

This summary report has been extracted from

## INCREDIBLE YEARS LIMERICK EVALUATION 2010

**Prepared by:**

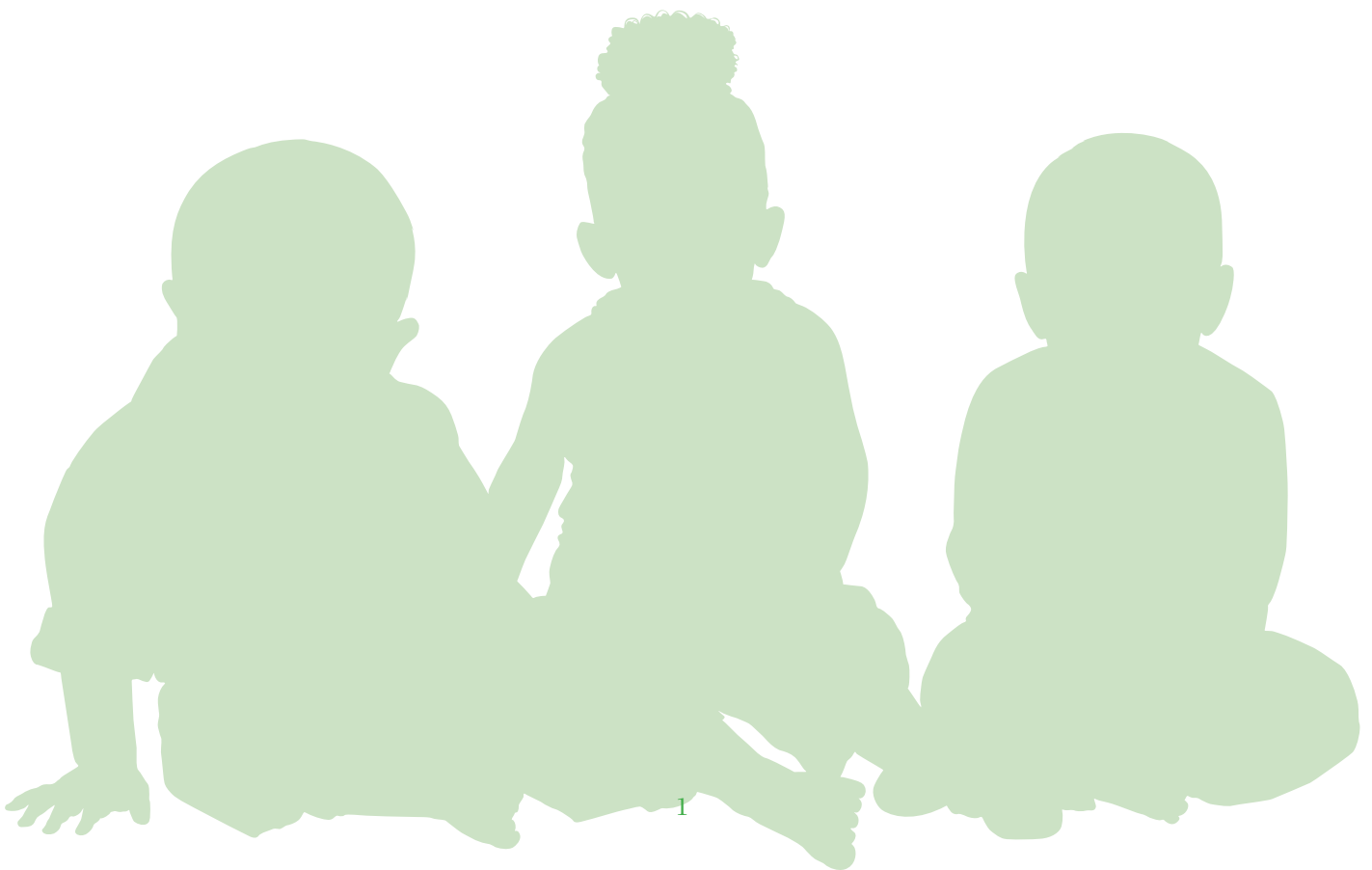
Fiona O'Connor and Karen Mahony

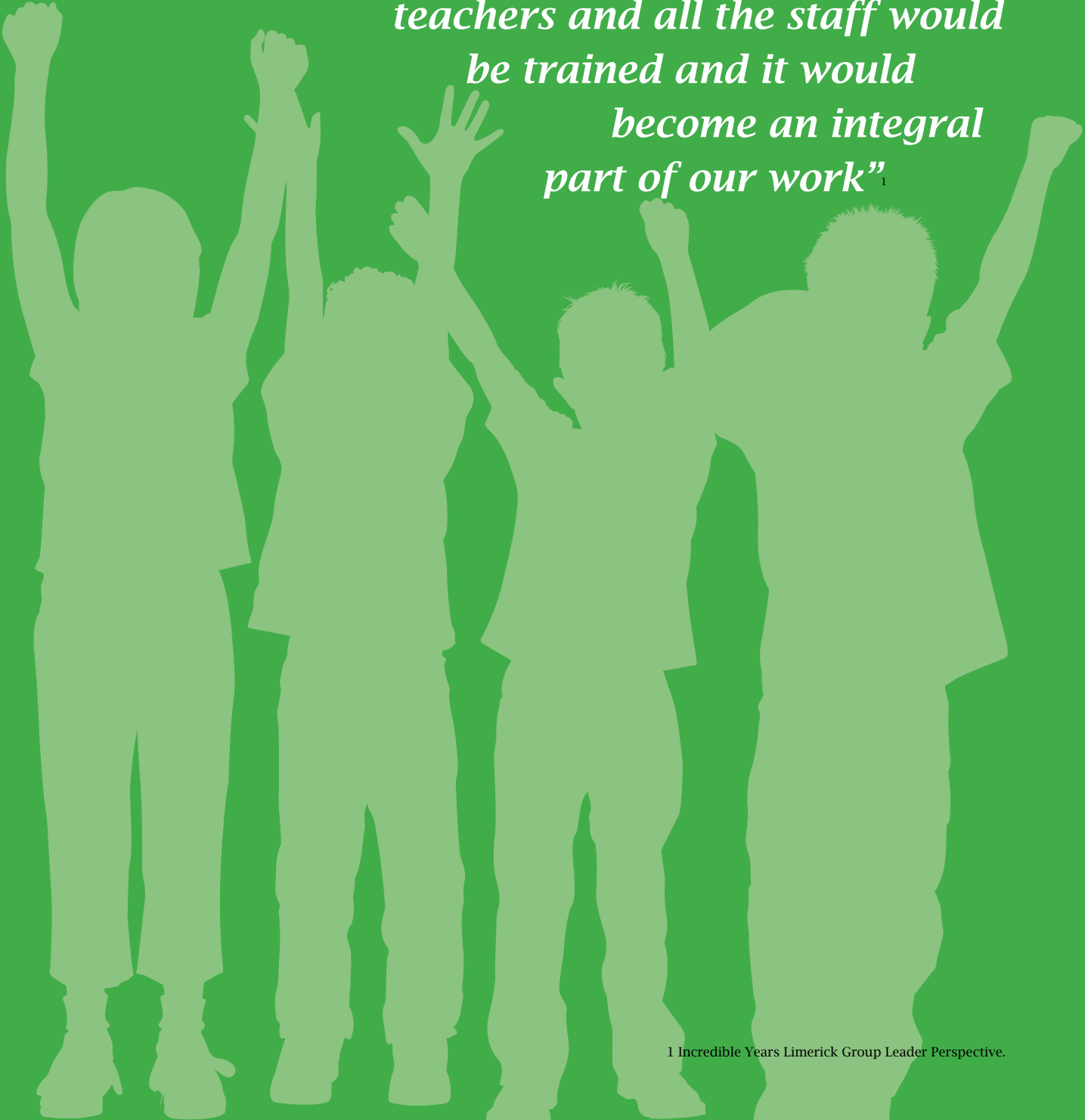
with

Rory McGann, Eucharía McCarthy and Sandra Ryan

Full Report is available to download at

**[www.paulpartnership.ie](http://www.paulpartnership.ie)**



The image features a solid green background. In the lower half, there are four white silhouettes of people standing side-by-side with their arms raised in a celebratory gesture. The silhouettes are of varying heights and are positioned behind the main text. The text is centered in the upper half of the image.

*“We’re hoping all the teachers and all the staff would be trained and it would become an integral part of our work”<sup>1</sup>*

## Foreword

On behalf of the Strategic Steering Group, we are delighted to present the Report of the Evaluation of the Incredible Years Project in Regeneration Limerick. Working from a shared commitment to support the children, families, and schools within Limerick and inspired by the opportunity to introduce an evidence-based programme which could deliver tangible positive results for communities, Incredible Years Limerick was established in 2007. With the promotion of wellbeing and social inclusion at the heart of the project, Incredible Years Limerick was designed with a specific model of delivery in mind. Bringing together a multi-agency Steering Committee, and building on the expertise and substantial track record of PAUL Partnership to coordinate community projects, Incredible Years Limerick initiated an integrated approach where front-line staff in many agencies would participate in the delivery of the various programmes. This approach has meant that Incredible Years is not an 'add-on' to the work of the delivery staff; rather it is an integral part of their working brief, where staff of the HSE, Family Support Centres, National Educational Psychological Service, Department of Education and Skills and schools, amongst others, collaborate with one another and integrate the age-appropriate programmes within their current workload and responsibilities. This networked approach, where programmes are provided across structures, enriching the work of practitioners, ensures that the best possible service is provided within a sustainable framework to children and their families. Incredible Years Limerick is an example of exemplary practice where genuine collaboration and shared vision, and a commitment to equity and probity among all the partners, results in a connected and efficient service. While maximising existing resources and mirroring the values of Incredible Years internationally, the model established in Limerick offers a template for other communities and agencies to integrate public and community services, to enrich the value of current provision, and to produce real change for communities.

The Steering Committee is particularly proud of the achievements of Incredible Years Limerick, which has provided the programme in X settings over the last year, involving X parents, X children. We are indebted to the excellent leadership skills, administrative support and facilitation capacities provided by PAUL Partnership. Without this generous commitment Incredible Years Limerick could not have achieved the results or levels of 'buy-in' within communities it has already achieved. We also wish to thank the many stakeholders and funders for their contribution and support. Any intervention into children's lives should be approached with rigour and grounded evidence. It is therefore incumbent on the providers to question and evaluate the outcomes/benefits of such intervention. The evaluation process has been valuable in illustrating to our funders that Incredible Years Limerick is providing significant value added to the work of our agencies. The Steering Committee is in the process of developing a five-year Strategic Plan which will commit the project to regular evaluation and, in particular, longitudinal evaluation. This process will be pivotal in assuring that the commitment of all partners continues to deliver results for all.

Finally we wish to thank the children, parents, communities, and staff involved in Incredible Years Limerick. Your enthusiastic participation and generous engagement has made Incredible Years Limerick a genuine success.

### Chairpersons

Marguerite O Neill  
HSE

Teresa O'Doherty  
**Mary Immaculate College**  
**Limerick**

# 1. An Introduction to *Incredible Years Limerick*

## 1.1 Introduction

The *Incredible Years* programme is an international, early intervention programme targeting children, ranging in age from young infants to ten year olds, who are exhibiting social, emotional and behavioural difficulties. *Incredible Years* consists of three types of programmes, aimed at parents/guardians<sup>2</sup>, children and teachers<sup>3</sup>. Each of the programmes aims to achieve long-term positive impacts on children’s behaviour. This report provides a overview of the Incredible Years Programme in Limerick and a summary of the findings and recommendations of the evaluation of the *Incredible Years Limerick* programme (2010). The evaluation began in March 2010 and was completed in September 2010.

## 1.2 Profile – *Incredible Years Limerick*

*Incredible Years Limerick* was established in 2007 and was initially implemented in three locations in Limerick City. The overarching objective of *Incredible Years* is:

“...preventing and treating behavioural problems in 2-10 year old children” (Archways, 2007a: 23).

There are three types of *Incredible Years* programmes targeting parents, children and teachers. Table 1 below outlines the individual *Incredible Years* programmes under each target group.

The delivery of *Incredible Years Limerick* is co-ordinated by PAUL Partnership<sup>4</sup> on behalf of a multi-agency Strategic Steering Group, comprising

- Department of Education and Skills (DES)
- Mary Immaculate College (MIC)
- Limerick Regeneration Agency
- National Educational Psychological Service (NEPS)
- Barnardos
- St. Vincent de Paul (SVP)
- Limerick Social Services Centre (LSSC)
- Local community groups and schools
- Family Resource Centres
- Archways (the national organisation overseeing the implementation of the *Incredible Years* Programme in Ireland).

The objectives of the *Incredible Years* Strategic Steering Group are to:

1. Give strategic direction on the *Incredible Years* project development and implementation in Limerick.
2. Make collective decisions on project targets, outcomes and funding.
3. Agree the Action Plan and monitor its progress on an annual basis and to agree major changes to the Action Plan as and when required.
4. Support the project to demonstrate fidelity to the *Incredible Years* evidence based model.
5. Share and evaluate learning from the *Incredible Years* project.
6. Facilitate collaborative programme evaluation and research.
7. Evaluate shared learning and identify opportunities to implement evaluation findings.

Table 1: *Incredible Years* Programmes

Parent Programmes	Child Programmes	Teacher Programmes
Basic Parent Programme	Small Group Dina Programme	Teacher Classroom Management Programme
Advanced Parent Programme	Dina in the Classroom Programme	
School Readiness Programme		
Infant and Parent Programme		
Toddler and Parent Programme		

<sup>2</sup> The term ‘parent’ will be used in the remainder of the document to denote guardian.

<sup>3</sup> The term ‘teacher’ will be used in the remainder of the document to denote all staff delivering the *Incredible Years Limerick* programme in the schools and settings. This includes teachers, family resource centre staff, social services centre staff, family agency and setting staff and the Group Leaders.

<sup>4</sup> PAUL Partnership is an organisation made up of communities, state agencies, social partners, voluntary groups and elected representatives. It works with local communities that have benefited least from economic and social development and aims to promote social inclusion and improve the quality of life for people living in the local Limerick communities (PAUL Partnership, n.d.).



### 1.2.1 Programme Objectives

The three types of programmes i.e., for parents, children and teachers, are designed to:

- Support and reinforce a child's pro-social and co-operative behaviours;
- Discourage disruptive and confrontational behaviours in children;
- Develop a child's social competence;
- Reduce a child's aggressive behaviours;
- When children misbehave - help parents' interactions with their children to become more positive;
- Support parents to develop effective responses to specific child behaviours;
- When children misbehave - support teachers to develop effective interactions with their students to become more positive;
- Change teachers' responses to specific child behaviours; and
- Assist children with behavioural problems to experience improved outcomes through the skills and strategies introduced by each programme.

### 1.2.2 Programme Locations

The *Incredible Years Limerick* programmes are located across seven parishes/communities within Limerick City and are delivered in ten settings. Table 2, below, details the parishes/communities, settings and type of programmes being delivered within each setting.

**Table 2: Parish/Community, Setting and Incredible Years Programme-Type**

Parish / Community	Setting	Incredible Years Programme
St. Munchin's	St. Munchin's Family Resource Centre	Basic Parent Programme
		Child Small Group Dina Programme
		Infant & Parent Programme
	St. Munchin's Girls' National School	School Readiness Programme
		Dina in the Classroom Programme
		School Readiness Programme
Southill	Southill Junior School Gaelscoil Sheoirse Clancy	Basic Parent Programme
		Child Small Group Dina Programme
		Dina in the Classroom Programme
		Teacher Classroom Management
St. Mary's	St. Mary's Boys' National School Barnardos, Islandgate	Dina in the Classroom Programme
		Child Small Group Dina Programme
		Dina in the Classroom Programme
		Basic Parent Programme
Moyross	Corpus Christi National School	Basic Parent Programme
		Child Small Group Dina Programme
		Dina in the Classroom Programme
Our Lady of Lourdes	Our Lady of Lourdes National School	Basic Parent Programme
		Dina in the Classroom Programme
Our Lady Queen of Peace	Our Lady Queen of Peace National School	Basic Parent Programme
		Dina in the Classroom Programme
Limerick City Centre	Limerick Social Services Centre Crèche	Infant & Parent Programme
		Toddler & Parent Programme

Not all programmes detailed above were being administered at the time of the evaluation. The programmes that were being delivered, and were therefore included in the evaluation, were the:

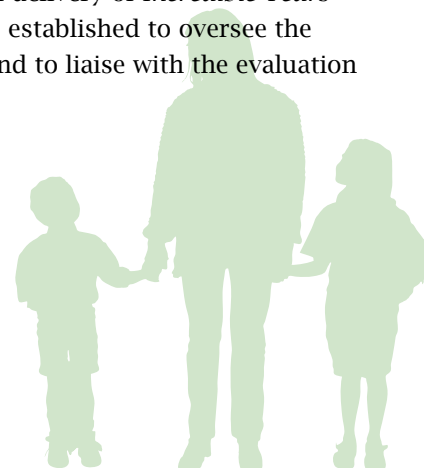
- i. Basic Parent Programme,
- ii. Small Group Dina Programme,
- iii. Dina in the Classroom Programme, and
- iv. Teacher Classroom Management Programme.

### 1.3 Incredible Years Limerick Evaluation

In December 2009, the *Incredible Years Limerick* Strategic Steering Group publicly invited tenders from suitably qualified researchers to undertake the evaluation in respect of the:

- i. *Incredible Years Limerick* - Programme Management, Implementation and Delivery, and
- ii. *Incredible Years Limerick* - Programme Impact.

The Targeting Educational Disadvantage (TED) project was successful in securing the bid to conduct the evaluation, which commenced in March 2010. The TED evaluation team was contracted to provide research and evaluation services in respect of the *Incredible Years* programmes that were running in Limerick City during the academic year 2009/2010. An Evaluation Sub-Group, comprising representatives of the *Incredible Years* Strategic Steering Group i.e., agencies involved in the management and delivery of *Incredible Years* in Limerick City, was established to oversee the evaluation process and to liaise with the evaluation team.



**1.3.1 Profile – TED Project**

The TED project is located within the Curriculum Development Unit (CDU) in Mary Immaculate College (MIC), Limerick. The core aim of TED is “... to harness and develop the strengths and resources of Mary Immaculate College to enable those experiencing educational disadvantage to reach their full potential” (Mary Immaculate College, 2009).

**1.3.2 Evaluation Approach**

The evaluation aimed to assess:

- (i) The management, implementation and delivery of *Incredible Years Limerick* (this element of the evaluation will be referred to as **‘programme management’** for the purposes of this report), and
- (ii) The impact of the programme, incorporating pre-programme delivery and post-programme delivery measures to assess change over time (this element will be referred to as **‘programme impact’** for the purposes of this report).

This study evaluated programmes (not including the infant and parent programme, toddler and parent programme or school readiness programme) being delivered in Limerick City between March and June 2010.

**1.3.2.1 Programme Management**

The specific objectives of the ‘programme management’ element of the evaluation were to:

1. Document the development, management, and implementation of *Incredible Years Limerick* since the establishment of the *Incredible Years* Strategic Steering Group in October 2008.
2. Illustrate and analyse the strengths of the programme management and implementation.
3. Highlight and analyse the challenges in relation to programme management and implementation.
4. Document and review the lessons learned from programme management and implementation to date.
5. Make recommendations for the future management and implementation of the programme.

The stakeholders consulted through the ‘programme management’ element of the evaluation included:

- *Incredible Years* Programme Staff - Programme Manager, Training & Development Co-ordinator, Project Support Staff and Performance Monitoring Officer (with responsibility for *Incredible Years* research and evaluation),
- Members of the Strategic Steering Group, and Members of the Programme Operational Group<sup>5</sup>.

**Table 3: Programme Management - Interview and Focus Group Respondents**

Group Leaders’ Professional Roles					Psychologist	IY Prog.	Strategic Steering Group	Total
Teacher	SNA	HSCL	Project/ Childcare Worker	Agency Manager				
22	5	4	4	3	2			
40						6	19	65
End of Programme Survey Questionnaire Respondents								
Teacher	SNA	HSCL	Project/ Childcare Worker	Agency Manager	Psychologist Staff	IY Prog.	Strategic Steering Group	
21	5	2	4	3	2			
37						0	0	37

<sup>5</sup> The members of the Programme Operational Group will be referred to as ‘Group Leaders’ for the duration of this report. The term covers all those people who facilitated *Incredible Years Limerick* programmes. There were forty-six Group Leaders in total who were responsible for the delivery of *Incredible Years* programmes in the seven areas identified in Table 2 (Section 1.2.2).

The consultation process at this level was largely qualitative in nature i.e., semi-structured interviews, focus groups and an open-ended survey. The data collection instruments designed in support of this strand of the evaluation explored the strengths and challenges relative to the development, management and implementation of the *Incredible Years* programmes. Copies of the data collection instruments are contained in the Appendices C, D, E and F of the Full Evaluation Report.

### 1.3.2.2 Programme Impact

The primary objective of the ‘programme impact’ element of the evaluation was to assess the impact of *Incredible Years Limerick* on its programme users, by gathering and analysing pre-delivery and post-delivery quantitative data. A positive change in programme participants’ behaviour and relationships (measured using the Strengths and Difficulties Questionnaire ratings) is considered a positive impact. PAUL Partnership held overall responsibility for administering and gathering the ‘programme impact’ instruments and data. Group Leaders administered the instruments with individual participants. The TED evaluation team held responsibility for data entry and analysis of the data gathered using those instruments.

The stakeholders consulted through the ‘programme impact’ element of the evaluation were:

- Parents,
- Members of the Programme Operational Group, and
- Teachers who participated in the Teacher Classroom Management (TCM) Programme.

programme impact were as follows.

- a. *Strengths and Difficulties Questionnaire (SDQ)*
- b. *Teachers’ Sense of Efficacy Questionnaire*
- c. *Participant Demographic Form*
- d. *Teacher Classroom Management End of Programme Questionnaire*
- e. *Open Ended Survey (Post Programme Survey)*

Response numbers to the Data Collection Instruments are outlined in Table 3 & 4.



**Table 4: Programme Impact: Instrument Response Rate**

Instrument	Participant & Phase of Delivery	Response Rate
Strengths & Difficulties Questionnaire	Parent - Pre-Programme Delivery	61
	Parent - Post-Programme Delivery	48
	Teacher - Pre-Programme Delivery	230
	Teacher - Post-Programme Delivery	213
Teacher Sense of Efficacy Questionnaire	Teacher - Pre-Programme Delivery	11
	Teacher - Post-Programme Delivery	11
Participant Demographic Form	Parent - Post programme Delivery	48
End of Programme Questionnaire	Teacher - Post Programme Delivery	11

## 2. Conclusions & Recommendations



This chapter presents key conclusions from the *Incredible Years Limerick* evaluation. Furthermore, it provides recommendations in relation to the future operation and delivery of the Limerick-based programme. This chapter is divided into four sections. The first section reviews the management, implementation and delivery of *Incredible Years Limerick*, while the second section draws together the main conclusions of the evaluation relative to the impact, costs and benefits of the programme. The third section of this chapter re-examines the objectives of the evaluation, and the final section presents recommendations regarding the future operation and delivery of *Incredible Years Limerick*. The detailed findings of the evaluation process which informed this chapter can be found at [www.paulpartnership.ie](http://www.paulpartnership.ie).

### 2.1 Management, Implementation and Delivery of *Incredible Years Limerick*

The evaluation has identified a number of positive elements in the management, implementation and delivery of *Incredible Years Limerick*. These are summarised under the following headings:

- Commitment of *Incredible Years Limerick* Stakeholders
- Interagency Collaboration and Communication
- Programme Content, Resources and Materials
- Parental Engagement
- Training and Accreditation
- Peer Support
- Time Commitments
- *Incredible Years Limerick* Policies and Procedures

**2.1.1 Commitment of Incredible Years Limerick Stakeholders**

**KEY FINDING**

All stakeholders involved in the Limerick-based programme (i.e., members of the Programme Operational Group (Group Leaders), the Programme Staff and members of the Strategic Steering Group) were found to be highly committed to and positively disposed towards the *Incredible Years* programme.

A major conclusion of the *Incredible Years* evaluation is that all stakeholders involved in the Limerick-based programme (i.e., members of the Programme Operational Group (Group Leaders), the Programme Staff and members of the Strategic Steering Group) are highly dedicated to and positively disposed towards the programme. All of the interviewed staff and group leaders were enthusiastic and positive about the *Incredible Years* programme they were involved with. They are genuinely concerned about generating positive outcomes for the children and families with whom they work and they committed time and energy above and beyond that expected of them, in order to encourage real change for the families engaging with the programme in Limerick.

The commitment of the Group Leaders, Programme Staff and Strategic Steering Group members was evidenced by the attendance of the majority of stakeholders at *Incredible Years* training and meetings and by their participation in all aspects of interaction necessary for the implementation and delivery of *Incredible Years* in Limerick. The majority of the interviewees also demonstrated awareness of and appreciation for the evidence-base and effectiveness of the programme in other national and international contexts.

**2.1.2 Interagency Collaboration and Communication**

**KEY FINDING**

The quality and extent of interagency collaboration between the relevant *Incredible Years Limerick* stakeholders was extremely positive.

There was a clear collaborative partnership approach between all agencies engaged with *Incredible Years Limerick*. The existence of good communication and relationships between and across agencies involved in the programme delivery enabled the successful implementation of the programme. In particular, relationships between PAUL Partnership, partner agencies and schools were reported as being extremely positive and working well. This, we contend, will help to build sustainability and ultimately lead to positive outcomes for children.

There were practical benefits from this partnership approach also. The collaborative practice systems that have been established between the settings and the schools ensured that parents of children engaging with the children's programmes were recruited to engage with the parent programme training element. The importance of combining parental engagement and child engagement with *Incredible Years* programmes is acknowledged within the research literature which recognises the added benefits that are derived from delivering the parent programme to parents of children engaging in the children's programmes (Webster-Stratton et al., 2004).

**KEY FINDING**

Good communication existed between and across agencies involved in the delivery of *Incredible Years Limerick*, including agencies represented on the Strategic Steering Group, the co-ordinating agency (PAUL Partnership) and the delivery settings.

As outlined above, positive communication and relationships existed between PAUL Partnership, partner agencies and schools. This positive communication ensured that the *Incredible Years* programmes were organised and rolled out efficiently across Limerick City. Given the scale of the *Incredible Years Limerick* programme, it could be expected that some anticipated communication difficulties might arise during the pilot phase. The current evaluation revealed that problems arose relative to communicating changes to dates and times of meetings/training events to teachers at short notice. However, this difficulty has since been acknowledged by PAUL Partnership and a solution has been put into operation.

### 2.1.3 Programme Content, Resources and Materials

#### KEY FINDING

Group Leaders acknowledged the programme content as being enjoyable, fun, engaging and positive for children and parents.

Several elements of the programmes were particularly useful. Schools identified a certain amount of coherence between the *Incredible Years* children's programmes and the Irish primary school curriculum (in particular the strands and strand units of the Social Personal and Health Education (SPHE) curriculum). In this way it was possible to incorporate aspects of the *Incredible Years* children's programme as part of the SPHE curriculum.

The content of the *Incredible Years* programmes and the accompanying resources and materials were viewed positively by the Group Leaders. In particular, the *Incredible Years* puppets were identified as being highly effective when used with younger children. However, they have been identified as being inappropriate for use with children in the senior classes of an Irish primary school who found them humorous and did not identify with them in a way that was anticipated by the programme administrators. Additionally, although the programme manual was described as being highly relevant and appropriate; it posed some difficulties with regard to layout and sequencing.

#### KEY FINDING

Although most Group Leaders felt that the DVD vignettes portrayed highly appropriate behavioural situations and interventions; it was agreed that the context, social class and culture displayed in the DVDs were unfamiliar to and unsuitable for use with the families engaging with the programme in Limerick.

The vast majority of Group Leaders felt that the vignettes contained within the DVDs portrayed behavioural situations and interventions that were appropriate to the needs of the participating children and families. However, it was the context, social class and culture displayed in the DVDs that caused great difficulty since they were unfamiliar to the children and families, who could not, therefore, identify with the vignettes. This caused Group Leaders to spend large amounts of time explaining the unfamiliar context or language in advance of showing the vignette, which resulted in a loss of focus on the core lesson plan for the group.

#### KEY FINDING

Delays (originating in the United States) in the delivery of resources and materials to participating schools and settings contributed to deferred commencements of *Incredible Years* programmes.

One challenge identified through the evaluation was the delay in the delivery of resources and materials to the participating schools and settings. Although it was acknowledged that this was a result of delays on the part of the US distributors, it is also recognised that such hold-ups can contribute to the delay in the commencement of programmes, but may also result in a sense of apathy, and possibly disengagement, among prospective participants. Although these delays were outside the control of PAUL Partnership (as the problem originated in the sourcing company for the *Incredible Years* materials) it is important that such delays are minimised.

#### 2.1.4 Parental Engagement

##### KEY FINDING

It emerged from the evaluation that the parent programme required some adjustment in order to meet the needs of Limerick City parents.

One of the key contributors to the success of the *Incredible Years* programme (as determined by the research (Webster-Stratton et al., 2004)) is the engagement of parents and the consequent uniform utilisation of the behaviour management strategies by teachers and parents across school and home environments. Despite the fact that a number of the settings had established processes to actively encourage the engagement of parents whose children were due to participate/already engaging with *Incredible Years*, the numbers of parents participating in the Basic Parent Programme at the time of the evaluation were quite low. In addition, the retention levels of those parents that did engage have proven problematic. It also emerged from the evaluation that the parent programme was inappropriate to the needs of some parents being targeted for engagement in the programme across Limerick City. There are several possible explanations for this including lack of emotional readiness of parents to engage with the programme at this level; personal family circumstances or difficulties; and/or low levels of literacy among some parents. In addition, the inappropriateness of the DVD vignettes (referred to earlier) to parental cultural norms may have had an impact on parental retention levels.

##### KEY FINDING

Parents who had been involved in the parent programme expressed a desire to advance to another parent programme or to avail of accredited training. This suggests that the programme does not only have an impact at one level of the human life-cycle (i.e., childhood), but rather spans across it (i.e., life-long learning).

It is notable that a number of parents who had been/were involved in the *Incredible Years Limerick* parent programme expressed a desire to advance to another parent programme or to avail of accredited *Incredible Years* training. This could be facilitated by having access to local accredited trainers, which would in turn simplify the logistics of delivering training for *Incredible Years Limerick*. It would also support parents in their quest to avail of accredited training, while contributing to the possibility of introducing peer mentoring at a later date.

#### 2.1.5 Training and Accreditation

##### KEY FINDING

The availability of accredited trainers would ease the process of professional development within Limerick City while also promoting the long-term sustainability of the *Incredible Years Limerick* programme.

The majority of Limerick-based *Incredible Years* stakeholders (Programme Staff, Strategic Steering Committee and Group Leaders) have attended or are attending training in support of their roles within the programme. The high levels of engagement of stakeholders with the *Incredible Years* training and accreditation should ultimately contribute to the quality of the delivery and sustainability of the *Incredible Years Limerick* programme in the longer-term. However, a number have not completed their training and are currently attending training in Dublin and/or Wales. This highlights a lack of availability of local accredited trainers, as identified by the Strategic Steering Group and Programme Staff evaluation participants. In addition, the effective delivery and sustainability of *Incredible Years Limerick* is compromised by the loss of trained staff, who have ceased employment with their participating agencies.

There appeared to be some reluctance on the part of Group Leaders in relation to seeking accreditation. The Group Leaders expressed anxieties about engaging with such a process, for fear that it would add to their already full workloads. This would suggest the need for managers to review workloads



and consider incentives to promote engagement with the accreditation process. Furthermore, if *Incredible Years Limerick* is to be sustainable - all those involved will need opportunities for structured ongoing reflection and review.

### 2.1.6 Peer Support

#### KEY FINDING

The peer support network and sessions were viewed as being highly valuable among Group Leaders and Programme Staff.

Overall the peer support and network sessions were highly valued and participants welcomed the opportunity to meet with their colleagues to network and share practice on a regular basis. However, the following concerns were noted by a majority of Group Leaders:

- The length of the sessions were considered to be too short
- Group Leaders noted that too few people were in regular attendance at the meetings
- The quality of some network venues was unsatisfactory e.g., they were too cold
- The inadequacy of the agenda items (specifically, too much time was allocated to the replication

of training and insufficient time was given to networking and information sharing)

- The scheduling and cancellation of meetings (which was subsequently addressed in year 2 of this initiative).

### 2.1.7 Time Commitments

#### KEY FINDING

A significant time commitment was required to prepare *Incredible Years* sessions, attend city-wide meetings, and balance the demands of *Incredible Years* programmes with Group Leaders' primary work responsibilities - this level of time commitment was something that Group Leaders did not anticipate before engaging with the programmes.

Challenges relative to the time required for the effective delivery of *Incredible Years Limerick* largely related to the amount of time required for preparation of programme sessions, attendance at city-wide meetings, and balancing the demands of *Incredible Years* programmes with Group Leaders' primary work responsibilities.

As noted earlier, the majority of respondents expressed concern about the amount of time required to prepare an *Incredible Years* session. It was noted that the sequence of the resource manuals was not user-friendly and that the content for the programme sessions extended across four separate resource manuals. This, the participants felt was cumbersome and time consuming. The ease of delivering any programme has an impact on its successful implementation. It is suggested that the reorganisation of the sequence of the resource manuals by programme session should simplify the preparation of these sessions.

### 2.1.8 *Incredible Years Policies and Procedures*

#### KEY FINDING

The *Incredible Years Limerick* policies and procedures were identified as being similar to school/setting policies and procedures, and therefore complemented them and eased delivery of the programme.

Almost half (49%) of the Group Leaders who responded to the survey instrument were not aware of the *Incredible Years Limerick* policies and procedures. However, those who were aware of such documentation specified that the *Incredible Years* policies and procedures were similar to their school/work setting policies and procedures, and therefore complemented them. The lack of awareness of policies and procedures among such a proportionally high number of stakeholders has raised concerns for the evaluation team. It would be beneficial if all Group Leaders had access to their personal copy of all relevant documentation when engaging with *Incredible Years Limerick* in the future.

We recommend that the cohesion identified between the *Incredible Years* policies and procedures and the school/setting policies and procedures should be emphasised. Once awareness of *Incredible Years Limerick* policies and procedures is increased, this cohesion will contribute to the ease of delivering and adopting the programme in schools and settings, and therefore contribute to

the longer-term sustainability of the programme in Limerick.

### 2.2 Impact, Costs and Benefits of *Incredible Years Limerick*

This section draws together the main conclusions of the evaluation relative to the impact, costs and benefits of delivering the *Incredible Years Limerick* initiative. It presents the key findings relative to the impact of the programme in Limerick, the costs associated with delivering it, and the benefits accrued. The discussion contained within this section draws together conclusions that contribute to the evaluation recommendations.

Ultimately, this evaluation sought to determine whether or not *Incredible Years Limerick* contributed to the prevention and treatment of behavioural problems in participating children. Therefore, the expected outcomes for the children engaged directly with the programme, or whose parents or teachers were engaged with the programme would include:

- An increase in children's positive social interactions with adults and peers,
- Increased pro-social behaviours, and
- A decrease in disruptive behaviours among the children.

This section evaluates whether or not such outcomes were achieved.

#### KEY FINDING

There were increases in the number of children rated as falling within the 'normal' classification post-programme delivery and fewer children in the 'borderline' and 'abnormal' classification.

One of the key elements of the evaluation was to examine the outcomes associated with *Incredible Years Limerick*, specifically the outcomes relating to the children targeted by the programmes. The examination of the pre- and post-programme measures gathered using the SDQs illustrated that there was a significant increase in the number of children rated within the 'normal' behaviour range post-programme delivery, and a corresponding decrease in the number of children in the 'borderline' and 'abnormal' categories. These changes, rated by parents and teachers, can be interpreted as resulting in a decrease in children's

behaviour issues for parents to deal with in the home context (with an increased number of children in the 'normal' category on the peer problems and pro-social scales) and more engaged learning environments within the school context (with an increased number of children in the 'normal' category on the hyperactivity scale). Such findings would also suggest that each of the expected outcomes identified above (increases in children's positive social interactions with adults and peers; increases in pro-social behaviour; and decreases in disruptive behaviours among the children) have, to some extent, been achieved. This may, in turn, have an impact on the children's own lives, their families' lives and on the school environment.

### KEY FINDING

The parent-rated and teacher-rated scales of the Strengths and Difficulties Questionnaire (SDQ) illustrated an increase in the number of children classified as 'normal' across all five subscales (emotional symptoms, conduct problems, hyperactivity, peer problems and pro-social subscales) post-programme delivery, when compared against pre-programme delivery data.

Fundamentally, the success of *Incredible Years Limerick* requires positive outcomes for participating children and families. Due to the time constraints of this evaluation, it was not possible to examine long-term impacts on children's behaviour. However, the evaluation findings facilitated the identification of a number of immediate and short-term positive outcomes for children and their families. These were identified through the parent- and teacher-rated scales of the Strengths and Difficulties Questionnaire, which illustrated an increase in the number of children classified as 'normal' across all five subscales (emotional symptoms, conduct problems, hyperactivity, peer problems and pro-social subscales) post-programme delivery, when compared against pre-programme delivery rates. Paired samples t-tests<sup>6</sup> of the same instrument, illustrated that these increases were statistically significant in the teacher-rated Hyperactivity Subscale and the Total Difficulty

Scale, and in the parent-rated Peer Problems Subscale and Pro-Social Subscale, which would indicate that the expected outcomes in relation to behaviour and social skills were being achieved.

In addition, the Teacher Classroom Management Programme displayed statistically significant improvements across the Student Engagement Scale and the Classroom Management Scale. Teacher satisfaction with the Classroom Management Programme was also very high and most teachers agreed that they would recommend the programme to colleagues. This increase in teachers' sense of efficacy and their expressed satisfaction with the programme may, in turn: influence the quality of teacher engagement with the *Incredible Years* programme; positively influence outcomes for the children and their families; and contribute to the long-term sustainability of the *Incredible Years* initiative in Limerick City.

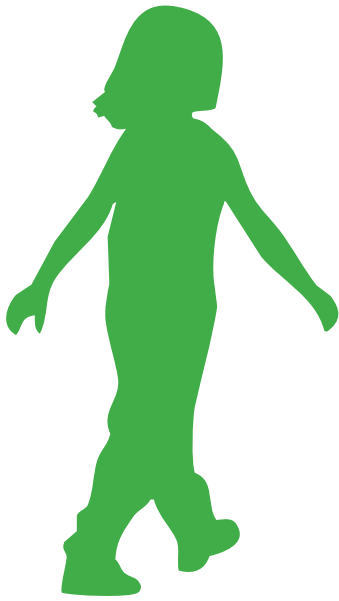
### KEY FINDING

Group Leaders and Strategic Steering Group members outlined that they had observed improvements in children's behaviour both within and outside the classroom, and had witnessed children implementing the *Incredible Years* behavioural strategies and vocabulary.

Observed improvements were also evident in children's behaviour. Group Leaders and Strategic Steering Group members outlined that they had witnessed children implementing the *Incredible Years* strategies and vocabulary both within and outside the classroom / delivery setting.

While a full cost benefit analysis was beyond the scope of this evaluation, findings suggest that *Incredible Years Limerick* has contributed to the generation of significant positive outcomes for children and their families, as identified through the parent- and teacher-rated SDQs. Therefore, heightened levels of child retention on the *Incredible Years* programmes may ultimately result in positive outcomes for those children.

<sup>6</sup> The paired samples t-test is used to compare two small sets of quantitative data when data in each sample set are related in a special way. The test is generally used when measurements are taken from the same subject before and after some manipulation (in this case the *Incredible Years* intervention). The test determines the significance of a difference before and after administration of the intervention.



### 2.3 Evaluation Aims and Objectives

This evaluation aimed to achieve a number of key objectives under the strands: (i) the management, implementation and delivery of *Incredible Years Limerick* and (ii) the impact of *Incredible Years Limerick*. Each individual strand worked towards the achievement of distinct objectives as outlined below.

#### 2.3.1 Management, Implementation and Delivery of *Incredible Years Limerick*

This element of the evaluation aimed to explore the following:

- The overall aims and objectives of the intervention and their relevance to the target population;
- The quality and extent of partnership and communication between the relevant stakeholders;
- The level and effectiveness of support to project partners and stakeholders to engage in the *Incredible Years* programmes;
- The quality and effectiveness of the policies and procedures;
- The appropriateness of resources provided;
- The sustainability of the programme; and
- The ability of the project to adapt to context – specifically temporal and spatial circumstances.

#### 2.3.2 Impact of *Incredible Years Limerick*

The primary objective of the programme impact element of the evaluation was to assess the impact of *Incredible Years Limerick* on its programme users. This evaluation has chronicled the considerable strengths of the *Incredible Years* programme and has also identified specific areas of improvement that will inform the future practice of the programme.

The primary aim of the evaluation was to ascertain if *Incredible Years Limerick* has met its objectives. As outlined in Chapter 1, the project's objectives can be inferred from what are documented in initial planning materials as its desired outcomes. In the context of the evaluation, these relate to the two areas just considered, namely project management, implementation and delivery, and project impact. Based on the analysis of evaluation data overall, it can be concluded that the project has met its objectives. Teachers and parents perceived positive changes in behaviour and/or social interactions in the children engaged in the programmes or affected by the programmes. More significantly for the future, while some work is required in revisiting aims and target group issues, the core project objectives in relation to achieving positive change for children with specific behavioural needs and their families remain highly relevant.

### 2.4 Evaluation Recommendations

The evaluation recommendations are presented in two sections below: (i) future programme delivery, and (ii) recommendations in relation to future evaluations of *Incredible Years Limerick*.

#### 2.4.1 Future Programme Delivery

This study identified eight key areas that should be considered in relation to reviewing the future delivery this programme. They are: (i) commitment of *Incredible Years Limerick* stakeholders; (ii) interagency collaboration and communication (iii) programme content, resources and materials, (iv) parental engagement, (v) training and accreditation, (vi) peer support, (vii) time commitments, and (viii) *Incredible Years Limerick* policies and procedures. Recommendations relative to each area are detailed in Table 5 below.

Table 5 IY Evaluation Recommendations: Future Programme Delivery

Recommendation	Rationale
<b>1. COMMITMENT OF INCREDIBLE YEARS LIMERICK STAKEHOLDERS</b>	
1.1 Heightened levels of dedication and commitment should be maintained through on-going support and consultation with Group Leaders, Programme Staff and members of the Strategic Steering Group.	A significant level of overall dedication and commitment from the Group Leaders, Programme Staff and members of the Strategic Steering Group was identified through the evaluation.
<b>2. INTERAGENCY COLLABORATION AND COMMUNICATION</b>	
2.1 Consideration must be given to the possibility of sustaining a co-ordinating body or of developing procedures to replace such a resource.	The work of PAUL Partnership as a co-ordinating body has resulted in successful collaboration between and across Incredible Years Limerick agencies and stakeholders.
2.2 It is recommended that all stakeholders agree on a comprehensive list/schedule of Incredible Years Limerick events at the beginning of each academic year and that consideration be given to the introduction of a text messaging reminder system to encourage higher levels of attendance.	This establishment of calendar dates at the beginning of the year will help to promote higher levels of attendance at Incredible Years meetings, peer support sessions and training events. Consideration should be given to the fact that some agencies may need to support attendance through staff substitution or recognition of time spent outside of normal working hours.
<b>3. PROGRAMME CONTENT, RESOURCES AND MATERIALS</b>	
3.1 It is recommended that the Incredible Years Limerick programme should be promoted and the evaluation findings disseminated - highlighting that it is a fun, enjoyable, engaging, effective and positive experience for parents and children.	The evaluation found that the programme was comprehensive and engaging, and that the programme dovetails well with the primary school curriculum and with schools' and agencies' own policies and procedures.
3.2 Greater emphasis should be given to the elements relating to Conduct Problems and Pro-Social Development within the child and parent programmes.	This recommendation is founded on the less defined results obtained as a result of the paired samples t-test conducted on the parent- and teacher-rated SDQ data.
3.3 Additional consideration should be given to the Emotional Symptoms element and Hyperactivity element of the child and parent programmes, and the Peer Problem element within the teacher programme.	Although not as pronounced as the findings that emerged through 3.2 above, these elements also require consideration.
3.4 The practicality of developing a DVD within an Irish context that would be relevant to Limerick participants should be explored with due respect for copyright and fidelity to the programme.	This would ensure the appropriateness of the DVD vignettes to a Limerick audience. At a minimum, the cultural context and language of the DVD should be highlighted for the audience prior to using the DVD - a strategy already used by several Group Leaders.

<p>3.5 It is recommended that alternative methods of engaging older children are explored and designed.</p>	<p>The Incredible Years puppets have been identified as being inappropriate for use with children in the senior classes of an Irish primary school. An exploration of alternative methodologies and materials would help ensure greater effectiveness with older age groups, and thus contribute to a whole-school behaviour management strategy.</p>
<p>3.6 The introduction of new measures to streamline the processes for requesting resources and materials is advised.</p>	<p>All resource materials necessary for training and delivery of the Incredible Years programme need to be sourced and delivered so that programme delivery is not compromised. At a minimum, Group Leaders should be made aware of the expected delivery date of the requested resources.</p>
<p><b>4. PARENTAL ENGAGEMENT</b></p>	
<p>4.1 The evaluation team recommends a review of approaches for increasing and retaining parental engagement both during the lifetime of parental engagement with the Incredible Years parent programme and beyond.</p>	<p>Parental engagement is of paramount importance to the success of Incredible Years Limerick. This review should include an examination of national and international best practice and research relative to parental engagement and partnership with families.</p>
<p>4.2 It is suggested that the materials be differentiated to suit all needs and that parents with different levels of need, experience and skills are encouraged to attend parent programmes to allow for peer learning opportunities.</p>	<p>Consideration must be given to the needs of local parents with regard to the parent programme e.g., methods of engaging and retaining parents with low literacy levels or with little prior experience of positive engagement with adult education opportunities.</p>
<p>4.3 It is recommended that positive links be developed between Incredible Years Limerick and local adult education bodies to allow for the delivery of adult literacy classes and/or private parent tutoring.</p>	<p>Preparation courses or pre- Incredible Years training could be a useful mechanism to engage parents who are not ready to engage immediately with the Incredible Years programme.</p>
<p>4.4 The evaluation team recommends that the Strategic Steering Group further explore the possible benefits of engaging the parents of children participating in the Incredible Years programmes.</p>	<p>Although it was not within the scope of the current evaluation to examine the effectiveness or outcomes associated with engaging parents of participating children, a number of settings have employed procedures to ensure that parents of children engaged with the Incredible Years programme are encouraged to participate in the parent training aspect of the programme.</p>
<p>4.5 Possibilities for training/accrediting parents who have completed an Incredible Years programme and who wish to pursue the programme further should be considered.</p>	<p>A number of parents who had participated in the Incredible Years parent programme expressed the desire to undertake further training and gain accreditation as trainers. Accredited parents could help to build the sustainability of Incredible Years Limerick by ensuring the existence of local, accredited trainers, who could also act as peer mentors for future parent participants. The presence of peer mentors may result in greater effectiveness, longevity and sustainability of the programme locally.</p>
<p>4.6 Although the introduction of incentives to encourage parental engagement can be useful, the use of monetary incentives is not sustainable and current practices relative to such should therefore be reviewed.</p>	<p>The evaluation team questions the long-term sustainability of the use of monetary incentives.</p>

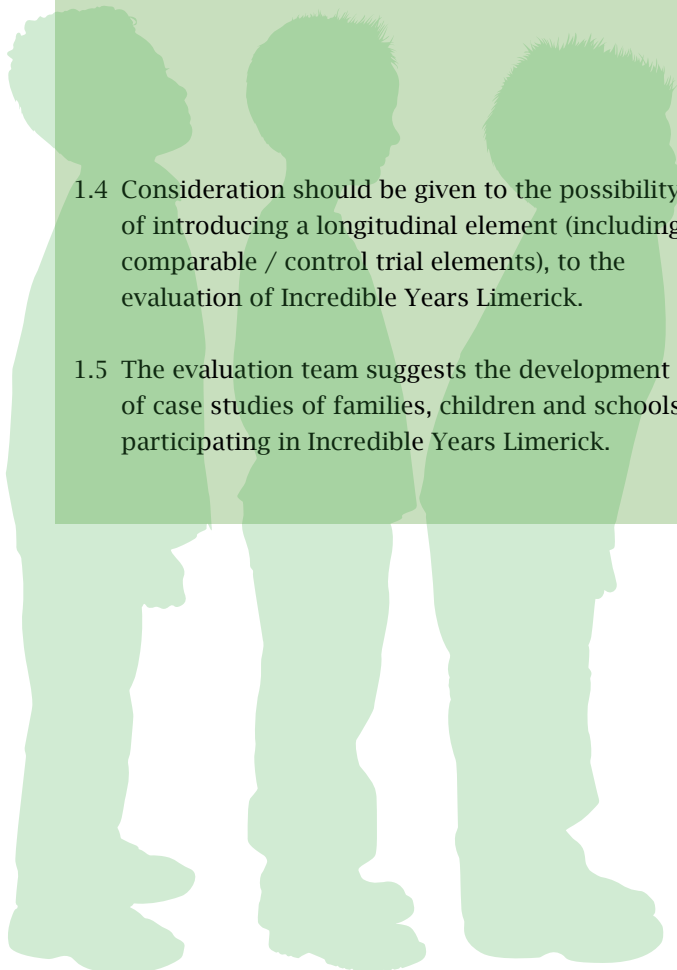
5. TRAINING AND ACCREDITATION	
5.1 The evaluation team recommends that accreditation be introduced as a compulsory element of Incredible Years Limerick, and that an incentivised scheme is introduced to encourage the participation of all stakeholders in training and accreditation.	To contribute to the quality of the delivery of Incredible Years Limerick, those stakeholders (in particular the Group Leaders) who have not pursued training or accreditation must be encouraged to do so.
5.2 The evaluation team recommends the establishment of a local panel of accredited Incredible Years trainers to allow for the local provision of continuing professional development opportunities.	This would contribute to the long-term sustainability of the Incredible Years programme in Limerick as a result of the cost effectiveness of that contribution.
6. PEER SUPPORT	
6.1 The evaluation team recommends the establishment of a peer support network, which is solely structured around the sharing of experiences and lessons learned, as well as accessing support and advice from local Incredible Years colleagues.	Peer support was identified as a valuable resource among evaluation participants (Group Leaders in particular), who felt that the meetings were not used appropriately. Group Leaders felt that these meetings offered a valuable opportunity to share experiences and practices of what works and doesn't work; as well as to learn from and support one another in their Incredible Years roles.
7. TIME COMMITMENTS	
7.1 It is recommended that the resource manuals be restructured according to programme session, rather than elements of sessions being spread across four separate manuals - as is currently the case.	This restructuring of the manuals would help to ease delivery and reduce preparation time for programme sessions.
8. INCREDIBLE YEARS LIMERICK POLICIES AND PROCEDURES	
8.1 The development of a Group Leader Pack, containing all relevant Incredible Years policies and procedures is advised.	<p>This should be made available to all Group Leaders without delay and should be reviewed on a regular basis. This documentation should highlight the positive aspects of Incredible Years Limerick, as identified by evaluation participants and international evaluation research. In particular, it would be useful if the documents highlighted that the programmes are enjoyable and that they dovetail well with the primary school curriculum and with school/setting policies and procedures. In addition, the pack should contain:</p> <ul style="list-style-type: none"> <li>· Information relative to the origins of Incredible Years Limerick;</li> <li>· Detailed information on the structures of the local initiative, including reporting structures, the agencies involved in the delivery and advising of the initiative locally;</li> <li>· All relevant Incredible Years Limerick policies and procedures e.g., child protection policies and training and accreditation policies.</li> </ul>

**2.4.2 Future Evaluation of Incredible Years Limerick**

In the event of future evaluations of Incredible Years Limerick, the following recommendations should be considered:

**Table 6:** IY Evaluation Recommendations: Future Evaluations

Recommendation	Rationale
<p>1.1 The evaluation team recommends the introduction of complementary evaluative instruments that allow for the collection of measurable, impartial and objective data.</p>	<p>The employment of such instruments would remove the total reliance on teacher-rated and parent-rated quantitative measures.</p>
<p>1.2 The development of a more defined and specific parent-completed and teacher-completed rating scale (perhaps incorporating a 5-/ 7-/10-point scale) is recommended for future evaluations.</p>	<p>This would provide more detailed and precise data than the current SDQ rating scale allows for.</p>
<p>1.3 It is highly recommended that qualitative data from children, their families and their teachers are included in future evaluations.</p>	<p>Although parents' and teachers'/setting staff views and opinions were accessed to an extent in the current evaluation, the children's opinions were not sought. The use of qualitative methods would not only allow future evaluators to access multiple perspectives, but it would also complement the quantitative methods employed in the current evaluation.</p>
<p>1.4 Consideration should be given to the possibility of introducing a longitudinal element (including comparable / control trial elements), to the evaluation of Incredible Years Limerick.</p>	<p>This would allow for the assessment of long-term outcomes for children and their families as well as a more in-depth analysis of the true costs and benefits of the project.</p>
<p>1.5 The evaluation team suggests the development of case studies of families, children and schools participating in Incredible Years Limerick.</p>	<p>This would allow future evaluators to examine the multiple programme-engagement effect on the small number of children who engaged with multiple Incredible Years programmes in Limerick.</p>



## 2.6 Evaluation Conclusion

The primary aim of this evaluation was to determine if *Incredible Years Limerick* has met its objectives. Based on the preceding analysis it can be concluded that the project has met its objectives. However, the Limerick-based intervention can also assert strengths that are unique to its context - as determined by the evaluation participants. Such strengths will not alone contribute to the sustainability of the programme in the future, but will also enhance self-esteem and confidence amongst the administrators and facilitators; strengthen the argument for future funding; but most importantly contribute to outcomes for children living in Limerick City who engage with the *Incredible Years Limerick* programme.

Some of the key strengths identified through this evaluation included: perceived and observed positive changes in behaviour and / or social interactions in the children engaged with the programmes; highly committed stakeholders who are positively disposed towards the programme; good relationships and communication between and across agencies that are involved in the delivery of *Incredible Years Limerick*; an acknowledgement that the programme content is enjoyable, fun, engaging and positive for children and parents; a peer support network that is viewed as being highly valuable; policies and procedures that are easily delivered in school and setting contexts due to their complementary nature; and increases in the number of children rated as falling within the 'normal' classification post-programme delivery and fewer children in the 'borderline' and 'abnormal' classification. In conclusion, although a number of challenges that require consideration were identified, the evaluation team suggest that they were far out-weighed by the strengths associated with the implementation of *Incredible Years Limerick*. Such perceived strengths are captured in the following quote:

*“It provides pupils with the skills and vocabulary, an understanding of feelings etc. That is, tools which may prevent or treat behavioural problems in their lives. I feel that by providing children with these ‘tools’ we are setting the pupils up for success in managing and self-regulation of their behaviours - we help in preventing misbehaviour”*

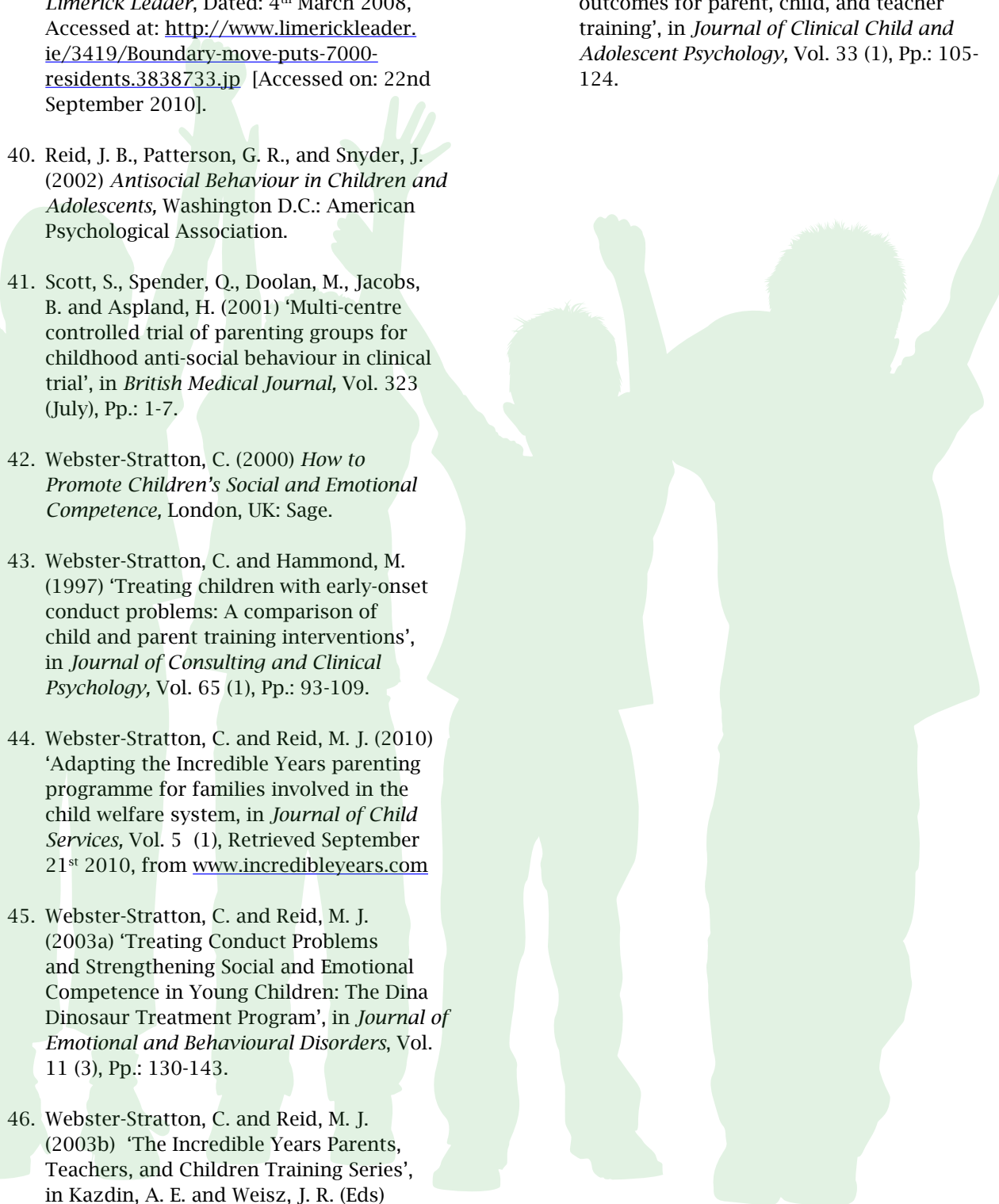
(Group Leader Perspective).



## Bibliography

1. Achenbach, T. M. (1991) *Manual for the Child Behaviour Checklist / 4-18 and 1991 Child Behaviour Profile*, Burlington, VT: University Associates in Psychiatry.
2. American Psychiatric Association (1994) *Diagnostic and Statistical Manual IV*, Virginia: APA.
3. Archways (2007a) *Service Manual: Implementing and Evaluating the Incredible Years Programme in Ireland*, Dublin: Archways (Unpublished Document).
4. Archways (2007b) *The Incredible Years Programmes: Overview*, Retrieved January 11<sup>th</sup> 2010, from: [www.archways.ie/the\\_incredible\\_years\\_programmes/overview/](http://www.archways.ie/the_incredible_years_programmes/overview/)
5. Bronfenbrenner, U. (1979) *The Ecology of Human Development: Experiments by Nature and Design*, Cambridge MA: Harvard University Press.
6. Central Statistics Office (2002) *Census 2002: Small Area Population Statistics*, Cork: Central Statistics Office.
7. Central Statistics Office (2006a) *Census 2006: Preliminary Report*, Dublin: The Stationery Office.
8. Central Statistics Office (2006b) *Census 2006: Small Area Population Statistics*, Cork: Central Statistics Office.
9. Clarke, A. M. and Clarke, A. D. B. (2003) *Human Resilience: A 50 Year Quest*, London: Jessica Kingsley Publishers.
10. Connor, D. F. (2002) *Aggression and Antisocial Behaviour in Children and Adolescents: Research and Treatment*, London: The Guilford Press.
11. Dawes, John (2008) 'Do Data Characteristics Change According to the number of scale points used? An experiment using 5-point, 7-point and 10-point scales', in *International Journal of Market Research*, Vol. 50 (1), Pp. 61-77.
12. Department of Education and Science (2005) *Delivering Equality of Opportunity in Schools: An Action Plan for Educational Inclusion*, Dublin: Stationery Office.
13. Department of Education and Science (2006) *School Matters: Report of the Task Force on Child Behaviour in Second Level Schools*, Dublin: Stationery Office.
14. Eyberg, S. M. and Brinkmeyer, M. Y. (2003) 'Parent-Child Interaction Therapy for Oppositional Children', in Kazdin, A. E. and Weisz, J. R. (Eds.) (2003) *Evidence-Based Psychotherapies for Children and Adolescents*, New York: Guilford Publications.
15. Fitzgerald, J. (2007) *Addressing Issues of Social Exclusion in Moyross and Other Disadvantaged Areas of Limerick City: Report to the cabinet committee on social inclusion*, Dublin: Cabinet Committee on Social Inclusion.
16. Fitzsimons, (2008) *Incredible Start. Incredible Future. Working Together to Improve Children's Behaviour, Social and Emotional Skills*, Clare: Health Service Executive.
17. Fleming, T. and Gallagher, A. (2002) *'In Trouble from Day One' Children in Clondalkin with Emotional and Behavioural Problems: A Community Response*, Dublin: Clondalkin Partnership.
18. Friedman, R. M., Katz-Leavy, J. W., Manderscheid, R. W. and Sondheimer, D. L. (1996) 'Prevalence of Serious Emotional Disturbance in Children and Adolescents', in Manderscheid, R. W. and Sonnenschein, M. A. (Eds.) *Mental Health: United States*, US: Substance Abuse and Mental Health Services Administration.
19. Goodman, R. (1997) 'The Strengths and Difficulties Questionnaire: A Research Note', in *Journal of Child Psychology and Psychiatry*, Vol. 38 (5), Pp.: 581-586.

20. Goodman, R. (1999) 'The Extended Version of the Strengths and Difficulties Questionnaire as a Guide to Child Psychiatric Caseness and Consequent Burden', in *Journal of Child Psychology and Psychiatry*, Vol. 40 (5), Pp.: 791-799.
21. Goodman, R. (2001) 'Psychometric Properties of the Strengths and Difficulties Questionnaire', in *Journal of the American Academy of Child and Adolescent Psychiatry*. 40 (11), Pp.: 1337-1345.
22. Goodman, R., Ford, T., Simmons, H., Gatward, R., and Meltzer, H. (2000) 'Using the Strengths and Difficulties Questionnaire (SDQ) to Screen for Child Psychiatric Disorders in a Community Sample', in *The British Journal of Psychiatry*, Vol. 177 (6), Pp.: 534-539.
23. Haase, T. and Pratschke, J. (2008) *New Measures of Deprivation for the Republic of Ireland*, Dublin: Pobal.
24. Hutchings, J., Bywater, T., Daley, D., Gardner, F., Whitaker, C., Jones, K., Eames, C., and Edwards, R. (2007) 'Parenting intervention in Sure Start services for children at risk of developing conduct disorder: pragmatic randomised controlled trial', in *British Medical Journal*, Pp.: 334 - 678.
25. Incredible Years (2009) *Incredible Years Parenting Program Series*, Retrieved September 28<sup>th</sup> 2010, from: [www.incredibleyears.com/program/parent.asp](http://www.incredibleyears.com/program/parent.asp)
26. Limerick Regeneration (2008) *About the Project*, Retrieved September 28<sup>th</sup> 2010, from: [www.limerickregeneration.ie/about-the-project/](http://www.limerickregeneration.ie/about-the-project/)
27. Kazdin, A. E. and Weisz, J. R. (2003) 'Introduction: Context and Background of Evidence- Based Psychotherapies for Children and Adolescents', in Kazdin, A. E. and Weisz, J.R. (Eds). *Evidence-based Psychotherapies for Children and Adolescents*, New York: Guilford Publications.
28. Lynch, L. (1999) *Discipline in the Primary School: An Examination of Misbehaviour in Disadvantaged and Non-Disadvantaged Schools*, University College Dublin: Unpublished Med. Thesis.
29. Lyons, C., Higgins, A., Howe, F., Bourke, R., McSweeney, D. and O'Connor, F. (2006) *Working Together for Positive Behaviour: A Guide for Teachers and Schools*, Mary Immaculate College, Limerick: Curriculum Development Unit.
30. Mary Immaculate College (2009) *TED: About US*, Retrieved June 11<sup>th</sup> 2010, from [www.mic.ul.ie/ted/about.html](http://www.mic.ul.ie/ted/about.html)
31. Mahony, K. and Canavan, J. (2006) *Lir Youth and Family Project: Evaluation Report*, Galway: HSE and Child and Family Research and Policy Unit, NUI, Galway.
32. McCafferty, D. (2005) *Limerick - Profile of a Changing City*, Limerick: Limerick City Development Board.
33. McMahan, D. (2008) *The Incredible Years Classroom Dina Curriculum: A Case Study of Teachers' Perspectives of the Early Intervention Social Skills Training Programme in an Urban Disadvantaged School Setting*. Limerick: Mary Immaculate College. Unpublished M.Ed Thesis.
34. Mellor, D. (2005) 'Normative Data for the Strengths and Difficulties Questionnaire in Australia', in *Australian Psychologist*, Vol. 40 (3), Pp.: 215 - 222.
35. O'Reilly D. (2005) *Conduct Disorder and Behavioural Parent Training: Research and Practice*. London: Jessica Kingsley Publishers.
36. Patterson, G., Reid, J. and Dishion, T. (1992) *Antisocial Boys: A Social Interactional Approach* (Vol. 4), Eugene, OR: Castalia Publishing.
37. Patterson, G. R., Reid, J. B. and Eddy, J. M. (2002) 'A brief history of the Oregon model', in Reid, J. B., Patterson, G. R. and Snyder, J. J. (Eds.), *Antisocial Behavior in Children and Adolescents: A developmental analysis and model for intervention*, Washington, DC: American Psychological Association.

- 
38. PAUL Partnership (n.d.), *PAUL Partnership: About Us*, Retrieved June 28<sup>th</sup> 2010, from [www.paulpartnership.ie/asp/section.asp?s=2](http://www.paulpartnership.ie/asp/section.asp?s=2)
39. Rabbitts, N. (2008) 'Boundary move puts 7,000 residents in Limerick City', in *Limerick Leader*, Dated: 4<sup>th</sup> March 2008, Accessed at: <http://www.limerickleader.ie/3419/Boundary-move-puts-7000-residents.3838733.jp> [Accessed on: 22nd September 2010].
40. Reid, J. B., Patterson, G. R., and Snyder, J. (2002) *Antisocial Behaviour in Children and Adolescents*, Washington D.C.: American Psychological Association.
41. Scott, S., Spender, Q., Doolan, M., Jacobs, B. and Aspland, H. (2001) 'Multi-centre controlled trial of parenting groups for childhood anti-social behaviour in clinical trial', in *British Medical Journal*, Vol. 323 (July), Pp.: 1-7.
42. Webster-Stratton, C. (2000) *How to Promote Children's Social and Emotional Competence*, London, UK: Sage.
43. Webster-Stratton, C. and Hammond, M. (1997) 'Treating children with early-onset conduct problems: A comparison of child and parent training interventions', in *Journal of Consulting and Clinical Psychology*, Vol. 65 (1), Pp.: 93-109.
44. Webster-Stratton, C. and Reid, M. J. (2010) 'Adapting the Incredible Years parenting programme for families involved in the child welfare system, in *Journal of Child Services*, Vol. 5 (1), Retrieved September 21<sup>st</sup> 2010, from [www.incredibleyears.com](http://www.incredibleyears.com)
45. Webster-Stratton, C. and Reid, M. J. (2003a) 'Treating Conduct Problems and Strengthening Social and Emotional Competence in Young Children: The Dina Dinosaur Treatment Program', in *Journal of Emotional and Behavioural Disorders*, Vol. 11 (3), Pp.: 130-143.
46. Webster-Stratton, C. and Reid, M. J. (2003b) 'The Incredible Years Parents, Teachers, and Children Training Series', in Kazdin, A. E. and Weisz, J. R. (Eds) *Evidence-based Psychotherapies for Children and Adolescents*, New York: Guilford Publications.
47. Webster-Stratton C, Reid M. J. and Hammond, M. (2004) 'Treating children with early-onset conduct problems: Intervention outcomes for parent, child, and teacher training', in *Journal of Clinical Child and Adolescent Psychology*, Vol. 33 (1), Pp.: 105-124.