



Incredible Years Parent/ Infant program training results

Summary

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Summary of Incredible Years Parent/Infant training results

Background

In early November 2009, the Wilder Foundation's Early Childhood Services hosted a two-day training for early childhood professionals on the new Incredible Years Parent/Infant curriculum. The training was conducted by Dr. Carolyn Webster-Stratton, the developer of the Incredible Years series of curricula, and focused on increasing participants' knowledge of the content of the curriculum and basic group facilitation skills. Topics addressed during the training include infant temperament, intellectual learners, sensory integration, the parent and infant relationship, and parent self-care. The Parent/Infant program emphasizes parenting skills designed to promote optimal infant development and nurture parent-infant relationships, and targets parents of infants in the prenatal stage to six months of age. The training was funded by a grant through the Department of Human Services, Children's Mental Health Division.

Results

Training participants were asked to provide feedback on each day of the training, as well as their overall perceptions of the training at its conclusion. A total of 25 professionals participated in the two day training.¹ The following summarizes the results from the November 2009 Incredible Years training on the Incredible Years Parent/Infant curriculum.

Description of respondents

All responding participants were female and primarily White/Caucasian (96%). Training participants worked in a variety of settings, although about half reported working in Early Childhood Family Education (ECFE) or other parent education settings. About two-thirds of respondents said they typically worked with high-risk families, although many also worked with lower-risk families (46%), diagnosed children receiving treatment (36%), and families referred by Child Protective Services or court-mandated (27%). Nearly half (46%) described their primary professional role as a parent educator. About half (52%) work in the St. Paul/east metro area; the remaining participants work in the Minneapolis/west metro area (19%) or outstate Minnesota (29%) (Figure 1).

¹ The evaluation forms for two respondents were removed from the analysis due to inconsistent responses across surveys.

Four participants reported previous training experience with the Incredible Years curriculum, and all four previously implemented some form of the curriculum (Figure 2).

1. Demographic characteristics of respondents (N=21-22)

Item	N	%
Gender		
Female	22	100%
Male	0	0%
Race/ethnicity		
White/Caucasian	21	96%
Black/African American	1	5%
Work setting		
ECFE/parent education	10	46%
ECSE	4	18%
Community-based organization	4	18%
School	2	9%
Other ^a	2	9%
Population with whom respondent works^b		
High-risk families	14	64%
Low-risk families	10	46%
Diagnosed children (treatment)	8	36%
Court-mandated or CPS-referred families	6	27%
Primary professional role		
Parent educator	10	46%
Early childhood professional	4	18%
Clinician/mental health worker	3	14%
Social worker	3	14%
Case manager	1	5%
Administrator	1	5%
Geographic area in which respondent works		
St. Paul/east metro	11	52%
Minneapolis/west metro	4	19%
Outstate Minnesota	6	29%

^a "Other" work settings identified by respondents include:

^b Multiple responses possible.

2. Training experience of respondents (N=22)

Item	N
Trained in a component of the Incredible Years (IY) curriculum	4
Trained in IY teacher program	0
Trained in IY parent program (preschool)	2
Trained in IY child treatment group	-
Implemented a component of the Incredible Years (IY) curriculum	
Implemented IY teacher program	1
Implemented IY parent program (preschool)	2
Implemented IY child treatment group	1

Satisfaction with the training

Participants were generally very satisfied with all aspects of the training. Almost all respondents (95%) “agreed” or “strongly agreed” that the training was of high quality. All participants were highly satisfied with the trainer and the materials (Figure 3).

Training participants were also asked to provide their feedback on the components addressed each day of the training. On day 1, all participants found the content as well as the group discussion and interaction to be “helpful” or “very helpful.” Most also found the role plays to be helpful (88%) and rated the trainer as “above average” (Figure 4). When asked to identify the most helpful part of day 1, participants most often mentioned the vignettes, as well as the role plays and video scenarios. Participants also reported the open discussion format as something they particularly liked about the day. Some participants identified aspects of the training they did not like, including the temperature of the room (too warm), the extent to which the training focused on ground rules, and some discomfort with the role playing. A few participants offered some varied suggestions for improving day 1 of the training. See the appendix for a full listing of the comments from day 1.

3. Quality of the training overall (N=21-22)

	Strongly agree	Agree	Disagree	Strongly disagree
Overall, the training was of high quality.	77%	18%	5%	0%
The trainer had strong knowledge of the material presented.	91%	9%	0%	0%
The trainer was well-prepared.	82%	18%	0%	0%
The trainer related information in a clear and understandable manner.	73%	27%	0%	0%
The trainer was able to involve the group in the training session.	73%	27%	0%	0%
The trainer responded well to questions.	76%	24%	0%	0%
The handouts or written material contained helpful information.	71%	29%	0%	0%
The material presented will make me more effective in my work.	50%	50%	0%	0%
The training was held at a reasonably convenient time.	46%	55%	0%	0%
The training was held at a reasonably convenient location.	41%	55%	5%	0%

4. Satisfaction with Day 1 of training (N=24-25)

	Very helpful	Helpful	Neutral	Not helpful
Elements of the training				
The content of this session was...	52%	48%	0%	0%
The group discussion and interaction was...	46%	50%	4%	0%
The use of role plays was....	40%	48%	12%	0%
Trainer				
The leader's teaching and leadership skill was...	87%	13%	0%	0%

On day 2, almost all participants (91%) rated the trainer's knowledge and teaching and leadership skills as "above average." Slightly more than half of the respondents (59%) felt the group discussion was also "above average"; the remainder (41%) described the discussion as "average" (Figure 5). Participants were also asked to rank, from 1 to 6, the

effectiveness of six different workshop methods. The highest rank component was the written handouts, followed closely by the role plays and the use of videotapes of actual parent groups (Figure 6).

The most helpful part of day 2 for participants was working in small groups to practice the role plays and the vignettes. In particular, respondents noted the group process and diversity of backgrounds and ideas as useful. A few participants did not appreciate the logistics and format of the training (e.g., long sessions/day, little movement, no lunch). Some offered suggestions for improving the training, such as extending it by a day. See the appendix for a full listing of the comments from day 2.

5. Satisfaction with Day 2 of training (N=22)

	Above average	Average	Below average	Very poor
I feel the leader's teaching and leadership skill was...	91%	9%	0%	0%
I feel the leader's knowledge was....	91%	9%	0%	0%
I feel the group discussion was....	59%	41%	0%	0%

6. Day 2 workshop rankings (N=22)

	Mean
Written handouts	4.39
Role plays	4.30
Use of videotapes of actual parent groups	4.18
Group discussion and interaction	2.96
Therapist discussion, teaching, and explanations	2.96
Use of videotape examples of parents and children	1.95

Note. The above components were ranked from 1 to 6. The means reflect the average ranking on the 1-6 scale.

Perceived impact of the training

All of the training participants reported an increase in knowledge and skills related to the Parent/Infant curriculum following the training. In particular, at least half (50% to 59%) “strongly agreed” that the training increased their understanding about how to help parents “get to know” their baby, how to help parents see their baby as an intelligent learner, and how to lead brainstorm, buzzes, and discussions using the collaborative approach (Figure 7). Following the two-day training, one-third of the participants

expressed an interest in learning more about becoming certified as a group leader for the Parent/Infant curriculum (Figure 8). Interested respondents provided their contact information, and Wilder program staff are following up with them.

7. Impact of training on knowledge and skills (N=22)

The information presented increased my knowledge/understanding of...	Strongly agree	Agree	Disagree	Strongly disagree
The collaborative process for working with parents.	41%	59%	0%	0%
How to mediate vignettes.	36%	64%	0%	0%
How to set up role play practices.	23%	77%	0%	0%
How to lead brainstorm, buzzes, and discussions using the collaborative approach.	50%	50%	0%	0%
How to help parents “get to know” their baby (e.g., reading cues, feeding/burping, milestones, etc.).	59%	41%	0%	0%
How to help parents see their baby as an intelligent learner (e.g., mirroring, “parent-ese,” communication for brain development, singing songs, etc.).	59%	41%	0%	0%
How to help parents provide appropriate physical, tactile, and visual stimulation to their baby.	23%	77%	0%	0%
How to help parents learn to “read babies’ minds” (e.g., appropriate responses, routines and rituals, temperament, etc.).	36%	64%	0%	0%
How to help parents gain support (e.g., self-care, getting support from others, baby-proofing, etc.).	27%	73%	0%	0%
How to help parents understand their baby’s emerging sense of self (e.g., modeling, introducing solid foods, weaning, exploration, communication, etc.).	23%	77%	0%	0%

8. Interest in certification (N=21)

Item	N	%
Participants interested in learning more about becoming certified as a group leader for this curriculum	7	33%

Appendix

Open-ended comments

A1. Most helpful part of Day 1 of the training**What part of the workshop was most helpful to you?**

Vignettes

How to facilitate questions from vignettes.

I liked watching the Vignettes and thinking about questions to ask parents.

Vignettes and how to mediate them, asking questions.

Vignettes and samples of handouts, discussion to role play.

Vignettes and then processing it.

Vignettes.

Role playing

Role plays, processing vignettes, coming up with questions.

Role plays.

The role playing.

Watching the role modeling. Having videos to show parents.

Videos

Video (unknown) and (unknown) discuss particular pieces and then reflecting as practitioners to deliberate process as a professional.

Video discussions.

Videos.

Watching the video scenarios and use of probing questions as examples.

Getting ideas

Facilitating ideas.

Getting ideas.

Input, ideas from participants welcomed and accepted.

Miscellaneous

Beautiful building and training area.

How this can be adapted because I don't do parent groups, but work with families individually.

I really appreciated the "overview" and "group rules" parts. This is new learning material for me.

Processing (unknown).

Seeing the breakdown of the curriculum and beginning to understand the reasons for it.

The examples, interaction, and babies.

The process of developing group guidelines. The idea of co-facilitators. The idea of principles.

Understanding the needs of CPS parents.

A2. Most liked aspect of Day 1 of the training**What did you like the most about the workshop?**

Group discussion format

Discussion on asking questions.

Discussions.

Experience of group.

Group discussions.

I liked the discussion and hearing people's ideas and experiences. I liked the vignettes.

Sharing from peers.

The "open" discussion style vs. lecturing.

Group processing the video clips.

Everything

All of it!

Everything was useful.

Everything.

It was all very helpful.

Miscellaneous

Demonstrating a parenting group from start to finish (not just saying ? at this time).

Focus on infants and new parents needs.

Like the parking lot idea to keep track of additional topics. Great info, great vignettes, great parking ramp.

Note taking with principles and ground rules.

Role plays.

Sharing feelings, great food.

The variety of learning opportunities.

The vignettes: it's not a resource I've used before and I see now that they would be very helpful to parent groups.

Watching how Carolyn does parent groups through us.

A3. Least liked aspect of Day 1 of the training**What did you like the least about the workshop?**

Focus on ground rules

Making the ground rules – doesn't pertain to the job that I do.

The ground rules discussion was a little long.

Too much time on ground rules.

Temperature of the room

Hot room!

To hot in the room.

Way too hot!

Role playing

I am not such a fan of role-playing, so keeping in mind that we were maintaining a role was a little uncomfortable for me, but the people in the group who were good at role playing helped move this along.

Role playing is awkward for some.

Miscellaneous

Answering questions about program, implementation before I understand what the program entailed.

Getting up way too early.

Having to hold papers, notebooks on my lap all day.

I had to strain to hear.

Kind of slow.

Long day with a lot of info.

No lunch provided.

No very comfortable, put on the spot.

Sitting for so long, I should have moved.

Squished together. Other side of auditorium seemed to be set up better.

Nothing (2).

A4. Suggested improvements for Day 1 of the training

How could the workshop be improved?

Cooler.

Different ways to adapt, even though I understand that hasn't been reached yet.

Excellent day.

I have a feeling we will need more time to get through the rest of the lessons. I am anxious to soak all of this in.

I want to see more of vignettes before stopping, then go back and discuss with parents.

I work with lots of families with babies that do not have typical responses to stimulation, and may not look at faces so readily, and I am wondering if some information could be added to help those parents adjust to a baby that is not giving such clear cues.

I'm stressing over getting through it all in 8 sessions.

Integrating working with a wider range of ages and how to sue with families who aren't present every week.

Maybe expand on some discussion parts to model how in depth?

More padding on chairs.

Unsure, maybe more suggestions tomorrow.

None (2).

A5. Other comments about Day 1 of the training

Miscellaneous comments/notes about Day 1

I just look forward to seeing the "toddler" Incredible Years.

It would have been helpful to have spent some time at the beginning of the session talking about what the materials are and a little overview of the Incredible Years for Infants. I was not familiar with what the program was and pieced it together as we chatted about setting up the group. Would like to see video of an actual parent group talking about the issues in addition to the role playing.

Role play is not my favorite but is really needed for me to "cement" all this info.

Thank you for really drilling home examples of the questions we can ask during the vignettes – this really in reprogramming the focus on the parent group I'm ?

Thank you!

This is very valuable for me.

A6. Most helpful part of Day 2 of the training**What part of the workshop was most helpful to you?**

Practice with the small groups

Practice.

Practicing facilitating the group discussion, coming up with question examples.

Small group practice.

Small group vignettes.

Small group work/practice facilitating group.

Small groups and seeing videos.

Small groups. Taking turns to be leader/co-leader.

Role playing

Role playing – group leader.

Role playing and videos.

Role playing in small groups.

Role playing.

The examples, role playing (usually don't like role play).

Ideas for and practice facilitating

Carolyn was a great facilitator and demonstrated with us the way she would want us to lead a group.

Content/facilitating ideas.

Getting an opportunity to lead.

Vignettes

I thought seeing the vignettes was helpful, and having a chance to think about how to talk with parents about the Vignettes was helpful. I loved hearing [the] examples and suggestions about how to shape and encourage parents to arrive at the concepts.

Input from presenter on how to use the DVD vignettes.

Knowing to pause DVD before vignettes end to discuss what's happening.

Working the vignettes.

Miscellaneous

Handouts and presenter.

Processing all the info.

Seeing the materials in context with Carolyn's philosophical underpinnings.

The videos and listening to others ideas of how to respond to tough situations.

A7. Most liked aspect of Day 2 of the training**What did you like the most about the workshop?**

Working with small groups/sharing ideas

Good breaks, food, discussions, and helpful to meet people with same interests in ECH/ECSE but who have different roles in those areas.

How Carolyn encouraged us to collaborate in the learning, it really did seem like a valuable team effort.

Small and large sessions.

Small group activities.

Small groups and seeing videos.

The diversity of the group.

The group process ideas were superb. The refrigerator notes user friendly.

The video scenes and practicing in small groups.

Practice

Being able to practice.

Practice.

Miscellaneous

Carolyn is way of helping us learn the process.

Discussion and videos.

Good philosophical underpinnings, interactive process.

Great snacks, beverages.

I thought seeing the vignettes were helpful and having a chance to think about how to talk with parents about the Vignettes was helpful. I loved hearing [the] examples and suggestions about how to shape and encourage parents to arrive at the concepts.

Learning about teaching the group sessions.

Meeting others in ECFE.

Movies.

Part of a continuing series that we are already using, just younger group of children, now babies.

Process of training, wonderful information to take to the families I work with.

The different experience people brought.

The presenter.

Vignettes and comments on how to facilitate.

A8. Least liked aspect of Day 2 of the training**What did you like the least about the workshop?**

Being put on the spot.

Continuing concern about time required to get through materials with an actual group.

Curriculum cost.

I still did not like trying to role play "parent." I did think it was good practice to try to role play group leader.

It may be challenging to carry this out because we don't usually get babies in ECFE so young. I also don't know if we could have a leader and co-leader.

Location – any chance we can do satellite programs around the state or video conferencing?

May have wanted to move about eh room more, mix with more participants.

No lunch provided, networking opportunities missed.

Not real applicable for my district (very affluent, literally no teen parents or poverty).

Nothing was not liked.

Sitting.

Some of the role playing went on too long. We all work with families and probably don't need so many examples.

The fact that it didn't include the toddler portion.

The large amount of info drawn out into two days.

The long first day. Also that sometimes it seemed like the questions weren't answered, but talked in circles instead.

The seating.

Nothing (2).

A9. Suggested improvements for Day 2 of the training**How could the workshop be improved?**

Additional days

I do feel like an extra day or a follow-up day (or even a homework assignment or weekly call) would be helpful.

One more day and a half and add toddler.

Miscellaneous

Doing it with service providers in same geographical area so they can network or partner to do the groups.

Helpful to have an example of manual page.

I can't think of a thing.

It was good!

It would have helped me to spend time walking through the manual first and then learning how to set up the groups second.

More concrete info and outline without so much other stuff.

More small group work.

More time to practice with vignettes.

Not sure.

Nothing, it was great.

Providing lunch here for better us of time.

Scholarships possibly.
