

# The Incredible Years Teacher Classroom Management (TCM) Program: An evidence-based intervention for young children at risk for social-emotional difficulties

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5/13/15  
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# Disclosure

- Dr. Murray has received funding from the Institute of Educational Sciences (IES) to evaluate the Incredible Years TCM Program
- She is also a nationally-certified mentor for TCM





# Overview

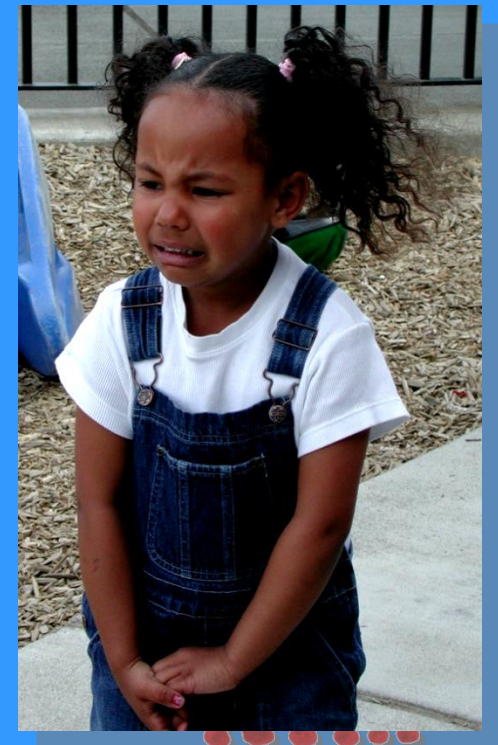
- Program Description
  - Rationale
  - Delivery Model
  - Methods
  - Content with sample vignettes
- Review of Research
- Recommendations for Use





# Need for Social-Emotional Interventions in Early Childhood Programs and Elementary Schools

- Almost half of kindergarten teachers report that their ***students lack self-regulation skills to be successful in the classroom***
- Children with emotional and behavioral difficulties are at ***high risk for underachievement, school drop out, delinquency, bullying, and substance abuse***
- Emotional regulation and social competence are ***powerful predictors of school success***, even after controlling for variations in cognitive ability





# Rationale for Teacher Interventions

- Unsupportive or critical teacher responses can **escalate children's behavior problems**
- Positive teacher-student relationships **enhance learning, school adjustment, and buffer other sources of stress** in the child's life, improving long-term outcomes for at-risk children
- Well-trained teachers can help children **develop social and emotional skills** and improve the peer status of at-risk students
- **Parenting programs alone do not provide adequate benefit** to improve behavior and peer interactions at school for the at-risk child





# Overview of Incredible Years

- **Multi-component social-emotional intervention for young children (aged 3-8 years)**
  - Parent Training
  - Child-Directed (small group and classroom)
  - Teacher Training
- **Evidence-based for the prevention and treatment of disruptive behavior and conduct problems**
  - Included in the National Registry of Evidence-Based Programs and Practices
  - Identified as an “exemplary” and “blueprints” program by the Office of Juvenile Justice and Delinquency Prevention (OJJDP)
  - Selected as a “model” Strengthening Families program by the Center for Substance Use Prevention (CSAP)





# TCM Program Overview

- 42 hours of teacher training
  - 6 full day monthly workshops (or 12 half days held every 2 weeks)
- Classroom coaching/consultation
  - Model strategies, support implementation and assist with individual behavior plans
  - Weekly to monthly depending on need
- May be combined with other IY programs or offered alone







# TCM Delivery Model

- Recommended Model: Two trained group leaders should co-lead workshops and provide classroom coaching
  - Leader Background: expertise in child development, behavior management, cognitive social learning methods; group facilitation skills, experience working with teachers and in schools/preschools
- 10-15 teachers/group
- Ideally, teacher assistants and program administrators also should be trained
- First workshop should can be held prior to start of school







# Supports for Fidelity

- Standardized training by certified trainer or mentor
  - 3 day workshop
- Detailed treatment manuals and materials
- Standardized session protocols
- Group leader consultation with mentor and/or peer coaching
  - Use of video review to enhance implementation
- Group leader certification through National Office





# TCM Training Methods: Active, Collaborative Learning

- Video modeling
- Role play (“practices”) & positive behavioral rehearsal
  - Introduce strategies, re-do vignettes, spontaneous to address questions
- Peer support- turn and talks, group work, buddy system
- Coping model vs. expert model
- Reading and “homework” assignments
- Self-reflection and goal-setting
- Individual consultation/ coaching in classroom





# How TCM differs from other Teacher Training Programs

- Takes an active, collaborative learning approach consistent with adult learning literature
- Workshops are held monthly with time for classroom practice to enhance skill acquisition
- Coaching by group leaders or coaches provides support for implementation
- Teachers meet in groups, providing structure to support practice change within centers or schools
- Comprehensive curriculum builds solid foundation of skills





# TCM Workshop Content

- ✓ Building positive relationships with students
- ✓ Building parent-teacher collaboration
- ✓ Teacher attention, encouragement and praise
- ✓ Preventing problems: proactive teaching
- ✓ Decreasing children's inappropriate behavior
- ✓ Promoting social skills, emotional literacy, problem solving, and academic learning

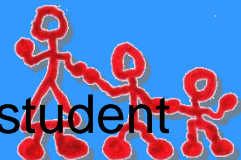




# Workshop 1

## Building Relationships and Proactive Management

- Introduction to IY pyramid (road map of strategies)
- Building relationships with difficult students
- Building relationships with parents
  - Parent handouts with suggested home activities, positive phone calls
- Proactive Management Strategies
  - Rules, routines, transitions
  - Structure, monitoring, and placement
  - Getting and holding children's attention
  - Giving clear instructions
- Initial development of a behavior plan for a challenging student





# Workshop 2

## Coaching and Praise

- “Coaching” (descriptive commenting)
  - Academic concepts and behaviors (persistence), social skills, emotions (feelings identification)
  - Child-directed play/learning
- Praise and Encouragement
  - Individual, group
  - Encouraging self-praise and giving compliments
  - Proximity praise
- Continued development of a behavior plan for a challenging student





# Workshop 3 - Incentives

- Motivating students through Incentives
  - Individual, team and group incentives (depending on developmental appropriateness)
  - Celebrations, special recognition, tokens/points, behavior charts
  - Happy Grams for parents
- Optional: Dialogic Reading
- Continued development of a behavior plan for a challenging student







# Workshop 4

## Decreasing Inappropriate Behaviors I

- Introduction to discipline hierarchy
- Identification of discipline goals
- Redirection – nonverbal, positive verbal
- Ignoring
  - Teaching students to ignore
  - Teacher stress management
- Reminders and Warnings
- Continued development of a behavior plan for a challenging student





# Workshop 5

## Decreasing Inappropriate Behaviors II

- Natural and Logical Consequences
- Time Out to Calm Down
  - Goals and developmental considerations
  - Strategies for dealing with resistance
  - Teaching to children (puppets and calm-down thermometer)
- Continued development of a behavior plan for a challenging student





# Workshop 6

## Emotion Regulation, Friendship Skills, and Problem-Solving

- Teaching emotional literacy
- Review of social-emotional coaching
- Coaching self-regulation
  - Turtle technique
- Problem-solving
  - Teaching through puppets, stories, and role-plays
  - Dealing with problems and conflicts in the moment
- Continued development of a behavior plan for a challenging student and transition planning





# Randomized Controlled Trials (RCTs) of TCM

## 3 RCTs in combination with other IY programs by developer

- *Webster-Stratton (2001) – 61 Head Start teachers, 272 children (+ IY Parent)*
- *Webster-Stratton (2004) – 72 teachers, 152 children 4-7 years with conduct problems (+ IY Parent, IY Child, or both)*
- *Webster-Stratton (2008) – 153 teachers, 1768 Head Start+K+1<sup>st</sup> graders (+IY Dina social-emotional classroom intervention)*





# Randomized Controlled Trials (RCTs) of TCM

## 4 RCTs by independent investigators

- **Raver (2008)** – Chicago School Readiness Project, 90 Head Start teachers and 543 children (+ 4-5 hrs/week of in-class consultation); adapted version of the intervention
- **McGilloway (2011)** – 22 teachers in Ireland, 217 children aged 4-7 years (standard TCM workshop)
- **Baker-Henningham (2009)** – 24 teachers in Jamaica (+1Y Dina social-emotional training -total of 9 days + abbreviated Dina curriculum)
- **Hutchings (2014)** – 12 teachers in Wales with children aged 3-8 years, implemented as an independent intervention





# Other TCM Studies

- **Hutchings (2007)** - comparison of 21 teachers in North West Wales, half of whom were trained in TCM (but not randomized)
- **Shernoff & Kratochwill (2007)** – Case studies of TCM as self-study program with and without 5 weeks of consultation with 8 preschool teachers
- **Carlson (2011)** – pre-post design in low income preschools in Michigan with 24 teachers
- **Williford & Shelton (2008)** – 40 teachers of 103 Head Start students with disruptive behavior in NC, 1 day training + 4 months weekly consultation using quasi-experimental design





# TCM as a Stand-Alone Intervention

- **Murray**, 97 K-2 teachers in NC– 5 days/workshop + limited class consultation
  - Positive effects on Classroom Climate and emotion regulation for some students
- **Morris** (CARES study), 104 Head Start Centers across 10 states, compared TCM vs. PATHS vs. Tools of the Mind with weekly coaching
  - Positive effects on observed teacher management strategies and social-emotional supports and on children’s emotion knowledge, social problem solving, and social behaviors and fewer problem behavior for the highest risk children







# Summary of TCM Efficacy Data

- **Teachers - moderate to large effects seen in objective observational data as well as teacher self-report**
  - Less harsh and critical; more warm/affectionate
  - More teaching of social-emotional skills
  - Increased praise and consistency
  - More effective discipline (less consistent finding)
- **Students** (greater results seen for those at higher risk levels)
  - Increased emotion regulation/decreased emotional symptoms
  - Increased social skills and social problem-solving
  - More appropriate classroom behavior, decreased problem behaviors
  - Increased academic readiness (by teacher report)
- **Decreased teacher stress**





# Research on IY Program Combinations

- Parent Training alone impacts the most domains
- Child treatment enhances long term effects and is needed for improvement in peer relations
- Addition of TCM may be particularly helpful for students with hyperactivity and adds benefits for:
  - Academic and social competence
  - Reducing aggression
- Best results are obtained when all 3 intervention components are implemented





# Limitations of Research

- Evaluations have primarily been with preschool-aged samples in high-risk settings
- Studies have evaluated different dosages of the intervention (difficult to compare outcomes)
  - 4-6 days of training
  - with and without consultation
  - with and without other IY interventions
  - THUS, consultation effects and dosage needed are unclear
- Academic benefits have not yet been established





# Summary of Potential Benefits for Teachers

- **Invests in teachers' long-term professional development**
  - “Helps teachers adjust to changing demographics at school and increased needs of students and families”
  - “Great training opportunity” for new teachers
  - “Re-energizes” veteran teachers, particularly with increased focus on addressing children’s social-emotional needs
- **Decreases teacher stress**
  - May reduce teacher turnover





# Summary of Potential Benefit for Schools

- Provides evidence-based training to teachers in managing behavior of challenging students
  - May reduce office referrals/children needing to be removed from centers
  - May prevent need for additional school services/special education
  - May increase overall instructional time and academic gains for all students
- Consistent with CSEFEL and PBIS framework
- Builds peer support (strengthens PLCs)





# Recommendations for Use

- Ideal for children exhibiting conduct problems or hyperactivity or who lack expected social-emotional skills
  - Also beneficial for children with anxiety/depression
- Ideal for settings with many high-risk children
  - Head Start, schools with high free/reduced lunch rates
- Ideal for teachers with high stress due to student needs
- Ideal for teachers with weak management skills or limited knowledge of children's social-emotional development





# Recommendations for Use continued

- Obtain agency, supervisor, and teacher buy-in
  - Readiness surveys, orient to commitment up front
- Provide trainings in half-day or even 2.25 hour sessions to reduce need for subs/problems with coverage
- Train teachers from the same center/grade level together
  - along with others to increase range of experience in group
- Offer parent groups to those whose children are in trained teachers' classrooms
  - School Readiness or Attentive Parenting Program







# Other Options for Use

- If funding prohibits offering full 42 hour TCM Program:
  - 1 day of training orientation followed by classroom consultation for targeted students may be beneficial (Williford & Shelton, 2008)
  - Teacher self-study with phone consultation may have some benefit (Shernoff & Kratochwill, 2007)
  - Group leader training for classroom consultants may allow them to integrate principles into current work





# TCM in NC

- Research
  - 100+ K-2 teachers trained in Orange, Franklin, & Alamance public schools through Duke IES study
  - New pre-k Duke IES study combining TCM with classroom Dina
- Community Practice
  - Communities in Schools of Durham-DPS pre-K program
  - Family Solutions in Greensboro
  - Beaufort/Hyde Partnership for Children
- Local Training and Consultation Available
  - Over 60 early childhood professionals trained since 2012





# Questions?

Feel free to contact me at  
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For more information on TCM, visit  
[www.incredibleyears.com](http://www.incredibleyears.com)

