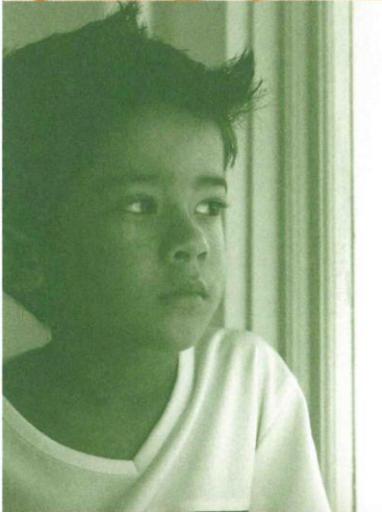


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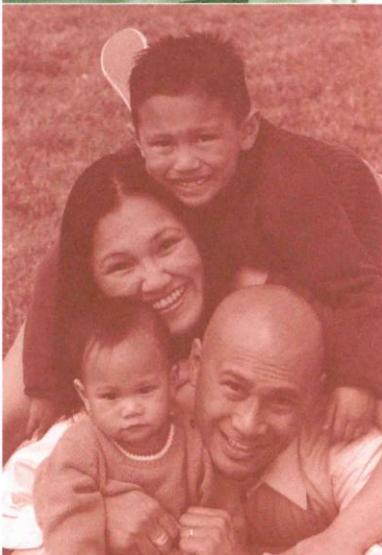


Incredible Years Parents and Babies training

Summary of June 2011 training results



AUGUST 2011



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Background

On June 27 and 28, 2011, the Wilder Foundation's Early Childhood Services hosted its third two-day training for early childhood professionals on the Incredible Years Parents and Babies curriculum. The training 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 Parents and Babies 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 (collected via paper and pencil surveys at the end of each day). A total of 21 professionals participated in the two-day training and responded to the survey.¹ The following summarizes the results from the June 2011 Incredible Years training on the Incredible Years Parents and Babies curriculum.

Description of respondents

Of the 21 respondents, almost all were female (95%) and most were White (81%). Training participants worked in a variety of settings (43% in ECFE/parent education, 19% in ECSE, 19% in a community-based organization, 5% in a school, and 5% in a healthcare setting), and held various professional roles including early childhood professional (38%), parent educator (33%), and clinician/mental health worker (29%). Participants also reported serving a range of families, including low-risk families (62%), high-risk families (52%), diagnosed children (48%), and court-mandated or child protection-referred families (29%). Forty-four percent of participants work in the St. Paul/east metro area, while nearly one-quarter (22%) work in the Minneapolis/west metro area. One-third (33%) work in Greater Minnesota (Figure 1).

A couple of participants had previous training and/or implementation experience related to Incredible Years programming. One reported having previously participated in Classroom Dina training (specifically, the teacher/classroom component). Two individuals said they had implemented the teacher/classroom component, and one had implemented parent training (Figure 2).

¹ Data from a separate survey typically administered at the end of each of the two training days were not available for this training and are therefore excluded from this summary.

1. Demographic characteristics of respondents (N=18-21)

Item	N	%
Gender		
Female	20	95%
Male	1	5%
Race/ethnicity^a		
White/Caucasian	17	81%
American Indian/Alaskan Native	1	5%
Asian	1	5%
Black/African American	0	0%
Hispanic/Latino	0	0%
Primary work setting		
ECFE/parent education	9	43%
ECSE	4	19%
Community-based organization	4	19%
School	1	5%
Healthcare/hospital	1	5%
Public Health	1	5%
Mental health	1	5%
Population with whom respondent works^a		
High-risk families	11	52%
Low-risk families (prevention)	13	62%
Diagnosed children (treatment)	10	48%
Court-mandated or CPS-referred families	6	29%
Primary professional role		
Early childhood professional	8	38%
Parent educator	7	33%
Clinician/mental health worker	6	29%
Social worker	2	10%
Administrator	1	5%
Other ^b	4	19%
Geographic area in which respondent works		
St. Paul/east metro	8	44%
Minneapolis/west metro	4	22%
Greater Minnesota	6	33%

^a Multiple responses possible.

^b "Other" responses include: educator, health educator, teacher, and coordinator. Some respondents indicated more than one primary role.

2. Training experience of respondents (N=21)

Item	N
Trained in a component of the Incredible Years (IY) curriculum	
Trained in Classroom Dina training (teacher/classroom component)	1
Trained in Parent training (for parents of 3-5 year olds)	0
Trained in Small group training (therapy sessions for children)	0
Implemented a component of the Incredible Years (IY) curriculum	
Implemented Classroom Dina training (teacher/classroom component)	2
Implemented Parent training (for parents of 3-5 year olds)	1
Implemented Small group training (therapy sessions for children)	0

Satisfaction with the training

Participants were generally very satisfied with all aspects of the training. All respondents (100%) “agreed” or “strongly agreed” that the training was of high quality and felt the trainer was knowledgeable, well prepared, clear and understandable, involved the group, and responded well to questions. All respondents also felt that the handouts were helpful and that the materials presented will make them more effective in their work (Figure 3). While all of the respondents thought the training was held at a convenient time, one respondent did not feel it was help at a convenient location.

3. Perceptions of training overall

Item	Number and percentage of respondents who “strongly agree” or “agree” (N=19-21)	
	N	%
Overall, the training was of high quality.	21	100%
The trainer had strong knowledge of the material presented.	21	100%
The trainer was well prepared.	21	100%
The trainer related information in a clear and understandable manner.	21	100%
The trainer was able to involve the group in the training session.	21	100%
The trainer responded well to questions.	21	100%
The handouts or written material contained helpful information.	21	100%
The material presented will make me more effective in my work.	19	100%
The training was held at a reasonably convenient time.	21	100%
The training was held at a reasonably convenient location.	20	95%

Note. Scale: Strongly agree, agree, disagree, and strongly disagree.

Perceived impact of the training

Most of the training participants reported an increase in knowledge and skills related to the Parents and Babies curriculum following the training. In particular, at least 90 percent “agreed” or “strongly agreed” that the training increased their understanding of: how to mediate vignettes; how to set up role play practices, how to help parents see their baby as an intelligent learner, and the collaborative process for working with parents (Figure 4). At least 8 in 10 respondents thought their knowledge about the following topics increased as well: how to lead brainstorm, buzzes, and discussions using the collaborative approach; how to help parents ‘get to know’ their baby; how to help parents provide appropriate physical, tactile, and visual stimulation to their baby; how to help parents learn to ‘read babies’ minds’; how to help parents gain support; and how to help parents understand their baby’s emerging sense of self.

Following the two-day training, one-third of the participants (35%) expressed an interest in learning more about becoming certified as a group leader for the Parent and Babies curriculum (Figure 5). Interested respondents provided their contact information, which has been provided to Wilder staff separately.

4. Knowledge gained in training

The information presented increased my knowledge/understanding of...	Number and percentage of respondents who "strongly agree" or "agree" (N=20-21)	
	N	%
The collaborative process for working with parents.	19	90%
How to mediate vignettes.	20	95%
How to set up role play practices.	19	95%
How to lead brainstorm, buzzes, and discussions using the collaborative approach.	17	85%
How to help parents "get to know" their baby (e.g., reading cues, feeding/burping, milestones, etc.)	18	86%
How to help parents see their baby as an intelligent learner (e.g., mirroring, "parent-ese," communication for brain development, singing songs, etc.)	19	90%
How to help parents provide appropriate physical, tactile, and visual stimulation to their baby.	17	81%
How to help parents learn to "read babies' minds" (e.g., appropriate responses, routines and rituals, temperament, etc.)	18	86%
How to help parents gain support (e.g., self-care, getting support from others, baby-proofing, etc.)	17	85%
How to help parents understand their baby's emerging sense of self (e.g., modeling, introducing solid foods, weaning, exploration, communication, etc.)	17	85%

Note. Scale: Strongly agree, agree, disagree, and strongly disagree.

Note. Two respondents who "disagreed" with most of the items above said they had previous knowledge of or experience with these topics so the information presented did not increase their existing knowledge base.

5. Interest in certification (N=17)

Item	N	%
Participants interested in learning more about becoming certified as a group leader for this curriculum	6	35%