

# The Incredible Years:

Lessons Learned in  
Community Mental Health Implementation



**morrison**  
child & family services

restoring childhood.  
rebuilding families.  
renewing hope.

- Cate Drinan, MA
  - Early Childhood Consultant
  - Member of an Early Childhood Mental Health Consultation & Prevention Team
  - Certified Incredible Years Group Leader and Mentor Teacher
  - Morrison Incredible Years Training Coordinator
- Morrison Child and Family Services
  - 15 sites located in Portland, Oregon, serving over 60% of children in Multnomah County.
  - Provides a comprehensive range of community mental health, substance abuse, juvenile justice, and prevention services to more than 5,000 children and their families.
  - Programs include outpatient counseling, early childhood mental health consultation, parent education, home and school-based programs, and foster care, residential, and day treatment.

# Agenda

- Overview of The Incredible Years Programs
  - Incredible Years Parent Series
  - Incredible Years Child Treatment Series (“Dinosaur School”)
  - Incredible Years Teacher Classroom Model
- Friendly House and The Three Little Boys: A Case Study
  - Incredible Years Implementation on the Ground
- Adoption and Funding of The Incredible Years Series
- Stages of Morrison’s Implementation and Lessons Learned
  - Exploration, Preparation and Early Implementation
  - Full Implementation and Sustainability
  - Morrison Outcome Data and Recognition
  - Innovation: Where We Are Today
- Closing and Questions



# The Incredible Years

Parent Training

Child Training

Teacher Training

# Incredible Years Rationale

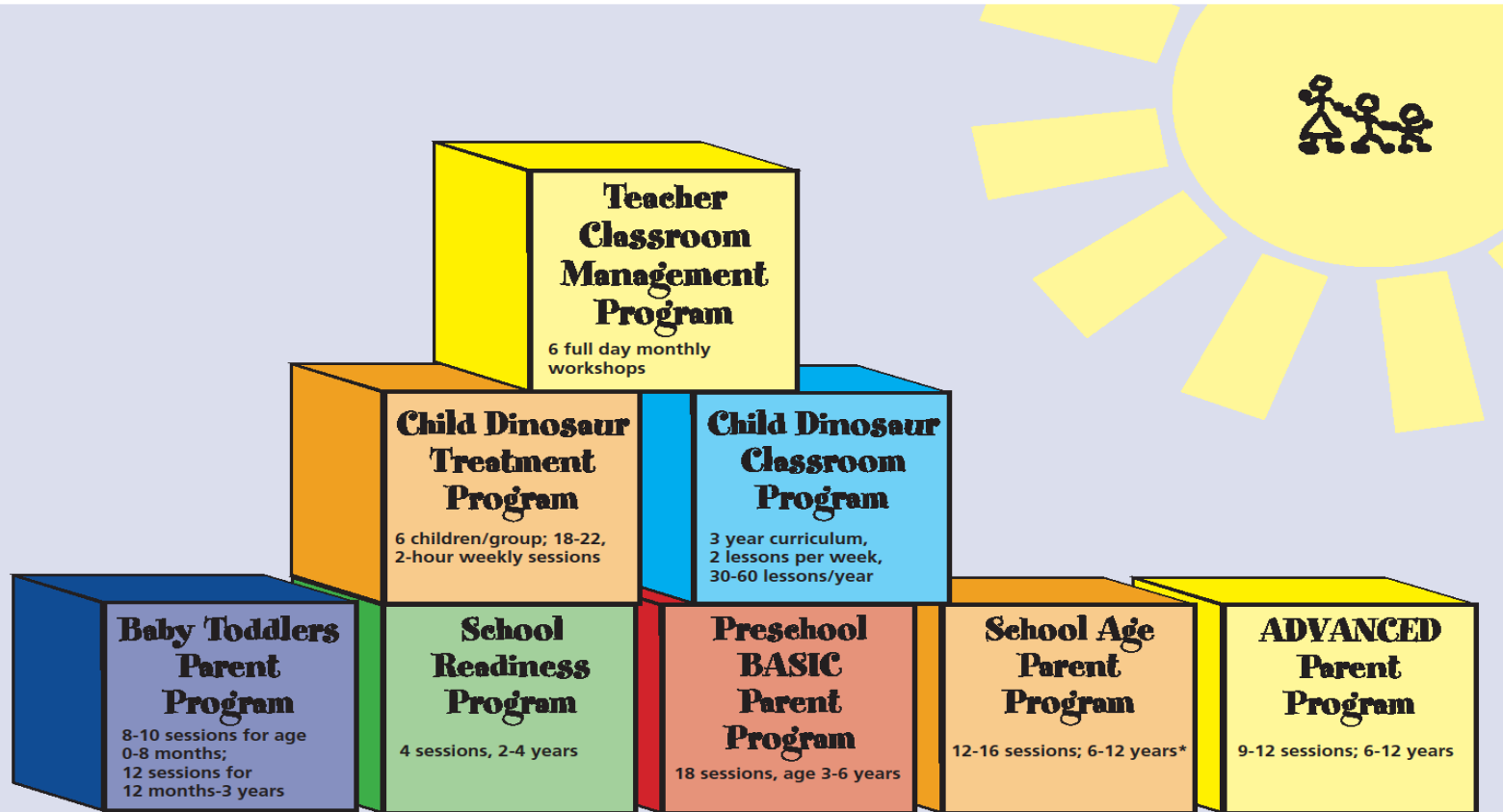
- Research shows that aggressive and disruptive behaviors in children are starting earlier and escalating in intensity.
- Arrests for children under 13 increased 165% for drug abuse, 76% for weapons violation, and 54% for aggravated assault. (1988-1997)
- 46% of kindergarten teachers reported half their students lacked self-regulatory skills to function productively in kindergarten.

# The Incredible Years Series Goals and Objectives



- Short Term Objectives
  - To prevent, reduce and treat aggression and behavior problems in young children.
  - To promote social, emotional and academic competence in young children.
- Long Term Objectives
  - To prevent and reduce the occurrence of aggressive and oppositional behavior, thus reducing the chance of developing later delinquent behaviors.

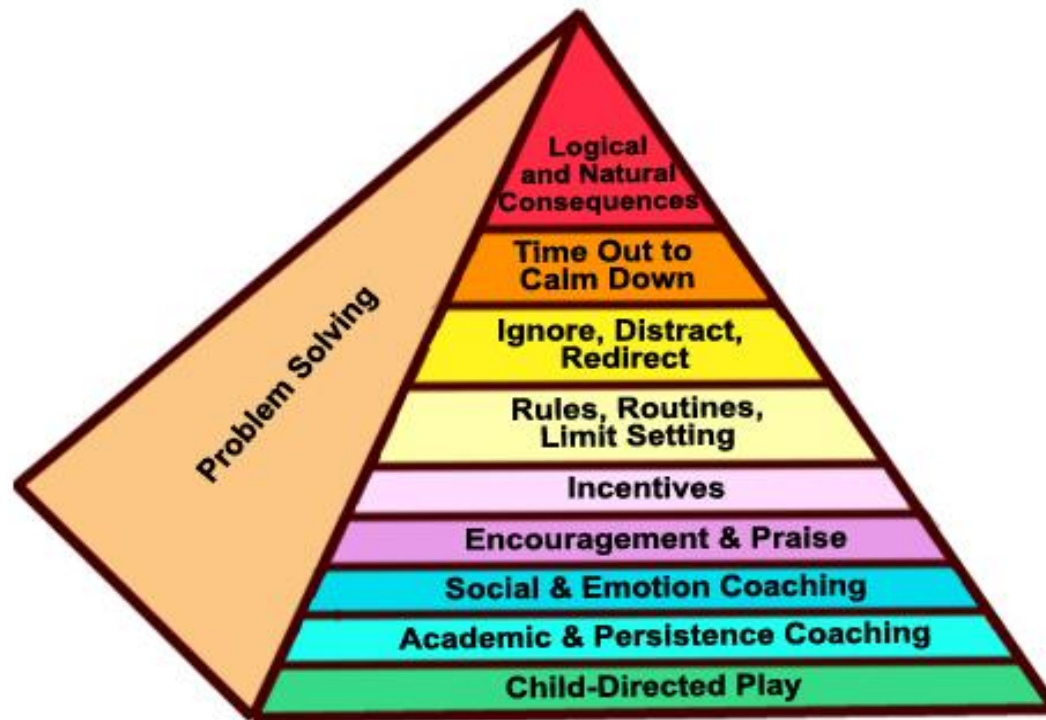
# Incredible Years Series Overview



**Promoting Children's Emotional, Social,  
Academic and Problem Solving Skills**

**The  
Incredible  
Years**

# Incredible Years Parenting Series: Content





# Incredible Years Parenting Series: Methods & Process

- Culturally sensitive
- Emphasizes the therapeutic
- Relationship: “collaborative process”
- Personal goal-setting & self-monitoring
- Coping vs. Mastery model
- Video modeling/DVDs
- Role play practice & rehearsal
- Home assignments
- Group support

# Incredible Years Parenting Series: Promoting Parent Engagement

- Interviews prior to group
- 10-14 parents per group
- Partners encouraged, multi-level families
- Day and evening groups
- Meet weekly for 2 hours
- Two trained leaders
- Buddy calls & activities
- Weekly group leader calls
- Food, Transportation
- Child Care

# Parent Program Effectiveness Treatment of Conduct Problems & ODD

## Research Studies

- 8 randomized control group evaluations by developer
- 6 independent replications
  - *Spaccarelli (1992) (USA);*
  - *Scott (2001) (UK);*
  - *Taylor (1998) (Canada);*
  - *Larsson & team (2008) (Norway);*
  - *Gardner (2006) (UK);*
  - *Posthumus (2009)(Holland)*

## Findings

- Increases in positive parenting
- Decreases in harsh discipline
- Reductions in conduct problems
- 2/3 of children in normal range at 3-year & 10 year follow-up

# Parent Program Effectiveness

## Prevention of Conduct Problems

### Research Studies

- 3 randomized control evaluations by developer
- 8 independent replications
  - *Miller (2002) Parents with older child incarcerated*
  - *Rojas-Flores (2001) Latino families (Head Start)*
  - *Gross (2002) African-American parents (toddler)*
  - *Scott (2003) London Schools*

### Independent Replications Cont'd

- *Linares (2006) Foster & Biological Parents, US*
- *Lavigne (2007) Doctors' Offices, US*
- *Hutchings (2007) Sure Start, Wales*
- *McGilloway (2009) 2-7 yrs, Ireland*

# Parent Program Effectiveness

## Prevention of Conduct Problems

- Findings:
  - Increases in positive parenting
  - Decreases in harsh discipline
  - Reductions in conduct problems
  - Increases in child social competence

# Incredible Years Children's Series

## Dinosaur School



# Dinosaur School Content

- New Friends and School Rules
- Succeeding in School
- Understanding Feelings
- Problem Solving
- Anger Management
- Talking with Friends  
and Being Friendly





# Dinosaur School Methods & Process

- Focus on cognitive, behavior & affect
- Developmentally oriented
- Video modeling
- Role play, practice and rehearsal
- Child size puppets, color cue cards
- Stickers, incentives
- Small group practice activities
- Home assignments with parents





# Dinosaur School: Treatment Model

- 6 children per group (2 leaders)
- 2 hours weekly, 20-22 weeks
- Schedule
  - Homework check-in and discussion
  - Learning new material (20 min)
  - Role plays and group practice
  - Bathroom and snack break
  - Individual practice, games & activities
  - Compliment Circle
  - Dinosaur chip counting and trade-in rewards

# Dinosaur School: Classroom Model

- Planning: taught 2-3 times per week, 60 lessons plans, 3 levels of curricula from preschool to Grade Two
- Presenting: 20-minute large group circle time
- Practicing: 20-minute small group activities
- Promoting: lunch, recess, choice time
- Role play: practice with life-size puppets
- Use examples from children's experiences
- Video modeling/DVD
- Visual cue cards
- Songs, games, books

# Dinosaur School: Effectiveness of Treatment of Conduct Problems

## Research Studies

- 2 randomized control group evaluations (children ages 4-8 years)
- 1 Independent replication
  - Larsson, Drugli, & Moerch (2005)

## Findings

- Decreases in harsh discipline
- Reductions in conduct problems
- Increases in social skills
- Increases in problem-solving skills with peers

# Dinosaur School: Effectiveness of Prevention of Conduct Problems

## Research Studies

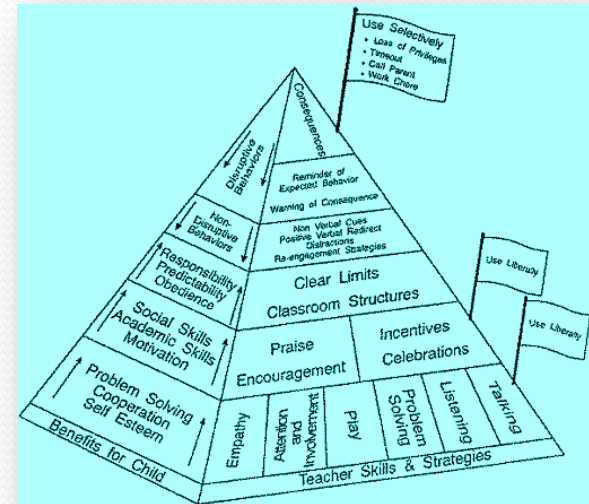
- 2 randomized control group evaluations by developer
  - (Head Start, Kindergarten, Grade 1)
- 2 independent replications
  - Taylor (2004); US
  - Hutchings (on-going); Wales

## Findings

- Decreases in aggression in classroom
- Increases in school readiness (friendly, follows directions, on task, engaged).

# Teacher Classroom Management Series: Content

- Building positive relationships with students
- Building parent-teacher collaborations
- Teacher attention, encouragement and praise
- Preventing problems: proactive teaching
- Decreasing children's inappropriate behavior
- Promoting social skills, emotional literacy, problem solving, and academic learning in the classroom



# Teacher Classroom Management Series: Methods

- 6 days of training
- Focus on cognitive, behavior, & affect
- Developmentally oriented
- Collaborative process
- Video modeling
- Role play & rehearsal
- Suggested classroom assignments
- Group support-other teachers are experts
- Individual Behavior Plans
- Self-reflection strategies & goal setting



# Teacher Classroom Management Series: Teacher Engagement

- Administrative/principal support
- Compensation for training/or paid substitutes
- Provide materials that can be used in classroom
- Hands-on assignments
- Train peer coaches to support teacher learning and behavior plans
- Use teacher evaluations & goals to modify subsequent training sessions
- Provide university credit or clock hours



# Teacher Program: Effectiveness of Treatment of Conduct Problems

## Research Studies

- 1 randomized control group evaluation by developer
- 0 independent replications

## Findings

- Decreases in teachers' harsh and critical discipline
- Increases in teachers' positive discipline and classroom management skills
- Increases in social competence
- Decreases in aggressive behavior



# Teacher Program: Effectiveness of Prevention of Conduct Problems

## Research Studies

- 2 randomized control group evaluations by developer (Head Start)
- 3 independent replications
  - Arnold (1991),
  - Hutchings (2007) Wales
  - Raver (2008) Chicago Schools
  - Ireland (ongoing) & Norway (ongoing), Taylor (ongoing)

## Findings

- Decreases in teachers' harsh & critical discipline
- Increases in teachers' positive discipline and proactive classroom management skills
- Decreases in classroom aggression
- Increases in children's prosocial behavior

# Incredible Years Programs Together: Combined Outcomes

- Significant decreases in children's negative behavior; increased parent bonding and involvement, and high teacher satisfaction.
- For highly aggressive children the combination of parent and teacher/child training produces better long-term results than either alone.
- Please see the Incredible Years website library for further articles/data on RCT studies of combined IY programs.

# Friendly House and The Three Little Boys: A Case Study

“Once upon a time, there were three little boys who single-handedly turned a community preschool classroom into a behavior classroom.”



# Adoption and Funding of The Incredible Years



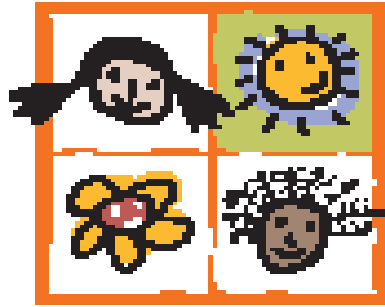
# Initial Funding: SAMHSA

- 2002. 3 year grant from The Substance Abuse and Mental Health Services Administration (SAMHSA). Funded:
  - Early Childhood Mental Health Consultation (ECMHC)
  - Incredible Years Parent Groups at childcare programs.
  - This project ran from 2002 – 2005.
- Team: 2 members at 1.75 FTE with one part-time support person. Funding also included .3 of supervisor's time.
- Two staff as well as the Supervisor and Director of Outpatient programs were trained in The Incredible Years Parent Program.
- IY parent groups offered at the rate of about 6 per year, two at a time.

# Sustainable Funding:

## The Portland Children's Investment Fund

- 2000. Dan Saltzman, Portland City Commissioner, developed The Portland Children's Investment Fund.
- 2001. Portland voters passed levy with 53% approval.
- 5 year City of Portland levy option from 2003 – 2008.
- Pooled approximately 10 million dollars per year at a cost of about \$60 per year for the average Portland homeowner.
- Funding supported 66 different programs for children and young adults in 3 categories:
  - early childhood health and education
  - after-school and mentoring programs
  - child abuse prevention & intervention
- Levy:
  - operated with a 5% administrative cap
  - required agencies to invest in proven programs and track and report outcomes via yearly audit.



*Investing in our future*  
**portland  
children's  
levy**

- Levy was set to expire in 2008; extended with funds from early savings.
- November 2009. Portland Children's Levy re-approved by voters with 73% approval.
- New 5 year Levy continues to pool twelve million dollars per year to fund over 70 programs for 16,000 children.
- Added a fourth category – foster care.
- For more information on The Portland Children's Levy:
  - [www.portlandchildrenslevy.org](http://www.portlandchildrenslevy.org)
  - <http://bayopliskonesansrenmenyoplis.org/docs/TheChildrensTrustBook.pdf>



# Morrison's "CHIF" Team

- 2003. Morrison received a grant from The Children's Investment Fund.
  - supported 5 FTE team to continue to implement ECMHC and Incredible Years programs.
  - expanded to include ECMHC to in-home childcare.
  - added Cognitive Behavior Therapy (CBT) groups to parents to prevent/treat Anxiety & Depression.
- Today: 5.25 FTE for 10 team members. 7 consultants/group leaders, 2 part-time program staff, one supervisor.
- Serve 12 agencies including Head Start, YMCA, Childcare Resource & Referral, low-income childcare agencies and three in-home care networks with 10-12 individual in-home care providers per network.
- Each year we offer 8-10 IY Parent Groups, 2 Dinosaur Groups, 4 CBT groups.



# Outpatient Implementation of IY at Morrison

- Concurrent with SAMHSA and PCL grants, IY groups have been implemented in select Morrison Outpatient programs.
- SAMHSA and PCL teams were utilized as arenas in which to capture early learning and mastery of the IY Series, and facilitate implementation into Outpatient, where resources are often less available and funding can be less flexible.
- Several smaller subsequent grants have been implemented with various types of funding (United Way, etc.) to implement IY Series at other Morrison locations as well.

# Morrison's Implementation of The Incredible Years Series: Lessons Learned

“Tell me and I'll forget;  
show me and I may remember;  
involve me and I'll understand.”

-Chinese Proverb

# Stages of Implementation

- “Implementation [of an evidence-based program] involves six stages that typically take place over two to four years:”
  - Stage 1: Exploration
  - Stage 2: Preparation
  - Stage 3: Early Implementation
  - Stage 4: Full Implementation
  - Stage 5: Sustainability
  - Stage 6: Innovation
- Source: Implementing Evidence-Based Practices: Six “Drivers” of Success
- Allison J. R. Metz, Ph.D., Karen Blase, Ph.D., & Lillian Bowie, M.A.
- <http://nirn.fmhi.usf.edu/>

# Exploration, Preparation and Early Implementation

“I felt that The Incredible Years Series needed a champion. I got trained, read Dr. Webster-Stratton’s work, and as an agency we made an early commitment to implementing this model with fidelity.”

-Margaret MacLeod,  
Director of Morrison Outpatient Programs

# Exploration, Preparation, Early Implementation: Lessons Learned

- *Research the model, your agencies' readiness, and the needs of your population.*
  - “I wanted to match the intervention with the needs of our clients.” -Margie MacLeod, Director OP Programs
  - Use your research to help with budgeting and planning ahead while writing grants.
- *Administration plays a key role.*
  - Director of OP and EC Supervisor were among the first to be trained in the IY model.
  - “You can train 2 or 3 staff to run this series, but those same 2 or 3 staff cannot solve billing, staffing or budget challenges. Financial & logistical planning for this series must be integrated into the agency.” -Kathryn Falkenstern, Early Childhood Supervisor.
- *Adequate resources are critical.*
  - Investment costs include not only training and materials, but also budgeting for childcare, meals, prizes and handouts.
  - Additionally, extra time must be budgeted for clinicians to plan, market and recruit for, and run classes, as well as receive supervision and consultation.

# Exploration, Preparation, Early Implementation: Lessons Learned

- *Allow an adequate length of time in your grant for implementation.*
  - Six months time between Children's Levy start date and first parent group. Factor in hiring, training (wait time), marketing & recruiting for groups.
- *Sequence curriculum training and implementation if possible.*
- *Follow protocols – do not eliminate portions of curriculum.*
  - Length may need to be adjusted according to the needs of the population.
- *Early commitment to fidelity makes a difference.*
  - “Delivering a program with fidelity means providing all the core components of the program at the intended dosage, in the right order, using the recommended protocols, methods and materials with trained group leaders.” -Dr. Carolyn Webster-Stratton
  - Benefits: knowing how to budget for it, and knowing that you can anticipate outcomes similar to those found in the research.

# Exploration, Preparation, Early Implementation: Lessons Learned

- *Selection criteria for hiring employees may change.*
  - “I found that changing the interview format became a key shift for me in hiring IY group leaders. I wanted to be clear about what we were hiring for.”  
-Kathryn Falkenstern, Early Childhood Supervisor.
  - Selection criteria to look for:
    - Prior experience leading groups, working with parents, and a good working knowledge of mental health.
    - Good experience with or capacity for recruiting and marketing groups – key for community based groups but still important for clinic-based groups.
    - Characteristics: flexibility, problem-solving, autonomy combined with team orientation.
    - Openness to idea of use of an EBP – including training, fidelity monitoring, ongoing consultation in use of model.
    - See *In Focus* article from Portland State University’s Research & Training Center for more.

# Exploration, Preparation, Early Implementation: Lessons Learned

- *Support for infrastructure is key.*
  - “Stand-alone” groups vs. systematic management.
  - “Running an IY group is a bit like planning a wedding, and you need good coordination.” -Dr. Webster-Stratton
  - “IY Groups run much, much more effectively when there is close supervisor involvement.” –Margie MacLeod, OP Director
- *Childcare may require more support than you think.*
  - “Dina Club” for kids!
  - Current request for a grant from Oregon Children’s Foundation.
- *Create and promote a culture that supports evidence-based practice.*
  - Example: fidelity monitoring supports effective implementation.
  - 2005: Oregon Senate Bill 267 made Oregon the first state to make funding of mental health and addiction services contingent on their use of evidence-based programs. For further information on Oregon’s Senate Bill and its support of EBP’s, please visit <http://www.oregon.gov/DHS/mentalhealth/ebp/main.shtml>



# Exploration, Preparation, Early Implementation: Lessons Learned

- *Ongoing expert consultation helps answer questions, solve problems, reduces clinician frustration, supports effective implementation and prevents drift.*
  - Expert Consultation: phone call, email, video supervision, trainers visiting agency and/or group leaders attending consultation day in Seattle.
- SAMHSA 3 year grant period:
  - phone consultations were held once a month.
- CHIF grant:
  - phone consultations were held once every two – three months, timed to shortly after an IY parent group had begun.
  - Clinicians sent to Seattle once or twice per year in pairs with videotapes of themselves teaching to attend an IY Consultation Day.
  - An IY Trainer came to Morrison to host a consultation day once/year.

**Dinosaur  
School and  
Consultation:**

*Picking  
Children out  
of Trees*



# Dinosaur School In Session!



# Full Implementation and Sustainability

"I consider Morrison Child and Family Services to be a model site for implementation of The Incredible Years programs."

-Dr. Carolyn Webster-Stratton



# Full Implementation and Sustainability: Lessons Learned

- *Funders can adapt regulations to support evidence-based models.*
  - Verity Plus and Washington County changed their billing codes to simplify and more accurately reflect IY group services.
- *Ongoing internal monitoring continues to insure effective outcomes.*
  - Fidelity checklists, pre- and post-measures, parent evaluations.
- *Certification insures effective implementation.*
  - 3% raise upon certification as an incentive.
  - Team meeting time was dedicated to working on it, and phone consultation was obtained.
  - Team members partnered together to support each other in reviewing DVD's, preparing paperwork, reviewing feedback and celebrating certification.

# Full Implementation and Sustainability: Lessons Learned

- *Peer review groups support newer IY group leaders.*
  - Six week series over three months. Two to three series per year.
  - Run by a Certified IY Group Leader or Mentor.
  - Collaborative review and sharing of challenges and successes of running groups.
  - Peer Coach model.
- *An Internal Mentor Teacher insures sustainability.*
  - Certified as an Incredible Years Parent Group Mentor Teacher in 2007.
  - 2 Parent Group Trainings, 5 Consultation Days, 3 Peer Review Groups per year, in addition to individual coaching and mentoring of new IY Group Leaders.
  - Can provide videotape review for Certification.

# Full Implementation and Sustainability: Lessons Learned

- *Benefits of an internal Mentor Teacher:*
  - Reduction of Training and Consultation costs.
  - Insures ongoing training in the face of employee turnover.
  - Promotes and supports implementation with fidelity.
  - Ease of access to on-site Mentor.
  - Mentor familiar with challenges & needs unique to the agency IY is being implemented in.
  - Mentor keeps agency current with emerging research and implementation practice through ongoing contact with developer.
  - Some costs can be recaptured by charging external trainees.
  - Promotes Morrison's visibility as a leading practitioner of evidence-based services in the community.

# Morrison Outcome Data and Recognition

“This is an amazing parenting class,  
and I should know because I’ve taken a LOT of them!”

-Incredible Years Parent



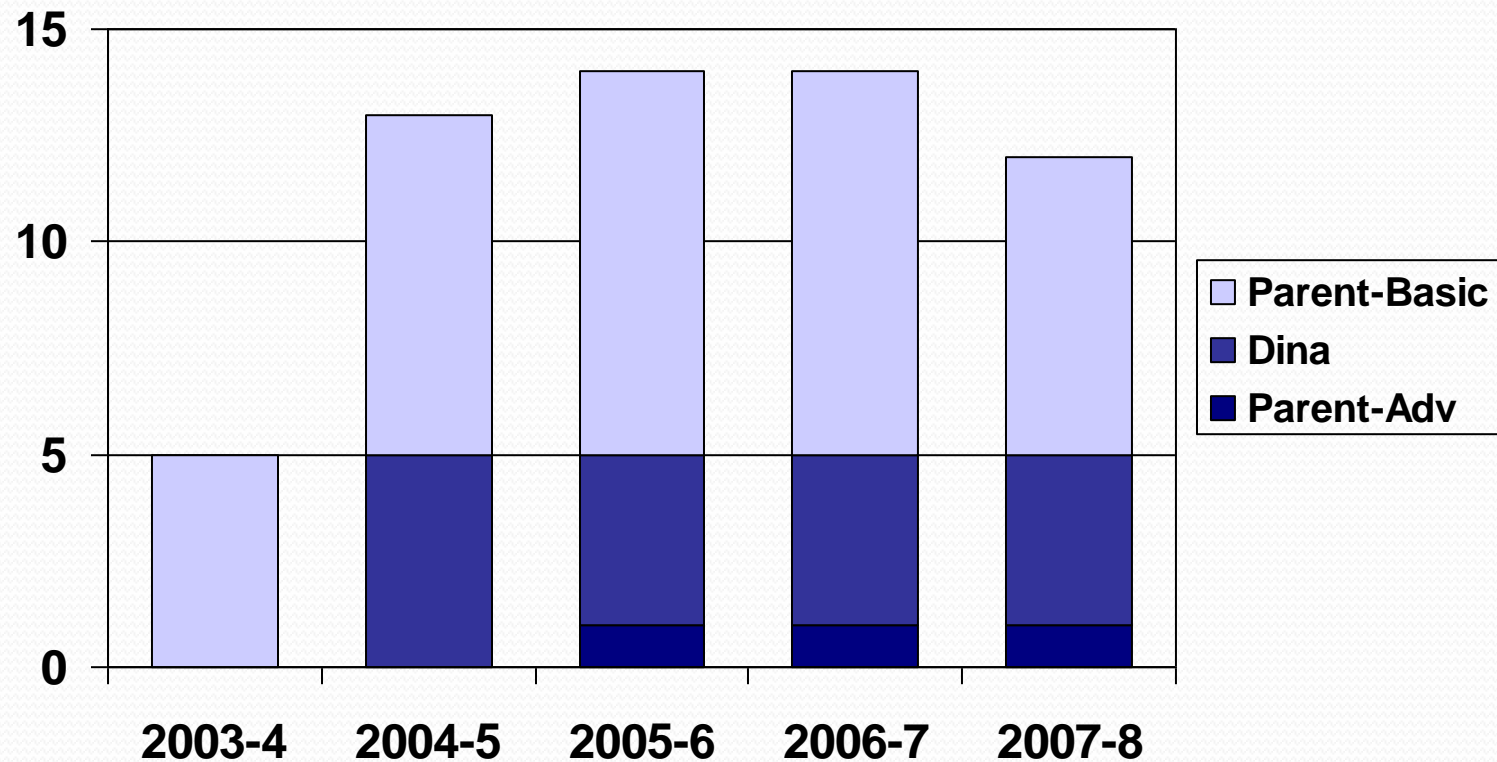


# Outcomes

Since the project's inception, Morrison has offered 136 Incredible Years Parent Groups, and 24 Dinosaur School Groups.

# Incredible Years

## Number of CHIF Groups Per Year

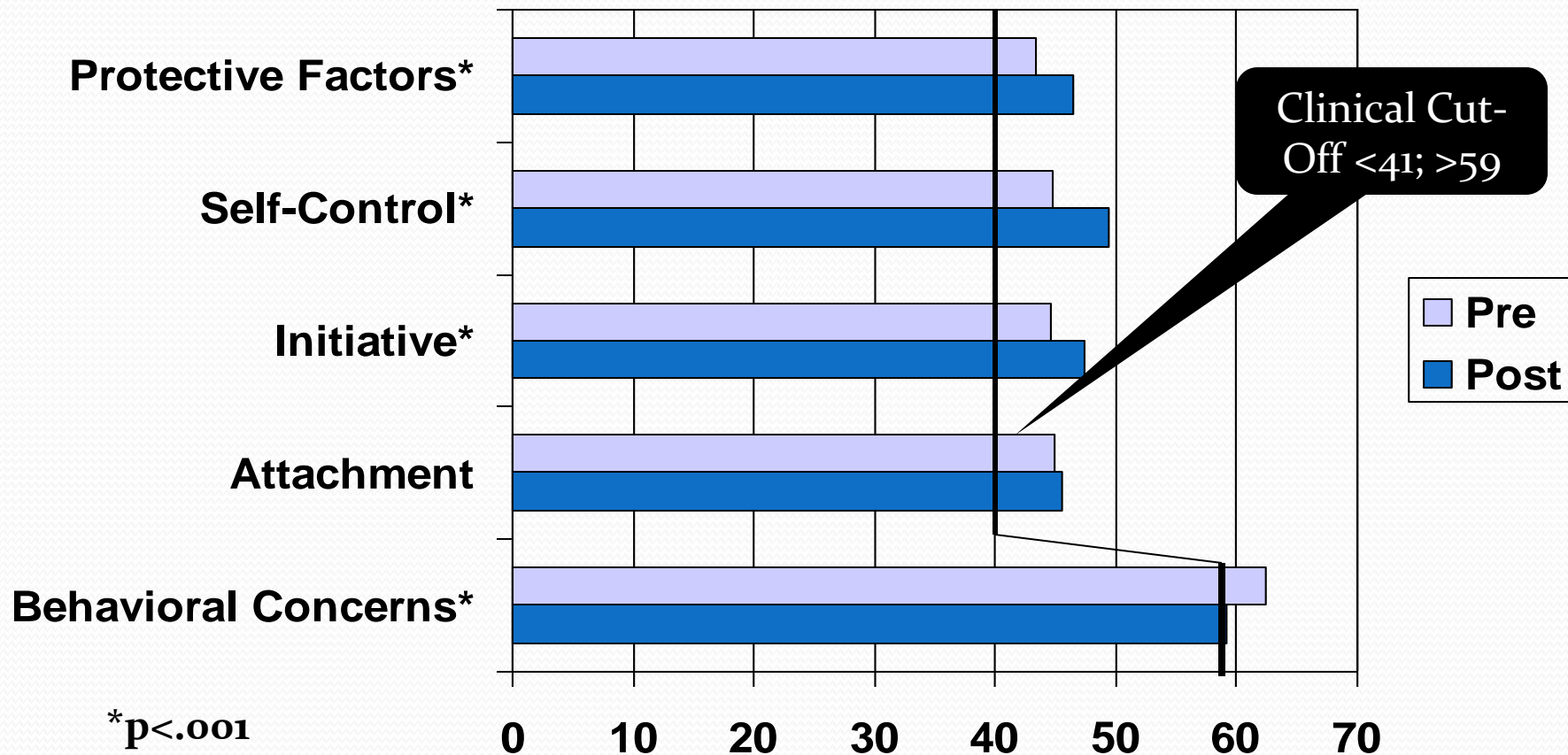


# Pre- and Post-Test Measures

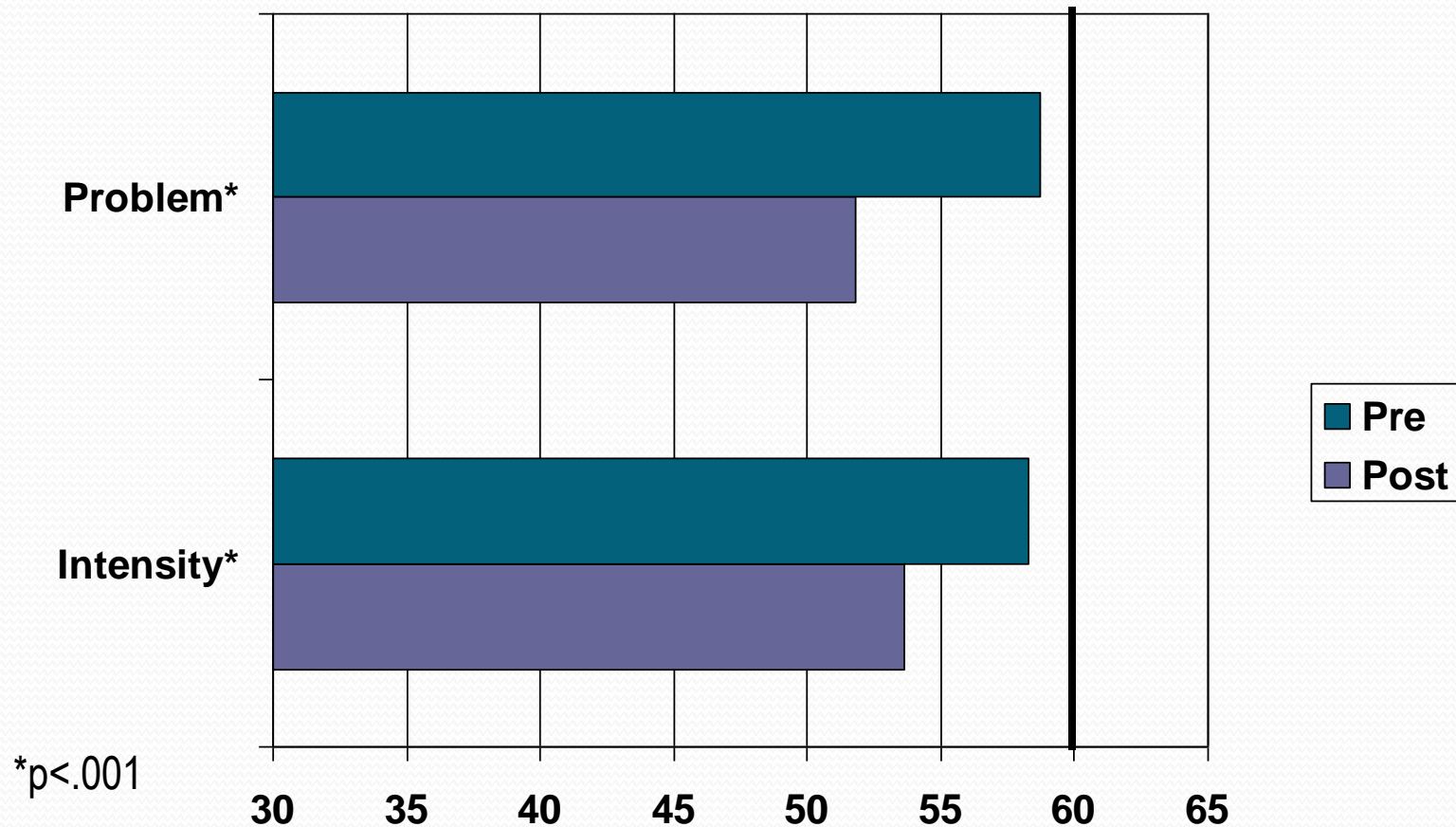
- Devereux Early Childhood Assessment
- Eyberg Child Behavior Inventory
- For both IY Parent Group and Dinosaur School

# IY Parent Group Outcomes

## DECA – Parent as Rater $n=151$



# ECBI – Parent as Rater $n=182$



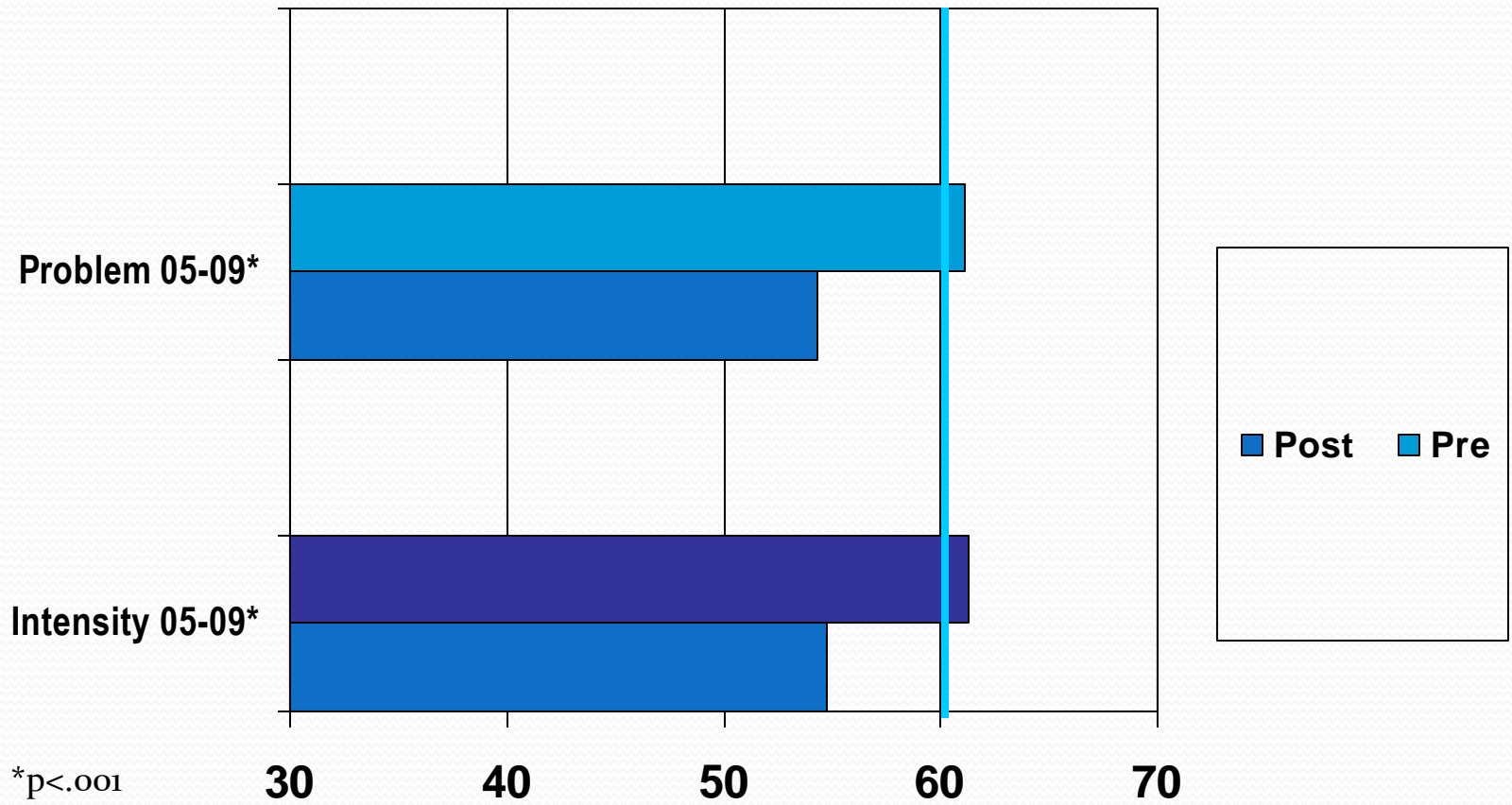
# Summary of Outcomes – Parents who Completed IY Reported Improvements:

- Parents reported significant improvements in parent efficacy:
  - Problem Scale ECBI
- Parents reported a significant reduction in problem behaviors on:
  - Behavioral Concerns Scale of DECA
  - Intensity Scale of ECBI
  - All Scales of DSF
- Parents reported improvements on Protective Factors on DECA

# Parent Satisfaction

- 218 surveys collected from IY Basic
- 10 surveys collected from IY Advanced
- Findings:
  - 99% would recommend the program
  - 98% reported overall satisfaction with the program
  - 91% were confident they could manage child behavior problems on their own (IY-Advanced, 100%)

## Dina ECBI's 2005-2009: $n=42$





# Summary of Outcomes – Children who Completed Dina

- Parents reported significant reductions in problem behaviors on:
  - All DSF Scales
  - Behavioral Concerns Scale of DECA
  - Intensity Scale of ECBI
- Parents reported significant increases in parenting efficacy
  - Problem Scale of ECBI

# SAMHSA's Science and Service Award

- 2007: SAMHSA initiated the Science and Service Award to help promote the rapid implementation of effective programs into routine clinical and community-based practice.
- The Award recognizes programs who successfully implement a recognized evidence-based program and demonstrate positive outcomes in one of four areas:
  - Substance Abuse Prevention
  - Treatment of Substance Abuse and Recovery Support Services
  - Mental Health Promotion
  - Treatment of Mental Illnesses and Recovery Support Services

# SAMHSA's Science and Service Award

In 2007, Morrison Child & Family Services won SAMHSA's Science and Service Award for our successful implementation of The Incredible Years Programs.



# Parent Quotes About The Incredible Years

- I don't know how I survived without taking this class!
- I'm going to be pulling from this for a long time...it's a work in progress. This class takes a lot of the pressure off.
- As the class progressed, it helped me come out of my own little world; we're all in the same boat. I look forward to coming to class.
- You don't have to raise them all in one day.
- This class has rippled through my family.
- I feel a sense of accomplishment when a situation comes up with my child and I know what to do.
- I really looked forward to it. Now what am I going to do with my Thursday nights? It was good to know I'm not the only one. I'll go away a better parent.
- At first, it was the meal and the childcare. Now, I have something to go by for the rest of their lives.

# Innovation: Where We Are Today

“What we are learning in this program is just like what we are taught in the Qur’an!”

-Incredible Years Parent



## Where We Are Today: Lessons Still Learning



- Infant IY Series begins this April.
- Advance IY Series Outpatient training with Dr. Webster-Stratton this past December.
- Outpatient Spanish-Speaking IY Groups continuing.
- IY Home Visiting Program will be piloted this Spring at one of our Outpatient programs.
- Current IY Parent Group with parents representing 11 countries and 4 languages with translation into both Arabic and Spanish.

# Close and Questions

For more information on  
The Incredible Years, please visit:

[www.incredibleyears.com](http://www.incredibleyears.com)

For more information on Morrison Child & Family Services'  
implementation of The Incredible Years:

[www.morrisonkids.org](http://www.morrisonkids.org)  
[cate.drinan@morrisonkids.org](mailto:cate.drinan@morrisonkids.org)

“Shukran”