



# Incredible Years /Best Practice /NO PUNISH

Authors:

*Barbara Haage*

*Mari-Liis Mänd*

March 31, 2017





## **Title: The Incredible Years (Imelised aastad)**

**COUNTRY/REGION:** ESTONIA

**ENTITY:** USA; Seattle, Washington

**LINK/CONTACT FOR MORE INFORMATION:** Külli Laisaar,  
kylli.laisaar@tai.ee

### **DESCRIPTION OF THE GOOD PRACTICE:**

**Target group:** parents and children

**Objectives:**

Increasing parenting skills.

Improving parent-child relationship.

Promotion of child social competence, emotional regulation, positive attributions, academic readiness and problem solving.

Improved parent-child interactions, building positive parent-child relationships and attachment, improved parental functioning, less harsh and more nurturing parenting, and increased parental social support and problem solving.

Reduction or prevention of children's behaviour problems.

Prevent and reduce children's behavioural problems, antisocial and aggressive behaviour, the use of addictive substances, offenses, etc. <sup>1</sup>

**Intervention structure:** Incredible Years program consist of many training programs aimed for parents and various methods are used to do so (mini lectures, open discussions, group work, homework). Estonia piloted the Preschool Basic Programme, which is a sub-programme of the BASIC programme series of the "Incredible Years" parenting programme system and is aimed at parents of pre-schoolers, i.e. children 3–6 years of age. Trainings are organized in cooperation with the local governments and done in Estonian and Russian language. During the program parents are helped do develop coping strategies in order to prevent and handle children's behaviour problems and development problems. <sup>2</sup>

**Methodology:** The groups consist of 13-16 participants and they average meeting takes place once per week (one meeting is 2-2,5 hours long), all together one group will meet up 4,5 months. Parents who attend the training has the possibility to learn how to raise a child without the use of corporal punishment and how to resolve conflicts and to acquire tools how to reduce stress that are related to raising a child.

<sup>1</sup> The Incredible Years, 2017, <http://www.incredibleyears.com/>. 02.02.2017

<sup>2</sup> [Analysis of the areas of effect and expenses and profits of the parents program 2016](#). 5



In the group, there will be open discussions and role-play to various situations what may happen when raising children and then the new knowledge will be put to use at home.<sup>3</sup>

**Costs related:** In Estonia, the costs related to the implementation of the project are known based on the previous pilot project. National Institute for Health Development has divided the costs in to direct and indirect costs. If the group consist of 14 participants and they meet up 16 times then the costs are as follows:

Costs	Sum (€)
Expert fee (2 trainers)	6336
Child care service	800
Catering	704
Reimbursement of transportation	224
Office supplies and accounting in the local government	104
Handbooks for parents	112
Data collection	84
<b>Total expenses of one trained group</b>	<b>8364 EUR (597 EUR per person)</b>

In the next table, the indirect costs of the program implementation are presented. This does not include one-off costs, which have been done in order to bring the “Incredible Years” program to Estonia (a preliminary analysis, translation of the “Incredible Year” materials in to Estonian language, coordination costs in the Ministry of Social Affairs, focus groups, campaign etc.) and are not related with the programs constant implementation.

Costs	Sum (€)
Administrative costs per year	
Coordinating the program in the National Institute for Health Development (project management, researches, accounting, stationery)	60 000
Awareness activities	2500
<b>Total in one year</b>	<b>62 500</b>
Group leaders training costs	7700
<b>Total for one training group</b>	<b>7700</b>
<b>TOTAL</b>	<b>70200</b>

The total costs per participant in the “Incredible Years” program is 597 euros. It was estimated that in one year 300 participants would take part in the program in which case the indirect costs were 234 euros per participant. Therefore, the total cost for program implementation per person is 831 euros.<sup>4</sup>

<sup>3</sup> Article „Wonderful Parenting Years“

<sup>4</sup> [Analysis of the areas of effect and expenses and profits of the parents program](#) 2016, 52-53



**Further information:** Pilot project in Estonia will end in March 2017.

Resources available:

<http://www.incredibleyears.com/>

Homepage Ministry of Social Affairs

Kasvandik, L., Edovald, T., Trejal, K., Vajakas, K (2014). "Parent programs Triple P and Incredible Years program comparative analyse."

Incredible Years improves children's lives and future views (Social Work 6/2014)

Article „Wonderful Parenting Years“ (Den za Dniom, 13.12.2014)

The first training cycle results of the parenting program „Wonderful Years“ (Incredible Years) for pre-school children's parents (Social Work 3/2015)

Ministry of Social Affairs promotes parents communication skills (1.06.2015)

Article „Parents group „Incredible Years“ operates now in Võru „ (Võru Linna Leht, February 2016)

Main results of the parents program „Incredible Years“ pilot in the I and II stage training (2016)

Main results of the parents program „Incredible Years“ pilot in the III and IV stage training (2016)

Analysis of the areas of effect and expenses and profits of the parents program (2016)

Article „ Praise the child, play with him or her and teach boundaries „ (Pärnu Postimees 18.06.2016)

Main training results of the parents program „Incredible Years“ (September 2016)

Parents program „Incredible Years“ expands across Estonia (15.09.2016)

Why do we need parents program? „Incredible Years“ an introduction clip for local governments<sup>5</sup>

## **DIMENSIONS:**

**Please make the cross if the good practice meets the proposed items. Also, try to expand the information in each section.**

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<sup>5</sup> Terviseinfo.ee 2017, [www.terviseinfo.ee](http://www.terviseinfo.ee). 02.02.2017



# 1. EVIDENCE OF POSITIVE AND/OR PROMISING RESULTS IN ORDER TO ELIMINATE CORPORAL PUNISHMENT

## Training/Education

The program increases the use of positive disciplinary methods for parents and educators/teachers:

- Promoting the positive parenting (promoting positive relationships, care and development the child's capacities, offering recognition and guidance to the child, establishing limits that allow the full development of the child).
- Offering alternative educational strategies to corporal punishment, that promotes democratic family educational model.
- The program promotes to caregivers, the knowledge and skills for protect the children.
- The program promotes a positive dynamic and healthy family relationships.

## Promotes protection

- The program will focus attention on children to understand their worries and circumstances.
- The program works on emotional education as a protective factor for violent behavior.

## Empowerment

- The practice provides skills for children, promote their resilience and resources to deal with situations of violence.
- The practice promotes and improves parental skills such as: behavior of control and emotional self-regulation.

## Living environment approach

- The program has references to the real living environment of parents and children (social environment, living environment, etc.).
- The program takes into account, cultural differences in the intervention.

## Formal networking

- The program implies networking and cooperation with other Institutions: with comprehensive services for care, recovering, children reintegration, teens at risk or victims of corporal punishment.
- There is a networking/cooperation with other stakeholders in the local and professional environments.



- The program is included in the structure of the national/regional system and it depends on several people.

**Please, detail the elements/components that provide a full explanation about evidence of positive results and/or promising results in each section (Training education, promotes protection...etc.)**

**Training/Education:** The Preschool Basic parenting program strengthens parent-child interactions and attachment, reducing harsh discipline and fostering parents' ability to promote children's social, emotional, and language development. Parents also learn how to build school readiness skills and are encouraged to collaborate with teachers and day care professionals so they can promote children's emotional regulation and social skills. In the parenting groups, trainers use video clips of real-life situational vignettes to support the training and trigger parenting group discussions, problem solving, and practice exercises.<sup>6</sup>

**Promotes protection:** The program aims to teach parents who attend the training to have the possibility to learn how to raise a child without the use of corporal punishment and how to resolve conflicts and to acquire tools how to reduce stress that are related to raising a child. This is achieved due to the fact that in the trainings they cover topics such as increasing parenting skills and parent-child relationship.

**Empowerment:** Before, during and after the training the parents had to fill in a questionnaire about their parenting style. The parents had to evaluate using various statements how is their behavior in case their child misbehaves. National Institute for Health Development conducted a summary of this evaluation. At the end of the training parents felt that:

- improved skills to control and to follow their reactions;
- parents are more calm, specific and consistent, less things cause stress and irritate;
- the bigger focus in on positive things not negative, there was less nagging, domination and raising of voice;
- confidence as a parent has increased and skills to guide children have improved;
- parents are noticing more their children's behavior and their needs, they have learned to listen to their children and have dialogues;
- men have more interest to be involved in raising the children and there is an increase in men talking to their children;
- whole family works more as a team, spends more time together and is more balanced.<sup>7</sup>

**Living environment approach:** all the topics and methods covered in the trainings have to be put to use at home as homework given by the trainers. This is to make sure that the intervention will take into account the cultural differences at home. Parents will have to present the results of the method used at home and also they will receive calls from trainers to check how they are doing.

**Formal networking:** The program is working cooperation with the local governments who provides for the training rooms and offer child care service during the trainings.

<sup>6</sup> The Incredible Years, 2017, <http://www.incredibleyears.com/>. 02.02.2017

<sup>7</sup> National Institute for Health Development 2016, 52-53 „[Main training results of the parents program „Incredible Years“](#)“



## 2. DATA ON IMPACT OF THE PRACTICE

### Effectiveness of the elimination of corporal punishment

The practice has demonstrated a good impact on:

- The decreases of corporal punishment.
- The increase in positive interactions parents / mother / infant caregivers.
- The increase in timeshare.
- The improvement of communication and resolution of conflicts without using corporal punishment.
- A significant increase in knowledge, skills and confidence of parents or caregivers.
- An improvement of the welfare of the participants.

### Sustainability of the impact

- The effects on the target group are sustainable.

**Please, detail the evidence on data or research about the impact of the practice**

In order to evaluate the impact of the program 4 methods were used:

- 1) Feedback form about the difficulty and the use of the training, satisfaction of the group trainers and the changes (223 responses).
- 2) Eyeberg Child Behavior Inventory (ECBI), which consists of 36 statements related to children and the parent, evaluates how often the problems accrue and if that behavior is a problem (202 responses).
- 3) Parenting Scale (PS), which consists of 30 statements of parents reactions in case the child is misbehaving. Each statement has 2 options on how to react in certain cases and the parent has to choose one (202 responses).
- 4) Qualitative interviews where the parents where asked specific questions regarding the trainings and the training process and the changes which they feel have been made in the child and themselves (5 focus group interviews with 32 parents).<sup>8</sup>

On a scale of 1-7 the average score of parents who felt that after the program they can manage their emotions and direct their thoughts much better was 5,9. The average point of parents who felt that after the program their relationships with the child or children got better was 6,03. Parents that attended the program would recommend the program to other parents. They felt that child’s problematic behavior did not appear so often after the program ended. If before the training 61% of children were categorized as a risk group by their parents then by the end of the training the percent was 21% so 3 times less. Before the training 64% of parents noted that their child’s behavior is a big problem for them then after the training the percent was 24. Behaviors like stalling to do various activities, refusing to follow house rules,

<sup>8</sup> Trumm 2016, 4 „[Main results of the parents program „Incredible Years“ pilot in the III and IV stage training](#)“



getting mad (when not given what she or he wants), arguing with parents, stubbornness had the biggest decrease after the project.<sup>9</sup>

### 3. COMPREHENSIVE NATURE

Please, tick the items the practice address to:

#### **Dimension 1: Social and cultural context towards corporal punishment and alternative methods (including MEDIA analysis)**

- The program promotes support and guidance to parents in developing a responsible parenthood that will reduce corporal punishment.
- The program supports teachers and school support staff in improving their skills and management skills of non-violent learning methods.
- It involves parents and tutors through established participatory Organizations (AMPA and others), prevention and elimination of corporal punishment.
- The practice promotes the child-youth movement through the creation and / or consolidation of representative organizations in communities.

#### **Dimension 2: Legal framework conditions and other procedural, judicial frameworks related with the implementation of the law**

- The practice responds to the objectives of education and social reintegration provided by law.
- It is consistent with the existing legal framework for protection of violence against children and teenagers, to ban explicitly corporal punishment.

#### **Dimension 3: Awareness and training efforts concerning corporal punishment and alternative methods:**

- The program raises awareness about the importance in eliminating corporal punishment.
- The practice provides training about corporal punishment elimination methods.

#### **Dimension 4: Resources available on positive parenting techniques and complementary knowledge**

- The practice provides resources available on positive parenting techniques and complementary knowledge.

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<sup>9</sup> Trumm 2016, 6-16 „[Main results of the parents program „Incredible Years“ pilot in the III and IV stage training](#)“



**Please, detail the elements/components that provide a full explanation about the dimension addressed**

The Preschool Basic parenting program strengthens parent-child interactions and attachment, reducing harsh discipline. 362 parents were trained by summer 2016 and feedback was collected from all of them. Parents who attended the training said that one of the biggest changes was that after the program, it became easier to make agreements with children and understanding between the parent and child has increased.<sup>10</sup>

In order to stop corporal punishment in Estonia and help children in need of help or in danger, there have been changes made in the Child Protection law and in Estonia's development plans and strategies, which as one part also address children's welfare and security. As of 01.01.2016, Estonia has a new Child Protection Act. Paragraph 24 section 1 prohibits corporal punishment. Implementing the parenting program Incredible Years in Estonia supports the "Children and Families Development Plan 2012-2020" strategic goals in promoting and developing positive parenting and improving the quality of life for children. Therefore, it is consistent with existing legal framework.

The process and results of the program have been published by various organizations and newsletters (see above resources available). Through this, the importance of elimination of corporal punishment has been promoted.

The program provides training for alternative parental skills for solving conflicts between parents and children. The preschool Basic Program topics are:

Program 1- Strengthening Children's Social Skills, Emotional Regulation and School Readiness Skills

Program 2- Using Praise and Incentives to Encourage Cooperative Behavior

Program 3- Positive Discipline- Rules, Routines and Effective limit Setting

Program 4- Positive Discipline- Handling Misbehavior.<sup>11</sup>

More detailed information about the program can be found: [Preschool Basic Program Content and Objectives](#)

All the training material and resources are available on the programs official website [www.incredibleyears.com](http://www.incredibleyears.com) and on the National Institute of Health Development [www.tai.ee](http://www.tai.ee)

<sup>10</sup> National Institute of Health Development, „[Main training results of the parents program „Incredible Years“ 2016, 4](#)

<sup>11</sup> The Incredible Years, 2017, <http://www.incredibleyears.com/>. 02.02.2017



## 4. INNOVATION

- The program has an innovative character, or implies innovative aspects (e. g. actual knowledge, new ideas or methodology, etc.).

**Please, detail the elements/components that provide a full explanation about the innovation of the program**

The Incredible Years program is based on behavioral therapy and it helps parents to create or restore lost contact with the child. Close attention is paid on embedding child’s positive behavior. This program is innovative because first of all the trainers work very closely with the parents to figure out which type of child’s behavior should be encouraged and what should be ignored, rather than the trainer is telling what is wrong or right.

In addition, a new approach is the fact that parents receive homework, which they have to do for the next lesson, and the trainers call the family to check how they are doing and if they have any problems.

## 5.COST-EFFICIENCY

- The cost-efficiency is adequate.
- There are no lower cost alternatives to achieve the same impact.

**Please, detail the elements/components that justify the cost-efficiency of the program/practice**

The expenses and income calculation procedure of the parents program "Incredible years" is illustrative and the rate of return found based on it is preliminary as the analysis requires a significant amount of additional information in the context of Estonia. However, based on the analysis, it can be said that the program will be profitable. According to the analysis, the Estonian pilot project of the parents program "Incredible years" has the internal rate of return (IRR) of 23%, with a 95% probability of being 19-27% and a net present value (NPV) of 12 199 €, with a 95% probability of being between 8 724 and 16 595€ per each child that completed the program. The results are also supported by the international IA program's cost-effectiveness and expense-income scientific research. <sup>12</sup>

## 6. TRANSFERABILITY POTENTIAL

- There is access to the methodology and how the program has been implemented (e. g. process description, manual etc.).

- The program has already been successfully transferred to another region.

The program can be transferred to other frame conditions in international contexts:

<sup>12</sup> [Analysis of the areas of effect and expenses and profits of the parents program](#) 2016, 7-8



- The program does not rely too much on specific aspects of the national/regional system.
- The program does not depend too much on one/few specific professional qualifications and/ or profiles.
- The program can be transferred if the material, program or license are paid.

**Please, detail the elements/components that justify the transferability of the program/practice**

To make sure that Incredible Years Program is implemented with the highest fidelity, the Incredible Years has proven processes for training and supporting your service delivery. They offer standardized training and certification for therapists, counsellors, social workers, nurses, teachers and physicians. The training process includes session protocols, detailed leader’s manuals, self-study videos, books, coaching, mentoring and in person consultation workshops to ensure your agency or school has the necessary support to deliver the Incredible Years programs. Since 1983, the Incredible Years Series’ programs have been implemented within a rich variety of cultural traditions in over twenty countries (Denmark, England, Norway, Russia, Portugal, Palestine etc.). These award-winning programs are evidence-based and use empirically validated training methods. <sup>13</sup>

All the different materials can be transferred to each country by buying the training materials (including training videos) and handbooks.

<sup>13</sup> The Incredible Years, 2017, <http://www.incredibleyears.com/>. 02.02.2017

