

# The Incredible Years Parenting Programme in Scotland

PAS May 3rd  
2012

Brenda Renz  
Consultant Clinical Psychologist  
Programme Director, Psychology of  
Parenting

# Scottish policy environment

- Early Years Framework and Taskforce
- Preventive Spending Review
- Parenting Strategy
- Children's Services legislation
- GIRFEC
- GUS data
- Healthcare Quality Strategy
- Mental Health Strategy

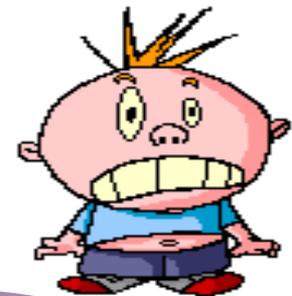
# Why parenting interventions?

The quality of care a child receives from his main caregiver is a primary mediator of child outcomes

AND.....

- positive parenting is a key protective factor buffering children against the full impact of risk laden adversities

- **AND.....some actually work!**



# Knowing which programmes work best?



## Early Intervention: The Next Steps

An Independent Report to Her Majesty's Government

Graham Allen MP

## Commissioners Toolkit database

## Interventions for Promoting Early Child Development for Health

An environmental scan with special reference to Scotland

Suggested mixed, two-generation approach to address early childhood social-emotional and cognitive development based on evidence of promising interventions

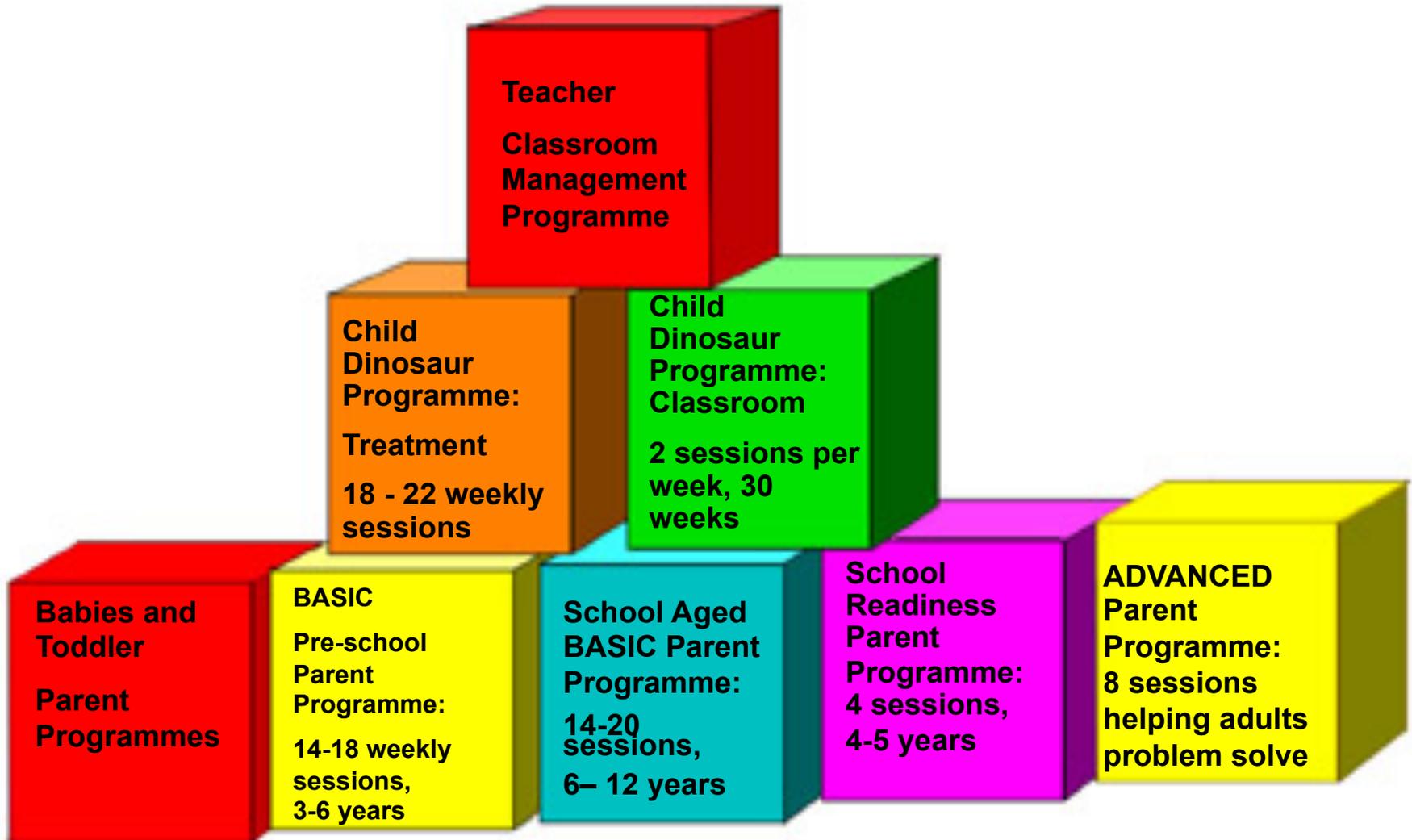
Category	Population	Programme	18-24 months	24-36 months	36-60 months
High-risk of developmental and/or attachment disorder	Children	Attachment-based interventions e.g. Play Therapy, Parent-Child Interaction Therapy, Parent-Child Relationship Therapy, Parent-Child Interaction Therapy, Parent-Child Relationship Therapy	Individualised play-based interventions	Individualised play-based interventions	Individualised play-based interventions
	Parents	Attachment-based interventions e.g. Parent-Child Interaction Therapy, Parent-Child Relationship Therapy, Parent-Child Interaction Therapy, Parent-Child Relationship Therapy	Individualised play-based interventions	Individualised play-based interventions	Individualised play-based interventions
Medium risk	Children	Attachment-based interventions e.g. Play Therapy, Parent-Child Interaction Therapy, Parent-Child Relationship Therapy, Parent-Child Interaction Therapy, Parent-Child Relationship Therapy	Individualised play-based interventions	Individualised play-based interventions	Individualised play-based interventions
	Parents	Attachment-based interventions e.g. Parent-Child Interaction Therapy, Parent-Child Relationship Therapy, Parent-Child Interaction Therapy, Parent-Child Relationship Therapy	Individualised play-based interventions	Individualised play-based interventions	Individualised play-based interventions
Low-risk	Children	Attachment-based interventions e.g. Play Therapy, Parent-Child Interaction Therapy, Parent-Child Relationship Therapy, Parent-Child Interaction Therapy, Parent-Child Relationship Therapy	Individualised play-based interventions	Individualised play-based interventions	Individualised play-based interventions
	Parents	Attachment-based interventions e.g. Parent-Child Interaction Therapy, Parent-Child Relationship Therapy, Parent-Child Interaction Therapy, Parent-Child Relationship Therapy	Individualised play-based interventions	Individualised play-based interventions	Individualised play-based interventions

January 2



Note: In any case, the evidence base is not comprehensive in that it does not include all possible interventions. There is a focus on the 0-5 age range. The 0-5 age range is the focus of the review but the evidence base for interventions is broader than that included in the table. The table is intended to provide a starting point for consideration of interventions.

# The Incredible Years Series of Programmes



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

- Groups of up to 12 parents meet weekly for (14-18 wks)
- 2 group leaders engage collaboratively and in a non-judgemental and nurturing fashion with parents
- Video-clips of parent-child interactions guide group discussion to help parents derive principles of positive parenting
- in-session practice primes home activities
- Group support is fostered



# The evidence base

- Multiple RCTs and prestigious awards
- Independent replications in various countries (including England and Wales) – in real life settings
- 2/3 of “diagnosable” children move out of clinical range after a 12 week parenting group
- Outcomes maintained up to at least 6 years after intervention
- High parent-satisfaction ratings
- AND..... health economists conclude they are cost effective!

# Cost of doing nothing



by age 28 the costs to the public purse for children with conduct disorder in childhood were 10 times higher (£70,019) than for those with no behavioural problems (£7,423)  
(2001 figures)

THE LATEST RESEARCH SHOWS THAT  
WE REALLY SHOULD DO SOMETHING  
WITH ALL THIS RESEARCH



# Psychology of Parenting Project (PoPP)



- to improve outcomes for children with significant levels of early-onset disruptive behaviour problems
- to increase workforce capacity around evidence-based parenting interventions for such children and their families

# Practice scan in Scotland (2010)

**Annual training events hosted since 2005**

**Number of practitioners trained = approx 200**

**Scotland-wide peer network**

**Few groups running -most in CAMHS and not being delivering with fidelity**

# Some lessons to be learned from “Implementation Science” ..

Only a combination of effective interventions and effective implementation produces good outcomes

Interventions that work are

- rarely simple
- inexpensive
- easy to implement

# More lessons to be learned

- Organisational support is required at all levels
- The “train and hope” approach does not work
- Local stakeholder involvement is essential
- Fidelity is not a natural default position

# How IY addresses implementation challenges

## Standardised Intervention materials

Clinician manuals  
Video vignettes designed to elicit group discussion and social learning theory principles  
Book for parents  
Home activity fridge notes

## Standardised trainings (3 days)

Delivered only by accredited trainers who teach content and underlying theory and model collaborative therapy processes

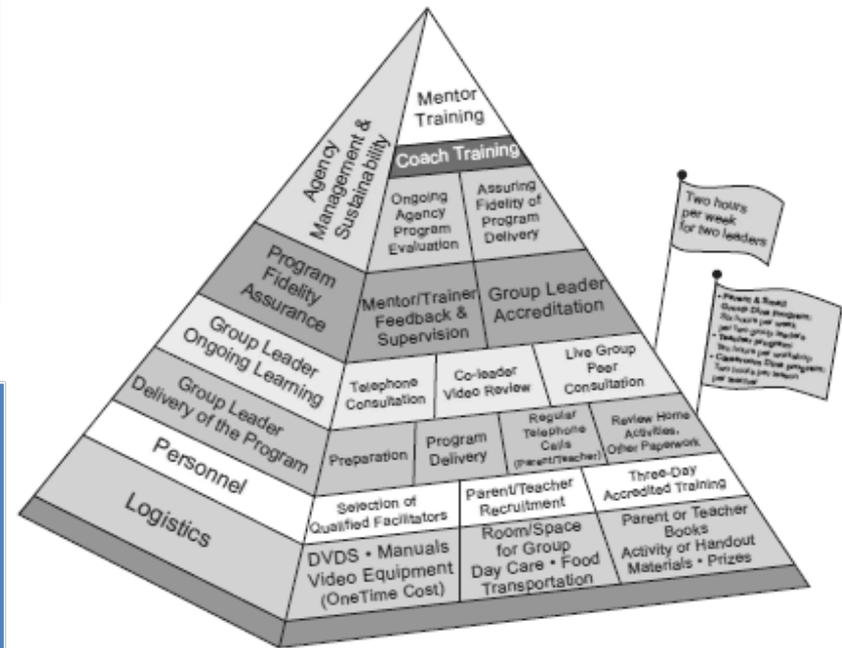
## Post-training accreditation scheme

Competence in delivery of content and adherence to collaborative therapeutic process is assessed at each stage of accreditation through e.g.;

- video-tape review of adherence to model
- positive evaluations by parents
- Self-and peer evaluations
- Session process checklists

## Supervisory structures

- Self-monitoring checklists
- Peer supervision
- Peer coaching by accredited group leaders
- Consultation days with accredited mentors and trainers



IY Implementation Pyramid:  
Assuring Fidelity of Program Delivery

# PoPP plan

- Scotland-wide 4 year roll-out focus on 3 and 4 year olds with elevated levels of behaviour problems
- Health-led initiative promoting interagency delivery aligned with local needs and GIRFEC
- A robust implementation plan designed to maximise fidelity and sustainability

# PoPP implementation



High fidelity

Continuous learning and accreditation

data-driven, "intelligent" decision-making

- Standardised core training
- "On the job" supervision and coaching
- Video-based peer supervision
- Self-regulating practitioners

Competency Drivers

Organization Drivers

Sustainable evidence-based parenting programmes

Leadership

- Aligning evidence-based activity with strategic objectives
- Identifying local champions
- Systems that value and nurture staff development
- Supportive resource allocation systems
- Robust data management systems

Adaptive leadership, co-ordination and technical support

# Progress to date

- Widespread support for the plan
- 2 Early Implementer sites
- Over 100 more staff trained
- Parent groups being delivered ( with supervisory support)
  - Lothian
  - GG&C ( Refrewshire)
  - Borders
  - Ayrshire
  - Fife
  - Forth valley

# Fidelity: Doing what it says on the tin

- Manualised materials
- Standardised trainings
- Process checklists
- Supervision and on-going support
- Accreditation scheme
- Organisational support



# A recipe for poor fidelity

***I didn't have potatoes, so I substituted rice.***

***Didn't have paprika, so I used another spice.***

***I didn't have tomato sauce, so I used tomato paste.***

***A whole can, not a half - I don't believe in waste.***

***My friend gave me the recipe - she said you couldn't beat it.***

***Something must be wrong with her, I couldn't even eat it!***

# Wanted!!

Well-trained and committed staff  
Who have adequate resources  
Who are adequately supervised  
And who have managerial support