



Archways

National
Conference

19th May 2008

Dublin



Promoting the
Incredible Years
Programme
in Ireland

Archways National Conference

19th May 2008

Red Cow Moran Hotel, Dublin

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Welcome Note

This years' conference will be an informative, interesting and thought provoking experience for all delegates.

On behalf of Archways I am pleased to welcome you to Dublin and to the Archways National Conference 2008. This years' conference comes at an exciting time in the development of the Webster-Stratton Incredible Years (IY) Programme across Ireland. Not only are the parent, child and teacher programmes being used increasingly across services but we are also undertaking important large scale research to prove the efficacy of the IY parent, teacher and child programmes in an Irish context. The first phase of the trial to evaluate the parent programme is now underway with eight facilitators working closely with the research team from NUI Maynooth and partners from the University of Bangor, Wales. During the conference you will have the opportunity to hear more about the Research Plan and the work carried out throughout the country.

This years' conference will be an informative, interesting and a thought provoking experience for all delegates. This conference gives us an opportunity to highlight the growth of Incredible Years Programme throughout the country, including the ongoing and upcoming research; to show the diversity of partners currently using the Incredible Years teacher, child and parent programmes; to examine how to successfully implement the Programme in schools; to identify and emphasise Archways' role as a centre of excellence for families with children experiencing emotional and behavioural difficulties; to explore diverse and innovative ways of translating research into action; and to identify the best strategies to influence public policies and programmes.

We have a number of esteemed speakers who will discuss the development and implementation of the IY Programme internationally and the substantial body of research which accompanies the programme. We also have a number of poster presentations detailing the extensive research produced in Wales by Professor Judy Hutchings and her team as well as presentations on the development of the IY Programme in locations around Ireland which are linked to Archways.

We are delighted to have Professor Carolyn Webster-Stratton as our keynote speaker. After 30 years of work she remains as committed to researching, developing and revising the programme as ever.

Our closing session will feature an Irish panel of speakers and will be chaired by Professor Tom Collins of NUI Maynooth. This session will examine how Ireland can respond to the challenge of providing quality integrated services for all children in Ireland who are experiencing social, emotional and behavioural difficulties.

I would like to take this opportunity to thank a number of people: Aileen O'Donoghue, Manager of Clondalkin Partnership, and the Board of Clondalkin Partnership for their support throughout the development of the pilot initiative; the Board of Directors at Archways for their hard work and dedication; the Office of the Minister for Children, the Health Service Executive and the Minister for Health for their assistance; the Department of Education, the School Completion Programme and the National Educational Psychological Service for their support; all the local organizations, services and schools who support the work of Archways; Dr. Sinead McGilloway and the research team at NUI Maynooth; Professor Hutchings and her team at the University of Bangor; and all our sponsors – Atlantic Philanthropies, the One Foundation, Pobal, Dormant Accounts, and the Clondalkin Drugs Task Force. I would also like to extend a special thank you to all the conference speakers for their contributions. In particular I would like to thank Prof. Webster-Stratton for her support over the past 4 years.

Finally I would like to personally thank Catherine Byrne, Chairperson of Archways, for her professional support and encouragement and the staff at Archways for all their hard work in the lead up to this conference.

Enjoy the conference!



Margaret Maher
Director, Archways

Conference Schedule

8.30 – 9.00	Registration	
9.00 – 9.25	Welcome Address	Catherine Byrne, Chairperson of Archways
9.25 – 9.45	Official Opening	Brendan Smith T.D., Minister for Children
9.45 – 10.30	Keynote Address	Prof. Carolyn Webster-Stratton: Working with Parents – Reviewing the Incredible Years parenting programmes and recent research findings.
10.30 – 11.00	Presentation	Dr. Caroline White The Incredible Years in Manchester – Ensuring that treatment fidelity takes place within an environment demanding ‘quick fixes’ and ‘fast outputs’.
11.00 – 11.30	Coffee Break	
11.30 – 12.00	Presentation	Margaret Maher , Director of Archways The strategic role of Archways in promoting the Incredible Years Programme in Ireland.
12.00 – 12.30	Presentation	Dr. Sinéad McGilloway Introducing the Incredible Years Ireland Study – a national evaluation in an Irish context
12.30 – 1.00	Presentation	Dr. Helen Baker-Henningham Introducing Teacher Classroom Management and Classroom Dina programmes in Jamaica – Lessons for Ireland?
1.00 – 2.00	Lunch	
2.00 – 2.45	Presentation	Prof. Carolyn Webster-Stratton Working with Children – Examining the continued success of the Classroom Dina and Small Group Dina programmes and presenting new research from Seattle.
2.45 – 3.05	Presentation	Prof. Willy-Tore Mørch The Norwegian Government’s active involvement in strategic planning and implementation of the Incredible Years Programme in Norway.
3.05 – 3.30	Presentation	Prof. Judy Hutchings & Dr. Tracey Bywater Developing and researching the Teacher Classroom Management programme in Wales.
3.30 – 4.00	Plenary Session & Closing Remarks	Chaired By Prof. Tom Collins Professor of Education, NUI Maynooth.

Speakers Biographies



Top: Carolyn Webster-Stratton.

Left-Right: Caroline White, Margaret Maher, Sinéad McGilloway.



Carolyn Webster-Stratton

Prof. Carolyn Webster-Stratton is Professor and Director of the Parenting Clinic at the University of Washington. She is a nurse and licensed clinical psychologist and leading expert on parenting, family therapy and children's emotional, social skills and problem solving interventions. She has published numerous scientific articles and books for parents, teachers, therapists and children. She has developed and researched the Incredible Years Parents, Teachers and Children Training Series, which is a set of evidence-based programs designed to promote high-risk children's social and emotional competence and to prevent and treat aggression.

These interventions have been extensively evaluated in randomized trials and have received many awards including the 1997 National Mental Health Lela Rowland Prevention Award for best mental health prevention program, the Office of Juvenile Justice Delinquency Prevention "Blueprint" award and the Department of Health and Social Services, Center for Substance Abuse Prevention award for "exemplary" interventions. They have been translated into 9 languages and are being used in over 12 countries around the world. She has been the recipient of the prestigious US National Institute of Mental Health Research Scientist Award and in 2007 was awarded University of Washington Distinguished Faculty Award as well as Outstanding Alumnae Award.

Caroline White

Dr. Caroline White, Consultant Clinical Psychologist and Head of the Children & Parents' Service (CAPS) is based at Booth Hall Children's Hospital, Manchester where she leads and manages the city wide, multi-agency CAPS Early Intervention Service. Caroline is also an accredited Incredible Years (IY) Trainer and over the past 10 years has delivered many IY parent groups in community settings and trained and supervised numerous professionals in accredited IY parent training workshops. She has successfully contributed to the development of Manchester's multi-agency parenting services which use the IY model as the foundation of its citywide strategy. Her research interests and publications include service development and cognitive aspects of parent training.

Margaret Maher

Margaret Maher has worked in the education system in Ireland for the past 25 years and is currently Director with Archways. Margaret is an experienced Assistant Principal on secondment from the Department of Education & Science. A graduate of University College Dublin and the University of Mirail, Toulouse she has worked both in Ireland and abroad. Margaret has been involved in curriculum development for Transition Year, trans-national programmes, staff mentoring and policy development at post-primary level. In her role as Education Coordinator for the Clondalkin Partnership she has overseen a number of pieces of Action Research along with initiating and developing innovative responses to educational inequality including the present initiative. Since January 2007 Margaret has directed the development and establishment of the new organisation Archways. She is an accredited facilitator for the Small Group Dinosaur programme as well as delivering the Teacher Classroom Management programme.

Sinéad McGilloway

Dr. Sinéad McGilloway is a Senior Lecturer based in the Department of Psychology at the National University of Ireland, Maynooth. She is Principal Investigator on the recently commissioned national evaluation of the Incredible Years programme in Ireland. Dr. McGilloway is a public health/community psychologist with almost 20 years' experience in undertaking applied, policy-relevant health and social care research. She has researched, secured grants and published widely in the area of health and social care and she has been involved in a wide range of research programmes and studies involving marginalised and socially disadvantaged groups. Her research interests include, in particular, child and adult mental health and health service evaluation. She has authored and co-authored numerous publications including: peer-reviewed papers; books and volumes; book chapters; research reports; conference proceedings papers and abstracts; and articles of professional interest.



more speaker biographies overleaf



Top: Helen Baker-Henningham.
Left-Right: Willy-Tore Mørch, Judy Hutchings, Tracey Bywater.



Helen Baker-Henningham

Helen is a lecturer at the University of the West Indies, Jamaica and her research area is early interventions for children at risk of learning and behaviour problems with a primary focus on working in low resource settings. Helen has worked in Uganda, Indonesia and Jamaica in addition to working in the UK and The Netherlands.

Her work involves interventions in community, school and primary health care settings and has involved working with parents, teachers, community volunteers and health care staff to promote children's development. Helen's current research involves implementing the Incredible Years Programmes in Jamaican preschools to prevent aggression and promote children's social and emotional competence.

Willy-Tore Mørch

Professor Willy-Tore Mørch has a doctorate in psychology from the University of Oslo specialising in clinical psychology. He was appointed assistant professor at the University of Tromsø from 1994 and became full professor in 1997. Professor Mørch has worked within the field of conduct disordered children since 1995 and has worked in collaboration with the Centre for Child and Adolescent Mental Health at The University of Technical and Natural Science in Trondheim and the two university clinics with the import and implementation of the Incredible Years programme since 1999. Professor Mørch is leader of the Centre for Child and Adolescent Mental Health at the University of Tromsø.

Judy Hutchings

Professor Judy Hutchings has worked in Wales for over 30 years. She is a Consultant Clinical Psychologist with the North West Wales NHS Trust and has developed services for children with significant behavioural difficulties. Since 1998 she has been director of a research team based at Bangor University. She has held many grants and was the principal grant holder for the Health Foundation Grant researching the efficacy of the Incredible Years BASIC parenting programme for 'high risk' children in Sure Start services across North Wales. She has published extensively and established the Incredible Years Centre Wales, in 2003 to research and train people to deliver the Incredible Years Parent, Child and Teacher programmes. She was the Welsh Woman Educator of 2004 and is currently working with the Welsh Assembly Government providing training and consultation to services across Wales. She has supported developments in Ireland for many years and is a Consultant to the Archways project.

Tracey Bywater

Dr. Tracey Bywater, B.Sc. and Ph.D., teaches at Bangor University in both the Psychology and Criminology departments. She has an interest in children at risk of criminality and was appointed as research officer on the project evaluating the Incredible Years BASIC Parenting Programme in 2004. Since that time she has managed the project, including the successful negotiation of an extension grant from the Health Foundation and publication of the short-term findings.

She is currently working as project trials co-ordinator and writing up further findings for publication as well as managing her first WORD grant as lead applicant piloting the IY Parent Programme with foster carers in three Authorities in Wales. She is a collaborator on the NUI Maynooth evaluation of the Archways IY project.

Abstracts

Working with Parents - Reviewing the Incredible Years parenting programmes and recent research findings.

Speaker: **Prof. Carolyn Webster-Stratton**

In this presentation Prof. Carolyn Webster-Stratton will review the Incredible Years parent programmes as well as the research documenting their effectiveness as both prevention and treatment programmes with various populations. She will highlight recent findings and new developments in the parenting programmes for infants and children ages 0-3 years as well as children in the 8-12 year old range. Video examples will be shown to illustrate the programmes methods and processes.

The Incredible Years in Manchester – Ensuring that treatment fidelity takes place within an environment demanding 'quick fixes' and 'fast outputs'.

Speaker: **Dr. Caroline White**

In this presentation Dr. Caroline White will present some of the barriers and obstacles to service delivery and developments in parenting. This will be discussed in the context of the frequently competing agendas of both national and local policy. This will be an opportunity to explore the rationale for delivery of the evidence based Incredible Years programme and the challenges of implementation with fidelity. The role of supervision to ensure quality control will be outlined and the implications this has on resources within settings where there are competing demands.

The Incredible Years programme in Ireland. The strategic role of Archways in promoting the Incredible Years Programme in Ireland.

Speaker: **Margaret Maher**

This paper looks at the establishment of Archways as an organisation in 2007 with the objective of furthering the provision of evidence-based prevention and treatment services for children and young people experiencing social, emotional and behavioural difficulties in Ireland. Based in Clondalkin it has piloted the adoption of the Incredible Years programme within the island of Ireland. The early development of the organisation was driven by a clear recognition that the numbers of children experiencing emotional and behavioural difficulties both locally and nationally was increasing and that less than one in ten children were receiving any level of service. We know that evidence based programmes work but the challenge is to get them to work in real life settings. This paper will focus on the medium to long-term role of Archways as an organisation undertaking research, supporting growth and delivering fidelity.

Introducing the Incredible Years Ireland Study: a national evaluation in an Irish context

Speaker: **Dr. Sinéad McGilloway**

This paper presents an overview of the large national evaluation that is currently underway to evaluate the effectiveness of the Incredible Years Parent, Teacher and Child Training Series in Ireland. This study will assess the transferability and effectiveness of the Incredible Years Programme within an Irish context, and will build on international Incredible Years research.

The specific aims of the study are:

1. to assess the effectiveness of the BASIC Parent training programme on child and parent behaviour;
2. to assess the impact of the Teacher Classroom Management (TCM) programme on child and teacher behaviour;
3. to assess the combination of parent and teacher training on overall behaviour;
4. to examine the cost-effectiveness of each of the above; and
5. to monitor and appraise all aspects of the implementation of the programme (including implementation fidelity).

The focus of the evaluation is a multi-site, longitudinal follow-up study incorporating three RCTs which will consider the impact of:

1. the BASIC parent training;
2. TCM training; and
3. some combination of parent and teacher training respectively.

The evaluation will also include a smaller implementation sub-study focusing, for each trial, on: (a) an assessment of implementation fidelity; and (b) qualitative interviews with key stakeholders exploring expectations, views and experiences of the programme. The final strand of the evaluation includes an economic sub-study based on a cost-effectiveness analysis for each trial. The data analysis will be guided and informed by results from previous work in this area and it is anticipated that the findings will be used to inform policy and practice in the area.



Brian Lenihan T.D. (centre) pictured with Margaret Maher and Dr. Sean McDonald from Archways at the Launch of "In Trouble From Day One", March 2004.



Participants receive their certificates after a successful course in Clondalkin.

Introducing the Teacher and Classroom Dinosaur programmes in Jamaican Preschools: Results from a Pilot Study

Speaker: **Dr. Helen Baker-Henningham**

This presentation reports the results from a small scale randomised controlled trial of the Incredible Years (IY) teacher training programme and aspects of the IY child training programme in early childhood settings in Jamaica.

Five preschools in Kingston and St. Andrew were randomly assigned to an intervention (n = 3) or comparison (n = 2) condition. Intervention involved monthly teacher workshops using the IY teacher training programme from October to April (7 whole-day workshops) and weekly child lessons using the IY Dina Classroom curriculum from January to May (14 lessons in each class). Children with the highest level of behavioural difficulties (n = 135) were the focus of the evaluation.



The intervention was evaluated, for its impact 1) on teacher positive behaviour, negative behaviour, commands and promotion of social and emotional skills and 2) classroom ratings of children's behaviour, children's interest and enthusiasm, opportunities to share and help each other and teacher warmth. The intervention was also evaluated for its impact on the behaviour of the selected children and the quality of the teachers' contacts with the parents of these children through teacher report.

The intervention resulted in significant benefits to the observations of the number of teacher positives, teacher negatives and teachers promotion of social and emotional skills. Significant benefits were also found for classroom ratings. Teachers in the intervention group also reported significantly more positive and fewer negative contacts with the parents of the children with behaviour problems in their classroom than teachers in the comparison group. The intervention resulted in

benefits to the selected children's prosocial behaviour and to the children's behavioural difficulties that were likely to be important to the children's behavioural development.

The qualitative evaluation of the project indicated that the programmes were extremely well-received by the teachers who reported wide ranging benefits of the intervention on their own behaviours and attitudes, on their relationships with parents and on the behaviour of children in their class.

The study shows the potential for the Incredible Years Programme to make meaningful change at the child and teacher level in Jamaica.



Catherine Byrne, Chairperson of Archways, Mary Harney T.D. and Margaret Maher, Director of Archways pictured at the Launch of Archways in November 2007.

Working with Children – Examining the continued success of the Classroom Dina and Small Group Dina Programmes and presenting new research from Seattle.

Speaker: **Prof. Carolyn Webster-Stratton**

In this presentation Prof. Carolyn Webster-Stratton will review the Incredible Years Teacher and Child Programmes as well as the research documenting their effectiveness. She will highlight recent research findings of their use in schools for children aged between 3-8 years. Video examples will again be shown to illustrate the programmes methods and processes.

The Norwegian Government's active involvement in strategic planning and implementation of the Incredible Years Programme in Norway.

Speaker: **Prof. Willy-Tore Mørch**

This paper examines how the Incredible Years (IY) parenting programme was imported to Norway in 1999 after a Governmental expert group concluded that the treatment of children and adolescents with conduct disorders was not founded on best evidence-based practice. The Ministry of Health and the Ministry of Child and Family Affairs decided to implement three programmes, Incredible Years, Parent Management Training, Oregon (PMTO) and Multi Systemic Therapy (MST) in order to cover the age range from small children to adulthood.

The presentation reports on the Norwegian randomised trial research on the IY programme which led up to the national implementation programme lasting from 2005 to the end of 2008. Professor Mørch will discuss strategies for programme fidelity, agency "diagnostics" due to necessary resource allocation and procedures for quality maintenance over time. Implementation strategies for both treatment and prevention services, and how these different services are distributed to specialist and community agencies, will be discussed.



Teachers from Dublin on completing the Teacher Classroom Management programme in St. Peter Apostle N.S, Neilstown.

Developing and researching the Teacher Classroom Management Programme in Wales

Speaker: **Prof. Judy Hutchings
& Dr. Tracey Bywater**

In this presentation Prof. Hutchings and Dr. Bywater will look at the arrival of The Incredible Years programmes in Wales 10 years ago. Initially it was the parent programme which was delivered. Its popularity among clinical and primary care staff created research opportunities that were monitored by the Welsh Assembly Government (WAG). In 2005, WAG funded an ongoing programme of training and supervision for staff across Wales. Over a seven year period the parent programme had become part of the Welsh Assembly Government strategy for high-risk children.

In 2000 the therapeutic Dinosaur School programme was delivered in North Wales and a small-scale evaluation undertaken. The results came to the attention of Gwynedd Education service who decided to pilot the classroom version and linked teacher classroom management programme. They were proactive in seeking funds and closely monitored the results. A small scale evaluation of the classroom programme along with some very positive reports from Government Inspections led to a County wide project to train teachers in every primary school, first in the teacher classroom management and subsequently the classroom Dinosaur curriculum. Joint ESRC and Gwynedd Education Authority funding enabled the teacher programme to be researched. Now nearing completion this has demonstrated the effectiveness of the programme for both teachers and children.

By 2008 the Welsh Assembly Government started funding training to deliver the teacher programme across Wales. In the meantime Gwynedd are working to match their success with the child and teacher programmes by establishing the parent programme as a county wide strategy within schools to ensure that all of their children have the best start in school.

In an unrelated piece of work we have been evaluating the benefits of the IY parent programme for foster carers from three counties in Wales and hope to share brief preliminary results at the conference.

Background: The Incredible Years Programmes

Incredible Years series has been identified as a “blueprint” programme in every systematic review of evidence based interventions to prevent and reduce violence, attaining the highest standards of scientific respectability.

Introduction

With over twenty years of evidence from randomised controlled trials, the Incredible Years series has been identified as a “blueprint” programme in every systematic review of evidence based interventions to prevent and reduce violence, attaining the highest standards of scientific respectability. They are now being delivered and researched across the world.

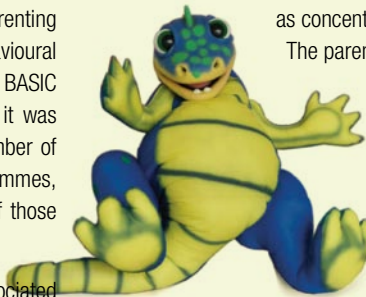
The Parenting Programmes

Over 25 years ago, at the University of Washington, Seattle, Prof. Webster-Stratton started developing and researching parenting programmes for children referred for help with significant behavioural problems. This programme evolved into the Incredible Years BASIC parent programme and her research evidence showed that it was effective in bringing about improvement for a significant number of referred children. However, as with most parenting programmes, it was effective for about two-thirds of children but not all of those maintained their progress over the following three years.

Adult depression and relationship difficulties seemed to be associated with poor outcomes, so Prof. Webster-Stratton developed the Advance programme, an eight session add on programme focussing on adult relationship and problem solving skills and strategies to help children to become more effective problem solvers. This helped families who, with the BASIC programme alone, did not make initial gains or failed to maintain positive changes. However some children, although their behaviour at home and relationship with their parents improved, still had difficulties at school and in peer relationships. Prof. Webster-Stratton’s next step was to develop a further module, “Helping Your Child to do Their Best in School”. This focussed on helping children with homework and academic skills and on promoting home-school links. Her evidence shows that for clinically referred children, with difficulties at both home and school, some parents will need all of these programmes to bring about sustained improvements.

The Child Therapeutic Dinosaur School Programme

Prof. Webster-Stratton was aware that, despite the expanded series of parent programmes, some children still failed to make gains, particularly in their academic engagement, peer friendship and problem solving skills. This led her, in the early 1990’s to devise a programme for children themselves, the Therapeutic Dinosaur Schools programme. This is an eighteen to twenty-two session programme, run for two hours a week, for groups of six referred children. It teaches social and problem solving skills, anger management and academic skills such as concentrating and checking.

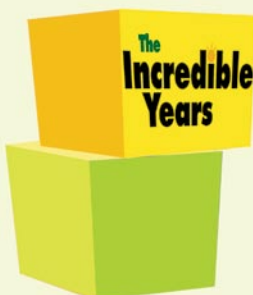


The parenting programme produced improvement in parent-child relationships and child compliance at home, the addition of Dinosaur School achieved improvements in child friendships with peers, problem solving and academic attainment.

The Teacher Classroom Management Programme

As teachers of referred children became aware of the parent and child interventions, they started to ask for advice on how to manage the children in their classrooms. Prof. Webster Stratton developed a classroom management programme for teachers in response to an identified need for advice and support to manage children with behavioural difficulties.

The programme uses video footage of classroom situations and is run for one-day per month over five to six months. The programme resulted in significant improvement in teacher classroom management and use of non-aversive discipline strategies and had significant beneficial effects on child outcomes demonstrating that children with well-established problems have the best chances of making and maintaining gains when all three programmes, parent, child and teacher, are used. This is particularly the case for those children with the most significant problems who are most at risk of long-term delinquency, drug abuse and violent criminality.





Peter Loft delivering the Small Group Dina training for teachers in Áras Chrónáin, Clondalkin.



Dr. Sean McDonald (L) and Peter Loft (R) with Wally Problem Solver!

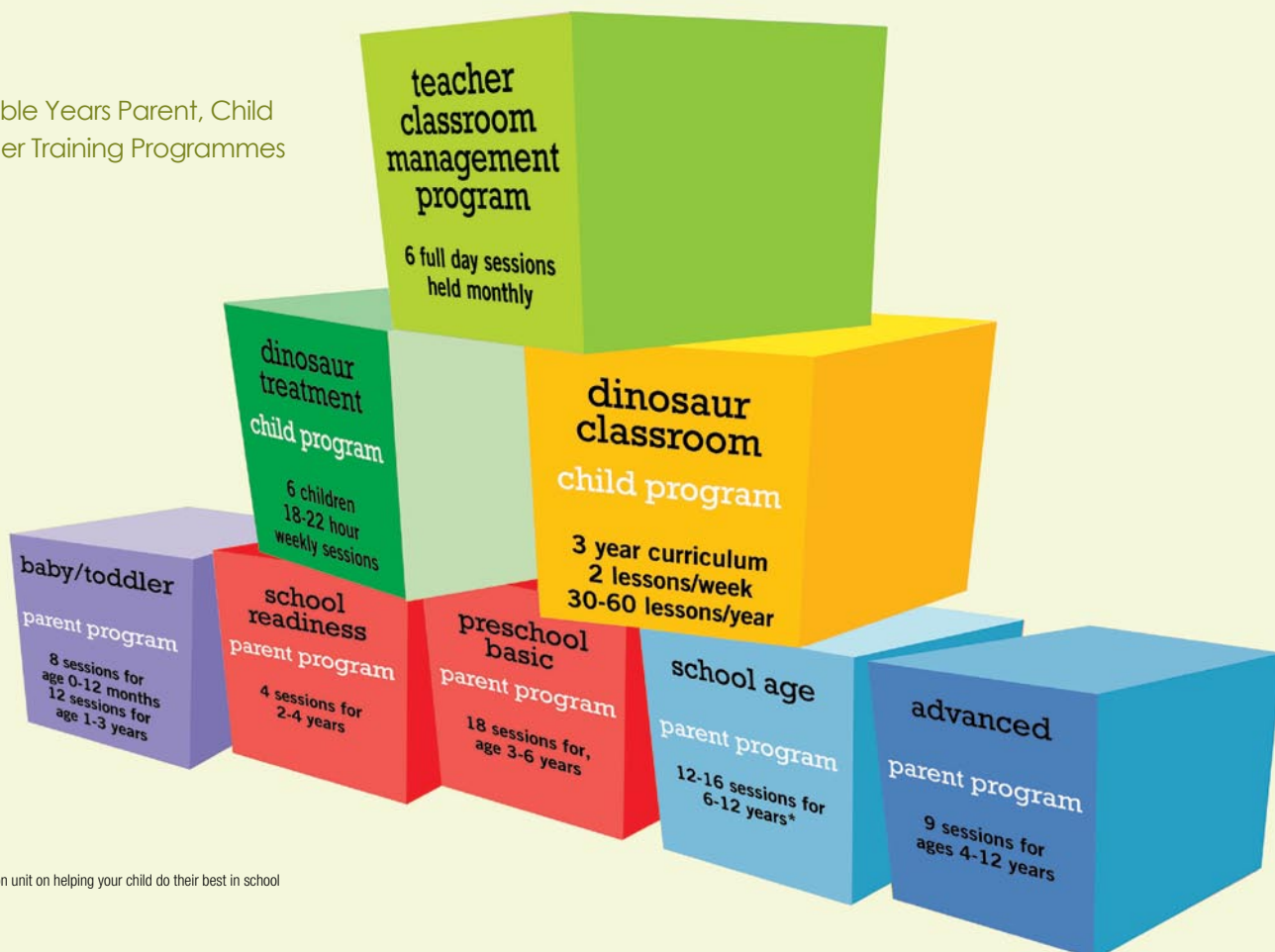
Early Intervention preventive work using the programmes

Having developed and researched the parent, child and teacher programmes for referred children with severely challenging behaviour, more recently Prof. Webster-Stratton took these programmes into Head Start early intervention settings targeting high-risk pre-school children. She has spent the last few years researching the parent and teachers programmes alongside a universal classroom Dinosaur School programme, delivered twice a week throughout the school year to 23 classes of Head Start children in Seattle during their first two years in school. Results of this work are showing the programmes as being just as effective as preventive programmes.

Recent developments & new programmes

Prof. Webster-Stratton's current research programme is with young children with ADHD and we look forward to receiving the results of her research. Recent developments in the Parenting Programmes include a programme for parents of infants and toddlers, a short school readiness programme, and a fully revised BASIC Parenting Programme dealing with the specific age groups of 6-8 and 9-12 year old children. Her interest now is in helping service providers to identify which combination of programmes are required for particular circumstances and needs and to deliver programmes with fidelity to achieve good outcomes.

The Incredible Years Parent, Child and Teacher Training Programmes



* Includes a four-session unit on helping your child do their best in school

Archways Background



Staff of Archways 2007.

Overview

Archways is a national organisation, established in January 2007, with the purpose of promoting and researching the use of evidence based programmes as an intervention for young people experiencing emotional and behavioural difficulties and also as a means to prevent such difficulties arising in the first place. Archways is currently promoting the Incredible Years Programme in Ireland. Other effective, evidence-based interventions will be added in the coming years. We will also be working closely with the Clondalkin Partnership to pilot Functional Family Therapy.

- We offer advice and support to agencies in delivering the Incredible Years programmes with fidelity.
- We directly deliver programmes to parent, teachers and children.
- We organise training and consultation days for trainers in Ireland.
- We support facilitators to attain accreditation.
- We research and evaluate programme implementation and outcomes.
- We advocate for the use of evidence based programmes for children and adolescents with emotional and behavioural difficulties.

Archways came into being as a result of work carried out by the Education Working Group of Clondalkin Partnership. Initially this work focused on young people at risk of exclusion from school in the Clondalkin area. However, after considerable analysis the work concentrated on emotional and behavioural difficulties among children and examined a number of early interventions aimed at dealing with this problem. The Incredible Years programme stood out as one proven to be effective in reducing children's aggression and behavioural problems and was also shown to improve social competence at home and in school.

This programme has two long term goals:

To develop a comprehensive treatment programme for young children with early onset conduct and emotional problems.

To develop a cost effective, community based universal prevention programme that all teachers and families can use to prevent children from developing conduct problems in the first place.

The Education Coordinator of Clondalkin Partnership consulted with the local Health Board, the Lucena clinic, NEPS and the Vocational Educational Psychological Service regarding programme relevance and effectiveness in the Irish context.

A commitment was secured from 8 schools and 11 community organisations to implement the intervention programme. Having established significant levels of support for the intervention strategy suitable staff were trained as parent and small group dina facilitators.

A pilot programme was then introduced in 5 locations – 67 parents were referred from Health Board, community and educational organisations. Parents were selected on the basis of their child having moderate to extreme levels of maladjusted behaviour.

The 12 week parent training programme was introduced with parent assessments at 4 week intervals. In addition, trainer and organisation assessments were also carried out. The initial results far exceeded expectations:

- Parent involvement was maintained over the duration of the course.
- Parent engagement was higher than the engagement for other programmes.
- Parents indicated significant improvement in the child's behaviour.
- Perception of their ability to cope with child's behaviour was heightened.

Recognizing the potential of the programme to bring about real and verifiable change a conference 'Against the Odds' was organised to create awareness of the programme. This conference generated a lot of interest and many attendees sought assistance in introducing the programme.



Members of the original task group established in 2000 by the Education Working Group of Clondalkin Partnership.



Archways Launch in November 2007 in the Clock Tower, Department of Education and Science.

In Spring 2006, the National University of Ireland Maynooth concluded a pilot evaluation on the effects of the Basic Parent Programme in Clondalkin, which demonstrated positive results. The study charted the progress of some 32 parents with children who demonstrated clinically significant levels of emotional and behavioural difficulty and a range of additional difficulties such as Aspergers Syndrome and ADD/ADHD. The research highlighted significant clinical changes in the behaviour of the children and their parents, demonstrated significant improvements in coping skills, family supports and communication, as well as significant improvements in stress and anger control. These results confirmed the capacity of the programme to bring about significant levels of change for troubled children. With this realisation it was decided to develop a process which would enable the programme to be made available to children outside the Clondalkin area.

The Atlantic Philanthropies showed interest in the project early in its development and piloting phase. As well as providing valuable funding they provided a wealth of insight and guidance and linked the initiative with the Dartington Social Research Unit. In order to assist service providers who planned to implement the programme in an Irish context and to avoid any haphazard approach to programme implementation

Dartington suggested that a Service Manual be prepared. Dartington also provided guidance in the development of the new organisation, Archways, which would spearhead the mainstreaming process for the Incredible Years programme.

Archways mission is to make available proven programmes to meet the needs of children experiencing emotional and behavioural difficulties and also to meet the needs of their families. Over the period of 2007 – 2010 Archways will operate a combined evaluation and growth strategy. Approximately 60% of activity will be focused on testing the programme within an Irish context, whilst the remaining 40% will be aimed at developing and overseeing the rollout of the programme in 11 targeted locations throughout the country. Archways believe that combined evaluation and growth process will demonstrate such clear benefits for children, parents and teachers that we will be in a position to bring about definite and long term positive changes in the practices of organisations involved with the education, development, and care of children.





Archways

National
Conference

19th May 2008

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For more on the National Conference,
Archways, and the Incredible Years Programme
see **www.archways.ie**