

**Incredible Years®**  
**Teacher Classroom Management Programs**  
*developed by Carolyn Webster-Stratton, Ph.D.*

**Title of Program:** *Incredible Years (IY) -  
 Teacher Classroom Management Program*

**Contact Information:**

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**Cost to implement form of program used in successful research:**

**Curriculum Costs:** The costs for the Incredible Years Teacher Classroom Management program package can be found on our web site <http://www.incredibleyears.com/order/>. The teacher package includes group leader manual, DVDs, leader teacher text, stickers, laminated calm down and teacher pyramid posters.

**One-time up front costs of running a teacher workshop includes:** 3-day training for group leaders (plus travel and hotel) and teacher program package.

**On-going costs of running a teacher training workshop** include; venue, group leader salary, teacher books and handouts for teachers and snacks. Ongoing consultation for group leaders is a separate fee as is fee for accreditation which involves video feedback of sessions via skype or in person consultation workshops. On-site training and consultation is also available for large districts. Inquire about costs at [incredibleyears@incredibleyears.com](mailto:incredibleyears@incredibleyears.com)

The Incredible Years administrative staff works with sites to calculate specific budgets that take into consideration the agency's implementation and consultation needs. Contact [incredibleyears@incredibleyears.com](mailto:incredibleyears@incredibleyears.com) for a customized budget estimate.

**Program Description:** Incredible Years Teacher Classroom Management (IY TCM) is a teacher program designed for pre-K-grade 3. Teachers learn classroom management skills through 6 full day teacher group workshops spread out monthly or bimonthly. During these trainings teachers watch video vignettes of effective classroom management strategies used to trigger discussions, problem solving and to practice the skills through role-play scenarios and participants receive feedback from fellow teachers and trainers. The training includes evidence-based teaching strategies such as social, emotional, persistence, and academic coaching, behavior-specific praise and motivating incentives, clear limit setting and proactive discipline starting with the least intrusive methods and concluding with teaching children problem solving. Emphasis is placed on building positive student-teacher-parent relationships and developmentally appropriate teaching methods. The training is based on a collaborative and self-reflective process where teachers identify personal goals and develop behavior plans for target children. Teachers are encouraged to actively participate in group discussions, and are given reading and classroom practice assignments between workshop days. During the periods between/after trainings, certified group leaders or teacher coaches observe teachers in the classroom, provide modeling and support and meet to review behavior plans and goals.

Recently a new IY training program called *Incredible Beginnings* was developed for day care providers and preschool teachers of children ages 1-5 years. This program's IY methods and processes are similar to the TCM program including 6 workshop days. Content and video vignettes in the *Incredible Beginnings* curriculum focus on younger children's development, promoting language development and tailoring the methods used according to each child's developmental abilities. The use of visual prompts, body language, gestures and songs, imitation and repetition is a common theme. For information about this program objectives and topics as well as the program for teachers working with children (2-5 years) with ASD can be found on our web site. <http://www.incredibleyears.com/programs/teacher/incredible-beginnings-program/>

**Program Outcomes:** There have been 3 RCT prevention and treatment trials by the developer but all of these have combined a parent or child program with the teacher program (Webster-Stratton et al, 2001). Several independent investigator RCTs have been evaluating the TCM program without other supplemental IY parent or child programs in the US, Portugal, England and Norway. In the US, Reinke, Herman & Dong (2018) evaluated IY TCM in 9 urban schools in a school district in the Midwestern US. Among 1817 students who were randomly assigned to the TCM treatment and wait-list control groups, 76% were African Americans, 22% were White, and 61% were low income students qualifying for free and reduced price lunch. After 1 year of intervention, IY TCM students scored higher than controls on prosocial behavior (effect size=+0.13), social competence (effect size=+0.13), and emotional regulation (effect size=+0.14).

Another RCT was conducted evaluating the TCM program in United States (Raver, 2018). In addition, Norway (Assheim et. al, 2018; Tveit et al. 2019) and England (Ford et. al., 2014, 2018) have published studies on TCM as a stand alone program. See web site library for these studies and any updated studies <http://www.incredibleyears.com/research-library/>.



**Staffing Requirements:** Two graduate-level group leaders are needed to conduct the teacher workshops. Experienced teachers, school psychologists, school counselors, behavior interventionists, and administrators may be chosen as group leaders. The group leaders should have classroom experience, coursework in child development and educational best practices, and should be able to work in a supportive and collaborative way with the teacher groups. These group leaders will need to be trained in an authorized 3-day Incredible Years Teacher Classroom Management Group leader training prior to delivering the program to the teachers.

**Professional Development/Training:** Group Leaders participate in a 3-day Teacher Classroom Management Training (offered yearly in Seattle or on-site at agency's request). Following training, group leaders begin leading groups and receive consultation from The Incredible Years trainers and mentors. Group leaders participate in an accreditation process to ensure that they are delivering the program with fidelity. When group leaders have completed the accreditation process, they are certified group leaders.

Teachers receive 6 full day workshops, delivered in groups of 12-15 teachers. Between workshop days, teachers receive ongoing coaching from a graduate-level certified IY TCM group facilitator or coach.

**Technology:** Equipment for playing videos.

### **Included Studies**

Chuang, C., W.M. Reinke, and K. Herman, Effects of a Universal Classroom Management Teacher Training Program on Elementary Children with Aggressive Behaviors. *School Psychology*, 2020.

Allen, K., Hansford, L., Hayes, R., Allwood, M., Byford, S., Longdon, B., Price, A., & Ford, T. (2019). Teachers' perceptions of the impact of the Incredible Years® Teacher Classroom Management programme on their practice and on the social and emotional development of their pupils. *British Journal of Educational Psychology*, 11 July 2019.

Tveit, H.H., Drugli, M.B., Fossum, S., Handegård, B.H., Stenseng, F. (2019). Does the Incredible Years® Teacher Classroom Management programme improve child-teacher relationships in childcare centres? A 1-year universal intervention in a Norwegian community sample. *European Child and Adolescent Psychiatry* Published Online: 08 August 2019

Reinke, W. M., Herman, K. C., & Dong (2018). The Incredible Years Teacher Classroom Management Program: Outcomes from a group randomized trial. *Prevention Science*, 19, 1043-54.

Aasheim, M., et al., Change in teacher-student relationships and parent involvement after implementation of the Incredible Years Teacher Classroom Management programme in a regular Norwegian school setting *British Educational Research Journal*, 2018. 44: p. 1064-1083.

Ford, T., et al., The effectiveness and cost-effectiveness of the Incredible Years Teacher Classroom Management programme in primary school children: results of the STARS cluster randomized controlled trial. *Psychological Medicine*, 2018: p. 1-15.

Raver, C. C., Jones, S., Li-Grining, C., Metzger, M., Champion, K., Sardin-Adjei, L., & Young, T. 2008. *Early Childhood Research Quarterly* 23. (2008) 10-26

Webster-Stratton, C., M.J. Reid, and M. Stoolmiller, Preventing conduct problems and improving school readiness: Evaluation of the Incredible Years Teacher and Child Training Programs in high-risk schools. *Journal of Child Psychology and Psychiatry* 2008. 49(5): p. 471-488.

Webster-Stratton, C., M.J. Reid, and M. Hammond, Treating children with early-onset conduct problems: Intervention outcomes for parent, child, and teacher training. *Journal of Clinical Child and Adolescent Psychology*, 2004. 33(1): p. 105-124.

Webster-Stratton, C., M.J. Reid, and M. Hammond, Preventing conduct problems, promoting social competence: A parent and teacher training partnership in Head Start. *Journal of Clinical Child Psychology*, 2001. 30(3): p. 283-302.