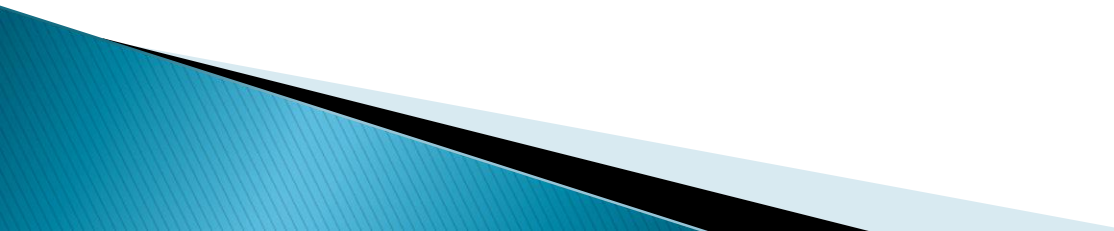
- As a clinician– unaware of the extent of the behavioral problems in schools.
- How important the environment influences behaviors of staff, teachers, administrators and most importantly students



School Climate

- Stressed, Overwhelmed, Immobilized
 - Change in Principal in the middle of the school year. Assistant Principal transferred to another school in the Spring.
 - Poor teacher retention rate
 - New Assistant Principal left within 8 weeks of school.
 - (3) Fifth grade teachers left at the beginning of the school year.
 - Strength: Community Partners, school, and parents wanted to change and improve their school (Community Leader- pastor and his children attended the school)
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Description of School & Community

- Title One School
 - School serves students from Child Development through 5th grade
 - 481 students; 97% African American
 - Suspension rate had doubled within the last 5 years.
 - Area of high crime, single-parent families with two or more jobs
 - Mobile population-children may change school as many as 3 times during the school year.
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The Incredible Years Parent, Child, & Teacher Training Programs

**Developed by
Carolyn Webster-Stratton, Ph.D.**



The Incredible Years Training Series

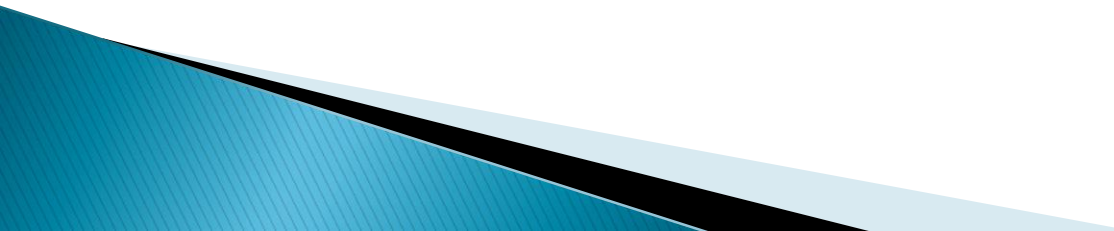


The Incredible Years has been recognized as a model program by Substance Abuse and Mental Health Services Administration (SAMHSA) and the U.S. office of Juvenile Justice and Delinquency Prevention as an “exemplary, best practice” program. The Incredible Years has been proven in numerous randomized control group studies to be effective for promotion of positive parent and teacher interactions with children and it reduces aggression, disruptive behavior in the classroom and improves social skills.

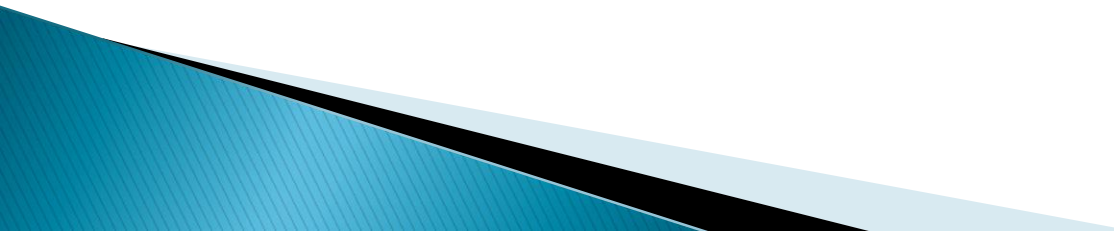
The long range purpose is to prevent delinquency, drug abuse and violence.

The short term purpose is twofold:

(1) Decrease negative behaviors and noncompliance with parents at home, decrease peer aggression, decrease disruptive behaviors in the classroom. (2) Increase social skills, academic engagement, school readiness and cooperation with teachers.



Incredible Years Program

- 3 components of the program (parent, teacher and child).
 - Each component includes comprehensive developmentally based curricula for parents, teachers, and children.
 - Goals of the program are to promote social competence and reduce conduct problems.
 - The parent program helps to strengthen parenting skills and to teach parents how to become more involved in their children's school activities.
 - The teacher's program strengthens their classroom management skills, reduces classroom aggression and improves teachers' ability to focus on student's social, emotional and academic competence.
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Teacher Training

- The ten teachers from the kindergarten and first grade classrooms participated in the '*Teacher Training*' component of the '*Incredible Years Program*'. Of the ten teachers, one was a reading specialist that worked with students in the kindergarten and first grade classrooms. Teachers' consent was obtained prior to the '*Teacher Training*' sessions. Trainings were held afterschool for 2 hours throughout the school year. A total of 7 workshops were offered.

Building positive relationship with students and parents
Importance of teacher attention and praise
Proactive teaching to prevent problems
Decreasing inappropriate behavior
Promoting social skills, emotional literacy
Problem solving

Dinosaur School Curriculum

- The '*Child Dina Dinosaur Curriculum*' was delivered to the nine classrooms from October to April of the school year. Fifty-five lessons were delivered for 15 to 20 minutes followed by a 10-minute activity that reinforced the lesson. The curriculum content units included:

Learning School Rules

Understanding & Detecting Feelings

Problem Solving

Anger Management

How to be Friendly

How to Talk with Friends


How to Do Your Best in School

Classroom Resources

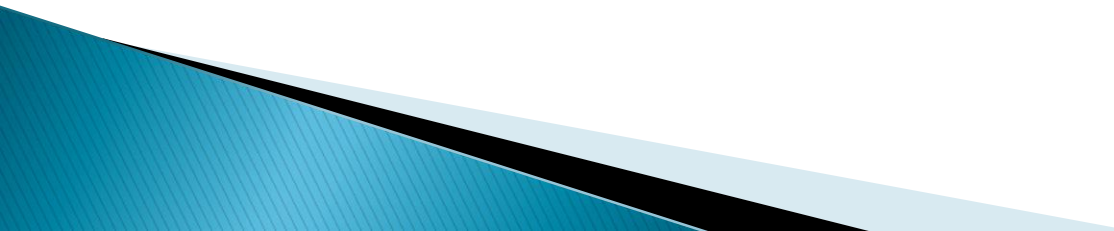




Methods

- ✓ The teacher and child components of the '*Incredible Years Program*' were implemented in 9 classrooms consisting of 139 students of which, four were kindergarten classrooms and five were first grade classrooms.
 - ✓ The lead teacher from each classroom attended the '*Teacher Classroom Trainings*'. Institutional Review Board (IRB) approval was obtained from the Medical University of South Carolina and Arizona State University. Permission to conduct this project was obtained from the school district. A letter describing the '*Incredible Years Program*' and permission form was sent home with the students and returned to the teacher.
 - ✓ All children in the classrooms were invited to participate in the project. Data were collected only on children whose parents had consented (58%) for the teacher to complete the '*Child Behavior Checklist*'.
 - ✓ All students in the kindergarten and first grade classrooms received the '*Dina Dinosaur Classroom Curriculum*' of the '*Incredible Years Program*' as part of their educational experience.
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Methods

- ❖ Teachers and children were assessed in the fall and spring of the school year.
 - ❖ Classroom observations were conducted and teachers completed the '*Child Behavior Rating Scale*' on each student with a signed consent in the fall and at the end of school year when the intervention ended.
 - ❖ Fidelity of the program was maintained by following the teacher and child curriculum manuals of the '*Incredible Years program*'. Fidelity checklists were completed after each session.
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Measures

Classroom Atmosphere Measure is a 10 item questionnaire (Greenberg, Kusche, Cook & Quamma, 1995) that measures overall disruptive behavior, student responsiveness to rules, and teacher's responsiveness to student needs and support. This tool has good internal consistency (Cronbach's alphas ranging .94-.95) and adequate inter-rater reliability (ICC=.55 -.70).

The '*Child Behavior Checklist-Teacher Report*' (CBCL-TR) (1 ½-5, and 6-18 years version) was completed by the classroom teacher on each student in the classroom with a signed consent. The CBCL-TR which has 118 child problem items that the teacher rates on a scale (0–2). The CBCL is a standardized tool with established norms and has good interclass correlations .93 and .90 for test-retest reliability (Achenbach & Edelbrock, 1991)

Students

Age Range: 5 to 9

Gender: 41 % female, 52 % male

Students Race: 98 % African American, 2 % other.

Teachers

Age Range: 23 to 57

Race (8 white, 2 black)

Number of years teaching: 1 to 35 years with three teachers < 2 years of teaching experience.

Education: 8 Bachelor Degree and 2 Advanced degrees



Teacher Workshops Evaluation

Teacher Workshops Evaluation							
	1	2	3	4	5	6	7
Content	88%	100%	88%	100%	100%	100%	100%
Video Examples	75%	56%	50%	67%	50%	50%	63%
Group Leader Teachings	100%	100%	75%	100%	100%	88%	88%
Group Discussions	100%	100%	88%	100%	100%	100%	100%

Results

- Paired t-tests were used to analyze the data for the teacher classroom observations.
- A statistically significant difference improvement was found from fall to spring in overall classroom atmosphere. ($N=8$ ($p < .003$) 95% confidence interval).
- The CBCL did not show improvement in individual behavior of the students with a signed consent (85). Individual student behavior did not worsen.
- The number of suspensions from school compared to the previous school year 2007–2008 decreased by:

40 % for the kindergarten classes
23 % for the first grade classes.

Calm Down Thermometer

I Did It

Compliment Song

Feelings

Thank You

- Students, parents and teachers
- Funded by the Duke Endowment & partially funded by the Health Resources and Services Administration Grant 83442.