

CYP(3) PAP 02

Children and Young People Committee

Response from Incredible Years

Professor Judy Hutchings, June 2009

On behalf of the Incredible Years Wales Centre, Bangor University

Introduction

The Parenting Action Plan for Wales 2005 (PAP) incorporated a decision to provide training in the Incredible Years (IY) Parent programme for staff from Authorities across Wales. In 2008 the Children and Young People's committee undertook a review of the plan. The review made reference to the work in Wales and section one of this report is a response to those comments. The work to disseminate the IY programme has been implemented over the last three years and continues during the 2009/10 year.

When the review of PAP was undertaken by the Children and Young People's Committee we submitted a response that included data on the number of people trained during the 2006/7 and 2007/8 years and the agreed training plan for 2008/9. An updated version of training activity incorporating figures from 2008/9 is included in Section 2 and a copy of the evidence submitted to the Committee in August 2008 accompanies this report.

When I presented evidence to the Committee I provided further written evidence including a report of a survey undertaken in Summer 2008 of all Authorities in Wales to show the level of take-up of the programmes across Wales the findings from which are summarized in section 3. The survey showed that all 22 Authorities across Wales had delivered the programme and all had plans to deliver it again during 2008/9. My verbal evidence to the committee is included in Appendix A.

This report has been compiled in response to the comments regarding the IY programme that were included in the PAP review and includes:

1. A response to comments within the review.
2. A summary of the training provided over the first three years of the PAP.
3. A summary of the survey of leaders and service managers undertaken in summer 2008.
4. A summary of feedback from services across Wales to the comments
5. The rationale for choosing the IY programmes and summary of past and current IY research in Wales.
6. Concluding comments

Section 1: A response to comments within the review.

Despite our submission of both written and oral evidence there was no reference to this evidence in the Committee report. Much of that submitted evidence proves answers to some of the points raised in the report. A huge amount of valuable work is being done by services across Wales to deliver the IY parent programme, as shown in the report that was summarized in the previous section and in the responses from several services contained in section 4 and Appendix B. This, when combined with the evidence from our Welsh research, demonstrates that the programmes are both acceptable to, and effective for, parents and children in Wales.

Given the successful implementation of the WAG funded training package, as reported in section 1, as well as other support including translation of the two books and provision of programme materials, it is disappointing to read the Committee conclusion that the commitment to deliver training on the IY programme was only ‘partially’ completed.

Responses to other comments within the report:

1. The Welsh government has not evaluated the impact of the training at local level

This is partially true, however the WAG decision was based on very strong Welsh evidence from the North and Mid-Wales Sure Start study (Hutchings et al., 2007), subsequently published in the British Medical Journal and recently with a long-term follow-up in press in the British Journal of Psychiatry (Bywater et al., in press). In the meantime WORD (the Wales Office for Research in Health and Social Care) has funded a Welsh demonstration of the effectiveness of the parent programme with foster carers and their looked after children and WAG funding has contributed directly to the ongoing evaluation of the toddler programme for which the preliminary outcomes are very positive.

2. Action for Children said that those who have been trained in the programme have “not always gone on to deliver”; and that it does not meet the needs of all parents, particularly the hard to reach.

The survey results summarised in section 2 provide good evidence of the extent to which trained staff have made use of the programme, with 65% of the 206 respondents having delivered the programme, 69% having plans to deliver and all 22 Authorities in Wales having delivered the programme and having plans to continue to do so. Some staff were trained to act in support roles and others in order that they knew about the programme when discussing this with service users.

In relation to the comment regarding hard to reach families, the IY programmes have some of the best evidence in the world of doing this (Webster-Stratton, 1998; Hartman, Stage & Webster-Stratton, 2003) including as demonstrated in Wales (Hutchings et al., 2007a; Hutchings, Bywater & Daley, 2007b). In the North Wales Sure Start study the participants were targeted high-risk families living within Sure Start communities. This was one of the reasons for the spread of the programme across Wales.

No programme is effective with such families unless it places considerable emphasis on recruitment, which needs to be based on time spent building relationships with families, the provision of transport, crèches and ideally food. This takes staff time and is not always budgeted for (Hutchings et al., 2007b; Hutchings, Bywater, Eames, & Martin, 2008). The

evidence also demonstrates that these families respond better to collaborative work, allowing them to set and work towards their own goals and this requires a complex set of leader skills that are developed through consultation and support to staff once they are delivering the programme. This has been provided within the scheme but some Authorities have been much more proactive in encouraging their staff to access this supervision. Within the last year staff from 15 Authorities accessed supervision and to date there are six Authorities across Wales that have accredited programme leaders.

3. *A number of parents commenting that the materials used looked dated and were culturally more appropriate to parents based in the United States of America, rather than Wales.*

All of the programmes have had additional material added over the last three years so the criticism that they are dated is no longer valid, although skilled leaders still find that the messages contained in some of the older material are relevant and useful to parents. This is evident in the responses from programme leaders contained in the leader survey (Appendix B). In relation to cultural appropriateness this again is a leader skill issue as the results from research in Wales, Canada, England and Norway all demonstrate the equal effectiveness of the programme in these varied cultures and languages (www.incredibleyears.com).

4. *Some felt that the techniques taught were silly, while others were more positive about them, one parent commenting that the techniques taught should also be utilised in schools.*

Helping parents to engage with the principles of the programme is a leader skill and is an issue that is frequently raised by inexperienced leaders and easily dealt with in supervision. Parents are told that the programme introduces them to a menu of parenting skills and they develop their own strategies to address their own particular needs. A key issue is the need to help parents to strengthen their relationship with their children through play and it can be hard to engage parents in these activities if they have not had such experiences themselves and if they are wanting to address only the perceived problem behaviours. Again this is a leader skill that is dealt with both in the initial training and in supervision. Problematic child behaviour must be replaced by positive behaviour so building a positive relationship is a tool that helps parents to become more effective teachers of the behaviour that they wish to see.

Utilizing the ideas in schools is something that has been researched in North Wales (Hutchings et al., 2007c), and recognised by WAG. Training for teachers in positive classroom management skills was included in the 2008/9 plan and continues in 2009/10 along with training in delivering the Dinosaur School social and emotional curriculum in the classroom. Three Authorities in Wales have already committed to taking the teacher and classroom programmes forward (Blaenau Gwent, Powys and Gwynedd) and information about this was included in the submitted evidence.

5. *Tony Ivens told us that the Incredible Years programme has been evaluated as being effective with mothers, but that there is no data on how effective it is with fathers”.*

This is not entirely correct, although the programme has mainly been evaluated with the parent who undertakes the greater proportion of the parenting role, generally mothers. In our

Sure Start study this only applied to one father, although the figure has been higher in some of Webster-Stratton's own studies. However fathers/partners have also attended our groups. Partners (often not biological parents) are always invited and our CAMHS experience is of engaging two or three men in every group of 12 parents (approximately 20%) and finding that it was not difficult to maintain their attendance at group sessions. Having male group leaders is also a benefit.

6. *The value of preventative work is difficult to evidence, but our evidence shows there to be a clear need for more robust evidence to inform programmes and policy, which includes long term qualitative studies of parenting programmes' impact, with a greater recognition of story telling as evidence. Committee member, Christine Chapman AM commented: "there needs to be a warning that any research needs to be qualitative—we need to talk about stories, as opposed to just statistics. That is the danger sometimes—it might look good on paper, but you need those stories"*.

We are committed to obtaining both qualitative and quantitative evidence; both are essential in order to understand the impact of the intervention. Webster-Stratton has also placed considerable importance on the need to obtain qualitative data (Webster-Stratton & Spitzer, 1996) and our own Foster Carer study collected both quantitative and qualitative data.

The need for long-term evidence is essential (both quantitative and qualitative) as we need to know whether the positive impact of early intervention is sustained. Our long term Sure Start data (18 months) is just being published (Bywater et al., in press). Our attempts to date to obtain funding for a robust longer-term study have so far not been successful.

7. *RECOMMENDATION 9*

The Welsh Assembly Government should commission long-term, qualitative studies about a range of parenting programmes. It should use the same criteria to evaluate and compare parenting programmes. In particular, it should put resources into evaluating Home Start projects in Wales. The robust delivery of programmes that have been evaluated and show delivery"

There are three recommendations here: 1) The need for long-term qualitative data 2) the need for the same measures to compare programmes and 3) the need to evaluate Home Start projects:

- 1) We agree with the need for long-term data but it would be a tragedy if long-term studies were commissioned that neglected objective data. As children get older more hard data becomes available, such as school attendance, etc. Many standardized behavioural measures also exist. Long-term studies should incorporate a whole range of measures, both quantitative and qualitative.
- 2) The need for the same criteria to evaluate and compare programmes is a sensible suggestion however this is not as straightforward as it may seem since there are different factors to measure outcomes for babies, pre-schoolers and school aged children. Babies do not present with behavioural problems but there are important measures of attachment available, preschoolers may show behavioural problems due to limited communication skills and it is important to measure both communication skills and problem behaviour. School aged children need to be assessed in both home and school environments.
- 3) It is not clear how Home Start projects could be evaluated since, despite the good work being undertaken by different Home Start projects, they do not on the whole

deliver evidence-based interventions nor do they all do the same thing. This could be akin to the NESS evaluation of the English Sure Start project, which failed to show any benefits for highly disadvantaged children, partly because there was no agreed intervention (Belsky, Melhuish, Barnes, Leyland & Romaniuk, 2006; Belsky, Barnes & Melshuish, 2007).

Section 2: Summary of WAG funded training provided over the first three years and fourth year plan.

Background

At the launch of the scheme, in December 2005, all 22 CYPs indicated their wish to access parent leader training for their staff and were asked to commit to supporting the delivery of the programme within their service in return for an allocation of training places. Twenty basic leader-training places were offered to Cardiff and Swansea CYPs and 10 places to each of the other 20 CYPs. The programme commenced in April 2006 with a plan to provide basic leader training for staff from 15 Authorities in the first year.

2006/7 Training and Consultation

The contract provided for thirty days of training including three basic leader training courses (24 days) and six consultation/supervision days. Eight three-day BASIC leader-training courses were delivered to staff from 15 Authorities (160 staff). A further 143 staff were trained; this included two additional WAG funded courses specifically for CAMHS staff (Llandrindod and Flintshire) and two courses funded by local services (Blaenau Gwent and Rhondda Cynon Taf - Tylorstown). The total number of Welsh staff to access BASIC leader training between April 2006 and March 2007 was 303.

The fifteen Authorities that took up all or part of their allocation were: Powys 10, Wrecsam 10, Newport 10, Monmouth 10, Cardiff 20, Swansea 18, Merthyr 5, Blaenau Gwent 10, RCT 10, Caerphilly 10, Vale of Glamorgan 10, Ceredigion 10, Pembroke 10, Gwynedd 8 and Ynys Mon 9, with a total of 160.

Consultation/Supervision

Year one included the provision of six supervision days (two each in North, Mid- and South Wales). Twelve days of supervision were offered in days and half days. This doubled the contracted agreement and was achieved by offering half-day supervision sessions linked with each basic training. Consultation was accessed by previously trained leaders who were already delivering the programme, as well as newly trained staff. One hundred people from 16 Authorities across Wales attended the consultation/supervision sessions. Supervision took place in Wrecsam, Llandrindod (2), Bangor (5), Cwmbran, Cardiff, Caerffili, Ceredigion, Blaenau Gwent and Rhondda Cynon Taf -Tylorstown. The majority of places were accessed by staff from North and Mid- Wales (North Wales 47, Mid- Wales 25, South Wales 28 attendances), many of whom had undertaken basic leader training prior to the PAP scheme.

The 15 Authorities that accessed supervision were Pembroke 2, Powys 24, Gwynedd 28, Flintshire 5, Denbighshire 2, Ynys Mon 4, Monmouth 3, Neath PT 5, Conwy 8, Blaenau Gwent 7, Merthyr 2, RCT 6, Caerffili 1, Ceredigion 1, and Cardiff 2. In March 2007 WAG also funded one set of the basic parent programme materials for parents of children aged 2 – 8 for each Authority.

2007/8 Training and Numbers

The second year contract included basic leader training for staff from the remaining 7 Authorities delivered in four dedicated WAG funded trainings in Torfaen, Carmarthen, Flintshire and Bangor with additional places offered on a training in Rhondda Cynon Taf. This provided a further 80 training places. These were taken up by the remaining seven Authorities and some additional places for Authorities that had not taken up their full allocation in year one. The Authorities that received their allocation in year two were Bridgend, Torfaen, Carmarthen, Neath Port Talbot, Flint, Denbigh and Conwy. Additional training funded by Local Authorities provided for a further 71 people making a total of 151 people receiving basic leader training in 2007/8 (80 WAG funded and 71 LA funded).

The 2007/8 contract included 18 supervision sessions. These were attended by 181 staff from across Wales, 76 from North Wales, 35 from Mid Wales and 70 from South Wales. This was a significant increase in numbers of staff from South Wales who accessed supervision by comparison with the previous year. These attendances were by staff across South Wales who received basic leader training in 2006/7. Supervision days were held in Llanelli, Bangor (4), Mold, Cardiff (4), Llandrindod (4), Carmarthen, Wreccsam (2) and Swansea.

Additional funding was provided to translate the Incredible Years parent book into Welsh with 2000 copies delivered free across Wales and to provide a copy of the infant and toddler, advanced and school aged parent programmes and the teacher classroom management programme materials for every Authority across Wales.

2008/9

Funding in 2008/9 was for a further 30 days of training and consultation and included a number of new elements. There was no basic leader training but supplementary training in the older school aged programme, the Advanced Adult communication skills, and the infant and toddler programmes was offered to people who had undertaken basic leader training. There was an allocation of two places per Authority for each programme (a total of 12 days, one day each in North, Mid and South Wales for each programme). Funding also provided for three, three-day, teacher classroom management leader-training courses with three places per Authority (9 days) and for one supervision day per term in each of North Mid and South Wales (9 days). Figures of staff attendances at training are included in Appendix D. Demand for, and take-up of, places for the Infant, Toddler and consultation days, was enormous. Overall the number of staff trained exceeded the agreed number by 41% but take up of the training and consultation was varied, with over-demand for some courses, particularly new Infant and Toddler programmes (where numbers trained exceeded that proposed by 140%) and consultation. There were 248 consultation attendances many being associated with participation in the Toddler Research programme by 11 Authorities.

Additional funding was provided to translate the teacher classroom management book 'promoting children's social and emotional competence' into Welsh, to fund a survey of services and staff across Wales and to contribute to the production of our annual newsletter and conference. This letter enabled the conference to be held in Cardiff for the first time.

2009/10

The 2009/10 funding is for a further 30 days training and consultation. This provides additional training for staff to deliver the teacher classroom management programme (3 days). Also for the first time training for teachers in delivering the classroom Dinosaur School social and emotional literacy curriculum (6 days) is included. There is also a one day

training for teachers in delivering the four session school readiness programme for parents (3 days), further training in delivering the baby and toddler parent programmes (6 days), ongoing supervision for parent group leaders (9 days) and supervision for teachers delivering the classroom management or classroom Dino programmes (3 days).

Section 2: A summary of the survey undertaken in summer 2008.

In April 2008 WAG funded the survey and questionnaires were sent to CYP co-ordinators across Wales and also to all staff known to have been trained since training was first available in Wales in 1999. Service managers, generally CYP co-ordinators from all twenty-two Local Authorities and 206-trained group leaders responded regarding their use of the IY parent programme and future plans. The survey responses produced a very positive assessment of the development of the IY parent programmes across Wales. All 22 Local Authorities have delivered an IY parent programme, 21 during the previous year and all 22 had already delivered or had plans to deliver IY parent groups during 2008/9.

A total of 148 groups were delivered during 2007/8, a mean of seven groups per Authority. Groups were delivered to a variety of service user groups including universal access, targeted prevention, clinical service users, foster carers, support and crèche staff. There was considerable variation in the number of groups run, with Gwynedd and Powys each having delivered 30 groups. These two Authorities have a long history of delivering the programmes and both have locally available mentors to provide ongoing supervision and training.

There are a series of six parent programmes; five programme for parents of babies through to children aged 12 and a programme to build effective adult communication skills. There are differences in the extent to which the various programmes are being delivered across Wales, with the programmes for babies (11 Authorities), toddlers (14 Authorities) and young children aged 3 – 6 (8 Authorities) being most frequently delivered. The older school aged and advanced programmes tend to be delivered in addition to the younger age programmes in the Authorities that are further forward in their development of the IY parent programme.

All Authorities have arrangements in place to support the effective delivery of the programme, with 17 having supervision arrangements in place, this includes both peer and in house supervision and allowing staff to access the WAG funded supervision provided across Wales as part of the Parenting Action Plan.

Interest in, and progress towards, leader accreditation is growing, with seven Authorities in Wales having accredited leaders and/or leaders working towards accreditation. A further four Authorities have staff wishing to pursue accreditation. This makes a total of 11 Authorities that potentially could have accredited leaders over the coming year. This reflects growing recognition of the role of the accreditation process in establishing and maintaining programme quality thereby guaranteeing effective outcomes.

Service managers and leaders comments regarding the IY Wales Centre at Bangor were extremely positive and other comments predominantly focused on issues that would improve the delivery of the programme. Some of these have already been dealt with, for example by the provision of copies of all of the programmes, funded by WAG in 2007 and 2008. Several comments related to the need for top-up training and ongoing supervision and the need for

locally available supervisors. This will only be achieved by leaders going through the accreditation process.

The 204 respondents that had received leader training represented a range of disciplines and had a mean 14.2 years in their particular profession. They were employed by Health (42%), Education (9%), Social Services (30%) and a range of voluntary organisations (18%). Only 38% had previous experience of delivering a structured parenting programme. These included a wide range, only one of which would be considered evidence based. The training was found useful by 95% of the respondents regardless of whether they had subsequently delivered the programme in a group format.

A total of 129 respondents (65%) had delivered the programme, with a mean of 5.4 groups per leader. They reported a mean of 10 parents enrolling on programmes and eight finishing. This good retention rate suggests that the programmes are being delivered well and that the WAG investment in supervision is paying off. Overall 69% of the 204 respondents have plans to run further groups, 81% of staff that had previously run groups and 55% of those who have yet to run a programme.

The organisations provided a range of services including child-care, transport and snacks or meals but, despite the feedback from service managers regarding the provision of supervision and resources, staff continue to report that they are in need of more support, in particular more time to plan, deliver and follow-up the weekly sessions.

Fourteen services had undertaken evaluations and all had received positive feedback from both staff and parents.

The IY parent programmes were included in the Parenting Action Plan for Wales because of their strong evidence of effectiveness as prevention and treatment programmes for risk of conduct disorder and long-term delinquency both in Seattle and Wales. This survey describes an extremely positive picture of the development of the IY programmes across Wales. It was undertaken after only two years of WAG funding of parent group leader training and supervision. It describes the success of the programme whilst also identifying the need for continued investment in supervision and support for leaders to work towards accreditation in order to ensure the delivery of high quality effective services.

Section 4: A summary of feedback from services across Wales that are delivering the programmes

Following receipt of the Committee report we sought feedback from the seven services that had partnered us in the Flying Start research to provide a more complete response to some of the comments in the report.

We have received replies from the Rural Families Service, Llangefni, Anglesey, the Flying Start Health visitor in Caernarfon, Gwynedd, the staff of Caban Bach, Blaenau Ffestiniog, a parent from Flintshire (sent by the Parenting Co-ordinator), the Conwy Sure Start Health Visitor and her colleague who works with parents of older children, Rhondda Cynnon Taf, and Barnardo's Cardiff, Delyth Raynesford ParentWorks Powys and the orifibnal evidence submitted by Dr. Sue Evans, Powys. We include their responses in Appendix E. It is clear that they are all enthusiastic about the programmes and have good experience of delivery to

high risk hard to engage families.

Section 5: A summary of past and current IY research in Wales.

There are several reasons why the IY Wales Centre was set up and why the programmes have been so effective in Wales. We have been using the Parent, Child and Teacher programmes in Wales for the last eleven years and, since October 2002, we have been researching the Parent programmes across Wales. Over the last six years we have worked on disseminating the IY programmes throughout Wales for the following reasons:

- a) There are programmes for parents, children and teachers and these are evidence based as both intervention and prevention programmes, enabling co-ordination of strategies across agencies.
- b) The programmes are collaborative; parents, children or teachers are encouraged to recognise their own expertise and to engage in shared problem solving, thereby enhancing self esteem and ownership of skills taught.
- c) Social relationship and problem solving skills are taught to help children develop behaviours we want to see more of alongside strategies to reduce problem behaviours.
- d) The programmes all receive high satisfaction ratings and the Parent programmes engage more people than most other similar programmes, e.g. over 90% of high risk Head Start parents signed up for and attended at least 75% of the Parenting programme. Most programmes are effective with, at best, about 2/3rds of such families and often this initial improvement is not maintained.
- e) The Parent programme has evidence of long-term outcomes (over ten years). Long term follow up is essential when dealing with problems, such as delinquency, that have long trajectories.
- f) The programmes have been replicated numerous times by independent researchers in both academic and service settings.
- g) The main evidence base is in the US but a growing evidence base is emerging from England and Wales, as well as Norway and Canada, demonstrating their transportability.
- h) There are detailed leader training programmes that teach both the specific programme content and collaborative delivery process of each programme.
- i) The materials are of high quality and engaging and include detailed leader checklists and resources making it easier for the programmes to be delivered in the evidence based way that they have been researched.
- j) There are leader self-evaluation checklists to enable leaders to review their own performance and a leader certification process to ensure that leaders are delivering the programme with “fidelity” i.e. in an evidence-based way.

The Incredible Years Wales Centre was launched in 2003 by Jane Hutt, then Minister for Health and Social Care at the Welsh Assembly Government and now Minister with responsibility for Children. The Centre aims are to:

- a) Provide training for group leaders in all three programmes.
- b) Encourage programme users to evaluate their outcomes.
- c) Obtain funding for and undertake research.
- d) Provide support to help people to use the programmes in the evidence-based way that they have been developed and researched and to work for leader certification.

In addition to the extensive international evidence, our own studies in Wales have used high

quality randomised controlled trials to evaluate both the teacher and parent programmes and to demonstrate their effectiveness with children with conduct disorder and with deficits of attention and concentration as well as our study of foster carers and looked after children (Hutchings et al., 2007a; Hutchings et al., 2007b; Hutchings et al., 2007c; Hutchings et al., 2008; Jones, Daley, Hutchings, Bywater & Eames, 2007 and 2008; Bywater et al., in press; Bywater et al., in preparation; see our publications list Appendix F). We have also conducted small-scale evaluations of both the therapeutic small group and classroom versions of the Dinosaur School social and emotional curriculum (Hutchings et al 2004, Hutchings et al 2007d). Ongoing evaluation of the programmes in Wales is one of the goals of Incredible Years Cymru, a registered charity.

Section 6: Concluding comments

We welcomed the review of the Parenting Action Plan for Wales and were disappointed that the result failed to recognise either the extent of evidence for, or the commitment to, the programme across Wales by both WAG and many Authorities in Wales. We hope that the evidence submitted in this brief report provides justification for the Welsh Assembly Government decision to invest in, what we consider to be, one of the best evidence based programmes in the world. We are happy to answer any queries or provide additional evidence if required.

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Appendices

Appendix A: Oral evidence presented to the committee

Appendix B: Training numbers for 2008/9

Appendix C. Responses from services across Wales

Appendix D: Publications list

Appendix A: Oral evidence presented to the committee

[1] Symudwn ymlaen at y sesiwn nesaf o dan yr eitem agenda hon ar yr ymchwiliad i'r cynllun gweithredu rhianta. Yr wyf yn falch o groesawu'r Athro Judy Hutchings i'r pwyllgor. Diolch am ddod o Fangor i fod yma gyda ni heddiw.

We now move on to the next session under this agenda item on the inquiry into the parenting action plan. I am pleased to welcome Professor Judy Hutchings to the committee. Thank you for coming from Bangor to be with us today.

[2] Thank you for coming all of this way; it is much appreciated. If it is all right with you, we will go straight into some specific questions, which, hopefully, will enable you to talk us through the programme, its impact, and how you have been evaluating it and so on.

[3] **Professor Hutchings:** Thank you. I have brought some additional information with me, because things are moving so quickly, and, last week, we finished the review of our work for the last year. I will pass that information around, because I might want to refer to it. We also published our annual newsletter yesterday, so there is also a copy of that included.

[4] **Helen Mary Jones:** That is great, thank you very much. You may want to refer us to information in the pack that you are presenting to us in answer to some of our questions.

[5] I will begin the questions. We have obviously received some information, but, for the record, can you explain what exactly the Incredible Years programme is, how it works and who the programme is aimed at?

[6] **Professor Hutchings:** If you would like to take the sheet with the boxes on it out of the folders that I have just passed around, I will use it as a prompt. I have been a clinical child psychologist for 33 years, and my work has always been with high-risk children—children on at-risk registers and children with behavioural problems. I developed and researched my own parenting programme, a randomised control trial, and all the rest of it, but, as a result of being part of the UK parenting researchers' interest group, I met Professor Webster-Stratton from Seattle, and thought that I better have a look at her programme. So, what you have here, on the sheet with the boxes, is a representation of all of the different programmes that are incorporated within the Incredible Years system.

[7] Professor Webster-Stratton started work, like me, 35 years ago, and she initially researched some of the things that are on the bottom tier, such as a programme for parents of clinically referred children. She then gradually extended that to include a programme for parents on adult communication and problem-solving skills, because she found that the addition of that content meant that the gains that people made by attending the parenting programme were more likely to be sustained. However, she found that some children did not benefit in other settings, so that although things improved at home, they may not have in school. So, she then developed the left-hand box on the next tier, which is

the child treatment programme on social skills and problem solving. When she added that programme, she found increased problem solving among children, improved peer relations and increased academic engagement. She then had teachers saying, 'Hang on a minute; no-one has ever trained us to manage these children with behavioural problems', and, therefore, she developed a teacher programme. All of her initial work for 15 years was for clinically-referred children and developing a suite of programmes for the parents, the children and the teachers.

[8] I gradually picked up Professor Webster-Stratton's programmes and gradually dropped my own work, because the more I was exposed to her work and to the very collaborative philosophy that her programmes are all based on, the more I realised that that was going to be a better bet for the work that I could do in Wales than what I had done for the previous 15 years. About 15 years ago, the focus of her work shifted into the Headstart programme. She moved from clinical work into early intervention work and, again, took these programmes and expanded and developed them in early intervention work with young children, in the Headstart classrooms of three and four-year-olds, and for teachers. If you look at the Incredible Years website, you will see that you would need a week to go through all the fantastic research that has been done. Picking up on a point that was raised when Jane Hutt was here, one big issue for the evaluation and research of these programmes is the availability of long-term data. It is okay to show that you can make improvements for parents of three and four-year-olds, but the concern is what happens when those kids are teenagers. Some programmes have long-term evidence and some do not. One of my few frustrations in working in Wales is that, although we have been well-supported because of the evidence that we have managed to generate, we failed to get funding for a longer-term follow-up to our Sure Start study.

[9] So, there are a suite of programmes, and we can deliver them through our child and adolescent mental health teams. Incredible Years was identified by the National Institute for Health and Clinical Excellence as one of just two programmes that are effective in the treatment of children with conduct disorder. So, we can deliver the parenting and child programmes clinically, but since 'Everybody's Business', and our work in primary care supporting tier 1 staff, we have been delivering the parent programme through Sure Start. As you will read in our newsletter, every one of the 106 primary schools in Gwynedd has a teacher trained in our teacher programme and the Dina Dinosaur social skills and problem solving curriculum.

[10] A lot had been happening around north Wales, where we had been doing research, and where I had been training people. That was recognised in the parenting action plan, and which gave us the opportunity to create funding for the whole of Wales to train staff to deliver the programmes. So, the funding has not been given to the children and young people's partnerships—they have been expected to deliver evidence-based services as part of their existing funding. The funding for the Incredible Years Wales centre went to train local authority staff, and staff working in healthcare and the voluntary sector. So, over the first two years, staff from every one of the 22 children and young people partnerships

were trained in the parenting programme.

[11] The funding has continued to allow me to provide supervision and consultation and, this year, we have added training for people to deliver the teacher programme. There is a lot going on, and our recent report shows that every one of the 22 CYP partnerships in Wales is now delivering this programme. That is absolutely fantastic, and has provided very good value for money for the relatively small cost of funding the training. The Welsh Assembly Government has also funded the evaluation of the new toddler programme for parents of one and two-year-olds. We are moving down from the Sure Start work with high-risk three and four-year-olds to Flying Start work with one and two-year-olds.

[12] We have also started to deliver a new programme for parents of babies. It has not yet been evaluated, and has not been a high priority, but there is now a huge amount of interest in that in Wales, so we would hope to get funds to evaluate the baby programme, too.

[13] **Helen Mary Jones:** Eleanor, this leads on to your questions.

[14] **Eleanor Burnham:** Yes. Professor Hutchings, I believe that we had a conversation at the wedding of June Marshall's daughter in April.

[15] **Professor Hutchings:** We did. Incredible Years people never miss an opportunity to talk about our work—we are so enthusiastic.

[16] **Eleanor Burnham:** Neither do we.

[17] **Professor Hutchings:** We buttonhole anyone that we can.

[18] **Eleanor Burnham:** Exactly. Your evidence is fascinating, but I think that there are gaps, and that is what I would like to talk about. You mentioned the funding for Incredible Years, but we have already talked to the Minister, as you heard, and one of my questions was about the actions carried forward from the parenting action plan—it was only a three-year action plan, and there are many outstanding action points. How do you and your wonderful work fit into that?

[19] **Professor Hutchings:** On the commitment that the parenting action plan made in relation to Incredible Years, the Assembly Government has done exactly as it said it would. They have funded my time, and we are now using Dr Sue Evans as well, to train, supervise and consult staff across Wales. No-one has funded the delivery of the parent programmes separately—it has had to come through Cymorth or Flying Start. So, the Government has done what it said it would do.

[20] **Eleanor Burnham:** We have had evidence that, although some councils were enthusiastic, many perceive that the programme is too expensive because of the cost of staff, support and materials. What is your view on that?

10.40 a.m.

[21] **Professor Hutchings:** The Welsh Assembly Government has funded materials for every authority. It has funded one set of materials for the infant/toddler programme, the school aged parenting programme, the pre-school/early school programme, the advanced parenting programme and the teacher programme. So, every authority has had a set of materials.

[22] **Eleanor Burnham:** They have had only one.

[23] **Professor Hutchings:** They have only had one, which is not enough I am sure. Last year it funded the translation of the Incredible Years book into Welsh and, this year, we distributed 2,000 copies free across Wales, funded by the Welsh Assembly Government—your funding I should say.

[24] **Eleanor Burnham:** It was our funding, from the taxpayers.

[25] **Professor Hutchings:** Okay. The teacher book has also been translated.

[26] I would like to answer the question about costliness. Working with high-risk families is very challenging and skilled work, and I have been sent some staff to train who would not be able to deliver effectively with high-risk families. I do not think that that is an issue for the Incredible Years programme; I think that it is an issue for any intervention that aims to support the most challenged families. There is an issue that we call ‘implementation fidelity’, which is about how you deliver a programme effectively. If we look at Carolyn Webster-Stratton’s work in Seattle, we see that transport, childcare, and meals have been funded there. Meals are a really amazing thing for bringing families in, and it is wonderful to have an opportunity to give meals—

[27] **Eleanor Burnham:** Socialising.

[28] **Professor Hutchings:** It is wonderful to have an opportunity to give meals to families with children and for them to be exposed to a healthy diet and other things. So, it is about the wraparound costs. My view is that if you are working with high-risk families, day 1 of running the parent group should come one third of the way through the intervention. If you have not spent the previous three months building relationships with those very high-risk families and putting in a lot of time, you will not even get them there. No intervention is effective if the punters do not come. That is one of the problems with programmes for adolescents: they vote with their feet and say ‘I don’t have a problem’, which makes it much harder. So, my view is that any programme that is going to be really effective with high-risk families will be equally costly, because you have to provide the wraparound service and staff with reasonable levels of skills. Most of the health visitors that I have trained for instance are fabulous, but they are a much more expensive resource than some of the other staff working in support of families

[29] **Eleanor Burnham:** Having done all this work, it is to be hoped that the next generation will—

[30] **Professor Hutchings:** Reap the benefit.

[31] **Eleanor Burnham:** Yes. Are you happy that your wonderful work is going to be implemented in teacher training, for instance?

[32] **Professor Hutchings:** That is the next challenge that we are moving towards. As part of the parenting action plan, I am training staff in each authority this year to deliver the teacher's classroom management programme, and I am also working with the education department at Bangor University to look at how we can bring some of those proactive, positive classroom management and discipline strategies into teacher training. So, we are working on it.

[33] **Eleanor Burnham:** My last question is on personal and social education. You might have heard the Minister saying that PSE lessons, which are vital, are being improved and that they will include aspects of parenting. What is your view on that? Do you have any input to that with your wonderful work?

[34] **Professor Hutchings:** With children with—

[35] **Helen Mary Jones:** The personal and social education curriculum is including elements of parenting—

[36] **Eleanor Burnham:** That, again, is going to be helpful for the next generation, hopefully.

[37] **Professor Hutchings:** It is crucial to develop children's social and emotional literacy. That is what the child dinosaur programmes are about, and that is the focus of the teacher programmes. Certainly what we have seen in Gwynedd—and this has been acknowledged in every Estyn report that has been done in schools since we were there—is that the school-based work to do that is very effective and that, if you do not do that first, you may as well not bother with the add-on literacy and numeracy, because if the kids do not have the social and emotional self-regulatory skills, they cannot benefit in an educational environment anyway.

[38] In the parenting programme, there is an increasing amount of social and emotional literacy content, so you will see that the programme in the middle of the paper before you, the pre-school/early school programme for three to six-year-olds, is an 18-session programme. When Carolyn initially researched it, it was a 12-session programme. Coaching persistence, coaching emotional literacy, coaching social skills and problem solving have been added into that. There is big component of teaching children to be effective problem solvers. Therefore, another reason why these programmes are more expensive is because they are longer. That is based on 30 years of research.

[39] **Eleanor Burnham:** My last question—

[40] **Helen Mary Jones:** This has to be your last question, Eleanor, because you have hogged half the session.

[41] **Eleanor Burnham:** Have you had any input to the foundation phase?

[42] **Professor Hutchings:** I have submitted information about the Incredible Years child curriculum. I believe that that is why teacher classroom management has been funded as a first step, so we are moving. We can only move at the rate of the amount of work that I can do during two days a week.

[43] **Helen Mary Jones:** Before we leave the question of funding and move on to evaluation, I have a question on the cost of materials. You have told us that the Assembly Government has funded one set of materials for each local authority. Are the local authorities then allowed to duplicate those or does each school that needs and wants them, as the programme is rolled out, have to purchase them? Voluntary organisations in my constituency have mentioned this as being a real problem for them in using the Incredible Years curriculum; they do not doubt its effectiveness for staff, but they find affording the materials difficult.

[44] **Professor Hutchings:** Unfortunately, it is a short-term problem versus a long-term problem. For example, in our child and adolescent mental health service, which we started developing 10 years ago, the set of materials that we spent £750 on buying has probably been used in 30 groups. You are allowed to photocopy all the written materials and parent handouts; you are not allowed to copy the DVDs as they are copyrighted. Therefore, you need to provide your services with materials, and I guess that £750 seems like a lot of money to run one parent group. However, it is still small compared with the cost of staffing even one parent group. Therefore, it is a relative issue; the biggest single cost is the staff, but the groups may not have budgets.

[45] You have a summary of the review that we have just done, which I only finished at the weekend. We found that all 22 authorities are now delivering the programme, which is fabulous, although more so in north Wales than in south Wales. One question that all authorities asked in the review was, 'You have provided us with free Welsh books for parents; could you provide us with free English books for parents?', because they are expected to fund that. Therefore, as yet, I have never asked local authorities directly for funding. However, we should perhaps be looking now to fund more materials. March might be a good time for that; that is when I usually get them to give materials to authorities—I always have a plan ready for the beginning of March.

[46] **Helen Mary Jones:** That is if they have some money left.

[47] **Professor Hutchings:** The general feedback was very interesting. The main criticisms were about the difficulties in doing it, in getting materials and being able to allocate staff sufficient time. Predominantly, they were not criticisms of the programme; they were comments such as, 'It is hard to do'. We say that, to deliver this parent programme, you need to give your staff a day and a half a week to run one parent group; they fall down when they first hear that. However, if you are going to contact every parent between groups; if you are going to review what you did in that two hours; if you are going to arrange all the

transport and so on; if you are going to look at next week's session and work out how you are going to deliver it; and if you are going to contact the people who do not show up and hopefully give them a kind of catch-up session, it will take you a day and a half a week.

[48] **Helen Mary Jones:** I am going to have to stop you there, Judy. We need to focus a bit. I believe that you have some questions on outcomes, Ann; I think that Judy has touched on some of those, but you might want to unpack that a bit more.

[49] **Ann Jones:** Yes. We have had evidence to say that the outcomes from your programme are clear, in that people are trained and that training materials are purchased, although we have just heard that there are some problems there. However, the Assembly Government has not evaluated the impact of the training at a local level. Do you have any views as to why it has not done that?

[50] **Professor Hutchings:** The wonderful evaluation that we did, which came up with such outstanding results, was in 11 Sure Start centres across north and mid Wales. That was simply because, when Sure Start was being set up, people came to me and said, 'What should we do?', so we trained them in the Incredible Years curriculum and then we had all those authorities doing the same thing. Those are the outcomes that are published in the *British Medical Journal*, for which we are still looking for funding for long-term evaluation.

10.50 a.m.

[51] This year, the Welsh Assembly Government has funded an evaluation of the toddler programme. It gave us £114,000, which is not a huge amount, but I also negotiated funding for one full-time PhD student. For the £114,000, it wanted us to evaluate across Wales. There is quite a good description of that project in the new newsletter, which was published yesterday. We have worked with six authorities in north Wales and we are just about to start working with three in south Wales, doing high-quality home observation, parent-child interaction and developmental assessment of children. So, it is supporting us in starting to do that evaluation. All of our Sure Start study was delivered by the local Sure Start staff. We did not deliver it. Our evidence is that 22 staff in 11 different services can deliver programmes effectively, but every week they had to come for three hours' supervision, show us a videotape of what they had been doing and talk about the problems. So, we can achieve good results with our local staff and we are now evaluating the toddler programme. We hope to have the data on that by next summer.

[52] **Helen Mary Jones:** Ann, would you like to ask a supplementary question?

[53] **Ann Jones:** Yes. This may be like asking 'how long is a piece of string?', but is it possible to give us an idea of how many children have benefited from the Incredible Years programme?

[54] **Professor Hutchings:** I have a summary of the report before me. Last year, following the training, 148 groups were delivered across Wales to an

average of 10 parents. So, that would be 1,400.

[55] **Ann Jones:** To 1,400 parents?

[56] **Professor Hutchings:** Yes.

[57] **Helen Mary Jones:** With at least one child each.

[58] **Professor Hutchings:** They would have one target child that they were addressing through the programme who may be of Flying Start or Sure Start age. However, many of them have several more children. We are impressed that, of the 10 parents starting, the authorities were reporting eight parents finishing the programme, which is a high retention rate. I think that is because the Welsh Assembly Government has funded me to travel across Wales delivering supervision and consultation every single term for the past three years to support the leaders.

[59] There are three components to effective parent programmes—not only Incredible Years. The first is the issue of access—whether you have the resources to get them there, look after their kids and support them. The second is that all of the effective programmes in the world are based on social learning theory. There is a core curriculum about positive human interaction. The third is that the most effective programmes are based on a collaborative process. It is helping parents to work it out for themselves. That is the set of skills that we have to help people to develop. So, our numbers are looking good, although more so in the north. Two and a half years in, to have every authority delivering at least one programme is a pretty good start. I think that the mean was four per authority across Wales, although it was higher in north Wales. However, with regard to all of the other children who are outside Flying Start areas whose families might also benefit, we are not even at first base.

[60] **Helen Mary Jones:** This brings us neatly to your next question, Eleanor.

[61] **Eleanor Burnham:** It is a shame. As you know, I worked with 14 to 16-year-olds who had been excluded. I firmly believe that, were we able to do more of this, we would not need more prisons, for example.

[62] **Professor Hutchings:** Absolutely.

[63] **Eleanor Burnham:** If only we could turn around the thinking to say how much will be saved at the other end rather than the programmes being seen as a cost. It is a huge asset.

[64] We have received a great deal of evidence about the gaps in service provision and the barriers to parents accessing parenting support. You have obviously just said that you are only touching base with Flying Start areas; how will we ensure that we provide for the rest of the people who desperately need some support, whether parents or teachers?

[65] **Professor Hutchings:** Health visitors are an important resource. However, everyday health visitors—not Flying Start specialists—find it really hard to allocate the amount of time that is needed to deliver these programmes.

[66] **Eleanor Burnham:** Can you help with that or is that an issue?

[67] **Professor Hutchings:** We train health visitors all the time, but then it is up to the local services to decide how they allocate priorities and whether the priority is getting a more vaccinations—

[68] **Eleanor Burnham:** Where do you think the gaps and the barriers are, and what do you think can be done to address them? Is it a matter of funding, or something else?

[69] **Professor Hutchings:** I guess that funding more health visitors would be pretty important, along with specifying what we want them to do. They must do evidence-based things. It is also important for teachers to get this social and emotional curriculum—and, incidentally, you may all be familiar with SEAL, social and emotional aspects of learning. If you look at the front page of those papers, it says, ‘Thank you to the Incredible Years’, and SEAL includes things directly from the Incredible Years child programme, but not much of it. So, we see this as an additional social and emotional curriculum on top of SEAL, which has not yet been evaluated.

[70] **Eleanor Burnham:** So, are you inputting your Incredible Years into teacher training generally, either in Wales or in the UK?

[71] **Professor Hutchings:** Not generally, no. We have started to work on it in Bangor, but—

[72] **Eleanor Burnham:** Do you think that it is essential?

[73] **Helen Mary Jones:** Eleanor, could you let Judy answer, please?

[74] **Professor Hutchings:** Our current input is for teachers who are on the job. We provide the five-day training and support and so on to teachers who are working in schools. For example, in Gwynedd, all 106 schools now have teachers who are trained in this. Powys and Blaenau Gwent have a development strategy for their existing teachers. However, we are only just beginning to get down to what happens in teacher training. They get half a day on behaviour management in a year.

[75] **Helen Mary Jones:** So, there is a lot more to be done on initial teacher training.

[76] **Professor Hutchings:** A huge amount.

[77] **Eleanor Burnham:** With your foot in the door, you are obviously hoping to make more impact in the gaps.

[78] **Professor Hutchings:** Yes. Carolyn has a structured accreditation process, so, if you do the basic training for a programme and you deliver it, you have to videotape yourself delivering it and send it off to a trainer, like me. Eventually, you become an accredited leader, but you have to demonstrate a lot of complex skills. She then takes some of the accredited leaders and trains them to be mentors or trainers. So, my goal is to start shifting a few people through the system, because I cannot do it. I am 64 years old and I have just agreed to do half a day a week for Birmingham, because it is—

[79] **Eleanor Burnham:** Stay in Wales, Judy. [*Laughter.*]

[80] **Professor Hutchings:** My goal has to be finding a replacement for me or expanding the tier of work that I am doing. At the moment, we could hardly ask the Welsh Assembly Government for more money to do what I am doing, because there are not many people to do it. My goal is getting the service on the ground so that people can be supported.

[81] What is interesting about this is that, of the 206 leaders who have been trained across Wales and who replied to our survey, 66 per cent of them had delivered the programme. So, there was a high take-up of the programme. Of those, they delivered an average of four programmes each, and 80-odd per cent of them already had plans to deliver it again. So, once people start delivering it, they see changes in families that you do not see in your everyday one-to-one work with families.

[82] **Helen Mary Jones:** Ann has a specific question for you.

[83] **Ann Jones:** During the course of the consultation exercise, several respondents mentioned the need to learn lessons from other parts of the UK, and the England-only National Academy for Parenting Practitioners was mentioned as an example. Do you have any information on how Wales compares with England in relation to the support given for parenting, and what are your views about linking to the parenting academy in England? Should Wales—

[84] **Eleanor Burnham:** Should there be a Welsh parenting academy?

[85] **Professor Hutchings:** That is a good question. When the parenting academy was being set up, I wondered how we would fit into it and whether we could have some money for research, but I found that it was an English project. I worked for the Department for Children, Schools and Families for half a day a week up until last March, supporting projects in England. It is much more piecemeal in England, but there are some very good authorities. We have managed, through Flying Start and through our support, to get something going everywhere. There are some excellent authorities, such as Manchester. I do not know whether you have seen the book on early intervention by the MP for Nottingham North, Graham Allen, but the authority has created what it has called One Nottingham. It is the first early intervention city in England and it has a suite of evidence-based programmes, which is really exciting. So, there are pockets of

fantastic work in England, but I do not think that the academy has succeeded yet in having a widespread effect.

[86] **Ann Jones:** So, you would not want to link up with the academy?

11.00 a.m.

[87] **Professor Hutchings:** Around a fortnight ago, Stephen Scott of the academy asked me whether I had any spare time to work for it and I said 'no'. So, I think that the academy feels that we have demonstrated that in Wales. We had, in north Wales, the only evidence in the whole of Britain of the effectiveness of Sure Start. The £30 million-worth evaluation that London did of the English Sure Start did not show any effectiveness and, worse than that, it showed that the very high-risk families were doing worse if they lived in a Sure Start area than if they did not. Although the more advantaged families were actually doing a little bit better, there was only a very small difference. They had given them the money and had not suggested what they should do with it. They had given the money and they had all done different things, and the evaluation could not spot the effectiveness of Sure Start. It was just by chance that I was in north Wales, had been developing this, and all our Sure Starts starting delivering the same thing, so we had 11 Sure Starts that we could all research. It was really high-class research, which is why it went into the *British Medical Journal* and is being cited all over the world. England is learning from us.

[88] **Ann Jones:** So, you think that we should create a separate parenting academy in Wales.

[89] **Professor Hutchings:** I do not know. I think that either would be good. It is important that Wales gets a focus, and I wonder whether Bangor would be the place to establish something, because of all the work that we have done. We could be twinned and that would be fine.

[90] **Helen Mary Jones:** That was useful. This is a big question from me, Judy, and I saved it for last. Where do we go from here? Some very good work has come out of the parenting action plan and has been led forward by that, but how would you like to see the parenting work now driven forward by the Assembly Government? Do you think that we need a revised and updated action plan? Do we need a more ambitious strategy? Do we just need to carry on doing more of what we are doing, but more of it with better funding?

[91] **Professor Hutchings:** It is there for you in your pack. There is a beautiful pyramid. In the back of the summary of the new report, I have noted what I am asking the Welsh Assembly Government to fund for me, next year. I could go through that quickly. This is my dream list—if Wales gets here in 25 years' time, it would be fabulous. On the Incredible Years programme, I have looked at all the different levels of intervention, including universal, targeted, those referred to child and adolescent mental health services and high risk, and I have noted where all those programmes might fit in. Which one shall I do first? I will do this one, on the back page of the little blue document. Am I running out of time?

[92] **Helen Mary Jones:** No, it is just that some young people whom I know are staring at me through the window.

[93] **Professor Hutchings:** That is nice. Okay, the first thing that I need to do is make sure that I am funded to continue developing the skills of existing group leaders, to establish accredited leaders and mentors. It is not until every local authority has a mentor who can train in-house and provide in-house supervision that the programmes will really become embedded. That is my first goal. There has been so much interest in the baby programme and the toddler programme that I am asking for funds to continue to train, using those programmes. On the teacher and child programmes, we started delivering training for people to deliver the teacher programme, and I think that we should now add in the child programme. That is my suggested plan for the things that I could do over the coming year.

[94] If you go back to look at my pyramid, you will see all the Incredible Years programmes and all the different levels. This is totally ambitious, but, at the very base of the pyramid, I have said what we should be doing universally. There is a four-session Incredible Years school readiness programme that I think teachers could deliver to parents when their children start school. It is about play as a learning activity and encouraging parents to pick up books and talk about stories—I would say play with books with children. I also think that the basic parent programme should be compulsory training for nursery staff and it could be universal. It also gets National Open College Network credits, so they could get a qualification with it.

[95] If you move up one line on the pyramid, you see the universal programmes for our children who are in school, namely that their teachers should have completed teacher classroom management and should be delivering the Dina dinosaur classroom curriculum, including social skills and problem solving. If you then move up another line, you will see that we are starting to look at our indicated populations. I do not think that it is realistic to think that we could deliver the infant and toddler programmes to every parent, but wherever we know that there is a high risk, that is an 'indicated' child. As you move up the pyramid to the indicated three to six-year-olds, you see that those parents will need access to the early school years basic parenting programme, and their children would then be going into schools and classes that have the teacher and the child programmes.

[96] Then you come up one level of the pyramid to 'Indicated 6-8 years' and the school age parenting programme. We are trying a new experiment in Gwynedd, in that, where children are getting this universal social and emotional curriculum, they are beginning to pull out kids for extra coaching.

[97] Under 'Indicated 8-12 years', you can see that we are adding in the older school age programme, with extra pull-out social coaching in small groups for children, and specialist consultation for teachers in behaviour planning. So, they will have had teacher classroom management training, but they still need specialist support to develop the behaviour plans for higher risk kids.

[98] Finally, at the top of the pyramid is the CAMHS intervention, and that will include all the therapeutic programmes. Down one side of the pyramid, I have noted who might deliver these programmes and provisions, and down the other I have put the ages. Looked-after children and children with developmental disabilities should be accessing all those services at all levels, including the specialist service noted at the top.

[99] The pyramid took me a while to do, but I had to show how all these programmes fit together, because this is the only programme in the world that has been developed for parents, children and teachers using such high evidence levels, and it has also been researched preventively and clinically. So, I decided that this was the best thing that I could do for Wales. This pyramid shows how to do it.

[100] **Helen Mary Jones:** Thank you. I think that Ann and Eleanor have some questions to ask based on that. The presentation was really useful, and it would be helpful if everyone who gave us evidence were that specific.

[101] We have been discussing this matter, but there are people in the public gallery who do not have copies of the material that we are talking about. We will therefore try to put some of it up on the website so that people can look at it.

[102] **Professor Hutchings:** Absolutely. I had a question about whether we could put the BMJ papers on the website, and we would be completely happy about that. Alternatively, you could just publish a link to the Incredible Years website, because the papers are on there anyway.

[103] **Helen Mary Jones:** That might be the simplest way of doing it.

[104] **Ann Jones:** Yesterday, the Committee on Equality of Opportunity launched its report on migrant workers, and the effect of migrant workers on their communities and on the working atmosphere. You say that people have to pay for resources in English, because you provide them in Welsh, but I am concerned about speakers of Polish and other European languages. Where we identify a child in need, how can they access these resources in their home language or at least a language that they are comfortable speaking?

[105] **Professor Hutchings:** The material has now been translated into quite a lot of different languages, most certainly Spanish and Portuguese, for example, but not Polish as yet—although I trained in Poland, so there is great interest there as well. Carolyn Webster-Stratton has worked with 27 different cultural groupings and languages, and her way forward has been to run the training first for the interpreters. I sat in on a group in Seattle at which a guy was translating for two women between Tigrinya and another Eritrean language. Also, there was a Spanish translator and a Vietnamese translator, and all these interpreters were just sitting behind the parents and talking quietly to them about what was being said. We cannot have the programme in every language, but we have to address people's needs. The issue is one of identifying and training leaders from different

cultural backgrounds so that they learn our key concepts, such as giving attention to the type of behaviour that you want to see more of, and being role models for our children's behaviour. We need them to work out key, snappy ways of giving parents those messages so that they will remember them, and that comes down to training. In her research with African-Americans, Asian-Americans, Spanish-Americans, and Caucasians, Carolyn analysed more than 1,000 families and found that they were all equally effective for their children, despite their cultural differences.

[106] **Helen Mary Jones:** Ann mentioned the issue of Welsh-language and English-language materials, so, to make sure that I understand you correctly, was it the Welsh Assembly Government that funded the translation into Welsh—

[107] **Professor Hutchings:** Of the parent book.

[108] **Helen Mary Jones:** Right, but the local authorities are supposed to provide the parent book in English, so there is no cost to the parents, is there?

[109] **Professor Hutchings:** There is no cost to the parents.

[110] **Helen Mary Jones:** The 'they' who were whinging about getting the book in Welsh for free while being expected to pay for the English version are the local authorities and not the parents, are they?

[111] **Professor Hutchings:** Absolutely.

[112] **Helen Mary Jones:** I feel reassured by that. Frankly, I think that they should have been paying for the Welsh one as well. Did she mean or say English here?

[113] **Professor Hutchings:** We think that doctors should be able to prescribe them, as they are a lot cheaper than pills. I just have to tell you that every single effective parent programme shows a significant improvement in maternal depression, and 50 per cent of conduct problem kids have clinically depressed mothers. These very effective parenting programmes—not all programmes, but the effective ones—are a treatment for parental mental health problems. They teach problem-solving, observation and realistic goal-setting. It applies to the kids and also to the rest of their lives.

11.10 a.m.

[114] **Eleanor Burnham:** I would have loved to have had this when I was trying to be a decent parent, 25 years ago. I think that it is terrific. However, how does all of this fit into the foundation phase, particularly as we know that it is so patchy, because of the funding issues? Have had you any input into the foundation phase that the Welsh Assembly Government is trying to get off the ground, or are you hoping to do so?

[115] **Professor Hutchings:** My only input is in the training, but some local authorities are taking the teacher programme, the classroom dinosaur school

programme and the parent programme into nurseries. It depends on local services to do it, but those that are doing it are doing a great job; we have described them in the newsletter. So, we are publicising it all of the time and researching, but it is a big job.

[116] **Eleanor Burnham:** Are you allowing everyone in Wales to see how wonderful you are, and do you have a marketing plan for it?

[117] **Professor Hutchings:** We do not have a marketing plan, but if you would like to fund one for us, that would be great. The newsletter costs about £4,000 to produce every year, and we send it to every Assembly Member and everyone else we can think of. The Welsh Assembly Government gave me £1,000 towards it this year, which was great. We try to disseminate the research, because it is an important part of it—research hidden in a box is no use to anyone. Our annual conference is in Cardiff this year, so we hope that we can attract more of you. Jane Hutt is opening it, and Graham Allen MP from Nottingham is coming to describe the One Nottingham plan as well, which is very exciting. So, we disseminate our work, and we have endless enthusiasm for it.

[118] **Helen Mary Jones:** There is certainly no lack of that, Judy; thank you. Do Members wish to raise any other issues with Judy? I was going to ask what you would like us to consider as recommendations, but you have given us all of that, so there is no need to ask you about it—it is all down on paper. Thank you for coming, Judy. I know that you have provided us with a lot of written evidence in any case, but there is no substitute for hearing things face to face and being able to have a dialogue. So, we are very grateful to you for coming all of this way, and I hope that you feel that it is a useful part of disseminating what you are going to do. For the sake of clarity, the committee does not have any money—Ministers have the money, and it is our job, among other things, to advise them on how to spend it.

[119] Before I draw the committee meeting to an end, Tom, is there any specific issue that I need to raise with Members?

[120] **Mr Jackson:** Only that the next meeting is on 11 December, when the committee will take further evidence on the parenting action plan.

[121] **Helen Mary Jones:** We will be writing to the Minister about the questions that we were not able to ask her. Thank you again to Judy, and I will see everyone on 11 December.

Daeth y cyfarfod i ben am 11.13 a.m.

Appendix B: Training numbers for 2008/9

WAG training figures 2008/09*

County	Consult	Advance	Infant	Toddler	School Age	TCM	Total
Blaenau Gwent	27		2	4	2	2	37
Bridgend			3	3			6
Caerphilly			5	5			10
Cardiff *	24	5	4	6	2		41
Carmarthenshire			3	3		2	8
Ceredigion	4	1	4	4	4	3	20
Conwy *	28		5	5			38
Denbighshire	4	7	3	8			22
Flintshire *	9	3	8	9	6	4	39
Gwynedd *	66	1	13	16	2	3	101
Merthyr Tydfil		3	3	4		1	11
Monmouthshire	2	3	3	3		4	15
Neath Port Talbot *	20	1	4	5		2	32
Newport			2	2		1	5
Pembrokeshire		1	1	1			3
Powys *	20	1	6	6	6	6	45
Rhondda Cynon Taff *	32	3	2	3			40
Swansea	2		6	8		2	18
Torfaen	3		2	2		4	11
Vale of Glamorgan			2	2		4	8
Wrexham *	17	7	3	13	1	4	45
Ynys Môn *	10	3	7	9	1	1	31
TOTAL	268**	39	91	121	24	43	586
Number of Authorities taking up places	15	13	22	22	8	15	
Number of places offered for WAG contract	Nine days number not specified	44	44	44	44	66	242
Delivery target		-5	+47	+99	-20	-23	+98

*Twenty-four places in the above table were provided between April and June 2009 for Authorities that were late in responding to invitations.

**This figure includes attendances at the additional 27 supervision days by staff that were supporting the Toddler research.

Appendix C. Responses from services across Wales

Blaenau Gwent response – Tania Hayward

Rhondda Cynon Taf response – Maggie Pledger

Blaenau Ffestiniog Caban Bach, Barnardo's response

Caernarfon response – Eilir Jones, Flying Start Health Visitor

Conwy Response – Liz Phenna Williams, Sure Start Health Visitor and Deborah Roberts

Parent letter submitted from Flintshire Parenting Co-ordinator

Letter from Bridget Large, North West Wales NHS IY parenting mentor

Cardiff Barnardo's response – Kevin Lawrence

Evidence submitted by Dr. Sue Evans, Powys

Ynys Môn Rural Family Service, Barnardo's response

LIFELONG LEARNING DIRECTORATE/CYFARWDDWYR DYSGU GYDAL OES

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Our Ref./Ein Cyf.

Your Ref./Eich Cyf.

Contact:/Cysylltwch â: Tania Hayward

**Heart of the Valleys Integrated Children's Centre
The Old Infant School
High Street
Blaina**

NP13 3BN

15th June 2009

Blaenau Gwent Parenting Project

The Parenting project was established in Blaenau Gwent in 2007. Previously, there was no co-ordinated support available for parents/carers. The Children and Young People's Partnership developed a Parent and Family Support strategy group that developed a strategy for the borough that would meet the diverse needs of parents/carers.

Part of this strategy was to implement evidence based parenting programmes using a multi agency approach. The Partnership invested heavily in the Incredible Years programme and the first parent group was delivered in September 2007. To the present date we have delivered 22 basic parent programmes. The groups have been very successful, maintaining good numbers and receiving excellent feedback from parents/carers who participated. The groups have not only improved the level of parenting skills, but empowered parents, increasing their confidence and self esteem. Many of the parents have enrolled in other programmes as part of our exit strategy from the groups including enrolling on accredited courses.

Blaenau Gwent Parenting Team has also been involved with the research for the Incredible Years Toddler programme. The Toddler programme was delivered at Llanhilleth, with 7 parents attending the intervention group with a control group of 8. On completion of the programme - all the parents and children, from both control and intervention group were assessed again. The completed data shows a significant improvement in parenting skills, enhanced child development and improvement in behaviour. Parents gave excellent evaluations and have also participated in other programmes due to the increase in parental confidence and self esteem. We have also just received a report from Incredible Years Wales congratulating us on the

success of the programme and informed us that the data collected from Blaenau Gwent looks like it is going to be the best data collected in Wales. This programme will help children and parents/carers by providing early intervention and preventing families from reaching crisis point. This programme will be rolled out throughout the Flying Start areas of the borough.

Blaenau Gwent has a range of multi skilled facilitators from a multitude of agencies. These facilitators are a tribute to the success of the programmes that have been delivered. The Incredible Years programmes have now given us an opportunity to offer all parents/carers within the borough good quality parenting support, which will help improve outcomes for children and families and break the cycle of negative parenting approaches. Below are quotes from parents who have attended the programme:

“This course has been such a good help it has changed my life”

“Very helpful session not alone anymore”

“I think it is great learning to be a parent so we can change our children doing it to their children”

“I will think before I call my child naughty”

“Really opened my eyes to how my child is feeling”

“This course has been a life saver for me because me and my daughter have a better relationship and I can now understand her needs and how to deal with them”

Tania Hayward
Parenting Co-ordinator

Case study

Diane engaged with the parenting project following contact at an open day at the ICC. Diane got very upset as she needed parenting support not only for her, but her daughter as well. Diane was recovering from breast cancer and needed support with her daughter, Cath who has mental health difficulties. A home visit was arranged where Diane and her daughter agreed to attend the Incredible Years programme, this proved to be very difficult for Cath as she has a 3 year old daughter, Katie, with disabilities and Cath rarely went out and was quite socially isolated, although had excellent support from her mum Diane. The parenting project arranged crèche for Katie and both Diane and Cath attended the programme. They attended every session, but quite early on it was evident that they needed additional support. We encouraged Cath to access counselling services (she had previously rejected referrals) and also made an appointment with SNAP Cymru for Cath to get support for her daughter. Both attended all 12 sessions of the parent programme and found it very beneficial. They were both very keen to attend another programme

and wanted Cath's partner, David to attend. (David also had emotional difficulties as he witnessed his mother's murder at the age of 10 years).

Diane, Cath and David attended the next programme. David also has mild learning difficulties and has literacy problems. Each parent set goals within the group, Diane to attend a course, Cath to attend college and David to attend a course that would help him into employment. The parents thought these goals were unachievable due to the difficulties they each faced. On completion of the second programme, the family situation had drastically improved. Each parent had accessed professional support from other agencies as a result of referrals from the parenting project. Diane signed up for a cake decorating course and stated that she had never done anything just for herself as she had never been able to leave Cath, even as an adult. Cath attends college once a week and is accessing support and counselling for her mental health issues. David is accessing a building course, which will help him gain employment and Katie's behaviour has drastically improved and she is accessing support for her disability.

Below are the quotes parents made on their evaluation forms:

"Very helpful session – not alone anymore"

"This course has been such a good help it has changed my life"

"I have enjoyed doing this it has helped me a lot"

July 2008

Rhondda Cynon Taf

Early Years and Family Support Service
Gwasanaethau Addysg y Blynyddoedd Cynnar
a Chymorth i Deuluoedd
Tŷ Trevithick, Abercynon
Mountain Ash/Aberpennar CF45 5UQ

Tel/Ffôn: 01443 744 000. Fax/Ffacs: 01443 744 024

12th June 2009

Dear Judy

Please find below my response to the Welsh Assembly Parenting Action Plan review.

❖ Re: Staff are trained and not delivering.

This is a common issue. Practitioners would be delivering as an add on to their existing roles and capacity is a major difficulty that applies to all aspects of this work not just Incredible Years.

❖ Barriers to delivering are:

The time needed to run a group is far more than the actual session. Funding to support delivery e.g. crèche, refreshments, venue, raffle prizes etc. Finding partners to deliver with, also mentoring/supervision support for facilitators,

❖ Which programme?

We do have a range of programmes available e.g. WAG ABC list for Flying Start. A range of programmes is always necessary no one fits all.

❖ Running the IY Basic parent programme

I have used Basic programme once, very successfully, parents, male and female, enjoyed and found valuable. While I accept there may be no data re delivering to fathers, the programme is parenting training and not gender specific. One parent in particular commented on how powerful the vignettes are. Parents have said they are so used to watching American programmes on TV they don't really notice this when watching the IY vignettes. I would agree the vignettes on the old basic programme look dated, however there is new material in the updated version and even using the old programme in my experience this has not detracted from the parents engagement or outcomes. These families would be considered the hard to reach.

❖ Outcomes

The evaluations and anecdotal evidence shows positive change in parents parenting, more understanding of their child's needs. More confident in parenting also having a calmer approach.

❖ IY Toddler programme

I am presently delivering the Toddler programme, which includes a father; this is his second IY's programme. A third of the parents attending would be considered hard to reach.

❖ Meeting parental needs

Parents will always find some elements of the programme more beneficial than others, depending on their need.

❖ Additional training needs

Rolling out training across Wales to interested professionals is certainly a positive step forward however funders should also recognise this alone is insufficient. Group skills training needs to go alongside the parenting programme training. This is in part met through the ongoing supervision available for the IY parent programme. Research tells us the two most important elements when delivering a parenting programme are the programme and the skills of the facilitator.

❖ Funding issues

Developing a parenting strategy for Wales and recognising and funding the City and Guilds Parenting Skills Standards would also have a positive impact on parenting and address some of the barriers that have been flagged up.

Maggie Pledger

Parenting Support Co-ordinator
Ty Trevithick
Abercynon
CF45 4UQ

Caban Bach
Rhes Meirion
Blaenau Ffestiniog
Gwynedd
LL41 3UA
01766832546
29/5/09

Dear Judy

Our experience as a Voluntary agency of running The Incredible Years in a bilingual community based Family Centre setting has proved to be very positive and successful, which is clear from the feedback and evaluations from the parents. The Incredible Years guide, training as well as the supervision, ensures that the co-leaders are well equipped and skilled to run the course with fidelity, and are able to adapt to meet the specific needs of the families, and any cultural or language differences or recruitment issues that arise.

Referrals come through different avenues, including self referrals, Health Visitor School Nurse, Social Work, Nursery, and referrals that stem from Barnardo's Family Support work.

The parents that have attended include, mothers and fathers from different background and social class, including parents of children that are in Need, on the Child Protection Register, or in Care.

The feedback comments include, that attending the Incredible Years is more than just a course, it brings community support through the 'Buddy' system for parents living in the area, new to the area or that have been socially isolated. It prepares and encourages parents to support each other to attend for example 'Ti a Fi', Cylch Meithrin, Language and Play sessions.

It is not only seen as a 'parenting' course it is seen as a starting point to access other community resources and further education such as NVQ, Basic Skills, and local Health courses. Caban Bach is now registered with the Open College and the parents receive their OCN certificate for completing their group.

One of the fathers who attended the Incredible Years who is bringing up a young child on his own, felt that this service was valuable since it had made him feel more positive about himself,

"Because of my circumstances, I do have times when I feel down. Since I started to attend The Incredible Years sessions, I feel that they cheer me up and that's a big help to me"

More comments include:- *I have benefited - it's always nice to know there is someone other than, may be – biased family to talk to. And they are there for different issues and problems.*

I've become more outgoing and want to help other people – to give back what I've received.

I have benefited through talking to other people and learning how to deal with certain situations. By calming myself down in situations and reflecting on how or what should I do – I think it has made me a better person.

It has made me think before I act. Listen, and to see the way that other people handle a situation.

"I am a mother of two girls aged 2 and 3 ½

Within ten months, we moved home twice, then our youngest was born. In her first year she had a lot of health problems and it was a stressful year which proved to be a strain on our family relationship.

Throughout this process the relationship between my eldest child and I came to the point where she had behaviour problems.

I attended the Incredible Years – we followed the pyramid, and were encouraged to play with our children, problem solve, listen, speak, encourage and reward, set clear boundaries, ignore, and redirect.

Every week we as parents followed these and we saw an immediate difference in her behaviour. I made the effort to play daily with her, and it was clear that her confidence grew as I praised her frequently. Our friends, family, and school teachers have all noticed her positive behaviour. I am glad to say that my youngest is now a healthy child and the relationship between my eldest is a lot, lot better"

I am a Mother of 5 children - "a note to my leaders- a small thank you very much, for choosing me to be included on your course. Already I feel that I have benefited. Myself – I am a stronger person and very much more positive – before I felt worthless, after suffering depression for many years. Because of this course I shout less and have more discussions with my children and husband. The family environment is a lot more calmer – with sounds of laughter instead of shouting, and everyone more relaxed. For this I would like to thank you very much, and I hope you will continue with the good work for many years to come, so that others can have the same opportunity that we've had."

As a Family Centre with 5 Family Support Workers all of whom have received training and are delivering The Incredible Years programmes, as well as 22 Nursery staff, most of whom have attended a programme, we can only voice that we as a service can clearly see the positive impact of providing a thoroughly researched cost effective programme.

Yours sincerely,

Lynda Jones
Parenting Worker Caban Bach Barnardo's.



Eilir Jones, Ymwelydd Iechyd Cymorth,
Cymorth Health Visitor
Plas Pawb,
Canolfan Integredig Plant,
Maesincla,
Caernarfon,
Gwynedd. LL55 .
Tel: 01286 662630

Mehfin 9ed/ June 9th 2009

To whom it may concern

Re. The Incredible Years Parenting Programmes

I would like to respond to the "Report of the Children and Young People's Committee: Parenting in Wales and the delivery of the Parenting Action Plan" and the claim in the report that the Incredible Years programmes are not effective for the more disadvantaged parents.

I have been running the Incredible Years basic programme for 9 years in Caernarfon - a town in which one ward had been identified as the 6th most deprived ward in Wales. I was employed initially as a Sure Start health visitor and then by Cymorth to complement the health visiting service in Caernarfon. It has been my experience and conviction that running the Incredible Years programme has been one of the most valuable projects I have undertaken over the years. I usually try to run three programmes a year to keep up with the demand for places on the programme.

I am now running the third Incredible Years Toddler programme and am finding that this is again very successful as it targets parents of children at a younger age before unwanted behaviours in their children become more entrenched.

Parents who have attended and completed a programme are usually very satisfied with the programme. Evaluation shows that they feel more confident in handling their children's behaviour; their relationship with their child is improved and they have more understanding of the developmental levels and needs of their children. They become more confident to talk to the child's

teacher and nursery provider about their child, they develop friendships with other group members and gain support from each other, they feel more positive about their future and several parents have found that completion of the programme has enabled them to obtain employment working with children in nurseries, Cylchoedd Meithrin , in schools and with people with learning disabilities.

Most of the parents that attend our programmes come from disadvantaged backgrounds and I feel that this programme is able to meet the needs of most of these parents.

Obviously it will not change the life of every family as there are a lot of other factors in their lives that can occur to make the programme less effective. The Incredible Years course is not a panacea for all ills. However we have had many parents who have started the course and found that it was not suitable for them at that moment in time coming back to start again in a few years time when their family life is more stable.

Gwynedd Council has invested heavily in the Incredible Years child programme in schools across the county and in training teachers in the ethos of the Incredible Years. Research shows that if parents are also promoting and adhering to the Incredible Years ethos then this will enhance the positive effect on the child as everyone is singing from the same hymnbook.

Parents I meet who attended a course several years ago say that the benefits have been long term for their family.

We evaluate all courses and usually do pre and post measures on the child's behaviour and the parents' mental health. This has confirmed our belief that the courses are valuable and effective for our disadvantaged families.

Yours sincerely

Eilir Jones

Behavioural Support Team, 15-17a Ffordd Las, Llandudno, Conwy, LL30 1ER
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Dr Judy Hutchings
Incredible Years Wales
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Ein cyf/Our ref: DR//
Eich cyf/Your ref:
Dyddiad/date: 19th June 2009
Wrth ffonio gofynnwch am/ if telephoning ask for:
Deborah Roberts secretary
Llinell Uniongyrchol/Direct Line:
01492 873 793
E-Mail Address:

Dear Judy

Response to comments on Incredible Years delivery in Wales in the Parenting Action Plan review.

19th June 2009

We are 2 Health Visitors in Conwy who deliver the Incredible Years parent programmes. Liz Phenna-Williams is the Sure Start Specialist Health Visitor, working solely in the disadvantaged areas of Sure Start in Conwy and Deborah Roberts is the Specialist Health Visitor working with families of children 5 to 11years across Conwy County.

The Incredible Years Parent programme has been delivered across Conwy since 2001, with many clients accessing the service. In Conwy, of the 10 people trained under the WAG free places scheme, 6 went on to run a group and 4 are regularly offering groups.

Over the last year 17% of attenders have been fathers. Currently in the annual evening group, there are 42% of fathers. In the Sure Start area, which is predominantly disadvantaged families, approximately 60% of attenders are self-referrals and the remainder referred. We believe this high number of self-referring parents may be, in part, due to having pleasant, local centres, staffed by welcoming people. These are key engagement components for any programme.

In the older age group, only 7% are self-referrals, and the remainder are referred from social care and health agencies and include many socially disadvantaged families, The service attempts to meet local need by moving around the county, using community venues. Uptake improved when all referrals had a home contact visit, prior to starting the course. Our experience is that mixed social groups produce the best results.

In conclusion, in Conwy the delivery of the Incredible Years programme has been extremely successful across all social stratas. From the health service staff alone, we have delivered 10 groups over the last financial year, with evidence of remarkable changes, both quantitatively and qualitatively. Four groups have been followed up 2

years post-group, and have maintained positive changes (within normal limits on the 2 validated tools employed)

Yours truly

Liz Phenna-Williams (Sure Start Specialist Health Visitor)
Deborah Roberts (Specialist Health Visitor – Behaviour)

Response of Flintshire parent submitted from Flintshire Parenting Co-ordinator

*I would like to thank you all personally for delivering the Incredible Years course to us all with true compassion, nurture and genuine interest for the well-being of all the members of the group. This course, and the fantastic support I have received from staff and the group as a whole has been really worthwhile and has given me so much confidence in doing my best with my gorgeous son and has also encouraged me to begin learning again. I now am a voluntary reading assistant for 7-8 year old children two days a week at my son's school. I am a single parent with no family so have really benefited from the support, sound advice, trouble shooting exercises and the open communication that our group had. We have all learned something through each other's experiences and individual circumstances too. I am so glad I was fortunate enough to be included on this fantastic programme, which I feel has been over-whelmingly successful **and a great benefit to all mums and dads.** I really hope that in the future, there will be more funding available so that every parent has the opportunity to benefit from this life-changing programme, not to mention the benefits the children will receive as a result of this, after all we all want the best for our children don't we. Keep up the good work!*

**Parent on the Flintshire Incredible Years Toddler Programme
(for parents of children 1 - 3 years)**

QuickTime™ and a
decompressor
are needed to see this picture.

QuickTime™ and a
decompressor
are needed to see this picture.

Evidence for the WAG Children and Young People Committee: Response to the Parenting Action Plan (2005)

Background Information

In September 2005 a Consultant Child Psychologist was appointed to Powys LHB with a specific brief to use the Webster Stratton, Incredible Years, model to Address Conduct Disorder and AD(H)D in Powys. This post was Wanless funded and a series of annual reports on progress have been submitted to the Welsh Assembly.

It has been possible for rapid progress to be made in the development of this post, with close co-operation with professor Judy Hutchings at Incredible Years Wales, Bangor University. The post holder is now a fully accredited Mentor in the **Webster Stratton, Incredible Years Parent programme** (*referred to in section 4.16 of the Parenting Action Plan*). This means that in Powys we can be fully independent in:

- Offering Incredible Years Parent group training for new group leaders across agencies
- Providing weekly or (at least) fortnightly supervision for group leaders across the county and from a range of agencies, who are delivering Incredible Years Parent programmes
- Supporting Group Leaders to deliver the programme with fidelity and work towards accredited leader status
- Reviewing and evaluating outcomes from completed parent groups to provide a local evidence base

The contract for the **co-ordination of parenting support within Powys**, on behalf of the CYP, is held by Barnardo's. The programme of choice for parents of children of pre teenage is the Webster Stratton, Incredible Years parent programme. Barnardo's co-ordinate parenting provision across Powys and support group leaders from various agencies by co-leading groups with new group leaders, providing materials, arranging venues and child care facilities and planning upcoming groups. Barnardo's lead on co-ordination, but work extremely closely with the Consultant Child Psychologist, from Powys LHB who provides clinical leadership and training and is involved in strategic planning.

The provision of parenting support within Powys is overseen by a **multi agency Performance Management Board** which meets on a quarterly basis to oversee progress and make strategic plans.

Mindful of research evidence which indicates that outcomes for parents and children are most favourable if the Webster Stratton Parent, Teacher and Child programmes are delivered alongside each other, the consultant child psychologist, has also sought to work with the Education Department in Powys, and as a virtual team with the Educational Psychology service, to develop the Webster Stratton, Incredible years Programmes for Teachers and children. The following programmes have been developed in Powys:

- **The Webster Stratton, Incredible Years Teacher Classroom Management Programme.** *This programme is currently being rolled out by the Welsh assembly as the cornerstone of developing social and emotional competence in the foundation phase.* The post holder has been invited to become a mentor in the

programme (there is only one other mentor in the UK) which means that it will be possible to be fully independent in this programme within Powys in offering training supervision and support for group leaders.

- **The Webster Stratton, Incredible Years, Small Group Therapeutic Dinosaur programme** to develop emotional and social competence with young children with identified difficulties in this area. *This programme is referred to in section 4.15 of the Parenting Action Plan.*
- **The Webster Stratton, Incredible Years, Classroom Dinosaur programme:** a preventative programme to help children develop social and emotional competence within the foundation phase. *This programme is referred to in section 4.15 of the Parenting Action Plan.*

Delivery of the Parenting Action Plan

How effective has the implementation of the Parenting Action Plan been?

A range of agencies are involved in the delivery of the Webster-Stratton Parenting Programme. This means that ownership of the programme and developing expertise is shared between agencies. Staff from Powys LHB are involved in partnership working with a range of agencies. The following agencies are involved:

- **POWYS LHB: Clinical Child Psychology, Health Visiting, School Nursing, Specialist Nursing, CAMHS**
- **EDUCATION: Educational Psychology, Schools, advisory teachers:**
- **VOLUNTARY SECTOR: Barnardo's , Sure Start – Brecon, Newtown, Radnor, Welshpool & Ystradgynlais, Open Door Family, Centre, Powys Mediation**
- **CHILDREN'S SERVICES: Newtown, Llandrindod Wells, Ystradgynlais**

Monitoring of Outcomes

All group leaders are asked to take pre and post measures to evaluate any change in parental report of child behaviour and parental mental health. Group leaders are asked to produce reports following the completion of groups. (See attached example of report)

Support available to parents:

As Powys covers a very large geographical area providing access to Incredible Years parent groups across the county is a major challenge. However, there are now at least one group (and often two or even three) operating in the north, mid and South of the county each term providing lots of opportunity for parents across Powys to benefit from the programme (For example fifteen groups were offered in 2007). Parent groups are offered in a variety of venues and locations to ensure the support is accessible to as many parents as possible. Groups are offered most frequently in areas with high levels of need, for example in identified 'Flying start' areas. Planning meetings take place in the north and south of the county on a regular basis to plan for upcoming groups and identify areas of need. Barnardo's produce a termly timetable of upcoming Incredible Years groups so parents and agencies can be aware where and when groups will be offered.

Many of the parents accessing parent groups are referred by agencies within Powys, and referrals are co-ordinated and dealt with by Barnardo's. Most parent groups, however, accept self referrals from parents and are therefore available to all. Publicity for groups is arranged locally with fliers distributed to local schools and agencies prior to groups starting. All Incredible years groups start with an introductory session to give parents a chance to find out about the programme before 'signing up'.

Is support getting through to parents who need it most?

Support for Specific Groups of Parents (Parenting Action Plan section 7)

Webster Stratton, Incredible Years Parents groups for parents of Children with AD(H)D

Three Incredible Years Parents groups for parents of children with AD(h)D have been delivered through joint working by the Consultant Child Psychologist, Powys LHB and the educational psychology service in Powys. Outcomes are promising and further groups will be planned. (See attached report).

Webster Stratton, Incredible Years Parents groups for foster carers

Two Incredible Years parent groups specifically for foster parents have been delivered in Powys during 2007 / 2008. These groups were delivered as part of a WORD funded research project in conjunction with Bangor University. The outcomes of the research will be published by Bangor University. Initial feedback suggests good outcomes in terms of foster parent report of child behavioural difficulties and improvements in foster carer mental health. The project management board is considering how to further develop this support for foster parents.

Education and the School Setting

The involvement of schools in hosting Incredible Years parent groups across the county has been significant factor in supporting opportunity for increased access for parents by providing non- stigmatising environments for parent groups to take place. The involvement of teachers in training as parent group leaders and delivering groups with other agencies in their schools has also been important in strategic role out. The consultant child psychologist, as an experienced educational psychologist has sought to forge close links with schools.

There are currently sixteen teachers from across Powys who have been trained to deliver Incredible Years Parent Groups, thirteen of whom received local training from the consultant child psychologist for Powys LHB. The involvement of teachers has been supported by a WAG "Tackling Disaffection" grant and latterly by access to the 'Better Schools Fund' which will enable ten teachers per year over the next three years to co-deliver parent groups in their schools with another agency. All teachers will undertake to work with Barnardo's and the consultant child psychologist in planning groups and attending supervision and consultation session.

Almost all of the schools who have teachers trained as Incredible Years Parent Group leaders are also involved in delivering the Incredible Years Child programmes- Classroom Dina and Small group Dina. Research evidence suggests that outcomes are likely to be enhanced when both programmes are delivered together.

Examples of Innovative Practice/ What has Worked?

The model of provision of parenting support in Powys is in itself innovative and is providing a model for Wales in the effective delivery of the Incredible Years programmes:

- A local mentor, employed by Powys LHB, is in place, with a specific brief to address the issues of conduct disorder and AD(H)D through the development of the Webster Stratton Incredible Years programmes. This mentor provides a clinical lead and offers local and low cost training and supervision, in line with the model envisaged by the Welsh assembly in it's role out of the Incredible Years Parent and Teacher Classroom Management programmes.
- The co-ordination of parenting support across Powys is effectively delivered by Barnardo's but the provision of parenting support is the business and role of a variety of agencies and effective multi agency working is evident.
- There is an effective multi agency, strategic management group.
- The involvement of schools is significant in hosting and delivering Incredible Years parenting programmes and in implementing Incredible Years programmes for children and teachers alongside the parent programmes.
- There is access to both generic parent groups and programmes for specific groups of parents.

Feedback from Powys LEA Estyn Inspection Report: Spring 2007

- ***“THE AUTHORITY’S INTRODUCTION OF THE WEBSTER STRATTON PARENT PROGRAMME HAS HAD A POSITIVE IMPACT ON THE BEHAVIOUR OF YOUNGER CHILDREN AND ON SCHOOLS’ ABILITY TO MANGE CHALLENGING BEHAVIOUR MORE EFFECTIVELY.”***

Key parenting Issues

A key issue in the delivery of effective parenting programmes is the provision of appropriate support for group leaders to ensure that the programmes can be delivered with fidelity. If they are delivered with fidelity then outcomes similar to research findings can be anticipated.

The provision of co-ordinated programmes for teachers and children which run alongside the parent programmes, as is the case with Incredible Years Programmes, is key to maximizing outcomes for parents and children.

Dr. Sue Evans, Consultant Child Psychologist, Powys LHB

The following documents are attached

- :Review of outcomes for AD(H)D groups (not for public disclosure)
- Review of Outcomes from a sample parent group (not for public disclosure)

- Annual newsletter
- Reporting of outcome to WAG

D. An overview of Progress: Annual Newsletter

It is a pleasure to be able to report on what has been happening in Powys since the last annual report early in 2007. My brief, is to support the development of IY programmes across the county. I feel enormously privileged to work in an authority where really effective multi- agency, partnership working is possible.

Progress in developing the IY Parent programme

As Powys covers a very large geographical area providing access to IY parent groups across the county is a major challenge. Thanks, however, to excellent coordination by Barrnardo's we now have at least one group (and often two or even three) operating in the north, mid and South of the county each term providing lots of opportunity for parents across Powys to benefit from the programme. There is a very strong commitment to partnership working and almost all groups are delivered by leaders from different agencies. This means that ownership of the programme and developing expertise is very much shared between agencies. This partnership working is very much reinforced by a multi agency performance and strategic management board.

We are very pleased to have the continued involvement of schools in hosting and supporting IY Parent groups. Many schools have provided venues for parent groups over the past year and there are now eight teachers trained in delivering the parent programme, including staff from the two special schools in the county meeting the needs of pupils with severe learning difficulties. All of the teachers trained have either delivered or are planning to deliver groups with other agencies over the next few months. We believe that creating a bridge between home and school is essential in addressing the needs of pupils with emotional, behavioural and social difficulties and we are delighted to see that this was recognized in a recent inspection report of Powys LEA which noted:

"The authority's introduction of the Webster Stratton (Parent) Programme has had a positive impact on the behaviour of younger children and on schools' abilities to manage challenging behaviour more effectively."

The education authority has been very supportive in using a 'Tackling Disaffection' grant from WAG to provide supply cover for four teachers to co-lead groups. A further bid has been submitted to allow access to further funding to enable teachers to co- lead more groups in 2008 / 2009.

The involvement of the educational psychology service has been crucial in developing the IY programmes in Powys. Most of the educational psychology service have trained in delivering the parent programme and as a virtual team of educational and clinical psychology we have been able to offer three treatment groups over the past year for parents of children with AD(H)D, which have had good outcomes. We hope to extend this over the coming year in consultation with CAMHS and consultant paediatricians in Powys.

We have been excited about working with Bangor University and Incredible Years Wales on the LILAC (Looking into Looked after Children) research project which will look at the effectiveness of IY parent groups for foster parents. We are partnering with Wrexham and Flintshire in delivering groups and I shall be supporting Professor Judy Hutchings in offering joint supervision for all three authorities. The foster parent research group was held in the autumn term 2007 for a group of foster carers from mid Powys. This group was delivered by myself and a social worker from Children's services to good evaluations from foster parents who clearly found the programme beneficial. Pre and post measures were collected by researchers from Bangor University, and we look forward to the findings of this independent evaluation, which are expected in summer 2008. At the time of writing a second group for foster parents is being delivered in the south of the county by a Barnardo's team leader and an educational psychologist.

Barnardo's hold the contract for the co-ordination of parenting provision across Powys and have worked very effectively in supporting group leaders from various agencies by co-leading groups with new group leaders, providing access to IY materials, helping to arrange venues and child care facilities and carrying out regular planning meetings to arrange for upcoming groups. Outcome measures from groups held across the county have been very encouraging and group leaders are reporting high levels of satisfaction from their involvement in the programme.

Development of the IY Parent Programme mentor role

Training to be a mentor for the Parent programme has been a very challenging but fulfilling experience. One of the highlights was visiting Seattle in January and co-leading a Parent Leader workshop with Professor Webster Stratton. There was also an opportunity to observe a parent group and a therapeutic Dina group in the parenting clinic in Seattle and find out more about the work there. I returned to Powys having learned an awful lot and with reassurance that we are delivering the programme with fidelity in Powys. This visit was followed up in June with our first locally based Parent

Leader training. I was very pleased to be supported in delivering the training by Patricia Hughes, project worker from Barnardo's. We had fourteen people on the training from a range of agencies. They included social workers, Sure Start project workers, teachers, health visitors and an educational Psychologist, a clinical psychologist and an assistant psychologist. I feel convinced that this multi agency training model is the basis for effective partnership working and effective collaboration to address and prevent conduct problems in children. We are delighted that, at the time of writing, thirteen of the fourteen who trained have either delivered groups or have groups planned for the summer term 2008. Some of this success can be attributed to our insistence that those who trained had agreement from their managers that they would be given a sufficient allocation of time to run an IY parent group, together with planning to ensure that new leaders were paired with more experienced leaders.

An important part of my role as a mentor is to deliver regular supervision to group leaders across the county with the principal aim of supporting the leaders to run the programme with fidelity and work towards leader accreditation, as we can be confident of outcomes in line with key research, if programme fidelity is maintained. Supervision is mainly delivered on a group basis so that opportunities for group leaders to learn from each other are maximized. We currently have one group leader preparing to submit for leader accreditation and a number of group leaders moving towards accreditation.

Progress in developing the IY Classroom Dina Programme

The IY classroom Dina programmes, supports the development of social and emotional competence in young children in the foundation phase, using a preventative programme designed to be delivered by schools. The programme uses life size puppets and video modeling and children are involved in brainstorming and role playing strategies and solutions in a very interactive way. It aims to improve peer relationships and reduce aggression at home and school. Following two successful training courses held in Powys in 2006 a third trainings was arranged for May 2007, this was led by Peter Loft, a trainer from Seattle with support from Judy Hutchings. The trainings were a huge success and received excellent evaluations. We now have almost 60 teachers trained in Classroom Dina. Many schools have already started to implement Dina and a number are planning how to introduce it. We are already finding that the programme is being reported on positively in school Estyn inspection reports. This is reflected in the following quote from a head teacher in the north of the county:

*Wally and Dina have made a big difference to the two classes in school who use them. The children readily identify with the puppets and accept them as members of the class. They look forward to Dina School!
In our inspection report one of the comments used was:*

“During PSE sessions, with puppets Dina and Wally, children showed exceptional sensitivity to the problems of others and how difficulties might be resolved.”

By popular demand a third training will be held in November 2007, which will be led by Judy Hutchings.

Progress in Developing the IY Teacher Classroom Management Programme

This programme is focused on strengthening teacher classroom management strategies, promoting children's prosocial behaviour and school readiness, and reducing classroom aggression and non co-operation with peers and teachers. Additionally the intervention focuses on ways teachers can effectively collaborate with parents to support their school involvement and promote consistency from home to school. This programme supports all the underlying social learning principles necessary to deliver the Child (Dina) curriculum effectively and is designed to be delivered along side the classroom Dina programme.

Two successful IY Teacher programmes have been run through collaboration between clinical and educational psychology and a further programme is planned for 2008. The programmes have been supported by the Education department in Powys through publicity and allowing teachers access to the Better Schools Fund for professional development costs. I was delighted to be accepted as an accredited leader in this programme, following submission of video evidence and course evaluations to Seattle and further delighted to be asked to train as a mentor. It is important to note that the Welsh assembly government will be rolling out training in this programme across Wales, as the cornerstone of the approach to develop emotional and social competence in children in the foundation phase

Progress in developing the Small group Therapeutic Dina Programme

The small group therapeutic Dina curriculum follows a similar curriculum to the classroom programme, but is designed to be delivered as a treatment intervention in small groups for young children with identified social and behavioural difficulties. The principal educational psychologist in Powys, Dr. Alun Flynn, is taking the lead in developing this Programme across the county

and working collaboratively with clinical psychology in this respect. He has secured a WAG grant for special equipment for learners with additional needs to allow purchase of puppets and programme materials. The education department has commissioned training in small group Dina from Prof. Judy Hutchings which was delivered to key staff from Area learning support classes across the authority. It is planned that the programme will be rolled out following this to help address the needs of pupils with identified emotional, social and behavioural difficulties. It is hoped that parent groups can be offered along side small group treatment Dina where ever possible in order to maximize outcomes.

The first therapeutic Dina programmes in Powys started in the Autumn term 2007, one in Newtown and one in Machynlleth. Both are based in local schools and parents have been given an opportunity to access to an IY parent group whilst their children are undergoing the small group Dina programme. It has been a challenging but very rewarding experience to run this programme with Dr. Flynn and Margaret Allen, teacher at Hafren school, Newtown. The programme will finish in March 2007, following this we will evaluate, consider the lessons we have learned and plan further action.

It is clear that the IY programmes are having a very positive impact on the lives of parents and children in Powys and providing huge satisfaction for professionals involved in delivering them. I look forward to reporting on achievements in 2008 in the next newsletter.

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January 2008*

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*Sue Evans
January 2008*

Appendix D: Publications list

Incredible Years Wales Centre Publications List - June 2009

Website address: <http://www.incredibleyears.wales.co.uk>

Research Website address: <http://incredible-years-wales-research.bangor.ac.uk>

Journal Articles

- Hutchings, J. (1996). Evaluating a behaviourally based parent training group: Outcomes for parents, children and health visitors. *Behavioural and Cognitive Psychotherapy*, *24*, 149-170.
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- Hutchings, J., & Nash, S. (1998). Behaviour therapy: what do health visitors know? *Community Practitioner* *71*, 364-367.
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- Lane, E. & Hutchings, J. (2002). Benefits of a course in behavioural analysis for health visitors. *British Journal of Nursing*, *2002*, *11* (10), 702-714.
- Hutchings, J., Lane, E., & Kelly J. (2004). Comparison of two treatments of children with severely disruptive behaviours: a four year follow up. *Behavioural and Cognitive Psychotherapy*, *32* (1)15 - 30.
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- Hutchings, J. (2006). Commissioned Article: Update on Conduct Disorder and Parenting Interventions. *British Psychological Society, Faculty of Children and Young People: Service and Practice Update* *5*, 2, 14-19.
- Hutchings, J. & Lane, E. Conduct Disorder: what we have learned about it and how to deal with it, invited paper for the Psychologist: Special Issue on Criminality in 2006: *Nipping Criminality in the Bud*, *19*, *8*, 480-483.
- Hutchings, J. (2006). Response to the Welsh Assembly Government consultation document "Joining Together in Wales: an Adult and Young People's Strategy to Reduce Re-offending" *British Psychological Society, Faculty of Children and Young People: Service and Practice Update* *5*, 3, 19-20.
- Hutchings, J. (2006). Incredible Years Wales. *British Psychological Society, Faculty of Children and Young People: Service and Practice Update* *5*, 4, 19-21.
- Hutchings, J. (2007). Incredible Years: How Wales has led the UK in ensuring effectiveness of Sure Start children's programme, *Agenda: Journal of the Institute of Welsh Affairs* *55-56*.
- Hutchings, J., Bywater, T., Daley, D., & Lane, E. (2007). A pilot study of the Webster-Stratton Incredible Years Therapeutic Dinosaur School programme. *Clinical Psychology Forum* *170*, 21-24.
- Hutchings, J., Bywater, T., Daley, D., Gardner, F., Whitaker, C., Jones, K., Eames, C., & Edwards, R.T. (2007). Parenting Intervention in Sure Start Services for Children at Risk of Developing Conduct Disorder: Pragmatic Randomised Controlled Trial. *BMJ*, doi:10.1136/bmj.39126.620799.55
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- ADHD. Child Care Health and Development. doi:10.1111/j.1365-2214.2007.00747.
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- In press**
- Daley, D., Jones, K., & Hutchings, J. Attention Deficit Hyperactivity Disorder (ADHD) in preschool children: current findings, recommended interventions and future directions. Child Care Health and Development.
- Ford, T., Hutchings, J., Bywater, T., Goodman, A. & Goodman, R. The Strengths and Difficulties Questionnaire Added Value Score; a method for estimating effectiveness in child mental health services tested using data from a randomised controlled trial. British Journal of Psychiatry.
- Bywater, T., Hutchings, J., Daley, D., Whitaker, C., Yeo, S. T., Jones, K., Eames, C. and Tudor Edwards, R.. Long-term effectiveness of a parenting intervention in Sure Start services in Wales for children at risk of developing conduct disorder. British Journal of Psychiatry.
- Martin, P., Daley, D., & Hutchings, J., Jones, K., Eames, C., & Whitaker, C. The Teacher-Pupil Observation Tool (T-Pot): The development and testing of a classroom observation measure. School Psychology International.
- Submitted**
- Jones, K., Daley, D., Hutchings, J., Whitaker, C., Eames, C., & Bywater, T. (Submitted). The Incredible Years Programme as an early intervention for children with conduct problems and ADHD: Moderators and mediators of outcome.
- Gardner F., Hutchings, J. and Bywater, T. Who benefits and how does it work? Moderators and mediators of outcome in a randomised trial of parenting interventions in multiple 'Sure Start' services.
- Hutchings, J. & Bywater, T. Childhood Conduct Disorder: the contribution of psychologists.
- In preparation**
- Bywater, T., Hutchings, J., Daley, D., Whitaker, C., Linck, P., Tudor Edwards, R. Behavioural outcomes from a trial platform for the Incredible Years Parent Programme with foster carers in three Authorities in North Wales.
- Hutchings, J. and Bywater, T. The impact of parent training on maternal depression following attendance at an IY parenting group.
- Eames, C., Daley, D., Hutchings, J., Whitaker, C. J., Bywater, T., Jones, K. & Hughes, J. C. (in preparation). The impact of group leaders behaviour on parents acquisition of key parenting skills during parent training.
- Martin, P.A., Hutchings, J., Daley, D., Eames, C., Jones, K., Whitaker, C. Evaluation of a Teacher Classroom Management Programme in Gwynedd primary schools.

Book Chapters

- Hutchings, J., Nash, S., & Pope, S. (1998). Consumer satisfaction and the outcome of behavioural therapy. In J. Fazez and F. Poland (Eds.), Realising Academic Potential Collected Papers 1996 (pp. 109-123). Bangor: University of Wales. ISBN 0 904567 87 7.
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Annual Newsletters

The Incredible Years Centre (and its predecessor The Bangor Child Behaviour Project) have published an annual newsletter every Autumn since 1996.

Other

- BBC1 Wales, 3rd March 1998. Week In Week Out. A 30-minute documentary on the work at the unit
- BBC Radio Wales 4th October 1998. Eye on Wales feature on the work of the unit.
- BBC Radio 4, 5th October 2001. You and Yours feature on the Bangor Child Behaviour Project
- BBC Radio Wales, May 2003. Good Behaviour. Two 30-minute documentary programme on the Incredible Years Programmes.
- BBC Radio Wales, October 2004. Best Behaviour. 30-minute documentary programme on the Incredible Years Programmes.
- BBC 1 Wales, 25th October 2005. Week In Week Out. TeenRage. - A 30-minute documentary featuring the work of Incredible Years Wales.

Many contributions to radio discussion programmes and newspaper articles on this subject.

DVD: The Incredible Years Parent Programme in Wales: practice, progress and parents' perspectives. A ten minute DVD produced by Incredible Years Wales. Please contact the office for a copy.