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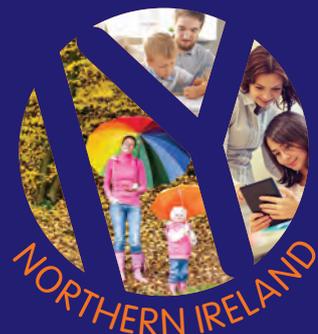


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DELIVERING SOCIAL CHANGE

Incredible Years in Northern Ireland

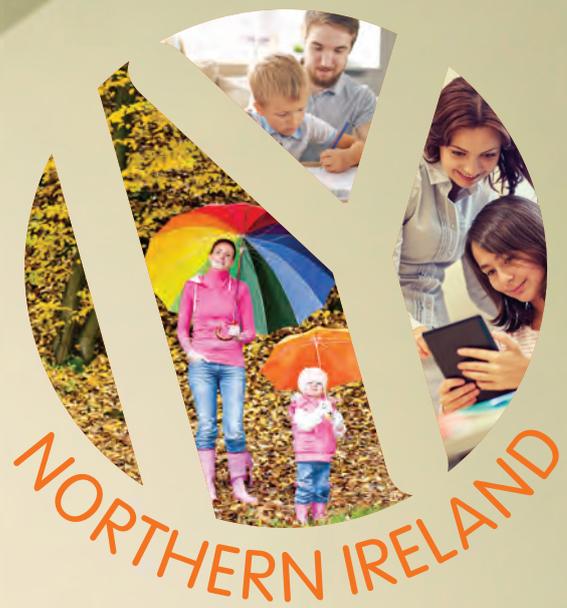
Mapping & Fidelity Report: 2013-15





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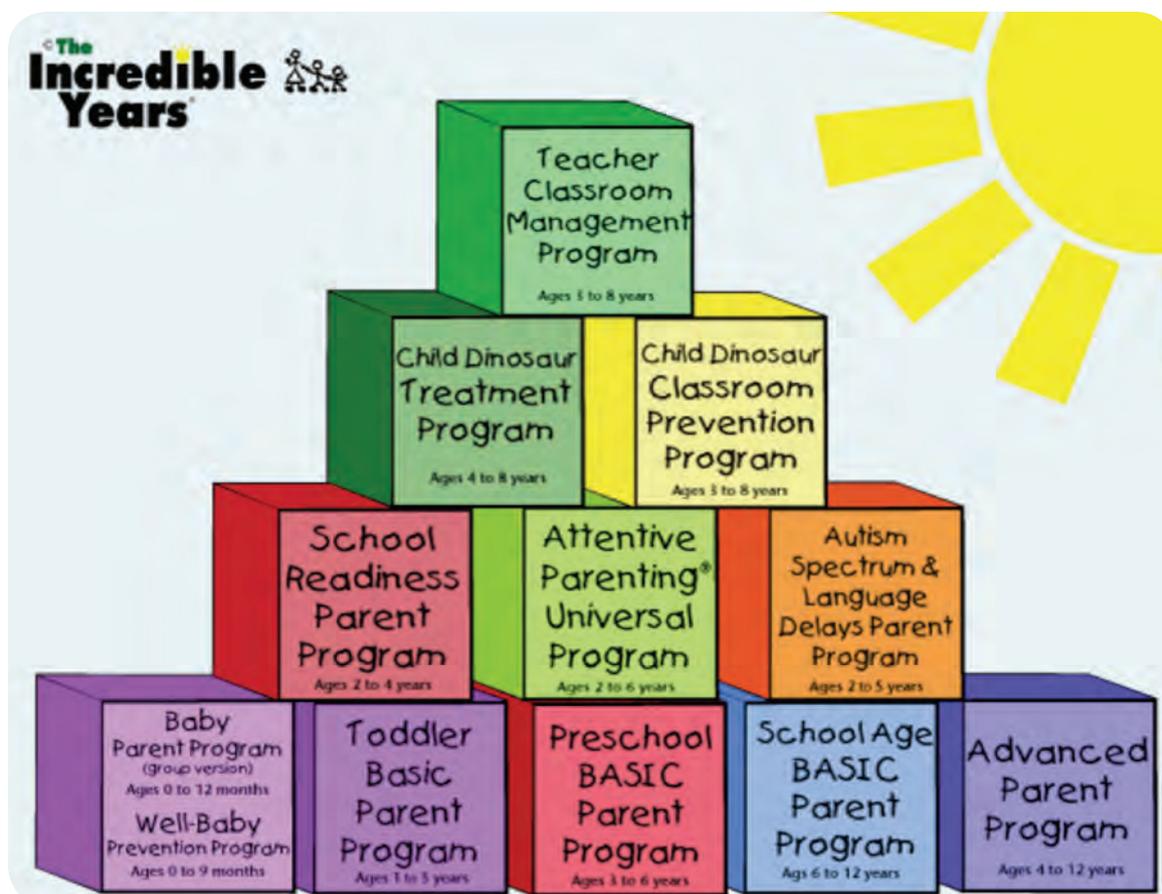
1. Executive Summary

Background

A wealth of theoretical knowledge and research evidence exists on the influence of parenting on children's outcomes both short and long term. Stemming from this is an increased policy and practice focus on evidence-based parenting interventions and a subsequent need to be able to determine not just what works, but how and why.

The Incredible Years is a series of interlocking, evidence-based programmes for parents, children and teachers based on social-learning theory and supported by over 30 years of research. The overarching goal is to prevent and treat young children's behaviour problems and promote their social, emotional and academic competence.

Figure 1. Incredible Years Programme Suite



This report has been produced as part of the Incredible Years Northern Ireland Co-ordination Project (IYNI). This project has its origins in work undertaken by NCB as a member of the Public Health Agency's (PHA) Child Development Programme Board (CDPB), which seeks to develop an integrated pathway of evidence based intervention and support for those aged 0-18 in Northern Ireland.



The Incredible Years Northern Ireland Co-ordination Project (IYNI) was designed to support three key strands of activity:

1. Strategic coordination of programme delivery across the region;
2. Establishment of a learning community to provide continuous support to delivery agents; and
3. Establishment of a standardised monitoring and evaluation system for programme impact and implementation.

These activities are intended to deliver on the project's core aims of:

- Developing a culture of fidelity and quality implementation; and
- Ensuring better outcomes for children and families

This report has been produced as a key output of Strand 1: Strategic Co-ordination and is intended to provide all key stakeholders with information and guidance on Incredible Years (IY) in Northern Ireland, specifically:

- IY delivery¹: including programme availability, scale and reach;
- IY implementation landscape: including participants, practitioners, delivery organisations and commissioners/funders; and
- IY Fidelity Measures: including a framework for assessment and actions for enhancing fidelity.

Methodology

- A desk review to define the Incredible Years programme series, its outcomes and fidelity measures;
- IYNI Delivery Organisation Survey (resulting in 48 valid responses and supplemented with 19 follow up interviews) to elicit information in relation to delivery of programmes; training, supervision and accreditation of staff; training and support needs;
- IYNI Practitioner Membership Form (resulting in 100 valid responses) to elicit information in relation to Incredible Years training, delivery experience and accreditation level; access to IY supervision/support; training and support needs
- One-to-one in-depth interviews with IYNI Steering Group representatives³ to get key agency perspectives on the provision of training and accreditation opportunities; levels of support available to practitioners; and the extent of monitoring and evaluation.
- Workshop discussions with IY group leaders to get first-hand accounts of access to and experience of training and accreditation opportunities; peer and professional support; and adherence to protocols

The remainder of this Executive Summary takes each of the study's objectives in turn and summarises the key findings, implications and recommendations relating to each.

¹ Figures provided in this report relate to 'actual delivery' completed between 1st September 2013 and 31st August 2014 and to 'planned delivery' for the period 1st September 2014 to 31st August 2015.

² For the purposes of this report, both individual organisations and delivery teams within larger or regional organisations are referred to throughout as 'delivery organisations'.

³ See Appendix A for IYNI Steering Group Membership and Terms of Reference.



Key Findings & Implications

1. IY Programme Delivery

The study found nine of a suite of ten IY programmes⁴ being delivered across Northern Ireland with core IY Parent programmes available in all Trust areas. 4390 children (aged 0-12 years) are estimated as having benefited from IY programme delivery in 2013/14.

Delivery is concentrated in areas of high deprivation and high child population and is on the largest scale in the South Eastern Health & Social Care Trust (SEHSCT) area. This area includes two early intervention communities – Lisburn and the Colin area of West Belfast – in which families can avail of all 3 elements of the IY programme suite: Parent, Child and Teacher. Delivery is on the smallest scale in the Western Health & Social Care Trust (WHSCT) area.

Teacher Classroom Management is not widely implemented in NI schools. This impacts on the reach of the IY programme suite and on capacity for holistic approaches to child behaviour. Until IY capacity and implementation in schools is enhanced, child beneficiaries are limited to those whose parents are ready for, and have access to parent group programmes.

2. IY Implementation Landscape

73 Delivery Organisations were actively involved in the delivery of IY programmes in 2013-15 but evidence of cross-sectoral and inter-agency collaboration is largely concentrated in two early intervention communities: Lisburn and the Colin area of West Belfast. Most delivery is on a single-agency basis and therefore subject to human resource and financial limitations determined by the size and remit of the individual agency.

Commissioning and funding of IY is short-term in nature and largely restricted to spend on initial training of group leaders and on programme delivery. Tenders or contracts do not typically require delivery organisations to support practitioners through ongoing IY supervision or accreditation despite research linking these processes to quality implementation and outcomes for children and families.

Mothers and those in receipt of a means tested benefit are best represented in the IY Participant Profile. 100% and 75% respectively of pre-school basic parent programmes have mothers and those in receipt of means tested benefit among their participants. Fathers (55%) are notably less well represented than mothers in the same programmes. Parents whose first language is not English (20%), grandparents and foster parents (both 15%) are least well represented.

A total of 884 IY Group Leaders were trained in Northern Ireland between 2002 and 2014 but only 11% of these (100 group leaders) were identified as delivering IY programmes in the period 2013-15. This represents a significant gap between potential for delivery and actual delivery and raises questions about effectiveness of investment, appropriate selection of practitioners and adjustment of job descriptions.

Less than 1% of IY Group Leaders have gone on to achieve accreditation despite clear evidence directly linking this process to adherence to protocols, programme outcomes and a sustainable infrastructure for Incredible Years. Without a critical mass of practitioners being supported, through the accreditation process, to become peer coaches and mentors, localised IY supervision and fidelity support for group leaders will continue to be inaccessible to the majority of practitioners.

⁴ The addition of the Autism Spectrum & Language Delays Programme and the Well Baby Programme to the Incredible Years Programme Series post-dates the data collection process undertaken for this report.



3. IY Fidelity

IY requires that group leaders receive initial training from an IY accredited Mentor or Trainer. Quality training for IY Parent Group Leaders is regularly available from a Northern Ireland based IY Mentor who offers at least 3 training programmes annually for the delivery of pre-school parent programmes. All other initial group leader training (for Child and Teacher programmes) continues to be 'bought-in' from IY Seattle, making these programmes more difficult to invest in as training is more difficult and costly to schedule.

Beyond their initial training, only one third of practitioners report access to ongoing quality support from an IY supervisor (either Mentor or Peer Coach) despite evidence linking this support to enhanced therapeutic skills and demonstrably improved outcomes for children and parents. Encouragingly, those practitioners with access to supervision from peer coach or mentor report high level of satisfaction both with the quality and frequency of ongoing support.

A lack of 'full cost' planning for Incredible Years delivery is widely reported by practitioners as impacting on their capacity to deliver with fidelity over time. Resource issues include under-budgeting for programme manuals, incentives, recording equipment and crèche provision. These practical limitations combine with under-estimation of staff time required for adequate planning, review and continued IY support and supervision to create a fragile delivery environment and one in which practitioner capacity to ensure fidelity and outcomes is tested.

Few organisations, outside of those within the two Early Intervention communities, are specifically resourced for the purchase of standardised tools for measuring impact and for data analysis. There is little evidence of how, if at all, any data gathered is subsequently analysed by practitioners, managers, funders or commissioners. The implication for all is that, despite large-scale delivery and increasing 'buy-in' to the programme, we have very little understanding of the impact and outcomes in Northern Ireland.



RECOMMENDATIONS:

NCB recommends the **continued development of IY infrastructure** for Northern Ireland at both regional and local level to support all stakeholders in **developing a culture of and common approach to quality implementation, fidelity and impact measurement.**

We recommend 5 key areas of work which will contribute to these objectives:

1. The initiation of an **IY Longitudinal Research Initiative** to gather evidence on implementation and impact of IY on outcomes for children in Northern Ireland;
2. The **development of an integrated data system** to capture dynamic information on IY programme implementation and impact which would facilitate more efficient decision making on the commissioning and delivery of IY in Northern Ireland;
3. A **strategic policy response** which would support a longer-term and sustainable approach to the implementation of IY across agencies and sectors;
4. A **more robust commissioning process** which is explicit on fidelity, monitoring and evaluation requirements and which links these requirements to the allocation and release of funding for Incredible Years;
5. A **parallel funding focus on workforce development** to ensure that delivery organisations can meet new commissioning requirements, sustain capacity and fidelity over time and improve outcomes for children and families in Northern Ireland.





NORTHERN IRELAND



2. Introduction

Background

This report has been produced as part of the Incredible Years Northern Ireland Co-ordination Project (IYNI). This project has its origins in work undertaken by NCB as a member of the Public Health Agency's (PHA) Child Development Programme Board (CDPB), which seeks to develop an integrated pathway of evidence based intervention and support for those aged 0-18 in Northern Ireland. As part of this subcommittee's work plan, NCB was tasked with providing evidence of the delivery of Incredible Years in NI.

A scoping paper outlining the issues was presented to the CDPB in January 2012 and reported on key issues including lack of fidelity, lack of professional supervision and concerns about the sustainability of Incredible Years delivery in Northern Ireland.

NCB was subsequently commissioned to audit the delivery of Incredible Years in more detail and to bring forward a suggested model for coordination of the programme. The audit report (June 2012) outlined the extent of Incredible Years delivery in NI; explored case studies of coordinated delivery globally and recommended a coordinated model for NI to provide optimal delivery and fidelity for achieving the evidence based outcomes associated with the programme.

In March 2013, NCB was commissioned by the Public Health Agency (PHA) to provide strategic co-ordination for Incredible Years programmes in Northern Ireland, ensuring that greater fidelity to the original programme is achieved. This project supports the PHA in delivering its early intervention/parenting commitments under the Northern Ireland Executive's Delivering Social Change Programme (DSC) initiative.

DSC is intended to provide the context for coordinated action across government and other stakeholder communities and is focused on two key outcomes, namely:

- A sustained reduction in poverty and related issues across all ages; and
- An improvement in children's health, well-being and life opportunities, thereby breaking the long-term cycle of multi-generational problems.

The IYNI project has developed strong links with the Programme founders at Incredible Years, Seattle, in particular the Programme Developer, Dr. Carolyn Webster Stratton. IYNI is also a member of the European Incredible Years Network and works closely with other national and international co-ordination initiatives to share learning and good practice on implementation and sustainability.

The work of the project is managed operationally by NCB with advisory input from key stakeholders in the form of the IYNI Steering Group. A full list of Steering Group members is available in Appendix A.

Aims & Objectives

The Incredible Years Northern Ireland Co-ordination Project (IYNI) was designed to support three key strands of activity, through which it could deliver on its core aims of developing a culture of fidelity and quality implementation and ensuring better outcomes for children and families:

- Strategic coordination of programme delivery across the region;
- Establishment of a learning community to provide continuous support to delivery agents; and
- Establishment of a standardised monitoring and evaluation system for programme impact and implementation.

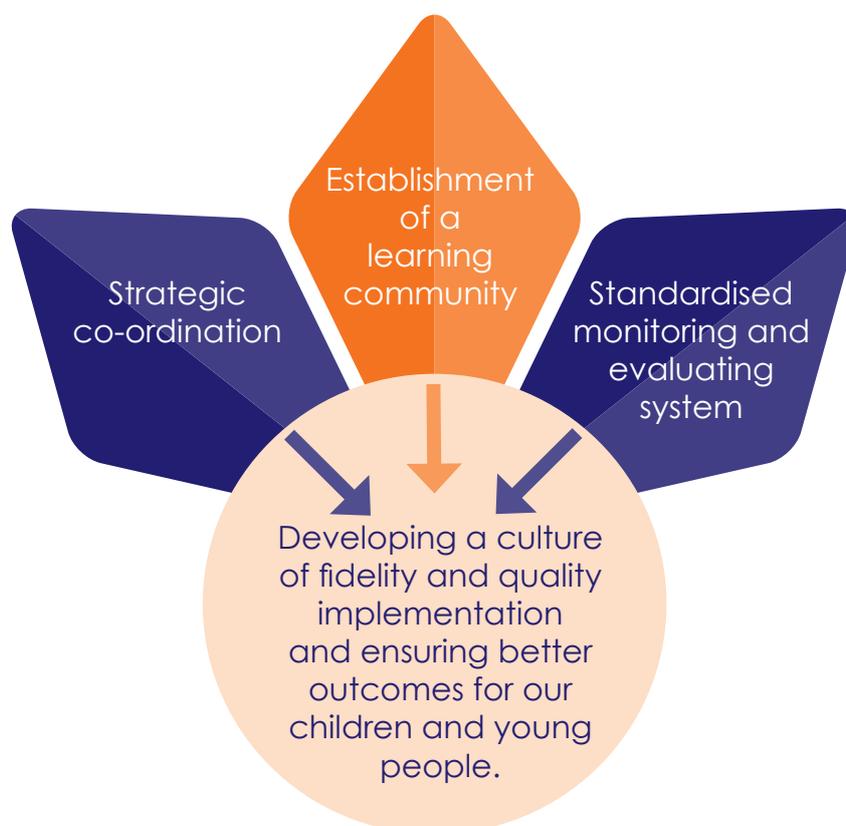


Aims & Objectives

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- Strategic coordination of programme delivery across the region;
- Establishment of a learning community to provide continuous support to delivery agents; and
- Establishment of a standardised monitoring and evaluation system for programme impact and implementation.

Incredible Years Northern Ireland Co-ordination Project Aims



Details of IYNI project activity across all 3 strands of work are included in Appendix B.

This report has been produced as a key output for Strand 1: Strategic Co-ordination and is intended to provide all key stakeholders with information and guidance on Incredible Years in Northern Ireland, specifically:

- Incredible Years delivery³, including programme availability, scale and reach;
- The IY implementation landscape, including participants, practitioners, delivery organisations and commissioners/funders; and
- IY Fidelity Measures, including a framework for assessment and actions for enhancing fidelity.

Key findings, implications and recommendations are reported in relation to each of these objectives.

³ Figures provided in this report relate to 'actual delivery' completed between 1st September 2013 and 31st August 2014 and to 'planned delivery' for the period 1st September 2014 to 31st August 2015.



3. Methodology

A robust, mixed methods research study was undertaken by IYNI in 2014-15 to:

- Produce the first detailed map of IY delivery in Northern Ireland; and
- Report on current fidelity levels and future requirements for sustaining high quality implementation of IY in Northern Ireland.

Two key sources, in the form of electronic survey, were used:

- IYNI Delivery Organisation Survey to elicit information in relation to delivery of programmes; training, supervision and accreditation of staff; training and support needs;
- IYNI Practitioner Membership Form to elicit information in relation to Incredible Years training, delivery experience and accreditation level; access to IY supervision/support; training and support needs

These surveys were supplemented by follow up interviews, group discussions, one-to-one depth interviews and desk research.

The table below provides more detail on the main research methods used in the study.

Table 1: Overview of methods

Method	Source/Participants	Purpose
Desk research	Internet search and review of literature from key agencies/ organisations including: developer and independent research reports; conference, seminar and workshop reports and presentations.	To elicit information in relation to: <ul style="list-style-type: none"> • Incredible Years theory, research, practice and evidence. • Incredible Years dissemination, sustainable implementation and fidelity.
Practitioner Membership Form	<ul style="list-style-type: none"> • Practitioner Membership Form administered via. electronic survey to an effective sample of 145 potential Incredible Years group leaders. • Survey was live between July and October 2014. • 100 completed responses received resulting in an effective response rate of 69%. 	To elicit information in relation to: <ul style="list-style-type: none"> • Practitioners' background (e.g. highest qualification); • Range of IY programmes practitioners are trained or accredited to deliver and for those not proceeding with accreditation, the reasons why they have chosen not to; • Arrangements in place to support them as practitioners in the delivery of programmes; • Levels of access to peer coaching and peer mentors; and • Training and support needs of practitioners going forward.



Method	Source/Participants	Purpose
Delivery Organisation survey	<ul style="list-style-type: none"> • Electronic survey targeted at those with organisational responsibility for managing, leading or coordinating the delivery of one or more IY programmes within their respective organisation. • Administered to an effective sample of 68 organisations. • Survey live between July and October 2014. • Total of 48 completed responses received resulting in an effective response rate of 71%. 	<p>To elicit information in relation to:</p> <ul style="list-style-type: none"> • Delivery of IY programmes – including current delivery (1st September 2013 – 31st August 2014) and plans for future delivery (1st September 2014 – 31st August 2015); • The manager/co-ordinator's role in IY delivery; • Levels of training and accreditation for each of the respective IY programmes; and • Training and support needs.
Follow-up interviews with delivery organisations	<ul style="list-style-type: none"> • The follow up interviews with delivery organisations targeted those organisations that did not complete a Delivery Organisation survey. • 19 organisations were identified for follow up interviews. • All were contacted resulting in a response rate of 100%; conducted by NCB research team⁵ 	<p>To elicit information in relation to:</p> <ul style="list-style-type: none"> • Delivery of IY programmes – including current delivery and plans for future delivery.
One-to-one in-depth interviews	<ul style="list-style-type: none"> • Six one-to-one interviews conducted with IYNI Steering Group representatives conducted by NCB research team. 	<p>Interviewees were asked to reflect on, and provide an overall assessment of, Incredible Years in Northern Ireland in terms of:</p> <ul style="list-style-type: none"> • Provision of training and accreditation opportunities; • The levels of support available to practitioners; and • Extent of monitoring and evaluation and whether there is a need to move towards a standardised approach to this across the region.
Group discussions	<ul style="list-style-type: none"> • Four practitioner workshops held in March 2014 in Lurgan, Ballymena, Lisburn and Belfast. These were attended by 80 participants in total and facilitated by IYNI staff. • Two open workshops (i.e. included managers) held in Belfast in June 2014 and were attended by representatives from 54 organisations and facilitated by Incredible Years Mentor and Peer Coach. 	<p>To get first-hand accounts of group leaders' access to and experience of:</p> <ul style="list-style-type: none"> • Training and accreditation opportunities; • Peer and professional support; and • Adherence to protocols.

⁵ The 19 potential organisations were identified via the practitioner surveys and the IY steering group



Structure of this report

The remaining chapters of this report are structured to reflect the findings in relation to each of the study's objectives. As such:

- **Chapter 4** defines the Incredible Year programme series and its outcomes;
- **Chapter 5** provides detail on the scale of Incredible Years delivery in Northern Ireland and maps provision on a geographical basis by Health and Social Care Trust (HSCT) area;
- **Chapter 6** profiles the stakeholders involved in implementation, their roles and support needs;
- **Chapter 7** examines the meaning of programme fidelity and provides an assessment of current levels and actions for improvement;
- **Chapter 8** concludes the study by summarising the key findings and making recommendations for promoting a culture of fidelity and quality implementation.





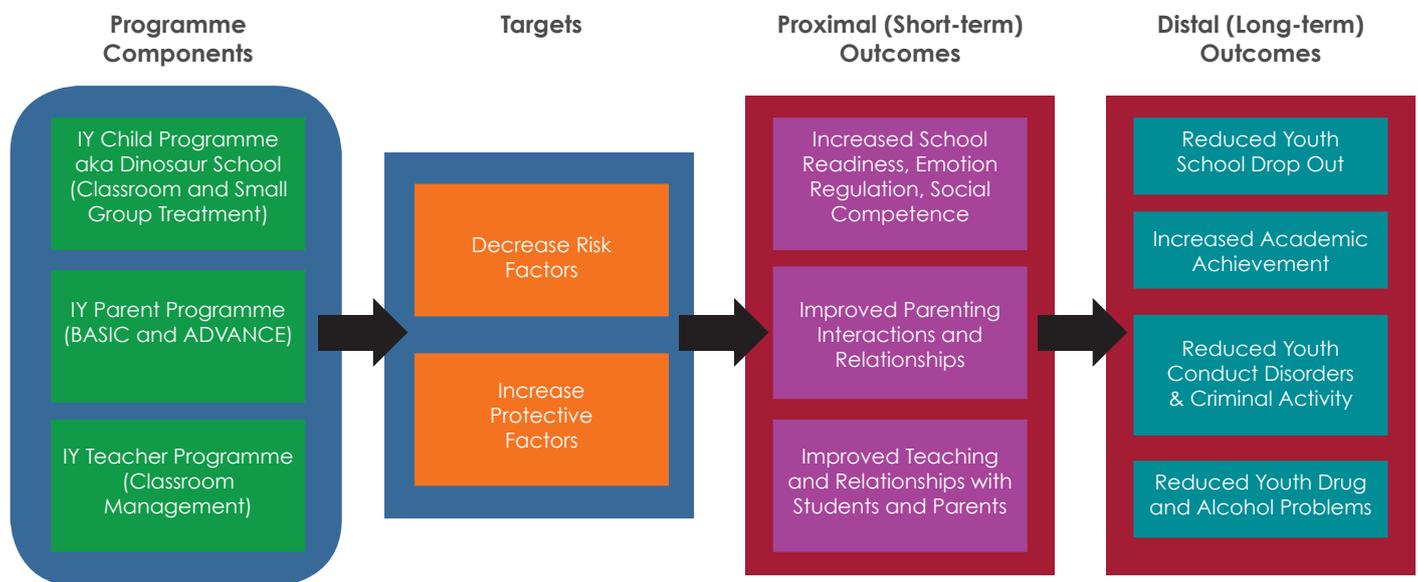
4. Incredible Years® Programme Series

This chapter provides an overview of the Incredible Years Programme Series. It provides information on:

- the logic model and theory underpinning the programmes;
- intended outcomes;
- programme blocks, including target age groups; and
- NICE guidelines and Incredible Years.

The Incredible Years is a series of interlocking, evidence-based programmes for parents, children and teachers based on social-learning theory and supported by over 30 years of research. The overarching goal is to prevent and treat young children's behaviour problems and promote their social, emotional and academic competence.

Figure 1: Incredible Years Logic Model



Originally developed as a treatment programme by Dr. Webster-Stratton, as Professor and Director of the Parenting Clinic at the University of Washington, the Incredible Years series now has extensive prevention and treatment protocols for children aged 0-12 years and evidence of outcomes is supported by over 30 years (developer & independent) research and replication. Programme content and materials have been updated to reflect research results and participant feedback.

Key parenting skills outcomes include:

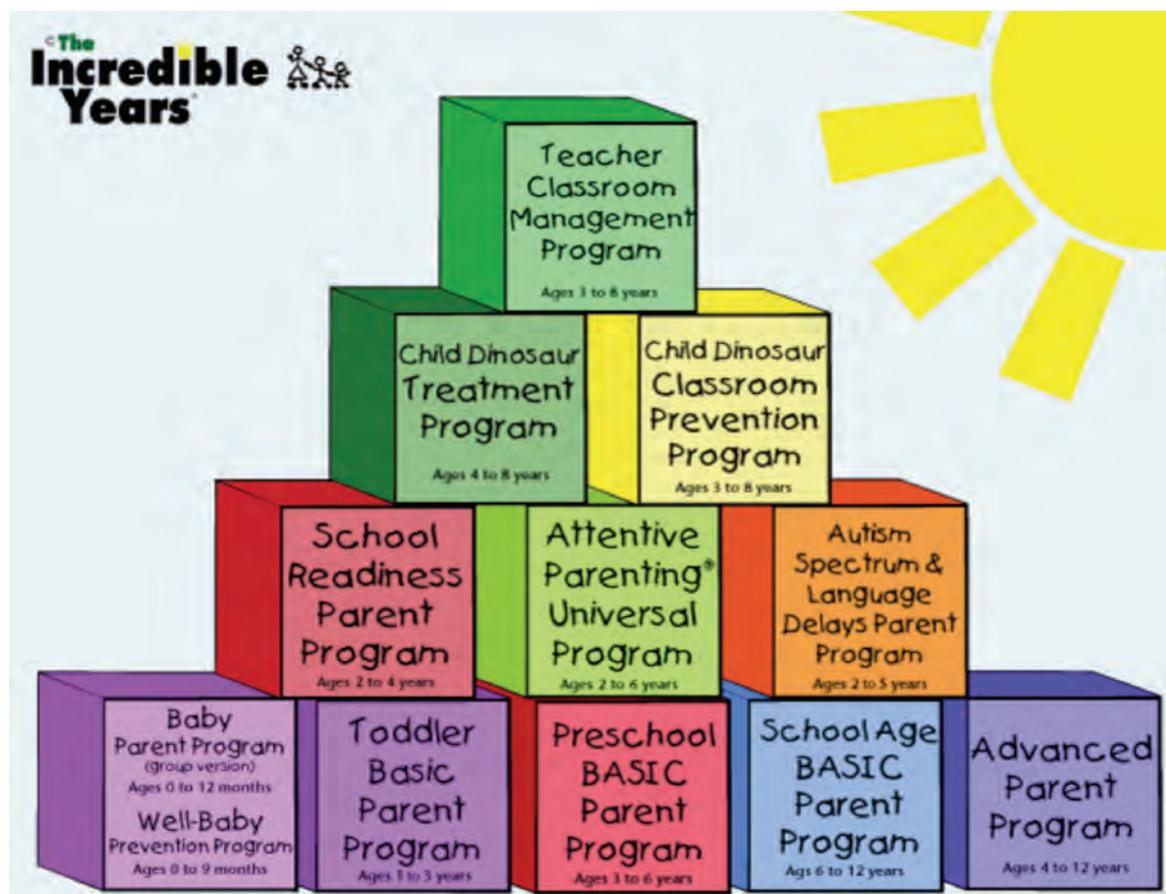
- Increased parental confidence and positive interactions with child;
- Increased effective parental limit-setting, and use of non-violent, proactive discipline; and
- Reductions in parental depression & anger.

Key child behaviour outcomes include:

- Reduced behaviour problems;
- Improved interactions and relationships at home and at school;
- Increased self-regulation, social and emotional competence; and
- Increased problem solving.



Figure 2: Incredible Years Programme Blocks



The Incredible Years series includes the following programmes⁶:

- *Four basic (core) parenting programmes* that target key developmental stages: IY Baby Programme (4 weeks-9 months); IY Toddler Basic Programme (1-3 years); IY Preschool Basic (3-5 years); IY School Age Basic (6-12 years).
- *Five additional adjunct parent programmes*: Advanced Programme (4-8 years), which focuses on parent interpersonal problems such as depression and anger management and is offered to high risk families after completion of a basic parent programme; Attentive Parenting Universal Programme (2-6 years) and School Readiness Programme (2-4 years), both shorter programmes designed as universal interventions with low risk families; Autism Spectrum & Language Delays Programme* (2-5 years); Well Baby Programme* (0-9 months) for use by health visitors/providers in a primary care or home setting.
- *Two child programmes*: a small group child treatment programme (4-8 years) and a classroom prevention programme (3-8 years) of the Child Dinosaur Social, Emotional Skills and Problem Solving Programme.
- *One Teacher Classroom Management (TCM) programme* for teachers of children ages 3-8 years, with separate protocols for pre-school and primary school teachers.

⁶ The addition of the Autism Spectrum & Language Delays Programme and the Well Baby Programme to the Incredible Years Programme Series post-dates the data collection process undertaken for this report.



Each of the programmes is thematically consistent, includes the same theoretical underpinnings, and is based on the developmental milestones for each age stage.

Each of the programmes can be used independently, depending on the setting in which they are delivered, but research suggests that for diagnosed children and high-risk families, the effects are additive when used in combination.

Incredible Years programmes are widely implemented in over 15 countries worldwide and the programme developers in Seattle in the United States retain control over approved training, certification and resources.

The Incredible Years programme series is manualised, with clear and detailed fidelity measures, but not licenced.

The Incredible Years basic parent programmes continue to meet the requirements for recommended parent training programmes as set out in updated NICE guidelines (CG158) for prevention/reduction of conduct disorders in children aged 3-11 years old. Additionally, the updated NICE guidelines highlight the benefits of the Incredible Years Classroom Management Programme on conduct problems. This programme meets the NICE recommendation for offering social and cognitive problem-solving programmes to children aged 9 to 14 years.⁷



⁷ <http://www.nice.org.uk/guidance/cg158>



5. Mapping Delivery: What is being delivered and where?

Using the findings from the IYNI Delivery Organisation survey (48 organisations) and from follow up interviews (19 delivery organisations), this chapter of the report provides detail on the scale and diversity of:

- 'Actual' Incredible Years programme delivery in Northern Ireland during the year beginning 1st September 2013 and ending 31st August 2014; and
- 'Planned' Incredible Years programme delivery in Northern Ireland for the year beginning 1st September 2014 and ending 31st August 2015.

Provision is mapped on a geographical basis by Health and Social Care Trust (HSCT) area.

IY Programmes Delivery 2013/14

In total, 67 delivery organisations⁸ were identified as having delivered one or more of the IY programmes in the year 1st September 2013 to 31st August 2014. Nine of the 10 IY programmes were delivered in Northern Ireland during that time. The Advanced Parenting Programme was the only programme not reported as having been delivered in that year.

An estimated 4,390⁹ children in Northern Ireland benefited from Incredible Years programmes in 2013/14 with over one third of all delivery occurring in the 10% most deprived wards in Northern Ireland and two thirds of all delivery occurring in the 30% most deprived wards.

Of the three broad categories of IY programmes (parent, children, teacher), the parent programmes are the most widely delivered across delivery organisations.

Overall, the Pre-school BASIC parent programme was the most widely delivered programme across organisations with 61% (41) stating that they had delivered this programme to a total of 61 groups of parents in the 12 months ending August 2014. This equates to 610¹⁰ parents and 1342¹¹ children that potentially benefited from the Pre-school Basic Parent programme which is the most evidenced of all programmes in the suite.

While the overall Northern Ireland picture suggests a regional capacity to deliver almost all of the programmes in the Incredible Years suite, a more detailed breakdown on a Health & Social Care Trust (HSCT) area basis shows that despite the increasing scale of delivery, access to programmes varies significantly on a geographical basis.

Access to IY programmes at a localised level, i.e. within the reach of any single family, is restricted in the majority of H&SCT areas to one or two programmes from the parenting suite, with limited evidence of Parent, Child and Teacher programmes being implemented in a holistic way. While programmes can be used independently, research suggests that for diagnosed children and high-risk families, the effects are additive when used in combination.

Programme availability in the South Eastern Trust area of Northern Ireland, both in terms of scale and diversity, merits particular attention. Historically, a number of funding initiatives from both health & education sectors have contributed to growth in the area and more recently, the development of Early Intervention communities in both the Colin area of West Belfast and in Lisburn have incorporated Incredible Years as a priority programme for delivering outcomes to children and families.¹²

⁸ In large scale regional organisations such as Barnardos, area-based teams have been individually accounted for as 'delivery organisations' to more accurately identify and illustrate localised implementation

⁹ Estimated figure based on total number of deliveries x average group size x average no of children per mother in NI http://www.nisra.gov.uk/archive/demography/publications/births_deaths/births_2012.pdf

¹⁰ Estimated figure: 61 groups of parents x 10 average group size

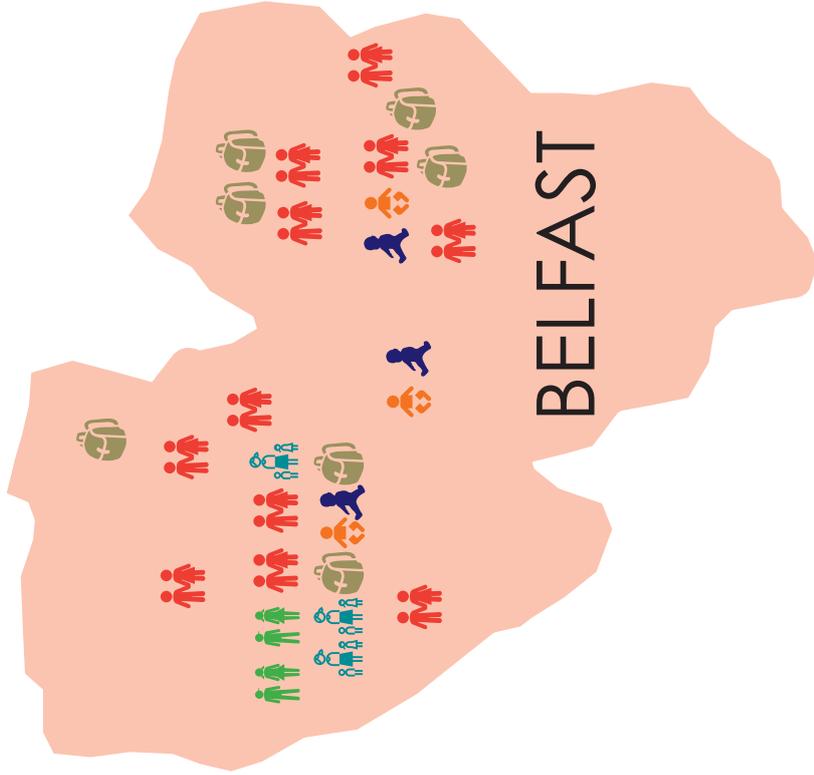
¹¹ Estimated figure: 61 groups of parents x 10 average group size x 2.2 average no of children per mother in NI (NISRA statistic, 2012)

¹² http://www.newcolin.com/The_Colin_Early_Intervention_Community.aspx; <http://resurgamtrust.co.uk/group/early-intervention-lisburn-partnership>

Figure 3: Scale and Reach of Incredible Years Programmes in Northern Ireland 2013-14



Figure 4: Incredible Years Programme Delivery in Belfast Health & Social Care Trust (BHSCT) 2013/14

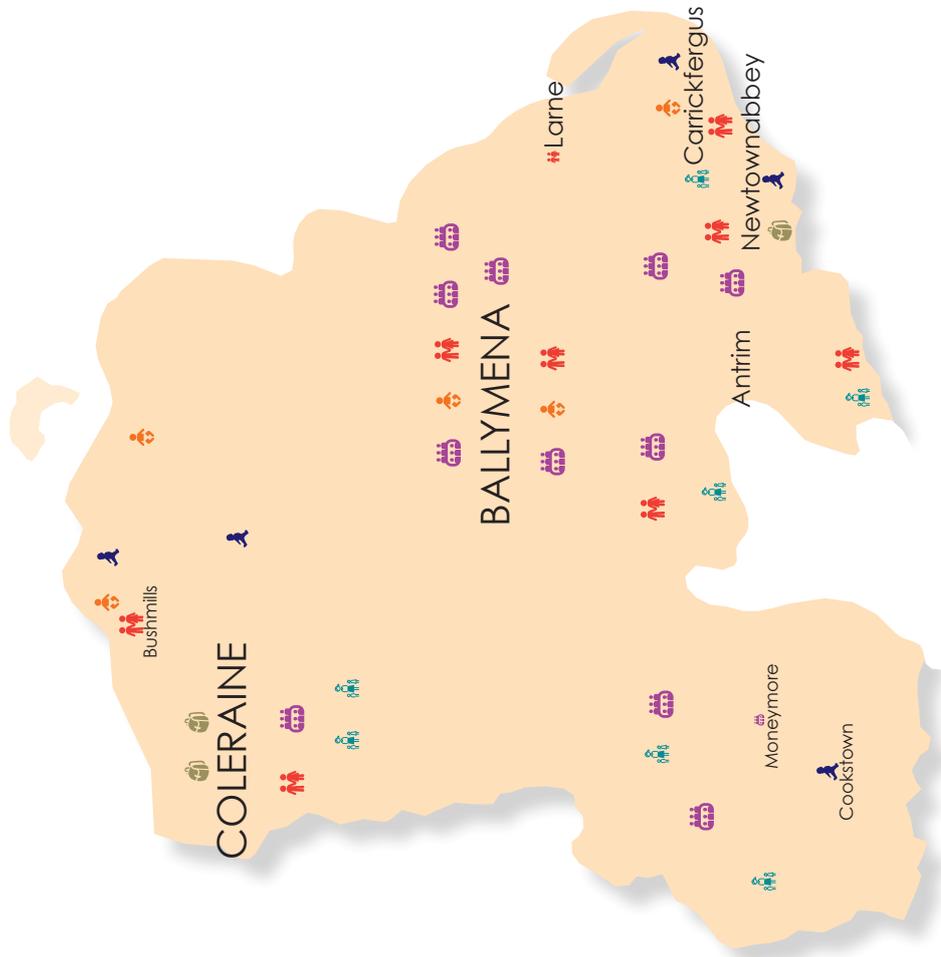


	No of delivery organisations	No of deliveries	No of children*
Baby parent programme	3	5	50
Toddlers Parent programme	3	3	66
Pre-school Basic parent programme	6	11	242
School Age Parent programme	1	2	44
School Readiness Parent Programme	3	10	220
Small Group Dinosaur Treatment Programme	2	5	30

Key Features of IY Delivery in BHSCT

- Overall IY delivery is on small scale (652 child beneficiaries), second only to WHSCT;
- One of only two Trust areas with IY Small Group Dinosaur Treatment programme delivery and on largest scale (5 deliveries);
- No Teacher Programmes delivered

Figure 5: Incredible Years Programme Delivery in Northern Health & Social Care Trust (NHSCT) 2013/14



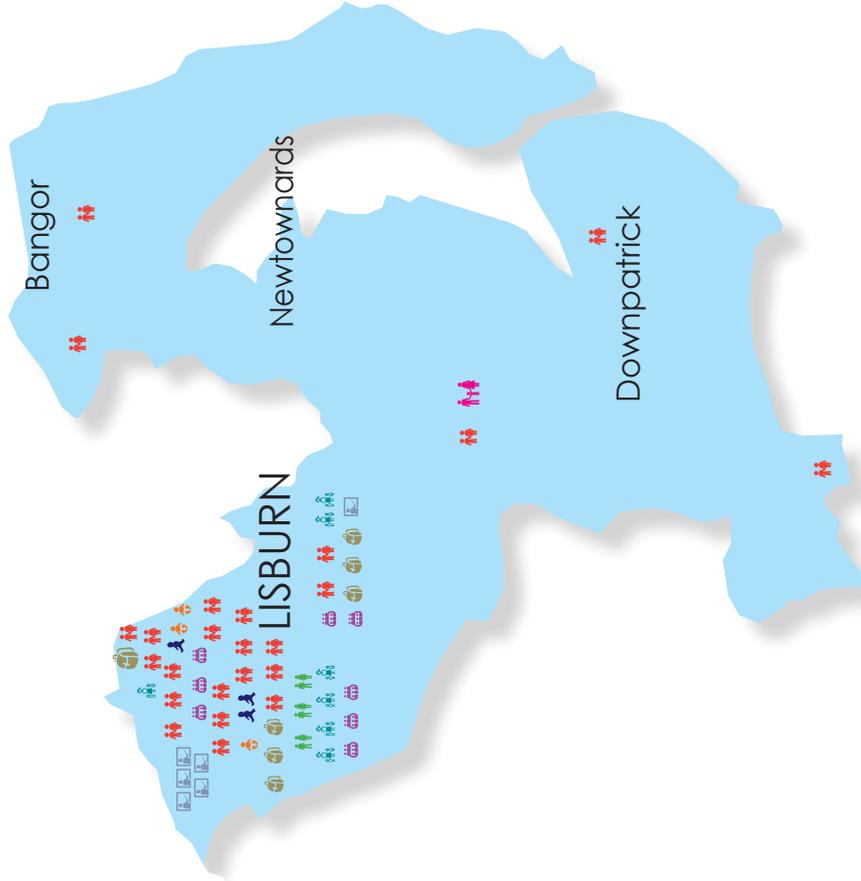
	No of delivery organisations	No of deliveries	No of children*
Baby parent programme	3	5	50
Toddlers Parent programme	4	6	132
Pre-school Basic parent programme	7	9	198
School Age Parent programme	3	11	242
School Readiness Parent Programme	2	4	88
TCM to teachers	1	No of schools with teachers trained 8	288

Key Features of IY Delivery in NHSCT

- Large scale implementation across Trust area (998 child beneficiaries) with intensive focus on IY Parent Programmes (5 from a suite of 7 parent programmes in implementation);
- No IY Child Programmes delivered;
- IY Teacher Classroom Management (TCM) delivery on largest scale of all Trust areas (12 schools).

Figure 6: Incredible Years Programme Delivery in South Eastern Health & Social Care Trust (SEHSCT) 2013/14

Total Number of children benefiting from IY in SEHSCT
1560



	No of delivery organisations	No of deliveries	No of children*
Baby parent programme	3	4	40
Toddlers Parent programme	2	4	88
Pre-school Basic parent programme	18	26	572
School Age Parent programme	3	10	220
School Readiness Parent Programme	6	7	154
Attentive Parenting programme	1	3	66
Small Group Dinosaur Treatment Programme	4	2	12
Dinosaur Classroom programme	4	9	216
TCM to teachers	2	No of schools with teachers trained 8	192

Key Features of IY Delivery in SEHSCT

- Overall IY delivery is on largest scale of all Trust areas (1560 child beneficiaries);
- All 3 IY programme elements (Parent, Child and Teacher) in implementation but delivery notably concentrated in Early Intervention areas (Colin, West Belfast; Lisburn)
- Only Trust area with Attentive Parenting delivery and only Trust area with Dinosaur Classroom Delivery

Figure 7: Incredible Years Programme Delivery in Southern Health & Social Care Trust (SHSCT) 2013/14

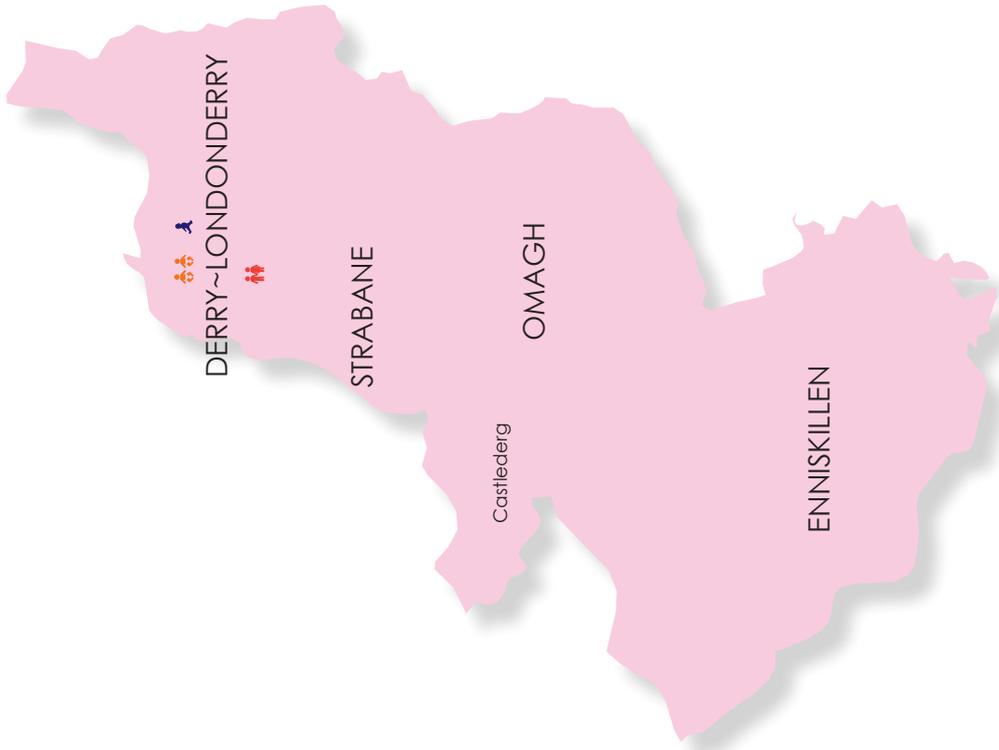


	No of delivery organisations	No of deliveries	No of children*
Baby parent programme	4	7	70
Toddlers Parent programme	7	16	352
Pre-school Basic parent programme	5	9	198
School Age Parent programme	1	3	66
TCM to teachers	1	7	168

Key Features of IY Delivery in SHSCT

- Large scale delivery (854 child beneficiaries) with focus on delivery of IY Parent Programmes to parents of pre-school age children including babies and toddlers;
- IY Toddler Parent delivery on largest scale of all Trust areas with over twice as many deliveries as any other area (7 deliveries);
- No IY Child Programmes delivered.

Figure 8: Incredible Years Programme Delivery in Western Health & Social Care Trust (WHSCCT) 2013/14



	No of delivery organisations	No of deliveries	No of children*
Baby parent programme	6	15	150
Toddlers Parent programme	1	2	44
Pre-school Basic parent programme	6	6	132

Key Features of IY Delivery in WHSCCT

- Overall IY delivery on smallest scale (326 child beneficiaries) and most limited geographical access of all Trust areas;
- IY Baby Parent programme on largest scale of all Trusts with over twice as many deliveries as any other area (15 deliveries);
- No IY Child or Teacher Programmes delivered



IY Programmes Planned Expansion 2014-15

In total, 73 organisations reported that they planned to deliver one or more of the IY programmes in the year 1st September 2014 to 31st August 2015. As these were reported as 'future' or intended delivery plans, the figures may not reflect actual delivery with complete accuracy.

However, responses indicated intentions for continued delivery of nine out of the ten IY programmes for 2014-2015, by an increased number of organisations. No organisations reported having plans for the delivery of Advanced Parenting in this period.

The most significant increases in intended delivery are in the Baby parent programme, School Readiness short programme and Classroom Dinosaur programme. Six additional organisations planned to deliver each of these programmes in 2014-2015.

	No of delivery organisations 2013-2014	No of delivery organisations 2014-2015	Increase	%
 Baby parent programme	18	24	6	33%
 Toddlers Parent programme	17	21	4	24%
 Pre-school Basic parent programme	41	45	3	10%
 School-Age Parent programme	8	9	1	12%
 School Readiness Parent Programme	10	16	6	60%
 Attentive Parenting	1	2	1	100%
 Advanced Parenting	0	0	0	0%
 Small Group Dinosaur	6	7	1	17%
 Dinosaur classroom	3	9	6	200%
 Teacher Classroom Management	4	6	2	50%



Mapping Delivery: Summary of Key Findings

- 4390 children are estimated as having benefited from IY programme delivery in Northern Ireland in 2013/14.
- Almost all of programmes in the IY suite (nine out of the ten) were being delivered in NI in 2013/14. Only IY Advanced Parent programme was not operational.
- Core IY Parent Programmes are available in all Trust areas. IY Basic pre-school Parent programme is the most widely delivered programme. This is the most robustly evidenced of all the IY programmes.
- Teacher Classroom Management is not widely implemented in NI schools. This impacts on the reach of the IY programme suite and on capacity for holistic approaches to child behaviour.
- Delivery resources are concentrated in areas of high deprivation and high child population.
- Largest scale delivery is reported in the SEHSCT area, with notable concentration in Early Intervention communities (i.e. in Lisburn and in the Colin area of West Belfast).
- Smallest scale delivery is reported in WHSCT area
- At local level, i.e. within the reach of any single family, IY availability is largely limited to two or three parenting programme elements only. The exception to this is in Early Intervention Communities where Child and Teacher programmes are included in a holistic approach to IY delivery.





6. Understanding the Landscape: Who is involved in implementation?

This chapter profiles the stakeholders involved in the implementation landscape, their roles and support needs. It includes information on Incredible Years:

- Participants;
- Practitioners;
- Delivery Organisations; and
- Funders and Commissioners.

IY Participant Profile

Incredible Years programmes have been demonstrated in many European countries, including the UK and Ireland, to have effectiveness across a diversity of ethnic populations, cultures, family types and age group. In Northern Ireland, however, the profile of those attending core parent programmes is not as diverse.

The table below provides detail on the participant profile for Incredible Years Baby, Toddler and Pre-school Parent programmes in Northern Ireland in 2013/14.¹³

Figure 9: Participant Profile for IY Pre-school programmes in NI (2013/14)

Characteristic/attributes	IY Programme		
	Baby (%)	Toddler (%)	Pre-school Basic (%)
Mothers	100%	93%	100%
In receipt of means tested benefits	71%	73%	75%
Single parents	57%	87%	85%
Parents of a child with a disability/ learning difficulty	43%	47%	70%
Teenage parent	43%	33%	35%
Fathers	21%	40%	55%
English not a first language	21%	40%	20%
Grandparents or other family members	14%	7%	15%
Foster parent	7%	13%	15%
Staff from a residential care setting	0%	0%	0%
No. of respondents (n):	14	15	20

This table illustrates the proportion of specific IY programmes that have one or more the participants with specific characteristics/attributes:

¹³ Survey responses to the participant profile item for other IY programmes were too low to allow for analysis and are therefore not included.



- Almost all of the pre-school age parent programmes (including Baby and Toddler) have one or more participants who are mothers;¹⁴
- Almost three-quarters of the pre-school age parent programmes (including Baby and Toddler) have at least one (or more) participant who is/are in receipt of means tested benefits;
- Single parents were much more likely to participate in both the toddler and pre-school programme than the baby programme;
- Parents of a child with a disability or learning difficulty are almost twice as likely to be participants in the Pre-school Basic Parent programme as in Baby or Toddler Parent;
- Around one third of all parent programmes have at least one or more teenage parent participating;
- Fathers, parents whose first language is not English and extended family members, including grandparents, are less well represented in the profile; and
- Only a very small number of programmes have foster parents in attendance and no programmes are reported as having staff from a residential care setting in their participant profile.

IY Practitioner Profile

IYNI define a practitioner as anyone who has trained in and/or delivered any of the Incredible Years programmes in Northern Ireland. IY practitioners in Northern Ireland come from a broad spectrum of professional backgrounds and most commonly include Family Support workers and Health Visitors in community settings. Other professionals trained in Incredible Years include teachers, principals, multi-agency support team staff in nursery and primary schools and in, some Trust areas, Educational Psychologists including those studying for their Initial Training Doctorate.¹⁵

Incredible Year Headquarters, Seattle, categorise practitioners more specifically into the following hierarchical categories:

- **IY (Accredited) Trainer:** provides international training and consultation services; must have trained and become accredited to Mentor level; by Executive (IY Seattle) appointment only.
- **IY (Accredited) Mentor:** provides workshops, ongoing mentoring and supervision to IY Group Leaders; must first be accredited as a group leader and coach; by nomination only;
- **IY Accredited Coach:** provides coaching (as above); has been accredited by IY Seattle after demonstrating competency in use of IY coaching method and processes;
- **IY Peer Coach:** provides coaching, based on review and feedback on DVD clips of delivery, to IY Group Leaders; accredited and experienced as a group leader; has completed IY Peer Coach training;
- **IY Accredited Group Leader:** experienced in direct delivery of programmes (2 or more groups); has been accredited by IY Seattle after demonstrating competency in use of IY standard materials, methods, processes and protocols;
- **IY Group Leader:** responsible for direct delivery of programmes only; has attended 3 day basic IY training workshop;

¹⁴ The only exception to this was a Toddler programme targeted specifically at fathers.

¹⁵ Incredible Years Pre-school Basic Parenting Programme training is included in the Doctorate in Educational, Child & Adolescent Psychology (DECAP).





IY Group Leaders

A total of 884 practitioners in Northern Ireland trained as IY Group Leaders between 2002 and 2014. The vast majority of these (684) have been trained as group leaders in various elements of the IY Parent programmes.



Only a very small number of individuals are trained as group leaders to deliver 'across' the programme suite, for example, having completed approved training in both parenting and child elements or child and teacher elements.

A historical funding emphasis on IY training as opposed to implementation means that large numbers of persons trained in Incredible Years have not subsequently delivered any of the programmes. Over half of all delivery organisations who responded to the IYNI survey indicated that not all of those trained in IY parent programmes go on to deliver. Of the 884 practitioners trained in Northern Ireland, only 100 were identified through this study as having a continued involvement in Incredible Years programme delivery between 2013-15. This equates to only 11% of the delivery capacity that exists in Northern Ireland.



Encouragingly, however, 73% of practitioners who have trained in the recently developed IY Baby Parent programme have gone on to deliver the programme and the remainder report plans or intention to deliver in the future. As this cohort of Baby Parent Group Leaders is among the most recently trained, this may represent a change in approach to training both on behalf of practitioners and their employers.

The reasons given for trained practitioners not becoming 'active' in direct delivery are numerous but most frequently include:

- other workload or commitments;
- having trained for information purposes only;
- no remit within current job description;
- organisation not having purchased IY manual.

Training & Support Needs

Those who remain active in delivery have ongoing training and support needs in relation to Incredible Years. The top 3 needs reported in the IYNI Practitioner Survey are outlined overleaf in Table 2. Programme information updates and refresher training received the highest combined ranking (57%) with the need for more preparation and reflection time (53%) and access to accreditation pathways (47%) ranking second and third respectively.



Table2. Training and Support Needs of IY Practitioners

Training and support needs as an IY practitioner	Combined rank 1,2 or 3
IY information updates / refresher training	57%
More preparation and reflection time (in addition to delivery time)	53%
Access to accreditation pathways (time/finances to complete)	47%

Base: 72

IY Practitioner Accreditation

IY group leaders who have completed the approved training and gone on to deliver programmes to fidelity can begin a process of professional development known as IY accreditation. This process is overseen by the Seattle Headquarters and is critical to the development of an implementation and sustainability infrastructure of Incredible Years in any region for two reasons:

- Firstly, the accreditation process, as well as providing personal and professional development opportunities for the individual group leader, operates as a quality assurance mechanism by supporting group leaders to develop and evidence practice which represents high fidelity to IY protocols.
- Secondly, group leader accreditation is the first step on a hierarchical 'ladder' which underpins effective and sustainable dissemination of Incredible Years. Within this infrastructure, only accredited group leaders can be nominated to become peer coaches, and in turn be nominated to become mentors and ultimately trainers in Incredible Years.

Without a critical mass of practitioners in any country or region being supported through the accreditation process, localised supervision and support will be inaccessible with clear potential for detrimental impact of programme fidelity and outcome.

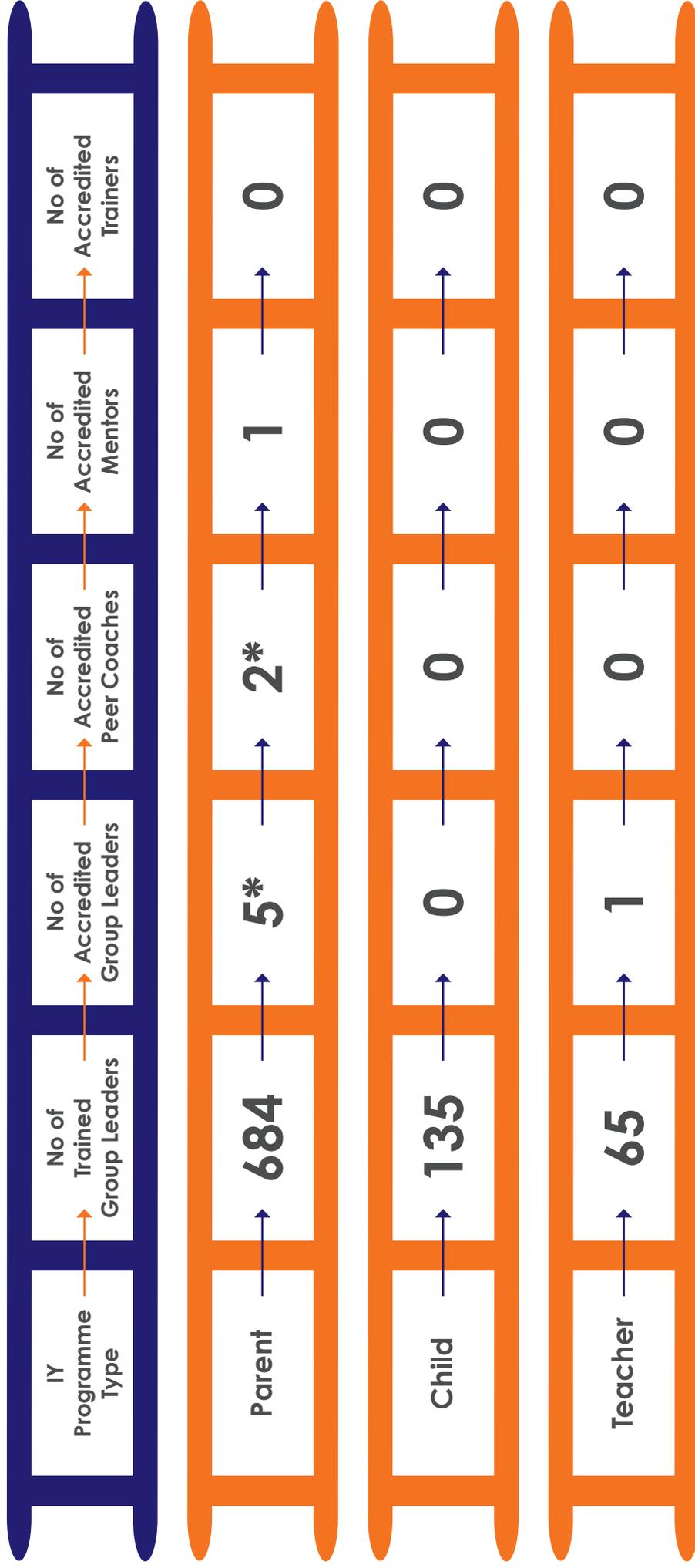
Of the 884 Incredible Years group leaders trained in Northern Ireland between 2002 and 2014, only 6 (less than 1%) went on to achieve accredited group leader status: 5 Pre-school Basic Parent, 1 Teacher Classroom Management. Of these, two are further accredited at peer coach level (Pre-school Basic Parent); and only person based in Northern Ireland is accredited at Mentor level (Pre-school Basic Parent).

The figure below illustrates how the small number of practitioners progressing through the accreditation process impacts on access to quality coaching (from IY Peer Coaches) and ongoing mentoring, supervision and consultation (by IY Mentors) within Northern Ireland.

Full details of the IY accreditation/certification processes are available at: <http://incredibleyears.com/certification-gl/>

¹⁶ One person has achieved accreditation in both parent and teacher programmes at group leader and at peer coach level?

Figure 9: Incredible Years Accreditation Levels in Northern Ireland 2002-2014*



* A bursary scheme initiated as part of the IYNI Co-ordination Project succeeded in doubling the number of accredited group leaders: an additional 7 group leaders successfully completed accreditation in IY Pre-school Basic Parent Programmes. Independently of the IYNI scheme, 3 Group Leaders were also accredited in the Small Group Dina Child programme and 1 Group Leader was accredited in Toddler Basic Parent programme.

- **IY (Accredited) Trainer:** provides international training and consultation services; must have trained and become accredited to Mentor level; by Executive (IY Seattle) appointment only.
- **IY (Accredited) Mentor:** provides workshops, ongoing mentoring and supervision to IY Group Leaders; must first be accredited as a group leader and coach; by nomination only.
- **IY Accredited Coach:** provides coaching (as above); has been accredited by IY Seattle after demonstrating competency in use of IY coaching method and processes;
- **IY Peer Coach:** provides coaching, based on review and feedback on DVD clips of delivery, to IY Group Leaders; accredited and experienced as a group leader; has completed IY Peer Coach training;
- **IY Accredited Group Leader:** experienced in direct delivery of programmes (2 or more groups); has been accredited by IY Seattle after demonstrating competency in use of IY standard materials, methods, processes and protocols;
- **IY Group Leader:** responsible for direct delivery of programmes only; has attended 3 day basic IY training workshop;

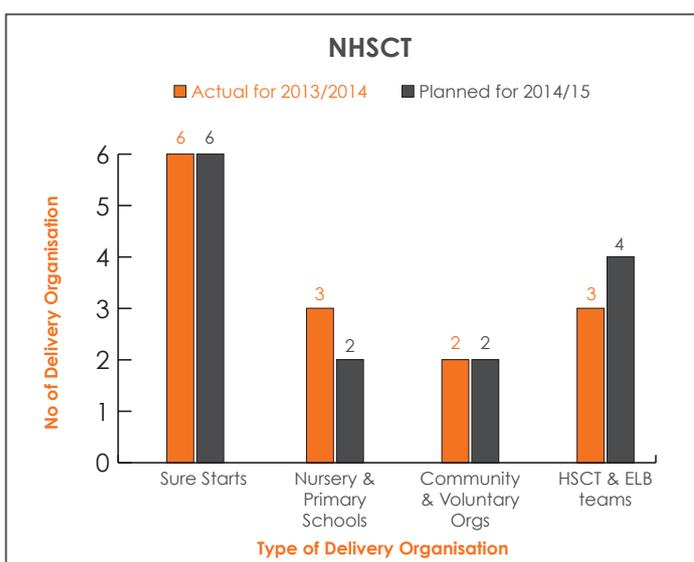
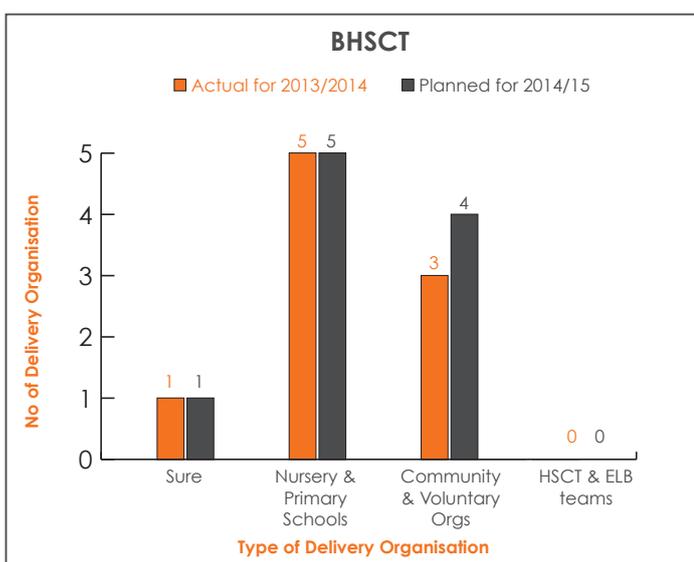
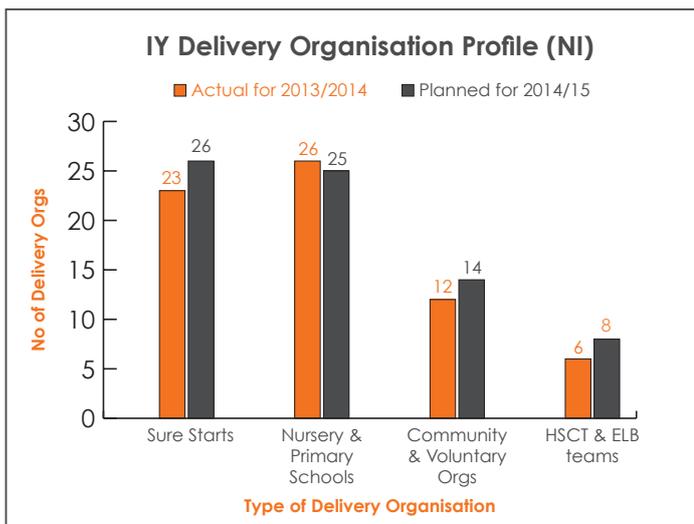


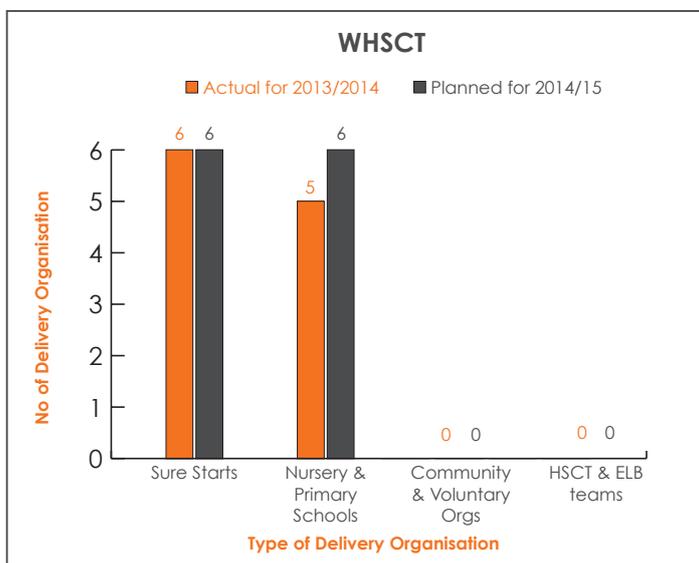
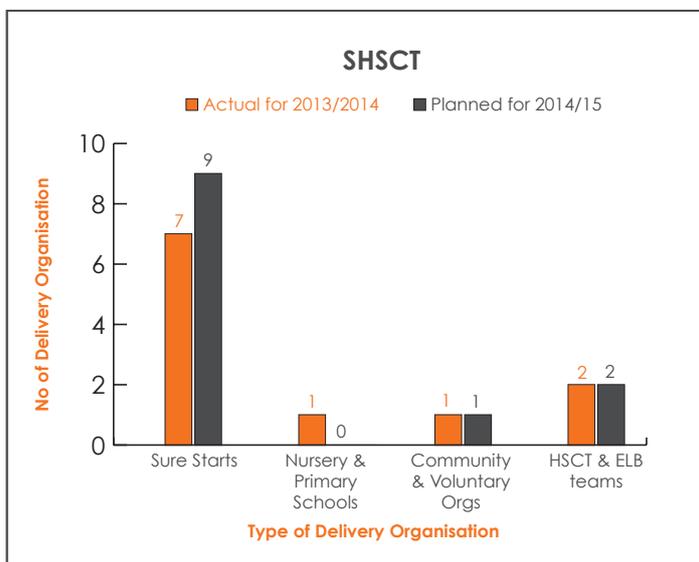
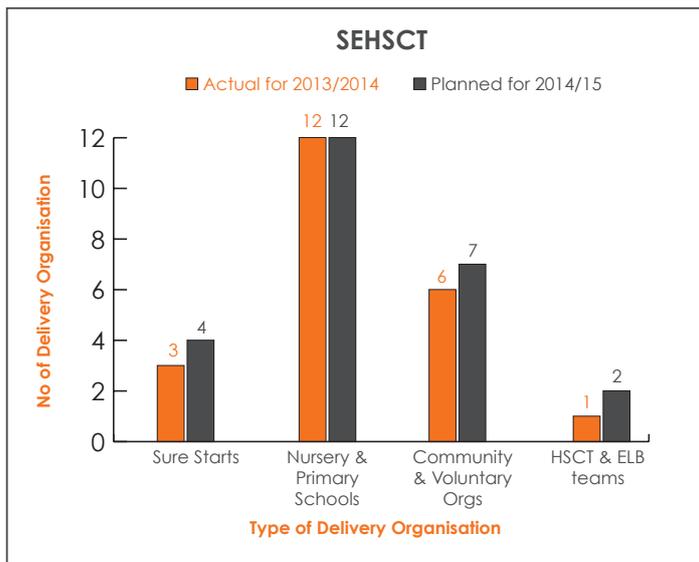
IY Delivery Organisation Profile

A total of 73 organisations self-reported as Incredible Years delivery organisations, active between 2013 and 2015. These organisations/agency teams are those which employ staff to deliver the programmes. They represent statutory, voluntary and community engagement with Incredible Years and, in common with the commissioning and funding landscape, demonstrate involvement from both health and education sectors with an emphasis on early intervention. Breakdown by type shows the prevalence of programme delivery by Sure Starts and by Nursery & Primary Schools, jointly accounting for 2/3 of all active delivery organisations.

A further 15 delivery organisations were identified as 'inactive' for the purposes of this report, i.e. they employ trained practitioners but did not deliver IY programmes in 2013/14 or report intentions to deliver in 2014/15. A full list of all organisations which responded to the IYNI survey (2014) is available at Appendix B.

Geographical breakdown by Trust area also highlights the mix of agencies with direct responsibility for IY programmes and staff and the varying scales of organisational capacity for delivery across the region.

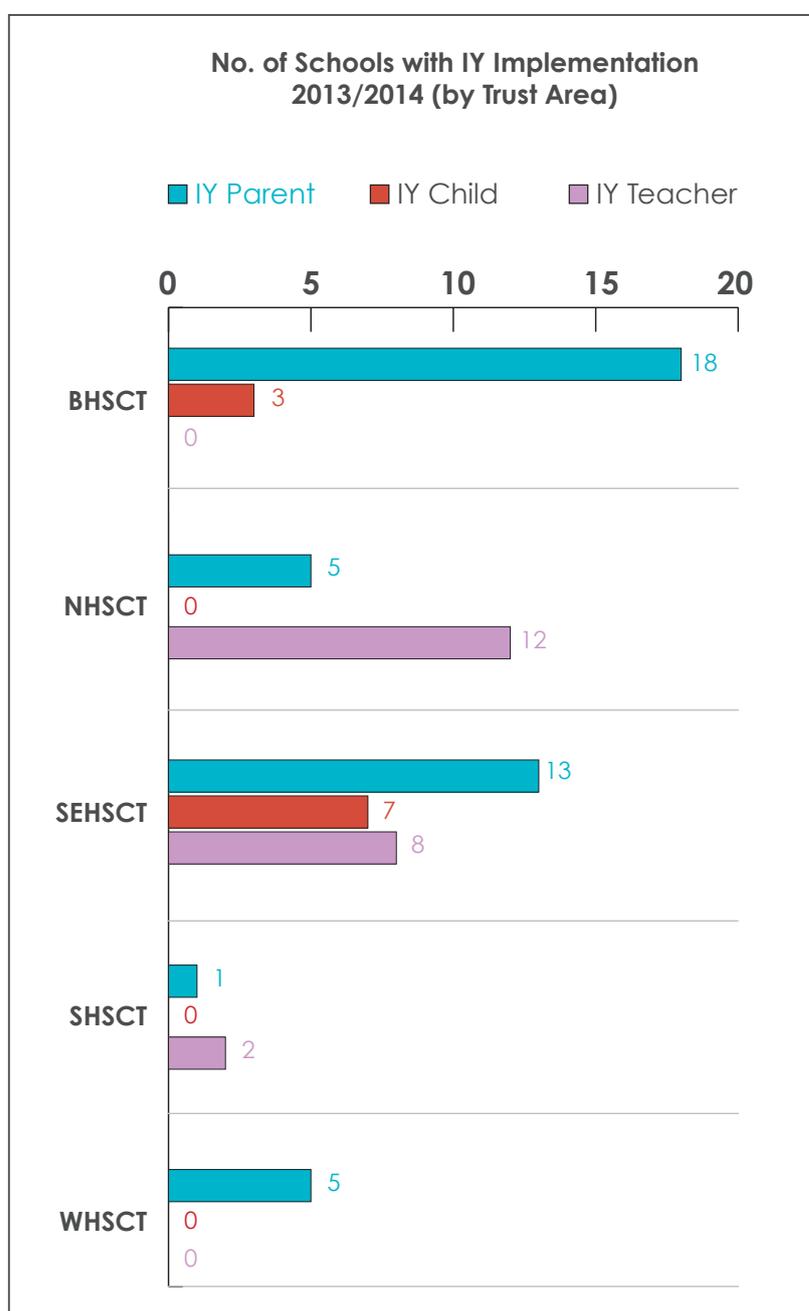






Schools as IY Implementers

Further analysis of the information provided by delivery organisations on the sites/venues in which programmes are made available to children and their families reveals the full extent to which Nursery & Primary Schools are involved in the delivery of Incredible Years in Northern Ireland. A total of 60 schools operated as delivery sites for programmes in 2013/14 and, in line with the overall delivery picture, a geographical variance can be observed in a Trust area breakdown of figures. The figure below provides detail on the reported availability of IY Parent, Child and Teacher Programmes in NI schools in 2013/14.





While the scale and diversity of delivery organisations involved in implementing Incredible Years is encouraging, what is most notable, from the detail of their responses on programme delivery, is that they continue, in the main, to operate independently of each other. Examples of integrated or collective approaches to implementation are largely, but not exclusively, limited to those areas in which Early Intervention Communities have been established, in particular, Lisburn and the Colin area of West Belfast. In these instances, the availability and reach of programme elements has been enhanced through shared responses to signposting, recruitment of participants, allocation of staff, use of venues, provision of crèche facilities and other resources.

Managers within delivery organisations

The key role of managers in promoting fidelity and maximising outcomes is acknowledged within the Incredible Years Fidelity Building Blocks Framework. (This framework is examined in detail in Chapter 7 of this report.) Critically, managers have responsibility for overseeing workload and performance as well as identifying and responding to the professional development or training needs of staff. Additionally, managers of delivery organisations have responsibilities to their Boards of Directors or other governance structures in respect of programme delivery, spend and impact. To fulfill all of their responsibilities and to ensure effective delivery in real service settings, managers require knowledge and understanding of Incredible Years content, outcomes and fidelity measures.

Feedback from the YNI Delivery Organisation survey and from training evaluations¹⁷ indicates a continuing need to improve knowledge and understanding of Incredible Years in order to effect internal managerial support for staff delivering the programme and to measure impact. The top 3 reported needs are outlined below in Table 3.

Table 3. Training & Support Needs of IY Delivery Organisation Managers

Training and support need	Combined rank 1,2 or 3
Support and training on monitoring and evaluating the impact of the programme(s)	69%
Guidance on peer support for IY practitioners	58%
Support/training on maintaining programme fidelity	50%

Base: 36

Support and training on programme monitoring and evaluation received the highest overall ranking (69%) with guidance on peer support for practitioners (58%) and fidelity support/training (50%) ranking second and third respectively. Additionally, 69% of delivery organisations reported having no implementation support outside of the YNI project.

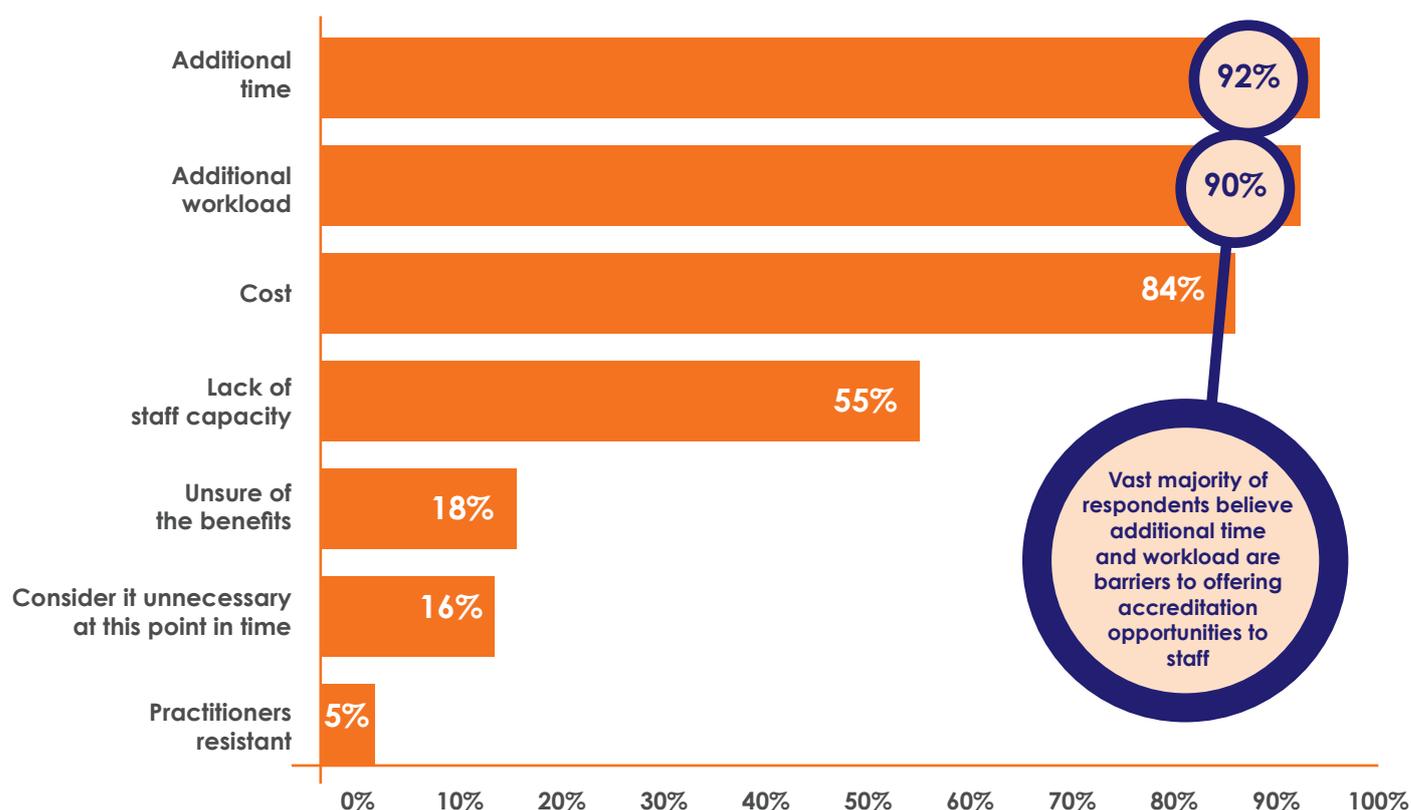
¹⁷ YNI delivered IY Fidelity Training to 30 managers of delivery organisations in 2014.



Figure 10. Barriers to Offering IY Accreditation Opportunities to Staff

Of particular concern are managers' reports of barriers in supporting their staff through the accreditation process, a key element in sustaining Incredible Years programme fidelity and outcomes over time. 79% of managers said they faced barriers in supporting their staff to pursue accreditation and over half (52%) said they had no interest in offering these opportunities.

Time and money were cited overwhelmingly as both barriers and enablers to this process. Whilst there is an additional financial cost to becoming accredited, no additional time is required beyond that already stipulated for delivering IY with fidelity. Despite this, 90% of agencies claimed they could not facilitate the "additional workload" and 92% reported that "additional time" would be needed to enable them to support accreditation. Interestingly, over 80% of these managers claimed their attitude towards accreditation was not based on any of the following: being unsure of the benefits; considering it unnecessary; or practitioner resistance.



These findings suggest either that managers are not fully aware of how the accreditation process works or that practitioners do not have the time available to deliver IY to the highest level of fidelity, i.e. 1.5 days per week, allowing time for preparation and review as well as direct delivery.

Also noteworthy is the reference made both in survey returns and interviews to the fact that no commissioner or funder had required delivery organisations to support IY practitioners beyond normal line management arrangements.



IY Commissioners and Funders:

Incredible Years programmes in Northern Ireland have been commissioned and funded by a variety of key stakeholders in health and education. Engagement and investment from health authorities is well established in the form of direct commissioning of Incredible Years as a named programme by the Health and Social Care Board and from the Public Health Agency. Elements of new collaborative government initiatives, such as Delivering Social Change, Strategic Investment Fund and the Early Intervention Transformation Programme, in which the Department of Health is leading continue to acknowledge and include Incredible Years as a means of delivering outcomes for children and families.

Equally significant is the investment from the Department of Education (DE). In the absence of any direct commissioning of Incredible Years by the Department, many providers select Incredible Years programmes as a means of delivering on DE funding requirements. As identified in the IY Delivery Organisation Profile, growing numbers of Surestart agencies are implementing Incredible Years as a core activity and many schools, in collaboration with community and voluntary organisations, indicate the use of DE funding pots such as Extended Schools, Full Service Community Network, SEN Capacity Building, Community Engagement monies for Incredible Years provision.

Independent funding sources are also accessed by providers. These have included direct funding from the Big Lottery Fund and International Fund for Ireland as well as indirect access to programme funding through Barnardos.

In all instances, commissioning and funding for Incredible Years delivery, whether direct or indirect, has been and remains short-term in nature and akin to project spending as opposed to long-term investment. Further, spend has related to and been largely monitored on a quantitative basis only, accounting mainly for staff training and delivery time. In some instances, investment in training has not resulted in any delivery as the 3 day basic group leader training does not include purchase of or access to programme manuals or other materials. Allocation of spend for supervision and accreditation of group leaders has not been a typical feature of funding or commissioning for Incredible Years in Northern Ireland.

The establishment of the Incredible Years Co-ordination Project (IYNI) at a strategic departure for Incredible Years commissioning by the Public Health Agency on behalf of government.¹⁸ Instead of focusing on direct delivery, this is an investment in programme sustainability through mapping delivery, supporting workforce development and measuring impact.

¹⁸ The IYNI Co-ordination Project was established as part of the Delivering Social Change Programme (DSC) Initiative of the Office of First and Deputy First Minister (OFMDFM).



Understanding the Landscape: Summary of Key Findings

- Participant profiles for IY pre-school age parent programmes (including Baby, Toddler and Pre-School Parent) are most likely to include mothers and those in receipt of a means tested benefit;
- Fathers, parents whose first language is not English, grandparents and foster parents are among those less well represented in the IY Participant Profile;
- 884 IY Group Leaders were trained in Northern Ireland between 2002 and 2014. Only 100 of these are identified as delivering IY programmes in the period 2013-15. This represents only 11% of delivery capacity being actively involved in the IY implementation landscape;
- In the same period, 2002-2014, only 6 IY Group Leaders in Northern Ireland went on to become accredited at Group Leader level (2 of these are further accredited as Peer Coaches and 1 as a Mentor in Pre-school Basic Parent). The IYNI Accreditation Bursary doubled the number of accredited practitioners within only one year (2015) with 7 more practitioners achieving Accredited Group Leader status;
- 73 Delivery Organisations are reported as being actively involved in the delivery of IY programmes in 2013-15. A further 15 agencies are identified as 'inactive' during this time, i.e. they employ trained practitioners but did not deliver IY programmes in 2013/14 or report intentions to deliver in 2014/15;
- IY delivery organisations include statutory bodies, voluntary groups and community organisations and, in common with the commissioning and funding landscape, demonstrate involvement from both health and education sectors with an emphasis on early intervention;
- While some evidence of cross-sectoral and inter-agency collaboration is reported at various levels of IY implementation, this is largely concentrated in early intervention communities. Delivery, more generally, is on a single-agency basis and therefore subject to human resource and financial limitations;
- Incredible Years is most commonly directly commissioned by health authorities while education funding, though not specifically targeted at IY, is widely accessed for delivery;
- Both commissioning and funding of IY are short-term in nature and largely restricted to training or delivery. Tenders or contracts do not typically require delivery organisations to support practitioners through ongoing IY supervision or accreditation.





7. Assessing Fidelity: How well are we doing?

This Chapter examines the meaning of programme fidelity and provides an assessment of current levels and actions for improvement.

Implementation Fidelity

Implementation fidelity refers to the degree to which programmes are implemented as intended by the programme developers. It acts as a moderator of the relationship between the programme design and its predicted outcomes. Adherence to programme design and protocols is also key to any dissemination or scaling up efforts and supports both commissioners and delivery organisations in mitigating against abandonment of useful interventions by ensuring the measures required to secure outcomes are understood and can be measured.

Incredible Years Fidelity Measures

Fidelity measures for the Incredible Years programme suite are well established and highly detailed. Programme developer Dr. Carolyn Webster Stratton has organised these measures into 8 Fidelity Building Blocks¹⁹ necessary for sustaining quality implementation and outcomes over time. Dr. Caroline White, Head of Children and Parents Service (CAPS) at Central Manchester University Hospitals NHS Foundation Trust and an accredited IY Trainer, has further developed these measures based on her significant experience of bringing Incredible Years programmes to scale in Greater Manchester²⁰.



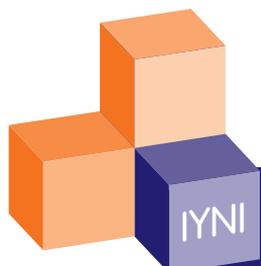
¹⁹ Webster-Stratton, Carolyn (Date) Training and Dissemination Model: Eight Strategies for Delivering IY Programs With Fidelity and Assuring Long Term Sustainability accessed at [http://incredibleyears.com/programs/implementation/starting-the-programs/Presentation by Carolyn Webster-Stratton on 8 building blocks for fidelity](http://incredibleyears.com/programs/implementation/starting-the-programs/Presentation%20by%20Carolyn%20Webster-Stratton%20on%208%20building%20blocks%20for%20fidelity) <http://www.iom.edu/~media/Files/Activity%20Files/Children/CCAB/2%20WEBSTERSTRATTON.pdf>

²⁰ <https://incredibleyearsblog.wordpress.com/category/incredible-years/page/2/>



IYNI Fidelity Framework

To support all stakeholders involved in Incredible Years implementation in Northern Ireland, the IYNI Co-ordination Project has produced an accessible adaptation of the IY Fidelity Building Blocks in the form of an IYNI Fidelity Framework. (See Appendix D) The IYNI Fidelity Framework was then applied as a lens through which to view all of the data collected as part of the co-ordination project. This has allowed for an in-depth qualitative assessment of the extent to which fidelity is being achieved and identification of areas in which improvements remain to be made.



Building Block 1: Organisational Readiness

Delivery organisation:

1. Assesses the needs of the target population and the fit of the programme to the delivery organisation goals
2. Provides internal managerial support to practitioners
3. Provides adequate resources to deliver the programme: Crèche, food, transport DVDs, manuals & handouts, suitable venue, TV, flip chart, incentives, recording facilities/ IT support

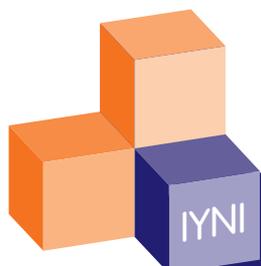
Key Findings



No major concerns are raised in relation to appropriate targeting of Incredible Years programmes or in terms of 'fit' with organisational goals. Delivery is targeted in areas of highest deprivation and highest child population. Evidence shows that they are implemented within established family support, education and children's services settings with well-developed systems of assessing population need. It is particularly promising that implementation in early intervention communities demonstrates an emphasis on 'readiness' as an integral part of effective delivery.

Organisational 'buy in', however, does not always equate to knowledge and understanding of the programmes or the resources required to deliver them. The level of managerial knowledge and understanding of Incredible Years is clearly highlighted as an issue in the IYNI findings. Practitioners in many smaller agencies report their capacity to delivery with fidelity is impacted upon by a lack of 'full cost planning, i.e budgeting for manuals, incentives, recording equipment, crèche facilities etc. Combined with under-estimation of staff time required for adequate planning, review and professional development, this lack of organisational readiness creates delivery which is difficult to sustain.

A commissioning approach which presumes, rather than explicitly requires, organisational readiness for Incredible Years implementation is another factor which has the potential for negative impact on fidelity.



Building Block 2: Quality training for carefully selected practitioners

Delivery organisation:

1. Carefully selects at least 2 individuals who are motivated; interested in group work; experienced practitioners; and ideally qualified to a high level in an associated field
2. Ensures that practitioners have access to the required group leader training to deliver the programmes
3. Re-adjusts the practitioner's workload to reflect the additional work (including supervision, consultation, prep time, peer support, recruitment and make up sessions).

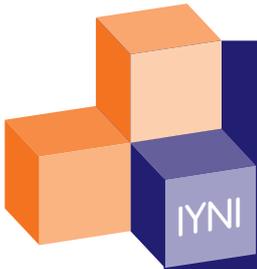
Key Findings



This is an area of notable strength in Northern Ireland. The availability of a locally based IY Mentor for Pre-school Basic Parent Mentor, who offers at least 3 training programmes annually, is a significant advantage. Partnership approaches between agencies to jointly 'buying in' training has also improved both access and affordability. Practitioner feedback also indicates appropriate selection of personnel for group leaders in terms of their professional background, level of qualification and skill set. The high numbers of people trained but not currently engaged in programme delivery, including Educational Psychologists, represent additional potential for scaling up delivery.

Incredible Years programme developers recommend that 1.5 days per week is allocated to joint planning, delivery and review of each parent programme. Failure to readjust workload or description in line with programme requirements means that many people trained do not go on to deliver and that those who do deliver continue to report a need for additional time to plan and review their work.

Access to group leader training in child, teacher and school-age parent programmes remains restricted by the necessity for training to be bought in, via Seattle, by trainers outside NI and often outside of the UK which has cost implications.



Building Block 3: Quality ongoing supervision and consultation for practitioners

Practitioners:

1. Have access to IY accredited supervisors (IY peer coaches, mentor, trainers).

Frequency of support: During the practitioners' first few programme deliveries, supervision and consultation should be very frequent. It should continue on an as needed basis.

Types of support: Telephone or in person consultations, (3 to 4 during first group), individual video reviews, group consultations including video reviews.



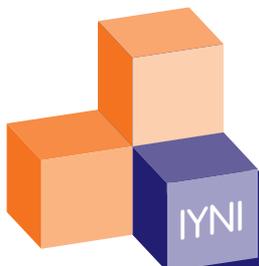
Key Findings

This is an area of particular concern in relation to Incredible Years implementation in Northern Ireland. Only one third of practitioners report access to an IY supervisor (either Mentor or Peer Coach). Northern Ireland has no 'home grown' mentors or peer coaches for IY Child, Teacher or School-Age Parent Programmes.

While Early Intervention communities in the South Eastern Trust area have prioritised this ongoing support as integral to implementation and sustainability and new tender arrangements by SEHSCT incorporate its provision, these remain exceptions to the norm. With many of the IY practitioners in Northern Ireland having received only their 3 day basic group leader training over 5 years ago, the potential drift and reliance on individual style instead of strict adherence to manualised protocols increases over time.

Encouragingly, those practitioners with access to supervision from peer coach or mentor report high level of satisfaction both with the quality and frequency of ongoing support. Research indicates that programmes led by such practitioners benefit from enhanced therapeutic skills and demonstrably improved outcomes for children and parents.²¹

²¹ Improving Therapist Fidelity During Implementation of Evidence-based Practices: Incredible Years Program (Webster-Stratton, C., Reid M.J., and Marsenich, L. 2014)



Building Block 4: Peer support networks

Practitioners:

1. Are matched for peer support immediately after training. A minimum of two practitioners from the same organisation are matched together. Where possible experienced practitioners are matched with the newly trained practitioners.
2. Plan the delivery of the programme together. They meet before the programme is delivered and on a weekly basis throughout the programme delivery.
3. Provide mutual support and review videos in their weekly meetings. Practitioners should videotape their groups from their first delivery session to enable the video reviews.
4. Join a local IY peer support network if available.

Delivery organisation:

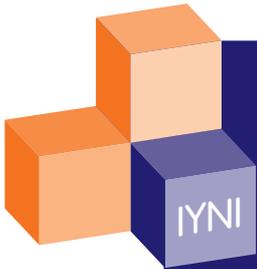
1. Ensures that practitioners are supported to meet weekly for planning, peer support and review.



Key Findings

This low or no-cost 'building block' is intended to maximise the individual and collective strengths of IY practitioners through reflective practice. While the findings from the Delivery Organisation survey suggest that, in relation to parent group leader training, the vast majority (93%) of organisations have trained at least two members of staff there is little evidence of peer support in practice. 67% of delivery organisations responding to the survey stated that they needed guidance on peer support for IY practitioners, ranking it as the second highest support training and support need overall. Practitioners in those agencies where time and space had been dedicated to peer review valued the process and its positive impact on both their capacity and confidence.

The numbers of practitioners trained in parent programmes and the level of active delivery across Northern Ireland suggests that the establishment of intra- and inter-agency peer support networks are viable.



Building Block 5: Adherence to Programme Fidelity

Practitioners:

1. Adhere to IY programme core minimum dosage. Make up sessions are delivered when required.
2. Adhere to the session plans and protocols in the manuals. This is checked by managers.
3. Are able to tailor and supplement programmes for the particular needs of the group. Practitioners have access to IY supervision to support them with this.

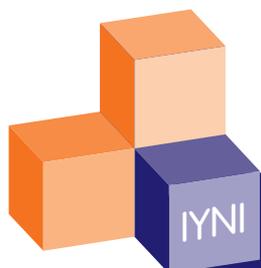


Key Findings

Data on internal fidelity was not collected as part of the IYNI project but some issues were raised in stakeholder interviews, focus groups and open-ended survey response items.

For delivery organisations, the 'real time' constraints of delivering parent programmes in particular were detailed. The protocol for IY Pre-school Basic Parent was changed by Seattle in recent years from a 12 week minimum dosage to a 14 week minimum dosage and many organisations reported problems 'fitting it in' to families' schedules and around holiday periods in particular, with some continuing to deliver only 12 weeks as a result. The potential impact on intended outcomes is of concern here as the revised protocol reflects new research on dosage effect.

For practitioners, confidence issues in using, and therefore avoiding or minimising the effective use of, vignettes were frequently cited. This is a key element of IY programme theory and methodology, providing parents with opportunity to observe, model and reinforce behaviours, and is therefore directly linked to outcomes. Only a very small minority of practitioners self-reported major variations from protocols, including one example of a practitioner facilitating a group without a co-leader and one organisation 'dipping in' to the programme manual to use only some sessions or activities.



Building Block 6: Group Leader Accreditation

1. Practitioners & delivery organisations are aware of the benefits and understand the accreditation process.
2. Practitioners are supported by their delivery organisation to pursue group leader accreditation process.
3. Accredited group leaders, peer coaches and mentors act as internal champions within the delivery organisation for promoting accreditation delivering the programme with fidelity.

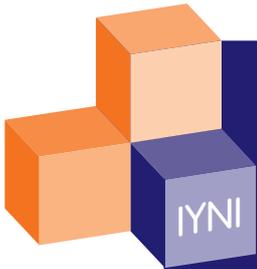


Key Findings

The statistics in relation to IY Group Leader Accreditation in Northern Ireland speak for themselves. Less than 1% of the 884 Group Leaders trained in IY programmes between 2002 and 2014 went on to become accredited. As discussed in an earlier section of this report, 79% of delivery organisations responding to the IYNI survey said they faced barriers in supporting staff to pursue accreditation and over half of the organisations (52%) said they had no interest in offering these opportunities. Time and money were cited overwhelmingly as both barriers and potential enablers to this process.

Whilst there is an additional financial cost to becoming accredited, no additional time is required beyond that already stipulated for delivering IY with fidelity. Despite this, 90% of agencies claimed they could not facilitate the “additional workload” and 92% reported that “additional time” would be needed to enable them to support accreditation. Interestingly, over 80% of these managers claimed their attitude towards accreditation was not based on any of the following: being unsure of the benefits; considering it unnecessary; or practitioner resistance. Their responses therefore suggest either that managers are not fully aware of how the accreditation process works or that practitioners do not have the time available to deliver IY to the highest level of fidelity, i.e. 1.5 days per week, allowing time for preparation and review as well as direct delivery.

At the time of data collection, no commissioner or funder included requirements for delivery organisations to support IY practitioners beyond normal line management arrangements in existing IY contracts or tenders. Without compulsion or incentive, delivery organisations have not invested in accreditation.



Building Block 7. Promoting sustainability

1. Delivery organisation has a key strategic lead who understands the requirements of the programme, as well as the workings of the organisation.
2. Practitioners are provided with ongoing consultation and supervisions from an external IY mentor or trainer.
3. Delivery organisation encourages accredited group leaders to become accredited peer coaches.



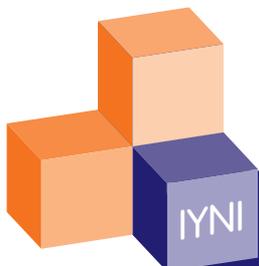
Key Findings

A real and critical issue has been observed and reported in relation to this element of IY fidelity in Northern Ireland. Without critical numbers of IY practitioners becoming accredited group leaders, organisations do not have internal champions, let alone strategic leads. The exceptions to this are the larger organisations central to Early Intervention Communities: Barnardos and Colin Neighbourhood Partnership.

Within the Incredible Years infrastructure, only accredited group leaders can be nominated to become peer coaches, and in turn be nominated to become mentors and ultimately trainers in Incredible Years. Without a critical mass of practitioners in any country or region being supported through the accreditation process, localised supervision and support will be inaccessible with clear potential for detrimental impact of programme fidelity and outcome.

The layers of problems resulting from a failure to invest in a sustainable Incredible Years infrastructure are therefore evident at macro-level. At micro-level however, where most providers are focused, this seems commonly to be understood as additional to or beyond the day-to-day responsibility of delivering the programmes and is not widely recognised as a fidelity issue.

As Building Block 7, and the promotion of sustainability more generally, is dependent upon achievement of all other Fidelity Building Blocks, specific recommendations on enhancing IY fidelity are made in the next section of this report, "Promoting Sustainability through Enhanced Fidelity".



Building Block 8: Quality Assurance and Evaluation

1. Practitioners collect monitoring and evaluation data including weekly evaluations by participants, submit final summative evaluations, submit attendance registers and complete each session's protocols. Delivery organisation engages in on-going monitoring of group leader fidelity, evaluations, and progress toward accreditation.
2. Delivery organisation uses standardised measures to collect baseline and follow up data about programme participants to measure outcomes.
3. Delivery organisation collects other associated outcome data e.g. group attendance, parent and teacher feedback, child academic achievement, school attendance and feedback from other care providers who work with the child and the family.



Key Findings

Data on quality assurance and evaluation was not collected as part of the IYNI project or research but some issues were raised in stakeholder interviews, focus groups and open-ended survey response items.

Organisational capacity to promote the use of monitoring and evaluation processes and tools was ranked as the most important support need by delivery organisations. Specific needs reported include everything from the very basic administration and scoring of evaluation tools and measures through to analysis and implementing change based on findings.

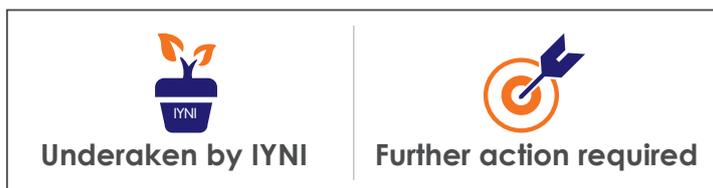
Few organisations, outside of Early Intervention initiatives, are specifically resourced within their IY implementation budget for the purchase of standardised measures and for data analysis. Capacity for and confidence in the administration of these measures is also of concern. A further (2016) survey will be administered by IYNI to gather data on the extent to which standardised measures are being used to evaluate IY programmes in Northern Ireland.

Practitioners are, in the majority, familiar with and competent in the administration of IY monitoring and evaluation forms and checklists but there are exceptions. There was little evidence of how, if at all, any of the data gathered is analysed by managers, funders or commissioners. Unsurprisingly, practitioners in Sure Starts and schools are most likely to have an active interest in and access to other associated outcomes data.



Actions for Enhancing Fidelity

IYNI Fidelity Framework has allowed existing data to be used to assess the relative strengths and weakness of current implementation and to identify specific actions which would support enhanced fidelity. These actions are outlined below and are **coded** to distinguish between those already being **undertaken** as part of the IYNI Co-ordination Project in response to our findings and those yet **to be actioned**.



Fidelity Building Block	Steps to Sustainability	
1. Organisational Readiness	Provision of Incredible Years Fidelity Training for Managers.	
	Use of the Incredible Years Agency Readiness Questionnaire by all delivery organisations considering implementation to support decision making.	
	Explicit reference to and request for evidence of organisational readiness in Incredible Years funding applications, tenders and contracts.	
2. Training for Selected Practitioners	Provision of guidance on selection of practitioners and adjustments to job descriptions.	
	Exploration of more collaborative training approaches with IY delivery organisations and co-ordination projects across UK and Ireland to reduce costs.	
	Creation of a NI regional hub for Incredible Years training with annual training calendar open to all stakeholders.	
3. Ongoing supervision and consultation for practitioners	Establishment of IYNI Peer Coaching Team to maximise use of and develop expertise of existing IY supervisors.	
	Allocation of dedicated resources to support training and accreditation of peer coaches in IY Child and Teacher programmes.	



Fidelity Building Block	Steps to Sustainability	
4. Peer Support	Development of area-based and programme based peer support networks across Northern Ireland.	
	Provision by delivery organisations of equipment and time for group leader recording and review of all programme delivery as standard.	
	Appointment of internal champions within and/or across delivery organisations.	
5. Adherence to 'internal' fidelity of programme	Explicit commissioning and funding requirements on adherence to dosage and protocols.	
	Delivery of IY Consultation Days to focus on key areas of programme methods, processes and protocols.	
6. Accreditation	Allocation of dedicated resources to support accreditation of IY group leaders.	
	Acknowledgement of accreditation and associated costs within IY tenders and funding allocation.	
7. Promoting Sustainability	Shift from focus on training to sustaining through development of IY expertise and infrastructure within NI.	
	Increased partnership approaches to planning, delivery and evaluation.	
8. Quality Assurance and Evaluation	Introduction of common measures framework for evaluation of IY programmes across Northern Ireland. See Appendix 5.	
	Provision of training on administration of measures, data collation and analysis.	
	Establishment of IYNI data analysis hub for measuring regional impact.	



8. Summary of Key Findings, Implications and Recommendations

This is the first study that provides Northern Ireland specific data on and examination of:

- IY programme delivery, including availability, scale and reach;
- IY implementation landscape, including participants, practitioners, delivery organisations and commissioners/funders; and
- IY Fidelity Measures, including a framework for assessment and actions for enhancing fidelity.

As such, it has presented challenges in terms of identifying and securing data from all of the necessary sources and stakeholders. Notwithstanding this, the application of a range of research methods have supported notable findings upon which key conclusions and recommendations are made. The final chapter of this takes each of the study's objectives, in turn, and summarises the key findings, implications and subsequent recommendations relating to each.

IY Programme Delivery

The study found 9 of a suite of 10 IY programmes being delivered across Northern Ireland with core IY Parent programmes available in all Trust areas. 4390 children are estimated as having benefited from IY programme delivery in 2013/14.

Delivery is concentrated in areas of high deprivation and high child population and is on the largest scale in the SEHSCT area. This area includes two early intervention communities in which families can avail of all 3 elements of the IY programme suite: Parent, Child and Teacher. Delivery is on the smallest scale in the WHSCT area.

Teacher Classroom Management is not widely implemented in NI schools. This impacts on the reach of the IY programme suite and on capacity for holistic approaches to child behaviour.



IY Implementation Landscape

Mothers and those in receipt of a means tested benefit are best represented in the IY Participant Profile while fathers, parents whose first language is not English, grandparents and foster parents are among those less well represented.

A total of 884 IY Group Leaders were trained in Northern Ireland between 2002 and 2014 but only 11% of these (100 group leaders) were identified as delivering IY programmes in the period 2013-15.

Less than 1% of IY Group Leaders have gone on to achieve accreditation despite clear evidence directly linking this process to adherence to protocols, programme outcomes and a sustainable infrastructure for Incredible Years.

73 Delivery Organisations were actively involved in the delivery of IY programmes in 2013-15 but evidence of cross-sectoral and inter-agency collaboration is largely concentrated in early intervention communities. Delivery, more generally, is on a single-agency basis and therefore subject to human resource and financial limitations.

Commissioning and funding of IY is short-term in nature and largely restricted to training or delivery. Tenders or contracts do not typically require delivery organisations to support practitioners through ongoing IY supervision or accreditation.

IY Fidelity

A lack of 'full cost' planning for Incredible Years delivery (i.e. budgeting for manuals, incentives, recording equipment, crèche etc.) combined with under-estimation of staff time required (for adequate planning, review and professional development) is creating a vulnerable delivery environment.

Quality training for IY Parent Group Leaders is available from a NI based IY Mentor for Pre-school Basic Parent Mentor who offers at least 3 training programmes annually. Other training (for Child and Teacher programmes) must be 'bought-in' from IY Seattle and without a co-ordinated approach to this costs remain high.

Without a critical mass of practitioners being supported through the accreditation process localised supervision, support and training will continue to be inaccessible with clear potential for detrimental impact of programme fidelity and outcome.

Only one third of practitioners report access to an IY supervisor (either Mentor or Peer Coach) despite evidence linking this support to enhanced therapeutic skills and demonstrably improved outcomes for children and parents. Encouragingly, those practitioners with access to supervision from peer coach or mentor report high level of satisfaction both with the quality and frequency of ongoing support.

Few organisations, outside of Early Intervention initiatives, are specifically resourced within their IY implementation budget for the purchase of standardised measures and for data analysis. There is little evidence of how, if at all, any data gathered is subsequently analysed by practitioners, managers, funders or commissioners.



RECOMMENDATIONS:

NCB recommends the **continued development of IY infrastructure** for Northern Ireland at both regional and local level to support all stakeholders in **developing a culture of and common approach to quality implementation, fidelity and impact measurement.**

We recommend 5 key areas of work which will contribute to these objectives:

1. The initiation of an **IY Longitudinal Research Initiative** to gather evidence on implementation and impact of IY on outcomes for children in Northern Ireland;
2. The **development of an integrated data system** to capture dynamic information on IY programme implementation and impact which would facilitate more efficient decision making on the commissioning and delivery of IY in Northern Ireland;
3. A **strategic policy response** which would support a longer-term and sustainable approach to the implementation of IY across agencies and sectors;
4. A **more robust commissioning process** which is explicit on fidelity, monitoring and evaluation requirements and which links these requirements to the allocation and release of funding for Incredible Years;
5. A **parallel funding focus on workforce development** to ensure that delivery organisations can meet new commissioning requirements, sustain capacity and fidelity over time and improve outcomes for children and families in Northern Ireland.





Appendix A IYNI Steering Group

Members

Celine McStravick	NCB (Chair)
Dr. Barbara McConnell	Stranmillis University College
Dr. Benny McDaniel ¹	Colin Neighbourhood Partnership
Dr. Hannah Jane Braiden	Licensed and Chartered Psychologist
Gillian Dunlop	Largymore P.S.
Jayne Colville	NHSCT
Joanne Garrett	SEHSCT
Mabel Scullion	PHA/SEHSCT
Maria McAleese	IY Mentor
Marleen Collins	Early Years
Martina McCooley	SHSCT
Maura Mason	Western Childcare Partnership
Maurice Meehan	PHA
Monica McCann/Sharon Bayliss	Barnardos
Natalie Killough	BHSCT
Patricia Davison	BELB/ESA
Sean McDonnell	Archways
Sheena Funston	WHSCT
Siobhan Kelly	DENI

Non-Steering Group Members in receipt of papers:

Alasdair MacInnes	DHSSPS
Dr. Carolyn Webster-Stratton	Incredible Years
Dr. Caroline White	CAPS, Central Manchester University Hospitals NHS Foundation Trust
Dr. Harry Rafferty	QUB
Gerry Conway	HSCB

¹ The IYNI team and steering group wish to acknowledge the unique and invaluable contribution of the late Dr. Benny McDaniel (died 16 September 2015) to this project and to many other early intervention initiatives in Northern Ireland through her expertise in research, training, service design and implementation.



Terms of Reference

1. Purpose of the steering group

The steering group will support and guide the project team by:

- Informing development of delivery agent database
- Supporting planning for data collection, review and analysis
- Undertaking a review role in the evaluation process
- Sharing learning and best practice through network event planning

2. Membership

Membership is by invitation. Members will have an interest and expertise in the topic. Members will be representing their organisation rather than themselves, unless otherwise agreed.

3. Communication

Following an introductory meeting in May 2014, meetings will take place every quarter, beginning with the first full business meeting on 3rd June 2014. Meetings will be planned in advance and members will have opportunity to submit items for the agenda.

Video conferencing and e-mail communication may be used where necessary or beneficial.

4. Chairing and support

The group will be chaired by Celine McStravick, Director, NCB NI.

Administration from NCB NI will be engaged to take minutes at every meeting. Minutes will then be circulated within one week for comment.

5. Finance

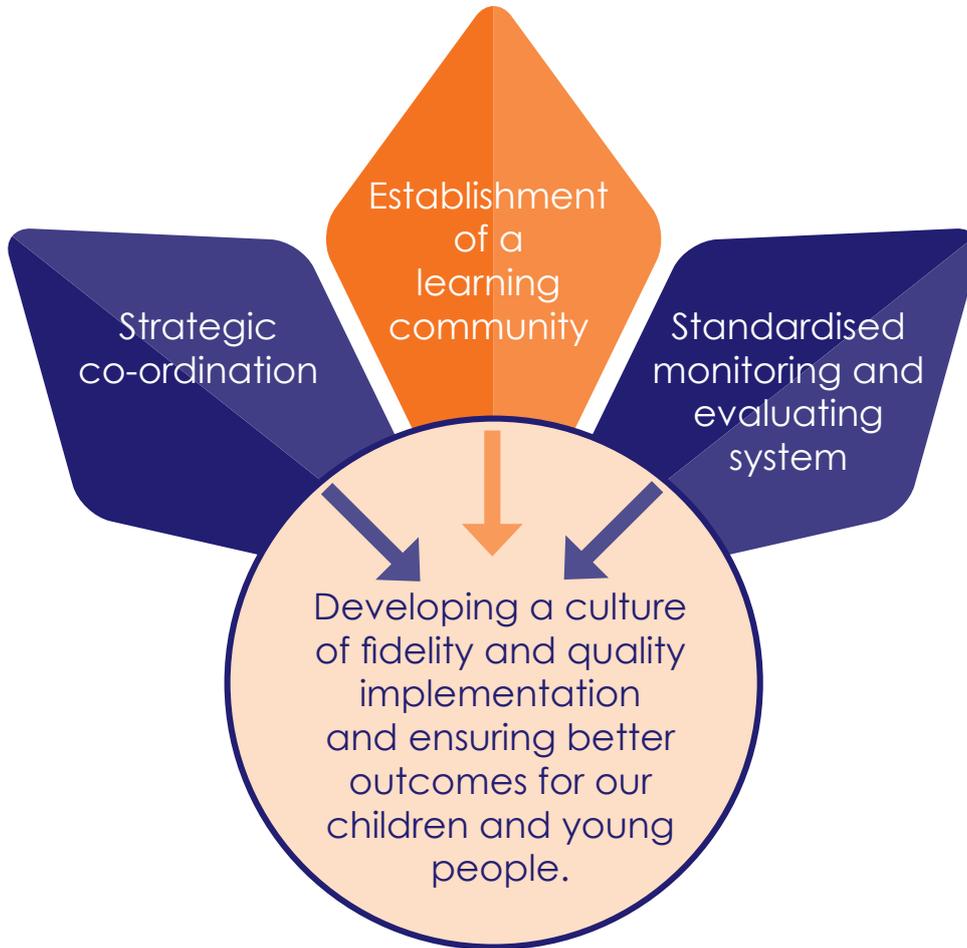
This steering group has no responsibility for any financial procedures associated with the project.

6. Timeframe

This steering group will exist for the lifetime of the project, ie until end July 2015.



Appendix B IYNI Project Activity Summary



Strategic Co-ordination

- Incredible Years Database
-
- Large-scale survey
-
- Training needs analysis and plan
-
- Mapping & Fidelity Report

Learning Community

- Practitioner Network
-
- Peer Support
-
- Access to peer coaching and accreditation
-
- Fidelity training for managers

Monitoring & Evaluation

- Review of standardised measures
-
- Recommendations for NI
-
- Training on administration and analysis



IYNI Project Activity Summary

The scale and diversity of IY stakeholder involvement with Incredible Years in Northern Ireland, and the lack of any previous co-ordination at regional level, meant that the development of a **comprehensive database** was a key pillar of project activity. The time required to identify, contact, build relationships and communication flow with all of these stakeholders was significant but contributed to the fulfilment of the Workstrand Two commitment on the **establishment of a learning community**. Previous work of this nature had been limited to the 2012 NCB audit which identified only a limited number of agencies actively engaged with the programme. The IYNI database now holds records for 125 practitioners from 93 organisations and teams who have been trained in and/or are delivering Incredible Years programmes across Northern Ireland. For the purposes of this report, both individual organisations and delivery teams within larger or regional organisations are referred to throughout as 'delivery organisations'. The large scale survey, interviews and desk research undertaken in the production of this report have resulted in the first **detailed mapping and fidelity report** on Incredible Years in Northern Ireland.

A **practitioner network** has been created to facilitate and enhance access to information on programme developments, peer support, training and events. IYNI Consultation Days for Parent Group Leaders have been provided for 60 practitioners. Contact with those who have direct line management or supervisory responsibility for IY practitioners has also been key. Training for these managers was delivered by IY Mentor and Director of the Centre for Evidence Based Early Intervention, Wales, Professor Judy Hutchings, on their role in promoting and maintaining programme fidelity. Managers from 30 delivery organisations completed this training in 2014.

The **IYNI Peer Coaching & Accreditation Scheme 2015** saw both the creation of an 'IYNI Peer Coach Team' and subsequent access to a unique accreditation opportunity for two cohorts of Incredible Years pre-school parent group leaders from across Northern Ireland. Eight group leaders were recipients of full-bursaries: access to a peer coach for regular supervision, consultation with a mentor, submission and review of delivery clips to IY and accreditation fee. Seven of these group leaders have achieved accredited group leader status and 1 group leader is awaiting final approval of paperwork. The IYNI Peer Coaching & Accreditation Scheme has thus succeeded in doubling, within one year, the total number of IY accredited group leaders in Northern Ireland since the introduction of Incredible Years training in 2002. A second cohort of six parent group leaders, who were not eligible for full-bursary award, were supported through a practice improvement process. Four of these group leaders are expected to become accredited in 2016-17.

Through engagement with IY Seattle and the European Incredible Years Network, IYNI has undertaken an audit of standardised measures used in the monitoring and evaluation of IY programmes internationally. The **IYNI Recommended Measures for Evaluating IY Programmes** are included in Appendix D of this report. At the time of publication, plans are in place for the delivery of training on administration and analysis of these measures.

¹ This includes 73 active delivery organisations and 20 inactive delivery organisations. 'Inactive' delivery organisations are those with staff who have been trained to deliver IY but who have neither delivered IY programmes in 2013-2014 nor reported plans to deliver in 2014-2015.

² 3 accredited Toddler Parent group leaders; 4 accredited Pre-school Basic Parent (including Toddler) group leaders; 1 awaiting final approval for accreditation as Pre-school Basic Parent group leader.

Appendix C Incredible Years Delivery Organisations responding to IYNI Survey 2014

Total (reporting delivery) 2013 to 2014 = 67 Total (planned delivery) 2014 -2015 = 73

Belfast HSCT		Northern HSCT		South Eastern HSCT		Southern HSCT		Western HSCT	
Active Delivery Sept 13-Aug 14	Planned Delivery 01 Sep 2014-31 Aug 2015	Active Delivery Sept 13-Aug 14	Planned Delivery 01 Sep 2014-31 Aug 2015	Active Delivery Sept 13-Aug 14	Planned Delivery 01 Sep 2014-31 Aug 2015	Active Delivery Sept 13-Aug 14	Planned Delivery 01 Sep 2014-31 Aug 2015	Active Delivery Sept 13-Aug 14	Planned Delivery 01 Sep 2014-31 Aug 2015
-	Ardaraugh Family & Community Group	Action for Children Larne PSP	Action for Children Larne PSP	Barnardo's	Barnardo's	Delta	Delta	Barnardo's Strabane Sure Start	Barnardo's Strabane Sure Start
Barnardo's	Barnardo's	Barnardo's N'abbey family Centre	Barnardo's N'abbey family Centre	Colin Neighbourhood Partnership	Colin Neighbourhood Partnership	Home-Start Newry & Mourne	Home-Start Newry & Mourne	Cheerish Sure Start	Cheerish Sure Start
Barnardo's East Belfast Family Centre	Barnardo's East Belfast Family Centre	Abbey Sure Start	Abbey Sure Start	Home-Start Down District	Home-Start Down District	-	Aike Sure Start	-	Dry Arch Sure Start
Family Care Society	Family Care Society	Barnardo's Gold Sure Start	Barnardo's Gold Sure Start	Home-Start Lisburn/Colin	Home-Start Lisburn/Colin	Blossom Sure Start	Blossom Sure Start	Little Hands Sure Start	Little Hands Sure Start
Clan Mor Sure Start	Clan Mor Sure Start	Barnardo's Horizon Sure Start	Barnardo's Horizon Sure Start	Lisburn YMCA	Lisburn YMCA	Clogher Valley Sure Start	Clogher Valley Sure Start	Rainbow Sure Start	Rainbow Sure Start
Glenbank NS	Glenbank NS	Coleraine Sure Start	Coleraine Sure Start	-----	North Down YMCA	Dungannon & Coalisland Sure Start	Dungannon & Coalisland Sure Start	Shantallow Sure Start	Shantallow Sure Start
Hope NS	Hope NS	Dalriada Rural Sure Start	Dalriada Rural Sure Start	St. Luke's Family Centre	St. Luke's Family Centre	Kilkeel Sure Start	Kilkeel Sure Start	Waterside Sure Start	-
Knocknagoney PS & NS	Knocknagoney PS & NS	Ballymena Sure Start	Ballymena Sure Start	Colin Sure Start	Colin Sure Start	Newry City Sure Start	Newry City Sure Start	Gaelscoil Uí Dhochartaigh	Gaelscoil Uí Dhochartaigh
St. Paul's PS	St. Paul's PS	NHSCT- Causeway	NHSCT- Causeway	Down Sure Start	Down Sure Start	Splash Sure Start	Splash Sure Start	-	Knockavoe PS
Tudor Lodge NS	Tudor Lodge NS	NHSCT- Family centre	NHSCT- Family centre	Lisburn Sure Start	Lisburn Sure Start	-	Star Sure Start	Chapel Road PS	Chapel Road PS
		NHSCT -MASTIS	NHSCT -MASTIS	-	Ards Sure Start	South Armagh Sure Start	South Armagh Sure Start	Sion Mills PS	Sion Mills PS
		-	NEELB	SEELB	SEELB	SELB SEN	SELB SEN	St Catherine's PS	St Catherine's PS
		Kylemore NS	Kylemore NS	-	A.S.C.E.T.	Armagh CB PS	-	St Mary's PS	St Mary's PS
		Round Tower PS	Round Tower PS	Barbour NS	Barbour NS				
		St Bernard's PS	-	Christ The Redeemer PS	Christ The Redeemer PS				
				Daisy Daycare NS	Daisy Daycare NS				
				Fort Hill IPS	Fort Hill IPS				
				Good Shepherd NS	Good Shepherd NS				
				Old Warren PS	Old Warren PS				
				Kilcooley PS	-				
				Knockmore PS	Knockmore PS				
				Largymore PS	Largymore PS				
				St. Luke's NS	St. Luke's NS				
				St Luke's PS	St Luke's PS				
				St. Aloysius PS	St. Aloysius PS				
				St.Mark's PS& NS	St.Mark's PS & NS				

**Table 4: Inactive Delivery Organisations
(Staff have been trained in IY, however the organisation did not deliver programmes between 01 September 2013 and 31 August 2014 and they do not plan to deliver IY programmes between 01 September 2014 and 31 August 2015) Total 15**

Belfast HSC	Northern HSC	South Eastern HSC	Southern HSC	Western HSC
BHSC - Early Intervention /CIDS Team	Steeple Nursery School	Pond Park Nursery School	ACE Team/CBSS	Edenballymore Sure Start
Holy Trinity Primary School	Antrim Sure Start		Home-Start Banbridge	Oakgrove Integrated Nursery & Primary School
Integrated Services for Children and Young People			Dungannon Nursery school	WELB SEN Early Years Capacity Building Programme
St Michael's Nursery School				Fountain Primary School
				Longtower Primary School



Appendix D

IYNI Recommended Measures for Evaluating IY Programmes

The list of standardised measures below are intended to provide a framework for evaluating IY programmes in Northern Ireland. Far from being exhaustive, the list instead represents a core or minimum set of measures recommended by IYNI, common use of which would support the development of new research and evidence on the outcomes of Incredible Years in Northern Ireland.

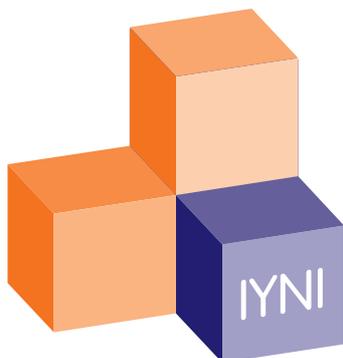
Incredible Years Programmes	Recommended Measures	
Parent	Child Outcomes	Parent Outcomes
Baby Parent	Ages & Stages Questionnaire	Karitane Parenting Scale + Beck Anxiety Inventory
Toddler Basic Parent	For 18 month olds - Achenbach Child Behaviour Checklist. From 2 years+ Eyberg Child Behaviour Inventory	Parenting Stress Index + Beck Depression Inventory.
Pre-school Basic Parent	Eyberg Child Behaviour Inventory	
School Age Basic Parent		
Advanced Parent		
School Readiness		
Autism Spectrum & Language Delays	No recommendations are made as this is a relatively new programme.	
Attentive Parenting	No recommendations are made, beyond the use of SDQs, as this is a universal programme in early stages of research.	
Child	Child Outcomes	
Child Dinosaur Treatment (small group) Group	Strengths and Difficulties Questionnaire (Teacher Version) + Eyberg Child Behaviour Inventory + Connors Abbreviated Teacher Rating Scale	
Child Dinosaur Classroom		
Teacher	Child Outcomes	
Teacher Classroom Management	Strengths and Difficulties Questionnaire (Teacher Version) + Connors Abbreviated Teacher Rating Scale	



Appendix E

IYNI Fidelity Framework

To support all stakeholders involved in Incredible Years implementation in Northern Ireland, the IYNI Co-ordination Project has produced the IYNI Fidelity Framework. This framework supports in-depth qualitative assessment of Incredible Years programme fidelity and identification of areas in which improvements need to be made.



Building Block 1: Organisational Readiness

Delivery organisation:

1. Assesses the needs of the target population and the fit of the programme to the delivery organisation goals.
2. Provides internal managerial support to practitioners.
3. Provides adequate resources to deliver the programme: Crèche, food, transport DVDs, manuals & handouts, suitable venue, TV, flip chart, incentives, recording facilities/ IT support.

Building Block 2: Quality training for carefully selected practitioners

Delivery organisation:

1. Carefully selects at least 2 individuals who are motivated; interested in group work; experienced practitioners; and ideally qualified to a high level in an associated field.
2. Ensures that practitioners have access to the required group leader training to deliver the programmes.
3. Re-adjusts the practitioner's workload to reflect the additional work (including supervision, consultation, prep time, peer support, recruitment and make up sessions).

Building Block 3: Quality ongoing supervision and consultation for practitioners

1. Practitioners have access to IY accredited supervisors (IY peer coaches, mentor, trainers):
Frequency of support: During the practitioners' first few programme deliveries, supervision and consultation should be very frequent. It should continue on an as needed basis.
Types of support: Telephone or in person consultations, (3 to 4 during first group), individual video reviews, group consultations including video reviews.

Building Block 4: Peer support networks

Practitioners:

1. Are matched for peer support immediately after training. A minimum of two practitioners from the same organisation are matched together. Where possible experienced practitioners are matched with the newly trained practitioners.
2. Plan the delivery of the programme together. They meet before the programme is delivered and on a weekly basis throughout the programme delivery.
3. Provide mutual support and review videos in their weekly meetings. Practitioners should videotape their groups from their first delivery session to enable the video reviews.
4. Join a local IY peer support network if available

Delivery organisation:

1. Ensures that practitioners are supported to meet weekly for planning, peer support and review.



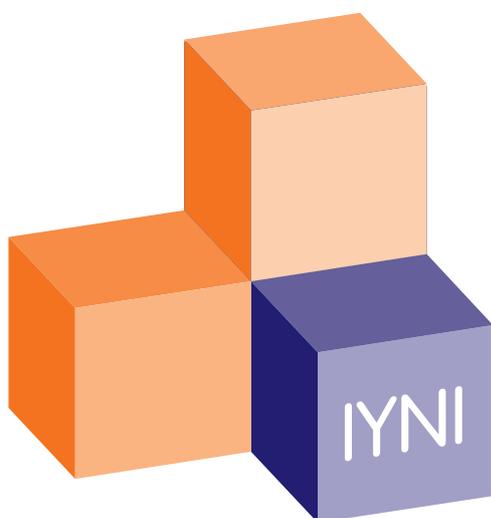
Building Block 5: Adherence to Programme Fidelity

Practitioners:

1. Adhere to IY programme core minimum dosage. Make up sessions are delivered when required.
2. Adhere to the session plans and protocols in the manuals. This is checked by managers
3. Are able to tailor and supplement programmes for the particular needs of the group. Practitioners have access to IY supervision to support them with this.

Building Block 6: Group Leader Accreditation

1. Practitioners & delivery organisations are aware of the benefits and understand accreditation process.
2. Practitioners are supported by delivery organisation to pursue group leader accreditation process.
3. Accredited group leaders, peer coaches and mentors are internal champions within the delivery organisation for promoting accreditation delivering the programme with fidelity.



Building Block 7: Promoting sustainability

1. Delivery organisation has a key strategic lead who understands the requirements of the programme, as well as the workings of the organisation.
2. Practitioners are provided with ongoing consultation and supervisions from an external IY mentor or trainer.
3. Delivery organisation encourages accredited group leaders to become accredited peer coaches.

Building Block 8: Quality Assurance and Evaluation

Practitioners:

1. Collect monitoring and evaluation data including weekly evaluations by participants, submit final summative evaluations, submit attendance registers and complete each session's protocols.

Delivery organisation:

1. Engages in on-going monitoring of group leader fidelity, evaluations, and progress toward accreditation.
2. Uses standardised measures to collect baseline and follow up data about programme participants to measure outcomes.
3. Collects other associated outcome data e.g. group attendance, parent and teacher feedback, child academic achievement, school attendance and feedback from other care providers who work with the child and the family.





Working with children
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For further information contact
Deirdre McAliskey, Head of Sector Support
E: DMcAliskey@ncb.org.uk

NCB
The NICVA Building
61 Duncairn Gardens
Belfast BT15 2GB
Tel: 028 9087 5006



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