

Testing the benefits of the IY programme in Ireland: An experimental study (RCT)

Incredible Years Ireland Study



Dr Sinéad McGilloway, Principal Investigator
Department of Psychology, NUI Maynooth

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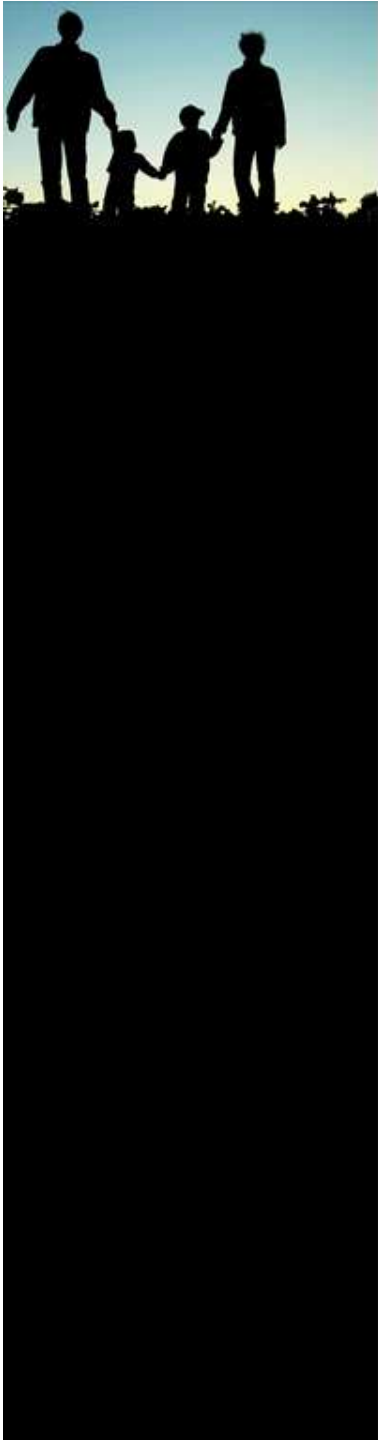

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Overview

- Our role and who we are
- The Incredible Years Ireland Study:outline
- Current study: IY Parenting Programme
 - research questions
 - overall research design
- The experimental sub-study of the IYP programme: method/procedure
- Key findings (short-term)
- Conclusion
- Next steps



What is our role?

- To undertake and complete a 3-4yr national community-based evaluation of the Incredible Years programme in Ireland
- To work collaboratively with Archways and other community-based organisations and schools in executing the research -> promote a sense of ownership amongst all key stakeholders
- To act as the objective, honest 'broker' when conducting the research and when disseminating findings



The Senior Research Team

NUI Maynooth

- Dr Sinéad McGilloway (Psychology)
- Dr Anne Lodge (Education)
- Professor Donal O'Neill (Economics)
- Dr Yvonne Barnes-Holmes (Psychology)

Bangor University, Wales

- Dr Tracey Bywater (Psychology and Incredible Years Wales Centre)

Trinity College Dublin

- Professor Catherine Comiskey (School of Nursing and Midwifery)

Queen's University Belfast

- Dr Michael Donnelly (Public Health & Epidemiology)



The Project Team

- Mairead Furlong
Doctoral Fellow
Fieldworker



- Yvonne Leckey
Project Co-Ordinator/
Senior Fieldworker



- Lynda Hyland
Doctoral Fellow
Fieldworker



- Dr Grainne NiMhaille
Post-doctoral Research
Fellow



- Paul Kelly
Data Manager



- Occasional Staff



Miriam Carroll

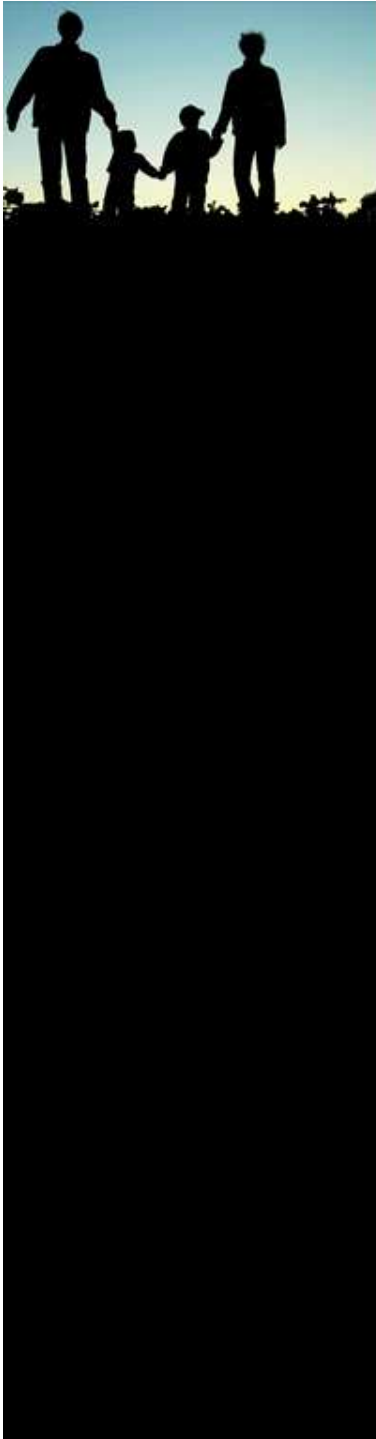


Emma Cassidy



The Incredible Years Ireland Study

- Incredible Years Ireland Study (IYIS) – one of the largest evaluations outside the US
- One of only a very few studies undertaken in a **community setting** and targeting parents, teachers and children
- Will attempt to build upon and develop existing research
transferability and **effectiveness**
- Considerable potential to inform service delivery and to provide best possible evidence to **influence policy and practice** within an Irish context



IYIS components: an outline

- Three elements:
 - BASIC parent training**
 - Teacher Classroom Management Training
 - Parent, teacher and child training

- Multi-site longitudinal study involving three experimental studies/RCTs

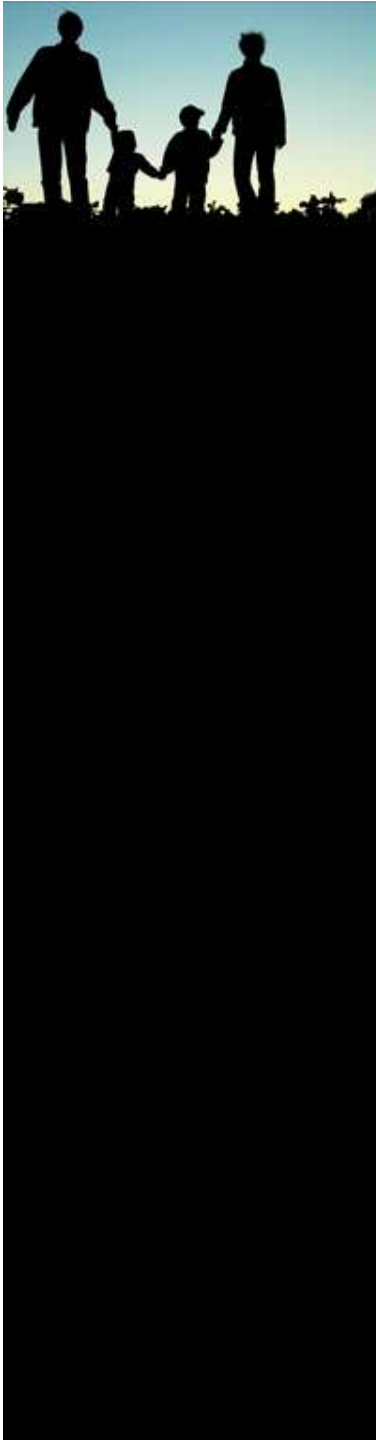
- Two sub-studies within each RCT:
 - process evaluation/implement.fidelity
 - cost analysis/economic evaluation



Current study: IY Parenting Programme

Key research questions

- Does the IY parenting (IYP) programme reduce emotional and behavioural difficulties (EBD) in children (aged 3-7 yrs) in the short term?
- Does the IYP programme improve parenting competencies and well being?
- To what extent do outcomes change over time?
- What are the experiences of parent participants and what facilitates/inhibits programme implementation?
- How cost-effective is the programme?



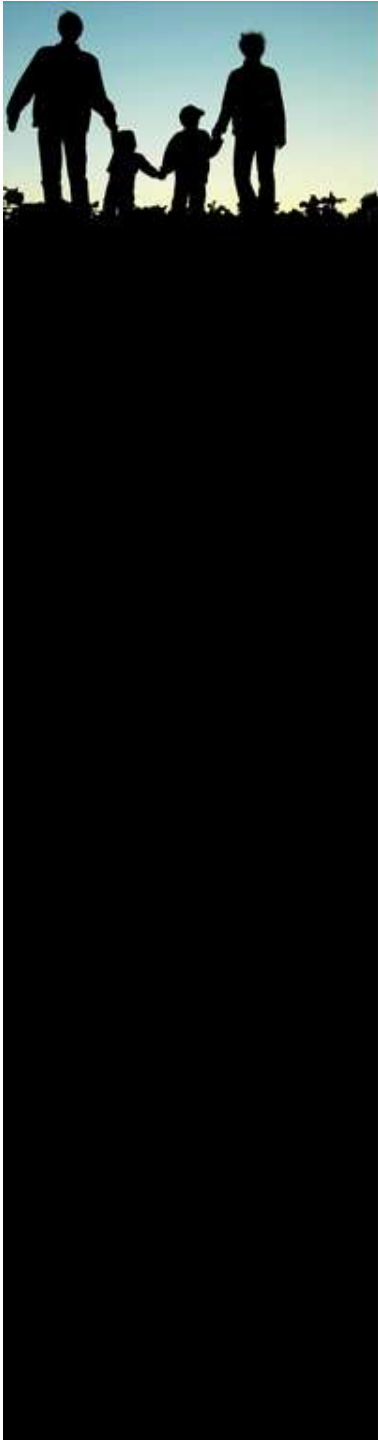
IY Parenting Programme – Overall design

- Three sub-studies:
 - (1) experimental study (child and parent outcomes)
 - (2) process evaluation – interviews with parents (parent experiences)
 - (3) cost analysis (cost effectiveness and long-term rate of return)

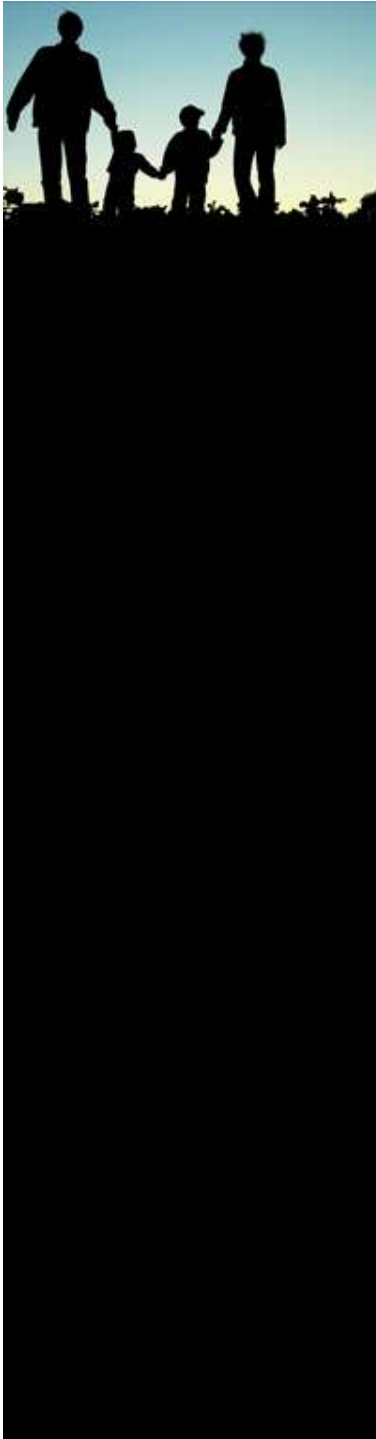


(1) The RCT – how was it conducted?

- 149 parents (from Dublin and Kildare) agreed to take part and were eligible for inclusion in the study
- 65% were 'at risk of poverty'; 40% lone parents
- Mean age of participants – 34yrs
- Mean age of children - 5yrs
- 60% of 'index' children were boys; all children met eligibility criteria for the study (scored > clinical cut-off on Eyberg Child Behaviour Inventory (ECBI))

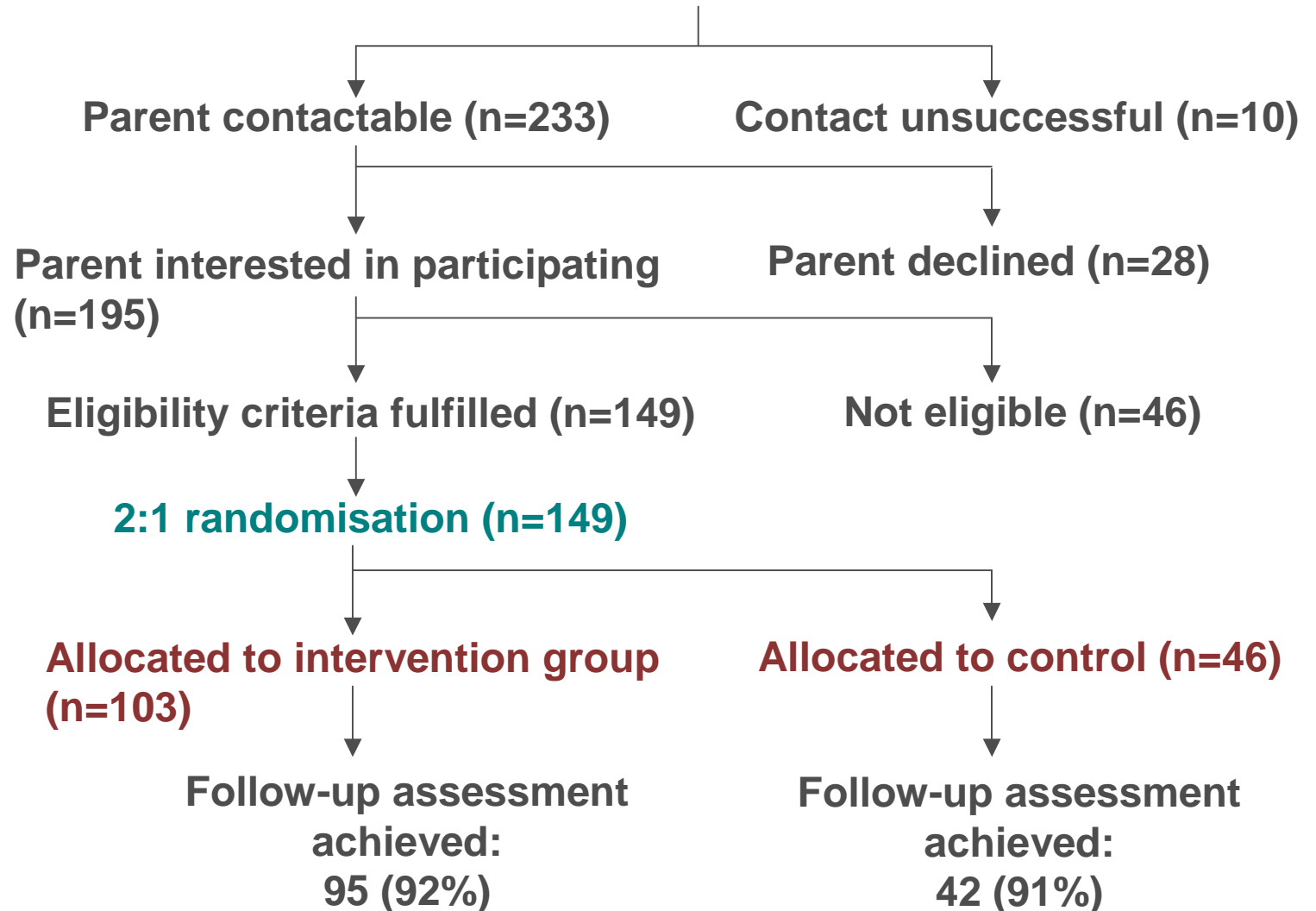


- Parents recruited in two phases
- Assessments conducted at baseline (pre-intervention)
- Randomly allocated on 2:1 ratio:
 - 103 -> intervention group (9 grps)
 - 46 -> waiting list control group
- Assessments conducted again 6 mths later (post-intervention)
- All researchers were blind to participant allocation
- Follow-up rates of 91.5%; 12 people (8I 4C) lost to follow-up



Overview of participant recruitment and RCT design

Parents with children (aged 3-7 yrs) referred for problem behaviour and contacted by research team (n=233)





Intervention group: compliance

- 65% attended 7 or more sessions (mn=8.3)
- 26% attended three or fewer sessions
- 8 participants in interv group lost to follow-up:
 - 3 attended 0 sessions
 - 4 attended 1-4 sessions
 - 1 attended 12 sessions



Key child and parent outcomes

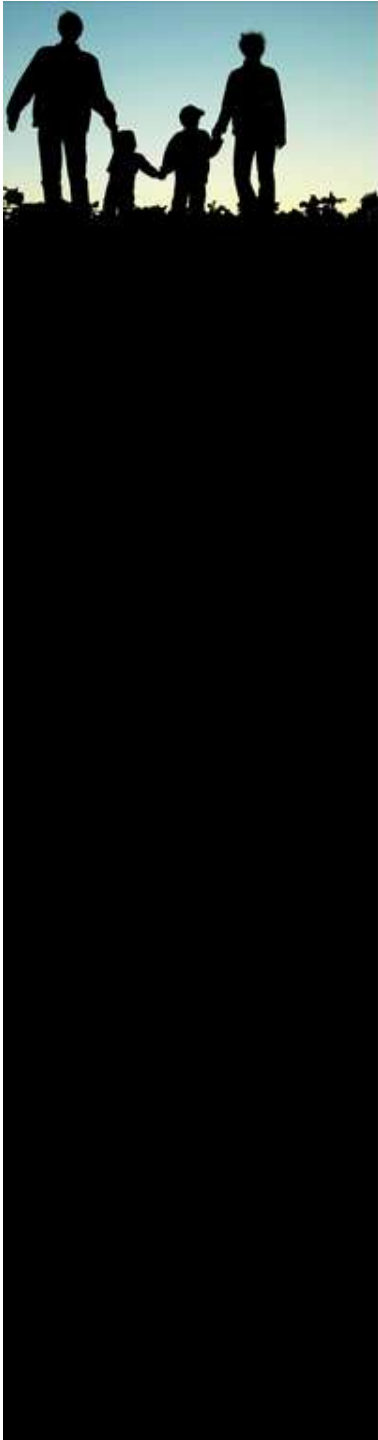
- Child conduct/behavioural problems
- Child social skills/interaction
- Parent competencies
- Parent psychological well being/mental health
- Changes in parent-child interaction (behavioural observation)



- Child-related (parent-report) outcomes:
 - frequency/intensity/type of behavioural problems(ECBI/SDQ)
 - hyperactivity (Conners Scale)
 - pro-social behaviour and communication (SCS)

- Parent-related measures
 - personal and demographic information (PQ)
 - parental stress (PSI)
 - levels of depression (BDI)

- Independent observation (57%;85/149)
 - parent-child interaction in the home (30mins) -> aversive child behaviours plus positive and critical parenting practices (DPICS-R)



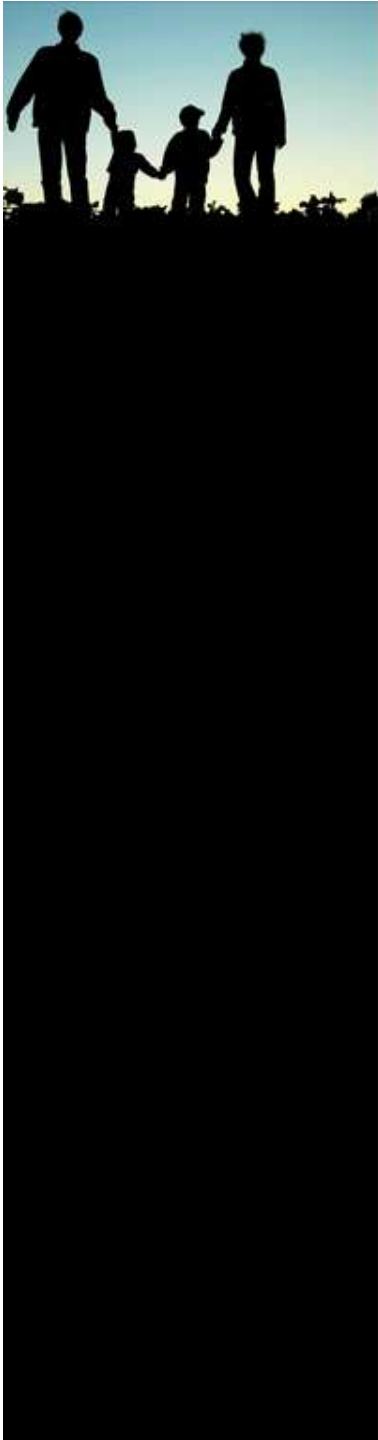
Characteristics of the two groups at baseline

- No significant diffs between intervention and control groups at baseline
- High scores at baseline on both ECBI and SDQ -> conduct problems and hyperactivity were in 'abnormal range'
- Social interaction/communication difficulties and low overall levels of social competence
- Duration of problematic behaviour – at least 12mths (85%)

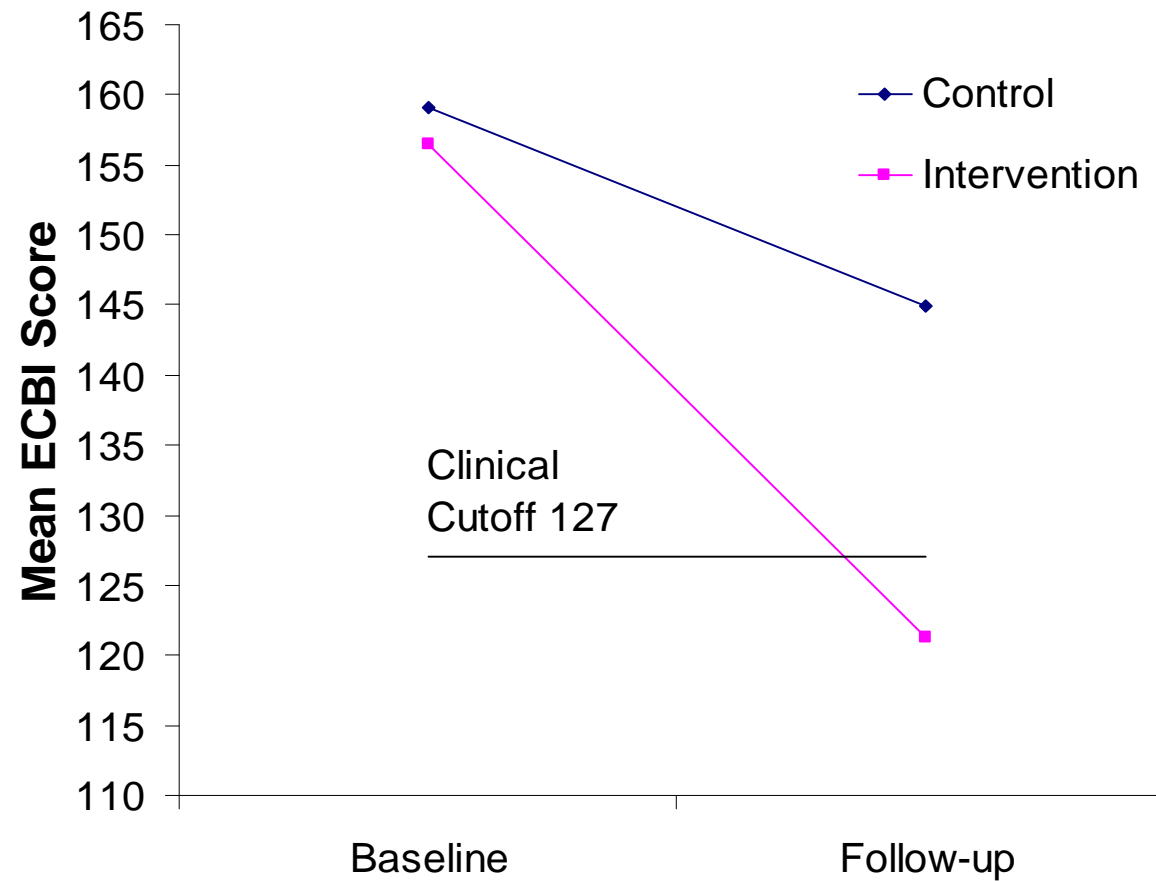


Key findings: child outcomes (pre-post intervention)

- Important differences (in intention-to-treat analysis) between intervention and control groups at follow-up in child behaviour
- Significantly fewer and less severe problem behaviours in intervtn children when compared to controls -> shifted from 'clinical' to 'normal' or near normal levels at follow-up (Size of these effects: large)
- For example, lower levels of non-compliance, temper tantrums, negative physical behaviours
- Significant reductions in hyperactive-type behaviors (overactivity/restlessness) in interv.grp when compared to controls

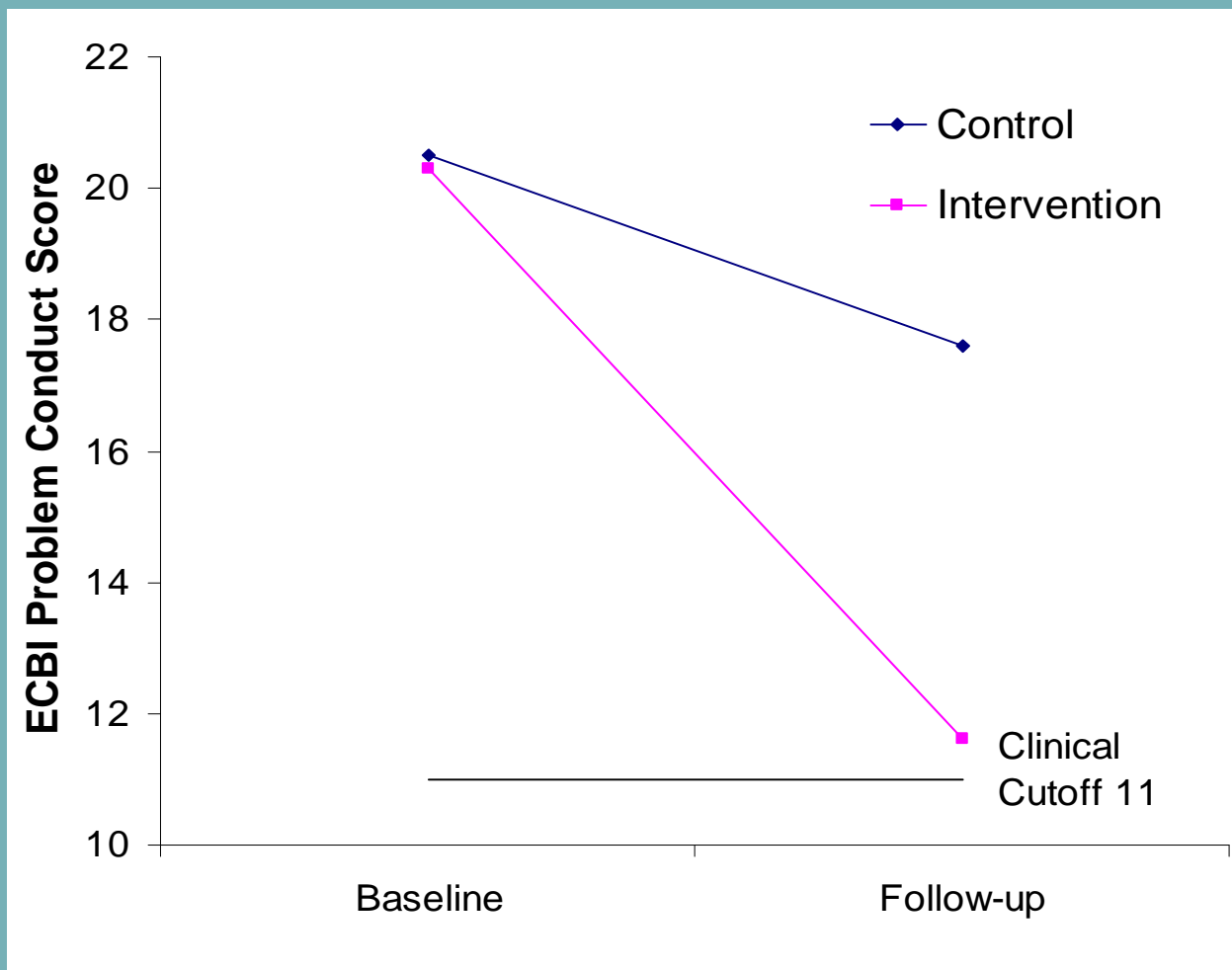


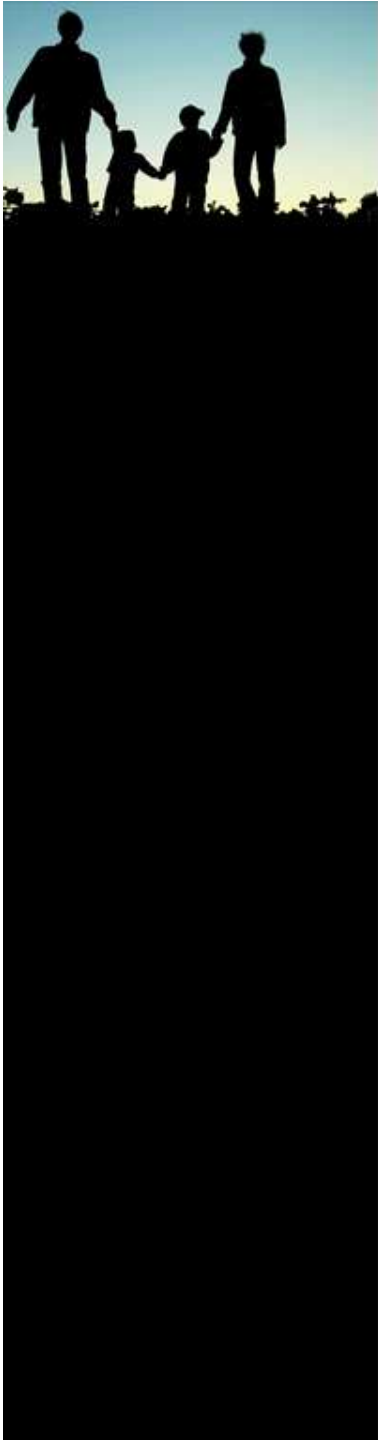
ECBI mean intensity scores for interv. and control groups (baseline and follow up)





ECBI mean problem scores for intervtn and control groups (baseline and follow-up)



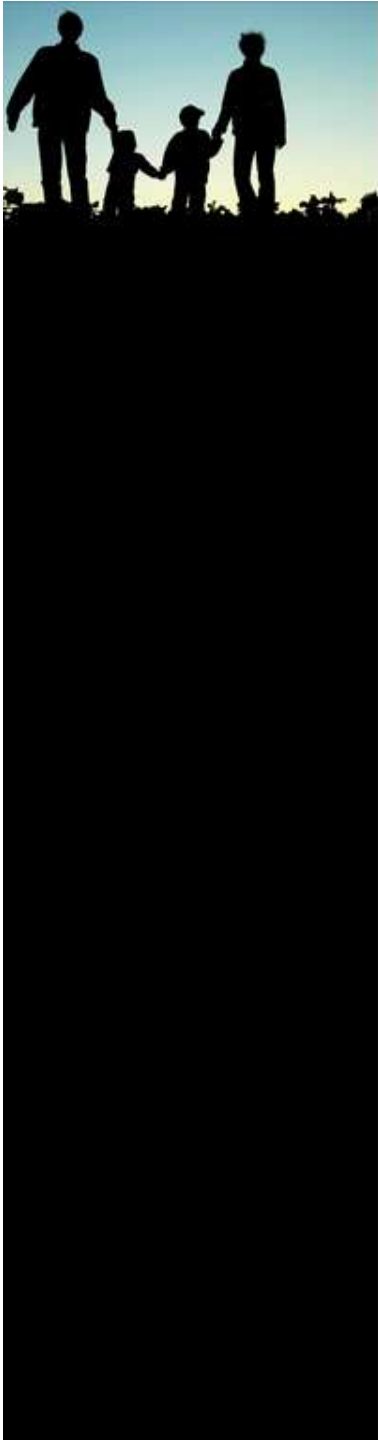


- Significant improvements in pro-social behaviour, social interaction and communication in intervention children
- Some improvement in peer problems and emotional symptoms in intervention group children, but failed to reach statistical significance
- Obs data – significant decline in negative child behaviours in intervention group children
- A significant increase at follow-up, in negative behaviour in the control group children



Parental outcomes

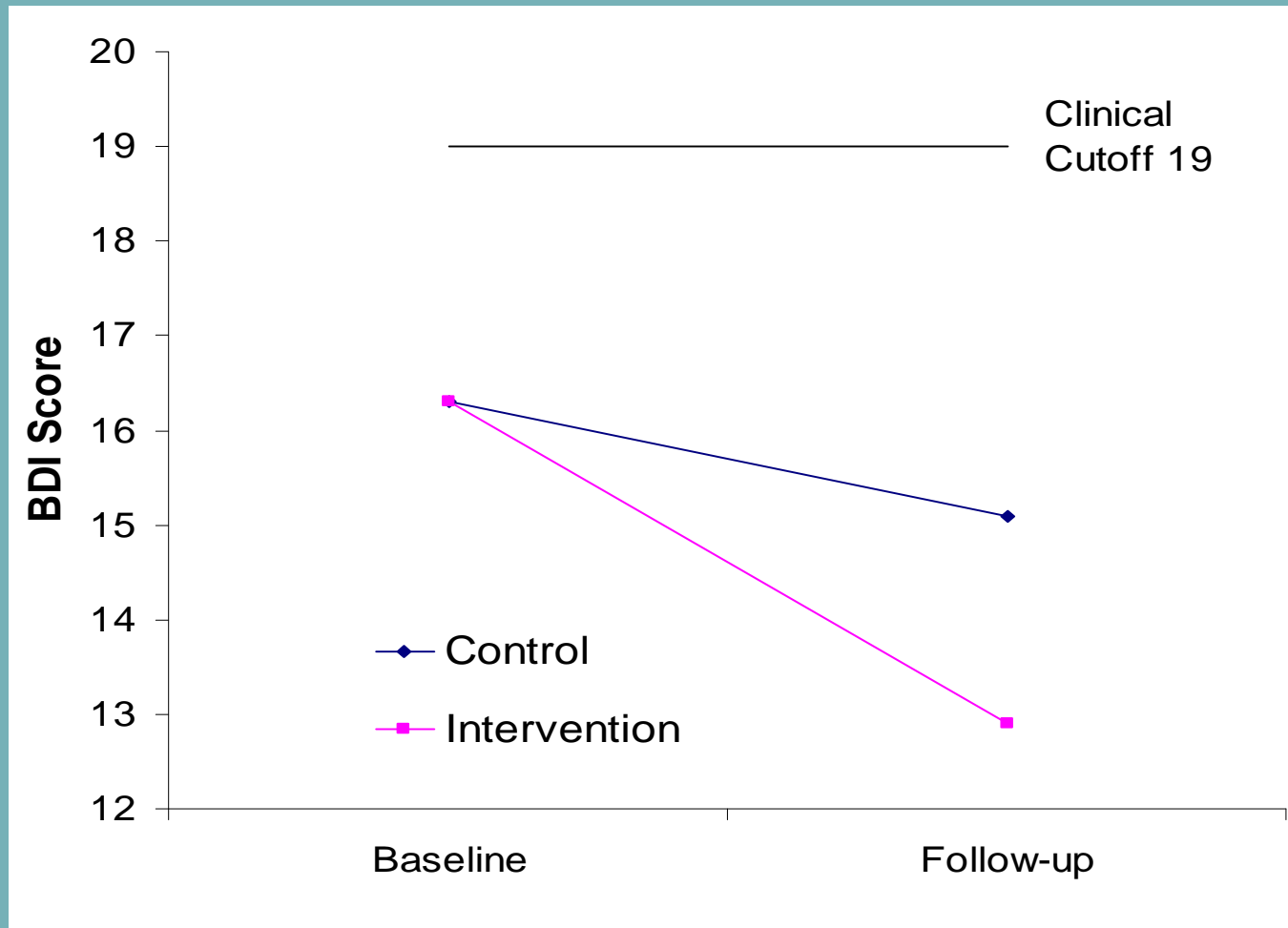
- At baseline, both interv and ctrl group participants experiencing above-norm levels of parental stress/distress
- Experiencing ‘mild to moderate’ depression
- One in five families had a member who had a drug/alcohol addiction
- 42% reported little or no support from family or friends

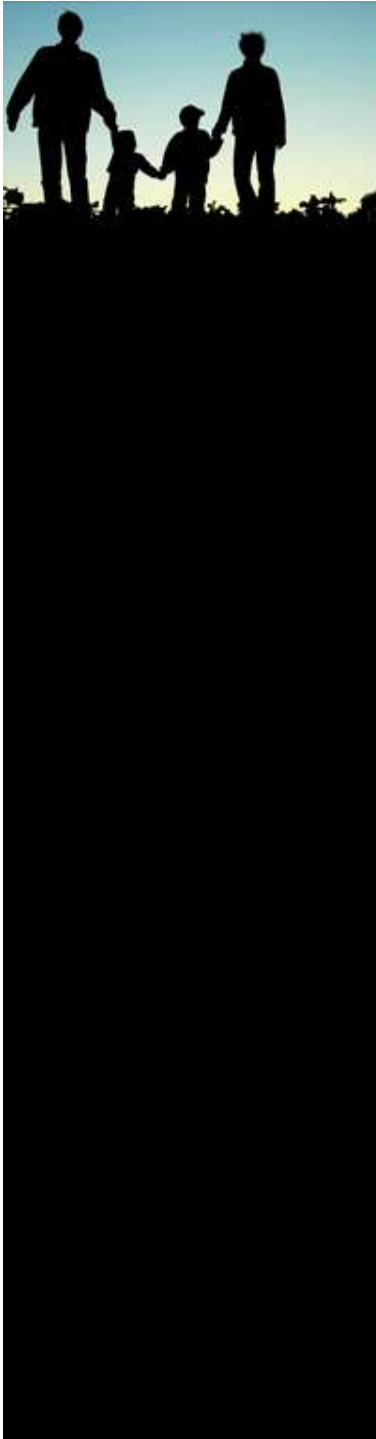


- At follow-up: intervention group significantly less stressed and more competent with respect to their parenting role
- Considerable improvements in depression levels when compared to the control group
- Incidences of critical parenting significantly reduced at follow-up in intervention group; some improvement also in positive parenting



BDI mean scores for intervtn and control groups (baseline and follow-up)





Conclusion

- Results demonstrate the success and overall effectiveness of the IY BASIC parenting programme in an Irish context:
 - reducing child conduct problems
 - improving parenting skills or competencies
 - improving parental well being

- Results supported and amplified (and extended) by:
 - qualitative work (process evaluation)
 - cost analysis/cost-effectiveness



- Conduct difficulties are detectable, preventable and treatable but...
- Resistant to intervention if not treated early; 75% treatment success rate for <10s; 25% for adolescents
- Findings have important implications in the longer term
-> potential reductions in: juvenile delinquency; school drop-out; entries into the Criminal Justice System; and adult mental health problems
- Considerable long-term costs -> health, education, social services and CJS



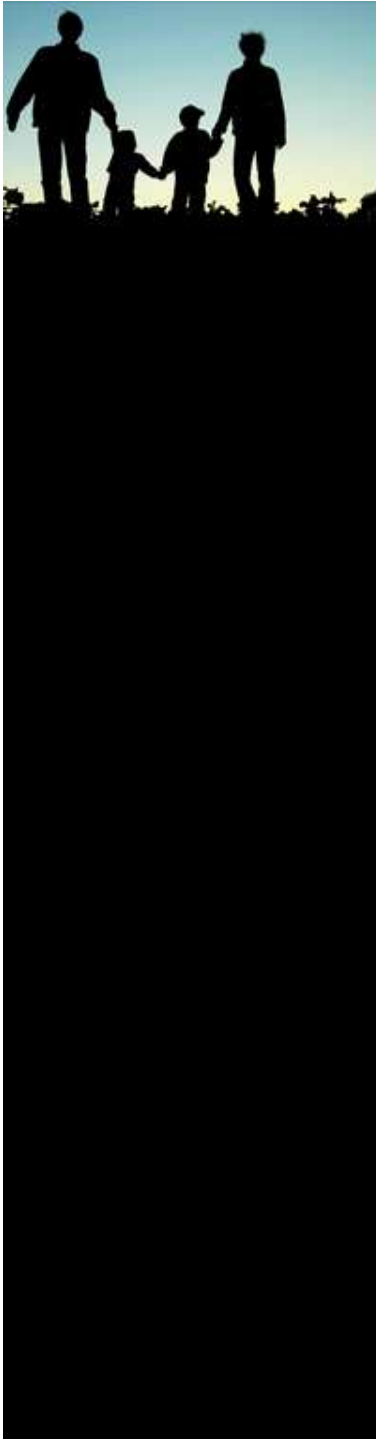
Next steps

- Examine longer term (12-mth) outcomes (including sub-group analysis) in parent trial
- Complete 12-month follow-up of TCM RCT; complete analyses of TCM data
- Complete process evaluations and cost analysis of the above
- Finalise design of, and implement third combination RCT (Dublin)
- Continue to work collaboratively with Archways -> disseminate findings -> maximise impact -> policy and practice



A note of thanks to...

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- All of the Archways staff, IY Group leaders/facilitators and other community-based organisations for their commitment to, and help with, the research
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www.iyirelandstudy.ie

Sinead.McGilloway@nuim.ie

www.nuim.ie/academic/psychology

