

INCREDIBLE YEARS WALES

Incorporating the Bangor Child Behaviour Project

INCREDIBLE YEARS WALES

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Jane Davidson presents the award to Judy.



INTRODUCTION TO THE 10TH ANNUAL NEWSLETTER

Welcome to the 10th Annual Newsletter. It is truly "incredible" to reflect back on all that has taken place over the last ten years. Ten years ago I was busy researching my own intensive parenting programme, and, although I had heard of Carolyn Webster-Stratton and was aware of her work, I would not have predicted my involvement in the development of her programmes across Wales or the extent of our research activity associated with the Incredible Years (IY) programmes.

We have got here as a result of the efforts of many people, some still involved and others who have moved on into clinical training or other fields. We are grateful for the continued

financial support from Goronwy and Barbara Cleaver (see Catrin's report on P 3). This newsletter describes the outcomes from our large Sure Start IY parenting trial as well as containing reports from our three Ph.D. students and our success in rolling out the parent, child and teacher programmes across Wales. It all confirms my decision to concentrate on developing and researching the IY programmes. The more I am involved with them the more I like them. I really believe that they are the best evidence based programmes available for the prevention and treatment of conduct disorders and related difficulties. I also believe, that to be really successful, services need to take on board the parent, child and teacher programmes.

We have just published our second directory of who is providing what service in different parts of Wales which shows continued expansion of use of the programmes across Wales.

Congratulations to Powys for leading the way in establishing a full-time post to develop the IY Programmes. Lets hope that the next ten years sees many more similar developments in Wales.

Many thanks to Carolyn for developing these innovative programmes for parents, children and teachers and to all who have contributed to developments in Wales over the last ten years.

Judy

Judy is Welsh Woman Educator of the Year

Welsh Woman of the Year Awards - November 2004

Judy was nominated by the University for the Welsh Woman Educator of the Year Award. The nomination focused on her contribution to educational, clinical and research work with children and families over the last 30 years as well as her significant contribution over the last ten years to the training of professionals from Education, Health, and Social Care Agencies.

She attended the ceremony with family and friends including Dilys, Tracey, and Irfon and was delighted to receive the award, presented by Jane Davidson, Minister for Education and Lifelong Learning at the Welsh Assembly Government. The Woman as Educator category of the award programme is the only award category sponsored by the Welsh Assembly Government.

"In line with the University's mission of maintaining excellence it was appropriate and very welcome that Dr. Judy Hutchings of the School of Psychology was acknowledged as the outstanding woman educator of the Year at the Welsh Woman of the Year Awards in Cardiff in November. Congratulations to her and all those who are working so hard to maintain and extend Bangor's reputation as a first-class, forward-looking University dedicated to excellence."
Merfyn Jones, Vice Chancellor, University of Wales Bangor.



The IY Sure Start Parent Support Research Programme: Update 2005

The evaluation of the Webster-Stratton BASIC parent programme has now been running for nearly three years and, with the nine month extension, will be completed in June 2006 with final family follow-ups in February 2006. This research programme is unique in the UK since it involved collaboration between eleven Sure Start services, who all had to agree to do the same thing, and the IY centre. All of the Sure Start Centres agreed to deliver the IY parenting programme, something they were already doing, under research conditions. These were that groups would be offered to the parents of targeted high risk children, that leaders would attend weekly supervision for three hours in Bangor, that families would be randomly allocated to either intervention or control conditions and that the control families would receive the intervention six months later.

The study has two main conditions, the intervention and the comparison control families. Families were selected because they lived in a Sure Start area and had a child aged three or four with significant behavioural problems. They were recruited

by their health visitors. The control families were seen at baseline and six months later (follow-up 1) and then offered a chance to attend a parent group. Intervention families were seen at baseline (after which the parents attended the parent



By Dr. Tracey Bywater,
School of Psychology, UWB

programme) and then six, twelve and eighteen months later.

Eleven Sure Start areas took part and a total of twelve parenting groups were run. We have collected follow-up 1 data from all eleven areas and there are

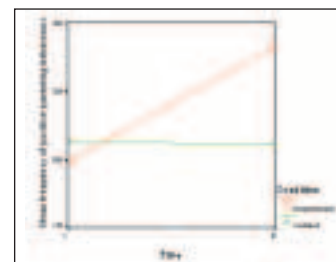


Figure 1:
Mean frequency of positive parenting behaviours at baseline and follow-up 1.

great differences between the control and intervention groups at this stage. The measures collected assess demographic and family risk factors, parental competencies, child social competence, child verbal ability and child conduct problems. The findings from two measures are briefly reported here; the Eyberg Child Behaviour Inventory (ECBI) and our observation measure of parent behaviour (using the Dyadic Parent-Child Interaction Coding System, DPICS).

Figure 1 shows a significant increase in positive parenting in the intervention group after attending the parenting programme. Positive parenting was assessed by observing

ECONOMIC EVALUATION OF THE INCREDIBLE YEARS PARENTING PROGRAMME IN WALES & BORDERS

There is a growing recognition across the NHS and other public sector services that resources are scarce and that future investment decisions need to be based, at least in part, on evidence of cost effectiveness or value for money. There is a small but growing literature as to the potential cost effectiveness of interventions such as the IY programme to help children with behavioural problems and their wider families. Here in Bangor, the health economics team at the Centre for the Economics of Health (Canolfan Economeg Iechyd) has continued to work closely with Judy and the IY Cymru Centre on their Sure Start Parent Support Research Programme.

In September of last year Rhiannon left for a nine-month sabbatical to take up a Harkness fellowship in Health Care Policy in the USA. She spent her sabbatical year in Seattle and had the opportunity to visit Carolyn Webster-Stratton. They discussed the importance of economic evidence of cost effectiveness, and

the way in which different health care systems have determined the degree of roll out of the programme internationally. In her absence Dr. Dyfrig Hughes was locum Director of the Centre for the Economics of Health and worked closely with Alan Ó Céilleachair the research officer responsible for the day-to-day conduct of our evaluation. Rhiannon is now back with us and Dyfrig has taken up his new role as Deputy Director of the research group.

We are pleased to report the publication, in the Journal of Mental Health Policy and Economics of a pilot economic evaluation of an earlier intervention developed by Judy. This paper provided a valuable springboard for our current work on the IY programme. We found that even with a very small sample an intensive treatment (based in similar principles to the IY parenting programme) could be cost-effective.

Cost effectiveness analysis involves the comparison of the

costs, and the effects of two programmes. In the Sure Start evaluation this involves comparison of the costs and effectiveness of children receiving through Sure Start, as compared with children in a waiting list control group. The main study team have collected evidence of effectiveness measured in terms of child behaviour, and also gathered information on the self reported health related quality of life of the child's main carer. We will use this information in our cost-effectiveness analysis and wider cost-consequence analysis. A questionnaire was designed to enable information to be collected from families on their use of social, medical and special educational services before and during the study intervention period.

In order to verify, or triangulate, this self-reported health services utilisation information, participants were asked for permission to view their GP records. A sub-sample of those consenting was selected from each of the research groups

and visits to their GPs are ongoing.

We have been gathering a database of national and local unit costs of services from published sources, local councils and NHS trusts. This will allow the IY programme to be evaluated with respect to costs both in its local context and at a national level.

Alongside Judy's team we submitted an application to our funders, the Health Foundation, to extend our project for a further nine months. We are pleased to say we have been successful and the economic evaluation will continue until the end of October 2006. This will enable us to follow up children in the study over a longer period of time. An interim report will be available early in 2006.

Alan Ó Céilleachair
Dr Rhiannon Tudor Edwards
Dr Dyfrig Hughes

Good to have you back Rhiannon, we look forward to working together on the outcome data - Judy

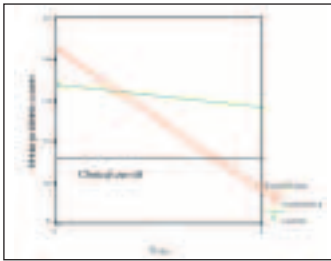


Figure 2: ECBI intensity scores.

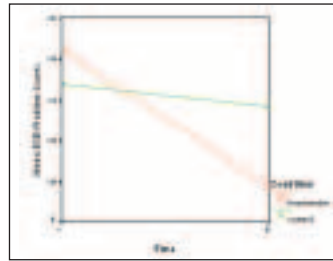


Figure 3: ECBI problem scores.

parent-child interactions for 30 minutes, in the family home. Observers were what is known as “blind” which means that they did not know whether the family had received the intervention. Figures 2 and 3 show that intervention parents reported significant decreases in both the amount of child problem behaviours and its intensity by comparison with the control group. Intervention group children fell below the clinical cut off on both ECBI problem and intensity scales (11 and 127 respectively). The results demonstrate that a change in children’s behaviour for the better occurs when we help parents to improve their parenting using the IY BASIC parenting programme. These findings are based on 85 intervention families and 47 control group families. We are currently writing up these results for publication, which will report the findings in more detail.

We have completed all data collection for five areas. Follow-up 3 is still to be carried out in six areas, three will be completed in September and the remaining three by February 2006. We were successful in our extension bid to the Health Foundation to enable us to follow all intervention families to follow-up 3 because of the encouraging short-term results. The project will now run until June 2006 with the main task being to get the results into print.

Related Work

This research has yielded an enormous amount of data and ideas. Three Masters and one Ph.D. student are utilising the data in their studies.

Claire Davies is currently undertaking her Masters here at Bangor and has recently worked on a paper with Judy and myself exploring the effects of differing crime levels within the Sure Start areas on child behaviour

outcomes. It was found that the IY parenting programme works equally well in areas of high and low crime with ‘high-risk’ families.

Louise Kinsella is looking into family demographics and attrition rates, and Sara McCabe is exploring the effects of the parenting programme on siblings of the index child. Catrin Eames is undertaking a Ph.D. assessing the effects of implementation fidelity on outcome, that is, is the programme more successful when delivered faithfully? (see Catrin’s report).

Wendy Heyes completed a ten-week project evaluating the relationship between parent satisfaction, maternal depression scores and outcome (see Wendy’s report).

Two other Ph.D. students are working in related areas (see Karen’s and Pam’s reports).

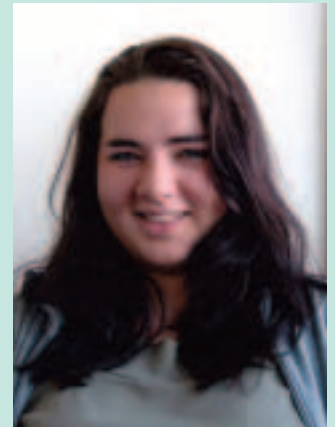
The Future

Two new bids are in preparation. One will enable us to follow the uptake of the programme by the control families who had to wait at least six months before being offered the intervention. This wait is what families would normally experience before being offered a place on a parenting group. Several control families did not take up their place on the programme and this obviously has implications for waiting lists in other settings. It may be that the longer the families wait the less they feel inclined to participate.

The other bid will enable us to evaluate the effectiveness of the ADVANCED parenting programme when offered approximately 18 months after the BASIC programme. This can be explored by offering the ADVANCED to half of the original intervention parents, whilst the remainder will act as a ‘control’.

ANOTHER YEAR AT INCREDIBLE YEARS WALES

Having worked at the Centre for a year while also undertaking a part-time M.Sc. in Psychological Research, I was offered an award to study for a PhD funded through the ESF/Objective 1 fund in collaboration with IY Wales. This was made possible by a contribution from Goronwy and Barbara Cleaver, long time sponsors of the IY project, and the support of Judy and Tracey.



For my Ph.D. I am investigating the way in which the BASIC Parenting Programme is delivered in the community. To deliver the programme effectively leaders need to be competent in social learning theory which underpins the programme, and have effective collaborative leader skills. Assessing this involves developing and validating an observational coding scale to measure leader behaviour. At present, the scale consists of 18 items, which encompass the key collaborative skills that a leader should demonstrate while running a group. The observation scale uses an objective frequency count tally and is scored in 10-minute sections throughout the entire two-hour group session.

A second fidelity measure, a Coder Impressions Inventory, is also being developed. This will be completed after the observation of the session by each independent observer.

Once the scales achieve both reliability and validity, they will be used to compare the outcomes from the 12 groups in the Sure Start study. Videotapes of research group leaders will be coded and an implementation fidelity score attached to each leader. These will then be correlated with the existing child and parent outcome data. There is also potential to apply this scale in live group observations,

with possible follow-up of parents’ progress through the programme.

During the past year while I have been working on my Ph.D. I have remained based at the IY Wales Centre and have continued to be part of the DPICS coder team. I carry out home visits for the research team and aid in the training and supervision of new coders with Karen Jones.

Both the Centre and the Research websites are complete and have been up and running for about a year. I will be updating them once again in September.

I continue to enjoy my time at the Centre and am privileged to have gained an amazing opportunity and such fantastic experience.

I would like to thank Judy who provides invaluable supervision and support and is a daily inspiration to me, and also Carl Hughes, my other supervisor, a long time supporter of the work of the Centre. Many thanks and here’s to the next year!

Catrin Eames

(and hopefully many more years, and thanks for all your help with the research study – Judy).

Prof. Ian Russell, Dr. Judy Hutchings, Goronwy Cleaver, Prof. Carolyn Webster-Stratton and Catrin Eames.



Training in Wales 2004/5

Judy has continued to train people to deliver the IY BASIC and ADVANCED parenting programmes and the Small Group Therapeutic Dinosaur School programme. Trainings have taken place in venues across Wales including Newtown, Colwyn Bay, Carmarthen and Maesteg.

Conwy NHS Trust identified funds to train 40 staff to deliver the parenting programme as part of their local parenting strategy. Twenty were trained in May 2005 and the remainder will be trained in November 2005. Judy also provided supervision to Pauline Williams and Liz Phenna-Williams who have been delivering the programme to adoptive and foster carers in

Conwy. This has been very well received and will become part of the mainstream provision for adopters and foster carers.

People from overseas who have attended parent leader training in Bangor include participants from Ireland, Finland and Poland. The Polish visitors will be hosting Judy's visit to Poland in May 2006.

FUTURE PRESENTATIONS

September will be a busy time with lots of team members attending two important Conferences in Scotland, the British Psychological Society (BPS) Developmental Conference

and the BPS Faculty for Children and Young People conference. Judy and Dilys are also attending a WAG funded parenting conference in Llandrindod at which Judy is speaking.

ANNUAL CONFERENCE – September 2004

Our 2004 Conference was a great success. Not only did we have Carolyn's first visit to Wales but Jane Hutt (Minister for Health and Social Services) of the Welsh Assembly Government (WAG) also attended. The Conference was our first opportunity to present some of the excellent outcomes from our Sure Start parenting research programme. It was also attended by Christopher Burdett of WAG who met with Carolyn and Judy to discuss ways of encouraging development of the programme within Wales. Some of these ideas were included in the WAG Draft

Parenting Action Plan. The Conference was preceded by consultation days on the parenting and child programmes and many people had to be turned away from the consultation days. It is clear that there is enormous demand among people who are delivering the programme for consultation and supervision and this represents the real challenge for the future. With so many people having been trained, the challenge, to which Carolyn is turning her attention, is how to ensure that the programme is being implemented with fidelity (see Catrin's report on her Ph.D.).

Prof. Carolyn Webster-Stratton, Prof. Fergus Lowe, WAG Minister Jane Hutt and Judy at the Conference.



Judy's Visit to Seattle

Judy travelled to Seattle in July, along with all of the other IY trainers and a large number of mentors from the USA, England, Ireland and Norway, for a one-day trainer conference followed by a two-day mentor conference.

The event took place on Vashon Island, where Carolyn has a weekend home. The Island is a twenty-minute ferry ride from Seattle, has a population of around 10,000 people and a slow pace of life by comparison with the bustle of Seattle. Events took place in the courthouse, presided over by "Judge" Carolyn and at Carolyn's house on the shore of the Island.

Carolyn found wonderful places to stay on the Island for all of the delegates and, as well as eating almost every meal out of doors, some very useful work was done over the three days. Much of the discussion focused on issues of dissemination, how to increase the number of

certified leaders and how to ensure that, once trained, people got sufficient support to enable them to deliver it well. Judy, Stephen Scott and Ted Taylor had the benefit of staying with Carolyn in her house and being able to have a number of stimulating discussions on research issues. Judy and Stephen have recently become trainers because of their combined clinical and research interests. Trainers offer consultation and advice on research and evaluation as well as training programme leaders. Many thanks to Carolyn for a fantastic visit and we, in IY Wales, are delighted that she will be with us again in January for our annual conference.



Trainers and mentors with Carolyn (left) at the Vashon Island meeting.

SEPTEMBER 2004 - mentors and new mentors-in-training attending the IY Cymru Annual Conference meet at Judy's house



(From left to right) Gill Custance (Sussex); Dermot O'Reilly (Ireland); Oddbjørn Løndal (Tromsø, Norway); Odd Fyhn (Tromsø, Norway); Mark Swindells (Leeds); Caroline White (Manchester); Angela Latham (Manchester); Rhian Gwyn (Wales); Bethan Baker (Bristol); Hilde Mortensen (Trondheim, Norway); Jeannie Gordon (Essex); Judy Hutchings (Director of Incredible Years Wales); Laura Kiln (London); Peter Reid (Ireland); Carolyn Webster-Stratton (Seattle, USA); Turid Nistad (Trondheim, Norway); Siri Gammelsaeter (Trondheim, Norway).

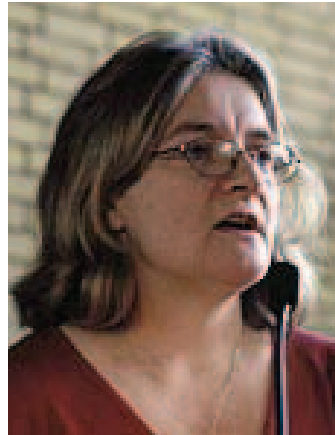
Visit from Dr. Frances Gardner

In August the team enjoyed a visit from Dr. Frances Gardner, University of Oxford. Frances, a joint grant holder, came to help explore the data set from the study. Frances has considerable expertise in the analysis of observational data and in the analysis of data from trials similar to ours. She worked with Tracey, Judy and Michelle for three days on the interpretation of the huge data set generated by our trial.

Frances was impressed with the trial in general and pointed out that it is the only one in the UK that has used an evidence based programme in such a systematic way, in a Sure Start setting, with so much attention paid to implementation fidelity. The team also benefitted from Frances' expertise in data handling and experience of publishing outcomes. We are currently collaborating with her on a series of papers.

Thank you Frances for your continuing support for, and interest in, our project. We look forward to your next visit in January when you will be

presenting your interpretation of some of our observational data at our conference.



Judy becomes an IY trainer

Until now Judy has been a mentor and her training activity has been mainly focused on Wales, however as a trainer she can undertake trainings outside of Wales and include people from outside Wales in her local trainings.

Her first "training" was in Clondalkin, Dublin where she delivered a BASIC Parent leader training to staff working in a community project. There have also been other developments in Ireland with Peter Reid and Dermot O'Reilly becoming parent group leader mentors so things are really

beginning to take off in the Republic. In September 05 Judy is training in Speke, Liverpool.



Carolyn with new "trainers" Judy and Stephen Scott at Vashon.

NATIONAL INSTITUTE FOR CLINICAL EXCELLENCE

In August 2005 Judy and Stephen Scott were again invited to attend the National Institute of Clinical Excellence (NICE) as expert witnesses for their review of parenting programmes for children with conduct disorder. We await NICE's decision regarding advice on the treatment of conduct disorder.

Judy's and Stephen's representations focused strongly on the importance of identification of evidence-based programmes with long-term follow-up and that guidance should consider the availability of training, consultation and support in the UK.

RESEARCH ACTIVITY 2004/5

With Tracey, Judy was successful in negotiating an extension grant for the Sure Start study, which now runs to July 2006.

She also obtained funds, with Dave Daley, for two collaborative ESRC funded Ph.D.'s for Karen Jones and Pam Martin (see their reports) and an Objective One funded Ph.D. for Catrin Eames (see Catrin's report). These are all researching aspects of the IY programmes.

The departure of Karen from the main team left a gap that was filled

by Claire Davies who has done some interesting work on crime rates and outcomes that has just been submitted for publication.

Judy and Tracey are collaborating on writing up the outcomes from the main study with Dr. Frances Gardner, from Oxford University, and Rhiannon Tudor Edwards and Alan O'Ceilleachair research officer at the Centre for the Economics of Health.

Judy and Tracey will be exploring funding opportunities for further research in the autumn.

FIRST PSYCHOLOGIST IN WALES TO LEAD ON IY IN POWYS

It is with great excitement and a little trepidation that I have taken up a new post as a child psychologist with Powys Local Health Board specifically to support the development of the IY programmes approach across the county. The post was funded from a bid for "Wanless" funding and is the only post of its kind in Wales. This makes it a very exciting development for Powys, where much excellent work in running and developing IY programmes has already taken place in the CAMHS team led by Dr. Helen Hayes, and the Sure Start and Barnardo's teams. I feel very privileged to have the opportunity to work with and learn from this skilled and experienced group of practitioners. The post will be shared with Dr. Luan Pessall, Clinical Psychologist, who will focus on work in South Powys.

For the past eighteen years I have worked as an Educational Psychologist and for the last seven of these years as an area EP in Powys. Undertaking work with pupils with emotional, behavioural and social difficulties and their families. This experience has made me acutely aware of the complexities in creating positive change for children and young people with conduct disorders when the problems have become entrenched. I believe very strongly in the need to offer intervention as early as possible and the opportunity to be

involved in implementing the evidence based IY approach was one that I couldn't miss!

My experience has also highlighted the importance of working directly with children and their teachers, as well as working with families. I am therefore excited at the opportunity of working with schools in Powys to help develop the Teacher Classroom Management Training and the Classroom Dinosaur School programme which is already running at Oldford School in Welshpool. A number of Welsh and English medium schools attended Judy's Basic Parent Group Leader training in Newtown in May 2005. All have expressed an interest in running parent groups in their schools and in developing the Dinosaur curriculum with their pupils. This link with schools has started in a small way but there is clearly enormous potential for further development. The recent training delivered in Newtown by Judy Hutchings contained an exciting range of professionals from health, social services, education and the voluntary sector. The challenge for us all is to develop effective and co-ordinated multi-agency work, using the IY curriculum, to create effective early intervention for young children with behavioural difficulties in Powys. Watch this space!

Sue Evans

Exploring Parental Perceptions of the IY Parenting Programme and the Effects of Programme Participation on Maternal Depression

by Wendy Heyes

I was happy to obtain a bursary from the School of Psychology and the IY Centre to enable me to return to IY Cymru this year, having enjoyed a Go Wales Placement at the Centre last summer. I have been analysing data from the Sure Start study (see Tracey's report).

It is important that parents enjoy being in the group as this affects their attendance. It is also common for the mothers of children with behavioural problems to score highly on depression scales. The aim of my project was to find out what parents thought of the Parenting programme as reported in the 'Parent Satisfaction Questionnaire' (PSQ) and also to analyse their scores on the Beck Depression Inventory (BDI). I was trying to establish whether a

difference in depression existed between the intervention and control groups after the intervention group had completed the programme, or between parents' perceived success of the group and maternal depression.

The project developed much more than envisaged! I have looked at several additional aspects of the parents' behaviour including the frequency of observed positive and negative parenting behaviours.

Preliminary analyses indicated that there were high levels of depression in both groups at the start of the study. Significant improvements in depression and increases in positive parenting occurred for the intervention group but not the

control group, highlighting the success of the parenting programme. These results are illustrated in Figures 1 and 2. There was also a significant negative correlation between the BDI and the PSQ, suggesting the less depressed parents felt, the more positive they were about the programme, or vice versa. Also a significant correlation was found between the BDI and observed negative parenting, suggesting a link between depression and negative parenting. (Carolyn has also demonstrated that depressed parents report higher levels of problem behaviour in their children than other observers – Judy).

Thanks to Tracey for the support and supervision and to the Centre for giving me this additional research experience.

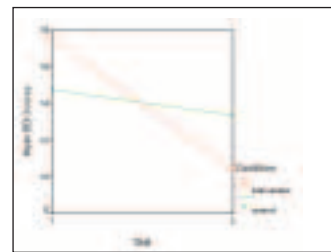


Figure 1:
Mean scores for the BDI at baseline and follow-up 1.

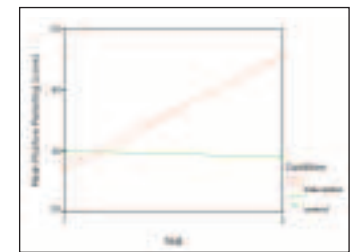


Figure 2:
Mean number of observed positive parenting at baseline and follow-up 1.

Evaluating the IY Teacher Classroom Management Programme

by Pam Martin

I graduated in psychology and health psychology at Bangor in 1999 and worked as a research assistant for the next five years, enrolling for a part time M.Sc. in Research Methods in 2003. In 2004 I was offered a place to study for an ESRC funded Ph.D. The community partner for the collaborative ESRC funding is the Development Directorate Gwynedd Council who wanted an independent evaluation of the IY Teacher Classroom Management Programme (TCM), which they are systematically introducing into all of their 106 primary schools (see report on the Gwynedd schools project).

The funding is for four years, which enabled me to complete the M.Sc. and during the year I also became part of the IY team as a DPICS observational coder. My supervisors are Dave Daley and Judy and my initial task was to develop an observational coding system for direct observation of teacher and child behaviour in the classroom. This has formed the basis of my

Master's dissertation and, drawing on the MOOSEs classroom observation system used by Carolyn Webster-Stratton and the DPICS home observation system also used in much of Carolyn's research, I have developed a coding system (the Teacher-Pupil Observation Tool or TeaPOT) that aims to capture the skills taught in the classroom management programme.



So far I have managed to establish inter-rater reliability, which means that when two of us observe a classroom, at the same time but independently, we are in agreement about what we see. I have also been able to demonstrate that it distinguishes between teachers that have and have not attended the classroom management training. This will be the main outcome tool to be

used to establish the effectiveness of the teacher classroom management programme.

From October 2005 the Ph.D. starts in earnest. My Ph.D. involves working with twelve Gwynedd schools. None of these schools have so far had any classroom management training and they will be randomly allocated to receive TCM in 2005/6 or 2006/7. I shall be using a classroom observation measure before and after training to see how it influences teacher behaviour and also how this affects child behaviour in the classroom.

I will be helped by Catrin and Karen who are also undertaking IY related Ph.D.'s. Parents of selected children will also be asked to complete questionnaires regarding their children's out of school behaviour.

The IY team have become not just colleagues but good friends; a solid support network which I am sure to make use of over the coming years.

Researching the IY parenting programme with parents of children with problems of attention and over-activity

By Karen Jones

Having worked as a Research Assistant in the IY Centre for two years I was delighted when the opportunity arose to study for a Ph.D., evaluating the effectiveness of the IY parenting programme for families whose children are inattentive and hyperactive, both of which may indicate the presence of ADHD.

The Ph.D. is funded by a collaborative ESRC award in which the North West Wales NHS Trust is the co-funder. It is supervised by Judy and Dave Daley. There is increasing evidence both locally and from further afield that parenting programmes are as effective for children with ADHD symptoms as they are for children with conduct

problems and, of course, many children experience both sorts of difficulties at the same time. The parenting programme, which is routinely run by the NWW Child and Adolescent Mental Health Service (CAMHS) has for some time been offered to families with children who have been referred with symptoms of inattention and



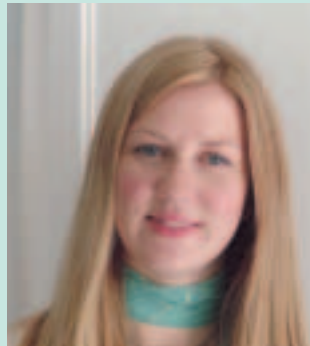
over-activity that could potentially result in a diagnosis of ADHD. Recently the CAMHS team have set up an ADHD assessment and treatment service with an input from

psychology to the assessment process and the appointment of Irfon Williams as specialist nurse to support children and families. Forty-eight families will be recruited to the study and they will be randomly assigned to either treatment or waiting list control. Treatment in this case will be a 16 week extended IY BASIC parenting programme incorporating components of the "helping your child to do their best in school" and "problem solving" units. The groups will be delivered, in the CAMHS service, by Judy, Irfon and Bridget Large. The research involves visiting families in their homes before and after the intervention to assess, through observation and parental report, whether any changes have occurred in parenting style, and, if so, whether these changes have a positive impact on their child's behaviour. Parent satisfaction with the programme will also be investigated. At present we are extremely busy recruiting families as the first group is due to start on 20th September. I would like to thank Judy for this fantastic opportunity.

ANOTHER NEW ARRIVAL IN THE TEAM

Having joined the research team in July, I am still learning the ropes! Here's a bit of background about me: I graduated from the University of Manchester in 2002 with a Psychology honours degree. I then returned home (to Pwllheli) to do the M.Sc. in the Foundations of Clinical Psychology at the University of Wales, Bangor. Having completed the M.Sc. in 2003, I gained an Assistant Psychologist post in the Child Learning Disabilities field. I thoroughly enjoyed the experience and learned a lot about clinical psychology within the National Health Service. I stayed in this post for 18 months before moving to my present job.

I now work in the NHS for Judy as an Assistant Psychologist, for three days a week where I am co-ordinating recruitment to the IY parenting groups, including the ADHD parent groups for Karen's research. On the other two days I work as a Research Assistant at the IY Centre. During my short time with the research team I have made some steps to becoming a DPICS coder and interviewer. I feel really fortunate that I have become involved in such exciting research and I am sure that I will learn a great deal about the



research, the parenting programmes and their implementation from the team. I would like to thank the research team for making me feel so welcome and hope I can make a contribution to the on-going research.

*Michelle O'Brien –
Assistant Psychologist,
CAMHS/Research Assistant,
IY Wales Centre.*

*Thanks to Cara Rogowski
Michelle has taken over from Cara Rogowski who supported both our NHS and Research work for the last year. Cara has now moved on to an assistant post with the Learning Disabilities Resettlement Team based at Bryn y Neuadd in order to broaden her experience. We wish Cara every success in her new post and thank her for the commitment she made to our activities during her time with us.*

Judy

TEAM MEMBERS OUT AND ABOUT IN 2004/5

In addition to speaking locally to Sure Start services providers, social workers, psychiatrists, trainee clinical psychologists, GPs and head teachers, Judy travelled to Coventry, twice to London and three times to Scotland to present papers at conferences. In December 2004 she spoke at the Royal Society, London at the launch of the DfES report "Support from the Start", to which she had contributed. She also continues to visit Queens University, Belfast as external examiner to the Social Learning Theory Masters programme. In June she delivered a talk "Developing and researching the IY parent programme in Sure Start services in Wales" to the National (English) Sure Start Evaluation Team at Birbeck College, University of London.

The rest of the team have also been busy:

- In November 2004 the team presented posters at three Welsh Assembly Government (WAG) conferences, launching the National Services Framework for Children, in Pontypridd, Swansea and Llandudno.
- In January 2005 the team presented their work to the Sure Start service managers and group leaders who had participated in the research at a 'thank you' lunch at Oswalds, UWB.
- In March IYW and research posters were presented at the Parents in Wales: North Wales parenting group meeting, Pavilion Theatre, Rhyl.

- In March 2005 the team gave a poster presentation at the launch of the WAG "Draft Parenting Action Plan". The plan was launched by Jane Davidson, the WAG Minister for Education and Lifelong Learning
- In April 2005, IYW and research posters were presented at the All Wales CAMHS Conference, UWB, "Everybody's Business: Innovation, Collaboration & Change".
- In May 2005 we were well represented at the UWB School of Psychology post-graduate conference. Our contributions included:
 - a paper by Pam Martin on her Masters research entitled "Keeping an Eye on the Kids (and Teachers!): Developing a classroom observation measure",
 - a poster presentation by Louise Kinsella entitled "Evaluation of the Webster-Stratton Parenting Programme: The role of family and demographic risk factors".
 - a poster presentation by Sara McCabe entitled "Evaluation of Webster-Stratton BASIC parenting programme: effects on behaviour of children at risk of developing conduct disorder and their siblings".
- Our research and IY Cymru posters have been regularly shown at the UWB Open Day for prospective students.
- Tracey spoke twice in Powys, on the Sure Start research programme, once at Gregynog and once at a Local Health Board conference.
- Thanks too to Irfon Williams from CAMHS who spoke at a conference in Carmarthen in November on the Sure Start research programme

Go Wales Placements

The Centre employed two psychology students over the summer, Carys Morris a graduate and post-graduate from Bangor university, and Rhian Pursglove a second year student at Lancashire university.

I was very pleased to be given the chance to gain experience with Judy and her team at the Incredible Years Centre. My placement provided me with an opportunity to develop various skills, including clerical and information technology. During my time here I have organised the yearly newsletter and updated the Welsh Directory as well as scoring observation sheets and questionnaires. I also gained valuable insight into the hard work that goes on behind the scenes, preparing for, carrying out research and writing up reports.

I wish to thank everybody at the Centre for my enjoyable summer and for making me feel so welcome, especially Judy for giving me this opportunity.

Carys Morris

Thank you Carys for your help - Judy

Although I come from and still live in Caernarfon, I opted to study psychology at Lancaster University where I am still an undergraduate, I was pleased to

learn that I was eligible for Go Wales funding and that I could work at the "Incredible Years" Centre for the Summer. I already had an idea of the successful research that had been carried out here, so the prospect of working with the team was very exciting.

During my placement I improved my clerical and information technology skills, and ultimately my social and communication skills by working with Carys to compile the annual "Incredible Years" newsletter and Welsh Directory. The time spent at the Centre also provided an opportunity to learn and understand more about the hard work carried out by Judy and the team.

I would like to thank GO Wales and all the staff at the Centre, in particular Dilys, for making my placement such a valuable and thoroughly enjoyable experience.

Rhian Pursglove

Thank you Rhian we wish you well in your future studies, hopefully we shall see more of you in the future - Judy

Lots of graduations at the IY Centre

The 2005 School of Psychology Graduation Day was an exciting and busy time for us at Incredible Years Wales with four of us graduating.

Congratulations to Tracey Bywater who was awarded a Ph.D. on her work with Prof. Marilyn Vihman. Karen Jones and Carys Morris were both awarded M.Sc.'s, and Wendy Heyes a B.Sc. degree. We all enjoyed the day which included a champagne and strawberries celebration in Oswalds after the Ceremony.

Congratulations also to Dilys who after some considerable delay, not of her doing, was finally awarded her NVQ3 in Business Administration. She is now doing her European Computer Driving License (ECDL)! Lets hope it does not prompt her to test out the employment market with her newly acquired qualification.



The team at Oswalds

RECENT PUBLICATIONS

Journal Articles

Hutchings, J., Lane, E., & Kelly, J. (2004) Comparison of two treatments of children with severely disruptive behaviour: a four-year follow up. **Behavioural and Cognitive Psychotherapy**, 32 (1) 15-30.

Hutchings, J., Lane, E., Ellis Owen, R. & Gwyn, R. (2004). The introduction of the Webster-Stratton Classroom Dinosaur School Programme in Gwynedd, North Wales. **Education and Child Psychology**, 21(4), 4-15.

Hutchings, J., & Lane, E. (2005). The role of parenting to the development and prevention of child mental health problems. **Current Opinion in Psychiatry**, 18 (4), 386-391.

Muntz, R., Hutchings, J., Edwards, R. T., Hounscome, B. and O'Ceilleachair, A. (2005). Four-year follow-up of a pragmatic controlled trial of intensive versus

standard treatments for children with severe behavioural problems: a pilot cost-effectiveness analysis. **Journal for Mental Health Policy and Economics**.

Book Chapters

Hutchings, J., & Webster-Stratton, C. (2004). Community Based Support for Parents: pp 334-351 in Masud Hoghugi and Nicholas Long (Eds.) **Handbook of Parenting**. London: Sage.

Gardner, F., Lane, E., & Hutchings, J. (2004) Three to seven years: Risk and protective factors; effective interventions. In Carole Sutton David Utting and David Farrington (Eds.) **Support from the start: Working with young children and their Families to reduce the risks of crime and antisocial behaviour**. London: Department of Education and Skills.

Lane, E., Gardner, F., Hutchings, J., & Jacobs, B. (2004) Eight to thirteen Years: Risk and protective

factors: effective interventions. In Carole Sutton David Utting and David Farrington (Eds.): **Support from the start: Working with young children and their Families to reduce the risks of crime and antisocial behaviour**. London: Department of Education and Skills.

Hutchings, J., Gardner, F. & Lane, E. (2004) Making evidence based interventions work in clinical settings; common and specific therapy factors and implementation fidelity. In Carole Sutton David Utting and David Farrington (Eds.): **Support from the start: Working with young children and their Families to reduce the risks of crime and antisocial behaviour**. London: Department of Education and Skills.

Other Publications

Hutchings, J., Eade, J., Jones, K., & Bywater, T. J. (2004) **Protocol of measures for the Health Foundation funded research**

programme on "the evaluation of the Webster-Stratton group parenting programme with the parents of at risk pre-school children in Sure Start Centres across Wales". Bangor: University of Wales ISBN 1842200585.

Jones, K., & Hutchings, J. (2004) **Manual for Training in Direct Observation using the Dyadic Parent-Child Interaction Coding System (DPICS)**. University of Wales, Bangor.

September 2005 - Second Edition of the Welsh IY Directory Apart from working on this newsletter, Carys and Rhian have completed the second edition of the *Incredible Years Wales Directory* showing what is happening across Wales and who to contact.

Contact Dilys Williams, Administrator email d.williams@bangor.ac.uk for information about our publications.

Launch of the Welsh Assembly Government Draft Parenting Action Plan – March 2005

The team traveled to Cardiff in March to attend the launch of the Welsh Assembly Government's draft Parenting Action Plan by Jane Davidson, Minister for Education and Lifelong Learning.

We, at Incredible Years, were invited to display our work and were delighted to find that one recommendation in the Action Plan was to explore the possibility of rolling out training in the Incredible Years parenting programme across Wales. We await the publication of the final

version of the Action Plan now that the consultation period has been completed. Jane Davidson is well aware of our work, having visited Ysgol Babanod, Coedmawr to see the Dinosaur School programme at work and we are delighted she has agreed to open our next annual conference in January 2006.



Jane Davidson and Judy at the launch of the Draft Parenting Action Plan.

SPECIAL THANKS TO DILYS AND TRACEY

With so many demands taking me away from Bangor, I would like to thank Dilys for all the background work involved in keeping the IY Centre running and organising the ever growing number of trainings as well as supplying all the materials for training courses for the NWW CAMHS service and supporting the research team.

Despite doing the work of two, Dilys is endlessly obliging to all who get in touch with her for information, advice or help in relation to the IY programmes (or anything else for that matter).

Special thanks are also due to Tracey who manages the research team. It has undergone a few changes over the last year since the departure of Catrin and Karen to become Ph.D. students.

Tracey is also endlessly cheerful and helpful, does more work than can reasonably be expected of her, was the prime worker on the successful bid for the extension grant and is now enthusiastically analysing and preparing material for publication.

Thanks to you both.

Judy

PRESENT STAFF:

Judy Hutchings

Judy is Director of Incredible Years Wales, which developed from the project she set up in 1995 to develop services for children with behavioural difficulties. She also works as a Consultant Clinical Child Psychologist for the North West Wales NHS Trust.

Tracey Bywater

Tracey is the Research Officer for the Centre. Her role is to organise and coordinate the existing research project, to lead on the preparation of publications and submissions for further research funding.

Claire Davies

Claire joined the Centre in October 2004 replacing Karen Jones, as a part-time Research Assistant with responsibility for observational coding. She is also undertaking a part-time M.Sc. in Psychological Research. Claire has recently left us to work with the Police but is continuing her M.Sc using data from our research.

Karen Jones

Karen has been the Centre's main coder in the Dyadic Parent-Child Interaction Coding System (DPICS). During her time at the Centre, Karen developed a trainer manual for the DPICS which is currently available in draft form, and will shortly be available in published form from the Centre. Despite beginning her Ph.D. in October 2004, Karen remains an integral part of the team.

Catrin Eames

Catrin is a trained DPICS coder and has co-led training in the DPICS with Karen. Catrin began her Ph.D. in October 2004, investigating the link between Implementing Fidelity of the Incredible Years Parenting Programme and child behaviour outcome and, like Karen, remains an integral part of the Research team.

Dilys Williams

Dilys has worked as Centre Administrator since March 2001. Amongst many other things she is responsible for organising the training courses, the newsletter and the Annual Incredible Years Wales conference.

Nicola Armstrong

Nicola joined the Centre as a part-time Psychology/Administrative Assistant to support Dilys and the research team. Nicola is moving on to other work within the University but will continue to work part-time as a Research Assistant until the end of the project.

Pam Martin

Pam joined the team as a trainee DPICS coder in Spring 2004. She began her M.Sc. in October 2004, on the evaluation of the Incredible Years Teacher Classroom Management Programme in Gwynedd Primary Schools and is just starting her Ph.D.

Michelle O'Brien

Michelle joined the team in July 2005 as a part-time Research Assistant. She is taking over responsibility for the data set from Claire and combining this with part-time employment in the NHS as an Assistant Psychologist supporting the delivery of the parenting programmes.

Bridget Large

Bridget has long connections with the centre having trained as a parent leader some time ago and delivered parenting groups for Coleg Menai and the Rural Families Service. She works part-time as a member of the coder team and as an Associate Psychologist with Bangor CAMHS, helping to deliver the parenting programme.

Nikki Davies

Nikki is an undergraduate who works part-time supporting the team. Her most recent job was to undertake a survey of availability of the parenting programme in Gwynedd for the Gwynedd Parenting Partnership.

Thanks to Chris Whitaker

The team would like to record their thanks to Chris Whitaker, School of Psychology Statistician, who has been a source of advice and support for many years. Chris is always helpful, and is a resource that all of the team members have called on over the last year. Thank you Chris.

Gwynedd IY Teacher Classroom Management and Classroom Dina Project now a mainstream primary school provision

By Rhian Gwyn,
Gwynedd Education Service

The Gwynedd IY Classroom Dinosaur School Project started in 2001 when Gwynedd Education Service allocated funds to enable teachers to train in delivering the programme. The first two schools to enter the scheme were Ysgol Babanod Coedmawr, Bangor and Ysgol Abercaseg, Bethesda, who both implemented the Dinosaur Social Skills and Problem Solving programme twice a week, with their reception-aged children. Judy provided consultation and supervision, including meetings with all of the school staff, to enable the whole school to have an understanding of what was being delivered. A small-scale evaluation of the programme was undertaken in Ysgol Coedmawr and was published in *Educational and Child Psychology* (see publications).

The Classroom Dinosaur School programme teaches skills to promote children's social and emotional competence. These include how to do your best in school, how to become a feelings detective, how to solve problems and manage anger and how to make and keep friends. The Classroom programme is delivered twice a week in twenty minute sessions supported by Wally and Molly, the child puppets, and Dina Dinosaur the headmistress of Dinosaur School. Following the twenty-minute introduction of the topic, which includes video vignettes which the children observe and discuss, there are practical small group activity sessions to enable rehearsal of the skills that have been covered.

The success of the programme in the first two schools led to funding from the National Assembly to extend the programme for a further three years. Four new schools were added to the scheme each year starting with their reception classes. Once a school has

started the programme in its reception class, Year 1 children are included and subsequently Year 2 children, making it a three year programme covering all of key stage one. The National Assembly provided funding to train teachers and provide materials as well as my secondment to support schools as they come into the scheme.

The IY Teacher Classroom Management programme has also been added into the scheme and all teachers start by doing the Classroom Management programme and subsequently the Classroom Dina training. Key stage two teachers are also given an opportunity to do the Classroom Management programme, encouraging a whole school philosophy promoting children's positive academic and social behaviours. The Gwynedd Dinosaur School Project is the most systematic development of the Classroom Dina programme taking place within the UK at the present time and, at the



end of the WAG funding, Gwynedd decided to continue the programme as part of their mainstream primary school provision because it meets so many of their personal, social and health educational targets. By September 2005, 30 schools

will be participating. I continue to be seconded full time and plans are afoot to appoint someone to work with me in introducing the programme to the remaining 76 Gwynedd schools by 2007/8.

There has also been collaboration between Gwynedd Education Service and the School of Psychology in the funding of a collaborative ESRC Ph.D. studentship for Pam Martin. Pam is researching the effectiveness of the Teacher Classroom Management programme as it is introduced into schools in Gwynedd that have not so far participated in the scheme (see Pam's report).

We appreciate the support and help of Orina Pritchard and Richard Coupe.

Enquires about the scheme should be directed to me: RhianGwyn@gwynedd.gov.uk

Congratulations to Gwynedd for their farsighted approach and the recognition of this important aspect of children's early years curriculum.

Judy



The Classroom Dina at Ysgol yr Hendre, Caernarfon.



The Parenting Group run in conjunction with the Classroom Dina for the parents of some of the children at Ysgol yr Hendre.

Pictures by Huw Erdlyn

TEACHER CLASSROOM MANAGEMENT (TCM)

M.Ed. Module to run again in 2005/6

In addition to running the teacher programme regularly for Gwynedd and Anglesey teachers, the five day TCM programme was approved as an M.Ed module in the Department of Education at Bangor a couple of years ago. This enabled teachers from outside the area to undertake the programme by attending for five Sundays during the academic year and completing the related classroom assignments. The first very successful intake included teachers from Ireland, Wales and England, working in mainstream and special schools and teaching pupils from across the age range.

The module, entitled "Promoting children's social and emotional competence" is running again in 2005/6 starting in October and can be taken as a free standing course without the need to complete any

other M.Ed modules. Given the successful results already demonstrated by Gwynedd teachers who have undertaken the training (see Pam's report on p 6) this should prove popular.

TCM Leader Training

As a mentor for the Teacher Classroom Management programme, in March 2005, Judy ran the first UK two-day training for people wanting to deliver the Teacher Classroom Management Course. In addition to people from Wales, trainers and mentors from England, Ireland and Norway joined the group (photo).

Availability of the two day training, for certified parent leaders or people with backgrounds in education wishing to deliver the TCM programme, should facilitate the roll out this very popular programme across Wales giving more teachers to access the training (see schedule of future trainings p 12).



First Teacher Classroom Management Group Leader Training March 2005.

GRŴP CYMUNED CAERNARFON

In the last academic year we have continued to run the IY BASIC Parenting programme and have run two very successful groups. The first, in January 2005, was held in the community crèche parents' room and a crèche was offered to pre-school age children. Target parents were the control parents from the research project and other parents interested in the programme referred by health visitors. Six parents and one trainee social worker on placement at the crèche completed the programme.

The second course was held in a community centre in another area of Caernarfon, targeting parents whose children were in the Ysgol yr Hendre catchment area. This school had recently started delivering the Dino School for half of the reception class pupils. Eleven parents completed the

course. Eyberg questionnaires and GHQ 30 questionnaire were completed pre and post-programme and showed significant improvement. No crèche was offered, as there was nursery provision in the centre for children aged two and a half years old and over.

During the next academic year we have procured funding for two further BASIC programmes, including crèche provision. We will also run another group in the Ysgol yr Hendre catchment area without childcare provision following the success of the last programme.

Eilir Jones, Sure Start Health Visitor

Congratulation Eilir and Grŵp Cymuned Caernarfon on your successful fundraising efforts -

Judy

IY parenting in Conwy SureStart

Sue Cooper (the SureStart house facilitator) and I began to run these courses together almost by accident! I was working alone and Sue has a lot of practical experience and knowledge from working in special education. We used the IY materials, originally, because of local support from Bangor. At first we felt the course a bit too academic but as we have used it our feelings have changed. We have had amazing results both as demonstrated by the measures we use but also in the observed changes in client's lives. Bronwen Griffith (Primary Mental Health Co-ordinator) and Wendy Roberts (another SureStart House facilitator in Conwy) also use the programme to great effect.

We have often reflected on why this programme is so very effective and feel that several things contribute to this. Firstly it models to parents how we wish them to relate to their children in a positive focused way. The combination of discussion (aural), viewing video clips (visual) and the new behaviour practice (practical) seems to really change clients' views and behaviours.

The very clear use of the eight key skills of play, praise, rewards, clear instruction and limits, ignoring, timeout, consequences and problem solving discussed in a sequential way seem to build a clear idea for parents about how to approach any problem starting at the positive end of the spectrum.

The way in which the leaders 'spot' important behavioural concepts and attribute the ideas to the parents and allude to the principles as "Jane's principle" also makes it more likely that parents will remember the content.

We find that although we are a Sure Start service the course appeals to, and is life changing for, people from all areas of life and academic ability.

We accept both 'referred' and self-referred people and have not found this to be a problem but rather the reverse – a strength – as group members problem solve for each other.

A quote from a satisfied parent sums it up: -
"Attending the Incredible Years course has dramatically changed our home life. Our child is more confident and has improved self-esteem. Her teachers and our extended family have noticed a change in her behaviour. We feel incredibly positive about our future home life. I feel in control and our child has said that she feels happier that I am the boss. We have set rules in the house which we follow. That isn't to say that there is no room for negotiation and compromise I do not know how we would have ended up if we had continued on our downward spiral."

Sue and I love this work and are really enthusiastic to continue and increase the places on offer. We have just started to offer the ADVANCED parenting course which is about self esteem, assertiveness and communication. We hope and feel that we are really making a difference to people's lives through the use of this very well designed and researched course. We also wish to thank our supervisor, Judy, who introduced the IY materials to us and has helped us to improve our practice so much over the last few years.

Liz Phenna-Williams SureStart Health Visitor, Conwy

Thanks to Liz and Sue who where research group leaders.



News from Shropshire

By Theresa Newport
and Kim Ashford

The IY programme has been running in Shropshire for three years and has grown from strength to strength.

Back in February 2002, the new Sure Start Oswestry Local Programme recruited a team of outreach workers to offer family support. Very quickly local parents identified their own need for help and support with managing their children's behaviour. In response to this we looked at the evidence for different parenting programmes and found that the Webster-Stratton programmes had the best evidence base for the population that we were working with. We were also fortunate to have Bangor virtually on our doorstep, with group leader training programmes available.

Our first support worker attended the Basic Parent Group Leader training in April 2002 and the first group was delivered in September 2002, in a church hall ahead of the Sure Start centres being built. Since then more staff have attended Bangor for training, each time returning full of enthusiasm to deliver the programme. As a team we took every opportunity to publicise the results from our local Incredible Years group through presentations and word of mouth.

As news spread it wasn't long before local child-minders were also asking to attend our groups and our child-minding development worker went off to Bangor for training, followed closely by the training officer from

Shropshire County Council. Local child minders now attend the 12 week parent group programme delivered for them in the evening.

Positive evaluations were consistent from all groups and leaders were able to see how attendance resulted in warmer relationships between parents and their children and also see parents gaining greater self-confidence. We were also pleasantly surprised at other positive outcomes which included parents going on to further personal development including further education and finding employment. It became obvious to us, as group facilitators, that we were meeting many of our Sure Start Local Programme targets, Every Child Matters outcomes and Shropshire County Council priorities through this one programme.

We have since run the Small Group Child Dinosaur School programme and are planning to deliver the ADVANCED parenting programme in Jan 2006 with support from our Shropshire CAMHS service.

We continue to have parents referred by agencies including Social Services, Health Visitors, schools, probation service and Home Start, but our biggest source of referrals is local parents asking to come because they have had

recommendations from other parents who have already attended our groups.

As practitioners delivering the groups we support each other through peer support meetings and also from regular access to the IY Cymru Team who continue to give lots of encouragement and advice.

We took part in the IY research project by delivering a group in Oswestry Sure Start and also attended regular supervision with Judy at Bangor and cannot stress enough the value and support this gave us.

Within our own team at Oswestry we are lucky to have very supportive managers, colleagues and also a supportive admin team, who have the task of preparing the handouts for all the sessions.

We are in the last stage of gaining our Parent Group Leader certification. We are all looking forward to continuing IY developments in Oswestry and across Shropshire and feel that a lot of the programme's success within Shropshire is due to the hard work and enthusiasm of practitioners. The programme has developed from the ground up with managers encouraging development but not instructing the way forward, in the same way that we help parents to build their relationship pyramids with their children.

Thanks to Kim and Theresa who were Research Group Leaders and who like the other Group Leaders will shortly be completing Leader Certification.

Judy

ANNUAL CONFERENCE AND WORKSHOPS 2005/6 - January 23rd - 25th 2006

The 2005/6 Conference promises to be an exciting affair with Carolyn Webster-Stratton having confirmed her attendance again and Jane Davidson, WAG Minister for Education and Lifelong Learning, having agreed to open it.

We also have contributions from Professor Willi-Tore Mørch, Norway, Dr. Stephen Scott, Kings College London, Dr. Frances Gardner, University of Oxford and Dr. Caroline White, Manchester.

A team from the Coram Institute, Jeanne Kaniuk and Norma Sargent will be talking about using the parenting programme with adoptive parents. They are also presenting a half-day workshop on working with adoptive parents.

The conference will be followed by consultation days on the parent and child programmes and demand for these days is expected to be very high so book early.

Day Conference, Workshops and Consultation Days 2006 (Galeri, Caernarfon)

'Researching and Promoting the Webster-Stratton Incredible Years Parent, Child and Teacher Programmes'
Monday January 23rd £100 £50 concession

Parent Leader Consultation Day
Tuesday January 24th £125

Using the IY programme with Adoptive Parents - Half Day Workshop
Tuesday January 24th £50

Child Programme Consultation Day
Wednesday January 25th £125

PARENT LEADER AND THERAPEUTIC DINA TRAINING IN BANGOR WITH JUDY 2005/06 Training

BASIC Parent Group Leader
5th - 7th October FULL £350

BASIC Parent Group Leader
15th - 17th November £350

ADVANCE Parent Group Leader
21st November (Max 12 people) £100

**Small Group Therapeutic
Dina School Leader**
1st & 2nd December £250

ADVANCE Parent Group Leader
26th January (Max 12 people) £150

BASIC Parent Group Leader
1th - 3rd February £375

**Small Group Therapeutic
Dina School Leader**
9th - 10th February £275

BASIC Parent Group Leader
22nd - 24th February £375

BASIC Parent Group Leader
5th - 7th April £375

**Teacher Classroom
Management Programme**
27th - 28th April £325

BASIC Parent Group Leader
3rd - 5th May £375

**Small Group Therapeutic
Dina School Leader**
11th - 12th May £275

ADVANCE Parent Group Leader
19th May (Max 12 people) £150

BASIC Parent Group Leader
7th - 9th June £375

**Small Group Therapeutic
Dina School Leader**
15th - 16th June £275

**Teacher Classroom
Management Programme**
22nd - 23rd June £325

BASIC Parent Group Leader
5th - 7th July £375

BASIC Parent Group Leader
20th - 22nd September £375

**Small Group Therapeutic
Dina School Leader**
28th - 29th September £275

**Teacher Classroom
Management Programme**
5th - 6th October £325

BASIC Parent Group Leader
1th - 3rd November £375

**Small Group Therapeutic
Dina School Leader**
9th - 10th November £275

ADVANCE Parent Group Leader
17th November (Max 12 people) £150

BASIC Parent Group Leader
29th, 30th November &
1st December £375

**Teacher Classroom
Management Programme**
6th - 7th December £325

CLASSROOM DINA TRAINING

**Dinosaur School Social Skills
and Problem solving curriculum
for the Classroom**
(Rhian Gwyn and Judy Hutchings)
11th - 13th January 2006 £400