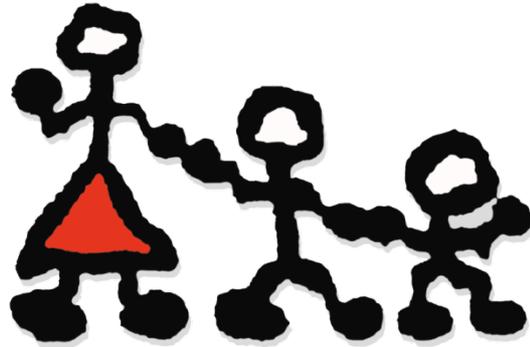


Incredible Years® Parent, Teachers and Children's Series

PORTUGAL



Anos Incriveis
Portugal

The translation, implementation and research of the *Incredible Years* Training Series in Portugal started in 2003 and is based at the Faculty of Psychology and Education at the University of Coimbra, and coordinated by Professors Maria Filomena Gaspar and Maria João Seabra Santos. **Training and consultation [link 1]** also started in 2003.

The **early stages [link 2]** (2003-2007) consisted of translating all the materials (including subtitling DVD) of the Basic Parenting Program, and testing its transportability mostly in kindergartens, involving parents of children without any identified risk factors (2007-2008).

Research with the Basic Parenting Program

1. In 2008, the first study undertaken with the *Incredible Years* Basic Parenting Program aimed to assess its efficacy when **implemented in a community of socioeconomically-disadvantaged families [link 3]**.

2. Since 2009, another study has been under way to assess the efficacy of the *Incredible Years* programs for parents and kindergarten teachers in the **prevention of and early intervention in behavior problems [link 4]**. First results suggest that the parental program is effective in modifying behaviors both in children (reduction of externalizing problem behaviors and increase in social skills at home), and in parents (reduction of negative parenting practices and increase of sense of competence). In a second phase of this project, begun in the last quarter of 2011, parental intervention was combined with the IY program for kindergarten teachers (TCM), in order to gauge if performance in both systems (family and school) translates into added gains with regard to the modification of the child's behavior. Preliminary results show that additional intervention with preschool teachers leads to a reduction in the number of externalizing behaviors and an increase of social skills in children as perceived by teachers (changes not observed in the non-intervention and in the intervention only with parents conditions).

Two doctoral studies were/are being developed within this research project:

- *The Incredible Years Parenting Program: Efficacy in a sample of Portuguese pre-school age children with **AD/HD behaviors [link 5]*** (Andreia Azevedo).
- *The Incredible Years Parenting Program: Efficacy in a sample of Portuguese pre-school age children with **ODD behaviors [link 6]*** (Tatiana Carvalho Homem).

Some results of this research were presented in a [conference \[link 7 – to the IY blog pictures\]](#) which took place on 2013 November the 9th and was attended by Carolyn Webster-Stratton as the key note speaker.

3. Another doctoral dissertation was prepared by Isabel Filipa Simões Silva with the aim of *Evaluating the adequacy of the Incredible Years Basic Parent Program in the promotion of professional skills and reduction of behavioral problems of children in residential care* [\[link 8\]](#)

4. Yet another study using the Basic Parent Program (Jerónimo, Sequeira, & Gaspar, 2010) has sought to analyze the [changes in the narratives of parents \[link 9\]](#) that participated in IY groups, throughout the sessions of the program.

Research with Incredible Years Teacher Classroom Management Program (TCM)

The transportability of the TCM to Portugal was studied at two moments.

1. The first study started in 2009 was carried out by Vera Vale (*Socio-emotional development in pre-school age children and the Incredible Years program for early childhood educators*) [\[link 10\]](#) in the context of her PhD in Educational Psychology. The program was applied to a group of kindergarten teachers from the public sector in urban and rural areas. Results suggest that, after exposure to the program, preschool teachers assessed their children as displaying higher social competence and fewer conduct and behavior problems compared to the preliminary assessment. Additionally, positive classroom practices improved in the intervention group, while remaining unchanged in the control group.

2. At a second moment, the TCM was used in the context the above mentioned broader research project. All DVDs were subtitled in Portuguese and the book supporting the program (Webster-Stratton, 2008) was translated.

3. In 2012, a new doctoral project was begun by Isabel Cristina Neves Borges, with the aim of assessing the efficacy of the TCM program in the primary school context (school-age children, with and without special needs).

Dissemination

The research developed to date has been disseminated through [posters and oral presentations \[link 11\]](#)

Future

1. *Incredible Years Classroom Dinosaur Curriculum program*

Two doctoral projects (by Sara Leitão and Mariana Pimentel) using the Incredible Years Classroom Dinosaur Curriculum program in Portuguese preschool centers are being planned. The main goal of these studies is to evaluate the efficacy of the Dina Curriculum in schools where teachers have already had training with the Teacher Classroom Management.

2. *Parents and Babies program*

A study using the Parents and Babies program is also being planned.

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[link 1] *Training and Consultation*

The first training for facilitators of the *Incredible Years* Basic Parenting Program took place in October 2003, with the organization of a workshop at the Faculty of Psychology and Education, University of Coimbra. Since then, five basic training workshops have been organized within the same program, involving a total of 106 trainees. Some of these facilitators continued their training in subsequent years, and there are presently seven certified group facilitators, four of them already certified peer coaches, qualified to supervise non-accredited leaders. Two of them are undergoing the process that will enable them to become mentors of the *Incredible Years* program in Portugal, after which they will be able to train new facilitators in Portuguese.

Two Consultation Days happened meanwhile, the first one run by Judy Hutchings, in October 2011, and the second by Carolyn Webster-Stratton, in November 2013.

[link 2] Basic Parenting Program – early stages

Between 2004 and 2007, prior to the launch of the program, the respective materials (including the manual, handouts to accompany each session and a book aimed at parents) were translated and adapted to the Portuguese context and the scenes in the DVDs were subtitled. Thus, the version of the Basic program used in Portugal is the original version prior to the version updated in 2008.

The first *Incredible Years* parenting groups were implemented in 2007 and 2008, mostly in kindergartens, involving parents of children without any identified risk factors. This initial phase of developing and launching the program in Portugal was carried out in close collaboration with the *Incredible Years* team in Wales.

[link 3] Implementation in a community of socioeconomically-disadvantaged families

In 2008, the *Incredible Years* Basic Parenting Program was used in a research project, coordinated by Professor Maria Filomena Gaspar, that aimed amongst other things to assess the efficacy of the program when implemented in a community of socioeconomically-disadvantaged families. This project, which ended in July 2009 and had the support of the Drug Dependency Institute (*Instituto da Droga e da Toxicoddependência* or *IDT*), involved 11 groups of *Incredible Years* parents. Account was taken of evidence-based recommendations for the sensitization and recruitment of parents and other parental figures (contacted personally and by specialized technicians) and their maintenance in the program (transport, rewards, support groups for children, training and supervision of parental trainers).

The results indicate a statistically significant change in different variables associated with the exercise of positive parenting, such as a reduction in the stress associated to the evaluation of parental competence (assessed using the Parenting Stress Index; Abidin, 2004) and an increase in the empathy and availability of the parental figure with regards to the child's needs (assessed with the Adult-Adolescent Parenting Inventory-2; Bavolek & Keene, 1999). It was found that these gains were maintained 6 months after the post-intervention assessment. Although no statistically significant changes were found in the parents' perceptions of their children's behavior, the difficulties faced or pro-social behaviors (as assessed with the Strengths and Difficulties Questionnaire - SDQ; Goodman, 1997), participants nevertheless indicated a marked change in themselves and also in their children the final Satisfaction and Efficacy Assessment (e.g., "I think my children have changed for the better as regards the way they talk and behave at home") (Cabral et al., 2009/2010).

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[link 4]Efficacy of the Incredible Years programs for parents and kindergarten teachers for the prevention/early intervention of behavior problems

Since 2009, a study has been under way to assess the efficacy of the *Incredible Years* programs for parents and kindergarten teachers in the prevention/early intervention of behavior problems. The target is a treatment population and the main objectives are to assess the efficacy of the IY Basic Parenting Program for preschool children (ages 3-6 years) with externalizing behavior problems, using a randomized control trial (RCT). In the context of this project, funded by the Portuguese Foundation for Science and Technology (FCT) from October 2010, the parenting program has been implemented in 17 groups (experimental and control) (n=125). Although data analysis is still ongoing, preliminary results suggest that the parental program is effective in modifying behaviors both in children (reduction of externalizing problem behaviors and increase in social skills at home), and in parents (reduction of negative parenting practices and increase of sense of competence).

In a second phase of this project, begun in the last quarter of 2011, parental intervention was combined with an intervention aimed at kindergarten teachers through the IY program for kindergarten teachers (TCM). The aim was to gauge if performance in both systems (family and school) translates into added gains with regard to the modification of the child's behavior. Training has been organized for five groups of parents (n=35) of children with symptoms of externalizing behavior problems, while the respective kindergarten teachers received simultaneous training in the IY program for teachers (IY-TCM). Preliminary results show that additional intervention with preschool teachers leads to a reduction in the number of externalizing behaviors they perceive in children (this reduction was not observed in the non-intervention and in the intervention only with parents subsamples) and to an increase of social skills in children as perceived by teachers, when compared to both non-intervention and intervention only with parents.

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[link 5] *The Incredible Years Parenting Program: Efficacy in a sample of Portuguese pre-school age children with AD/HD behaviors*

This PhD project, authored by Andreia Fernandes Azevedo, assesses the effects of the parenting program on children with AD/HD behaviors. It was submitted to the Faculty of Psychology and Education at University of Coimbra, in September 2013 and was supported by a PhD Grant (FCT: SFRH/BD/40339/2007) provided by the Foundation for Science and Technology (Fundação para a Ciência e a Tecnologia - FCT), Portugal.

The main aim of this study is to assess the effectiveness of the Incredible Years Basic Program, in a sample of Portuguese pre-school age children at risk of developing hyperactivity and their mothers. It also seeks to assess the extent to which these effects were maintained in the medium term and to analyze the differences in the change in accordance with the child's initial hyperactivity level.

One hundred children aged 3 to 6 years of age participated in this study, having come from different clinical or community contexts. In this subsample, 52 children were from the experimental group and 48 from the waiting-list group. This longitudinal study involved assessments in three different times. All children and mothers ($N = 100$) were assessed twice, before baseline and 6 months after it, while only the families from the experimental group ($n = 52$) were assessed a third time, 12 months after baseline (this was because the control group was offered the intervention after the second assessment for ethical reasons). In addition to the initial socio-demographic and clinical data, the assessment included multiple informers (parents, pre-school teachers, and independent assessors), multiple methods (self-report and reported measures of children's behavior, interview, and direct observation) and different dimensions (child hyperactivity behaviors [primary results]; parental sense of competence and parental practices, parent-child interaction [secondary results]) and participant-satisfaction measures. The program was implemented over 14 sessions lasting approximately 2 hours each in groups of 9 to 12 parents, led by two facilitators with specific training in the program and prior experience of applying it.

With regard to our objectives, the main results were as follows: i. At 6-month follow-up, in accordance with the perception of mothers and pre-school teachers, there was a significant reduction in AD/HD behaviors amongst the children whose parents had received the intervention compared to the children on the waiting list. The mothers

of those children perceived themselves to be more competent, reported fewer dysfunctional parenting practices, and demonstrated more positive parenting and coaching skills in a mother-child interaction observation task; ii. At 12 months follow-up, the previously detected effects of the intervention were maintained. However, the mothers' coaching skills had waned, while the hyperactivity behaviors as assessed through an interview, continued to drop; iii. Both subgroups of children (with different hyperactivity levels at the baseline) changed. However, the change was more marked (positively) in the subgroup with the highest level of hyperactivity behavior at baseline as regards problems related to hyperactivity/attention deficit, dysfunctional parental practices of over-reactivity and mothers' mood. Despite this, some of these children continued to be perceived by their mothers as displaying characteristic hyperactivity behaviors at the 12-month follow-up; iv. The medium- and large- intervention effects detected between pre- and post-intervention, and the large effects between pre-intervention and 12-month follow-up were accompanied by clinical changes considered to be important: 43% of children that received the program showed a reduction of 30% or more with relation to their initial hyperactivity results, compared to 11% of children on the waiting list. At 12 months' follow-up the percentage of children who displayed such a reduction (considered clinically significant) increased slightly (59% of children); v. The attendance rates amongst mothers were high, and they also revealed high satisfaction with the program and acceptance of it. The results of this study are promising. Thus, this early-intervention tool (which has been internationally validated and tested in Portugal and is available for Portuguese professionals) becomes a valid early-intervention option to be considered when defining future national preventive intervention policies.

Unpublished PhD Dissertation:

The Incredible Years Parenting Program: Efficacy in a sample of Portuguese pre-school age children with AD/HD behaviors. Available from <https://estudogeral.sib.uc.pt/handle/10316/24281>

Published papers:

Azevedo, A., Seabra-Santos, M. J., Gaspar, M. F., & Homem, T. (2013). The Incredible Years Basic Parent Training for Portuguese preschoolers with AD/HD behaviours: does it make a difference? *Child Youth Care Forum*, 42(5), 403-424. doi: 10.1007/s10566-013-9207-0

Abstract: With this literature review we intend to characterize AD/HD in preschool children. In the last years this diagnosis is increasingly being made under the age of 5, stressing the need for a better clarification of early identification and diagnosis. The use of the Diagnostic and Statistical Manual of Mental Disorders (DSM) in preschool years has been subject to debate, due to the risk of overdiagnosis and overpathologizing developmental problems that might be transitory. Through the study of early indicators of risk involved in different pathways of AD/HD, we can answer more appropriately to early signs of hyperactivity and provide early intervention. This paper addresses the main areas to be evaluated and instruments available, as well as the main scientific evidences and practical guidelines on assessment and intervention in preschool ADHD.

Azevedo, A., Seabra-Santos, M. J., Gaspar, M. F., & Homem, T. (2012). A perturbação de hiperatividade/défice de atenção em idade pré-escolar: Especificidades e desafios ao diagnóstico e intervenção [AD/HD in pre-school years: Diagnosis and intervention specificities and challenges]. *Análise Psicológica*, 4, 16-23.

Abstract

Background: Evidence-based psychosocial interventions such as parent training programs are strongly recommended as first-line treatment for preschool-age children with or at-risk of Attention Deficit/Hyperactivity Disorder (AD/HD). **Objective:** Evaluate the effectiveness of the Incredible Years Basic Parent Training (IY) in hyperactive and inattentive behaviors of Portuguese preschoolers. **Methods:** One hundred children, between three and six years-old, with AD/HD behaviors, who were part of a larger randomized controlled trial in which participants were allocated to either an intervention or control group. In this subsample analysis, there were 52 participants in the intervention condition (IYC) and 48 in the waiting-list control condition (WLC). Multi-informants and multi-measures of child and parenting behaviors were taken before and after the 14-week intervention. **Results:** Medium-to-large intervention effects were found in primary caregivers' reported measures of children's AD/HD behaviors and on self-reported parenting practices. Independent observations indicated significant short-term effects on positive parenting and coaching. Primary caregivers

had a high attendance rate and reported high satisfaction with the program. Additionally, 43% of children in the IYC clinically improved in the primary AD/HD outcome measure, compared with 11% in the WLC. **Conclusions:** Preliminary results suggest that IY parent training seems to be an effective tool, making the difference in the behavior of Portuguese preschoolers with early signs of AD/HD and their mothers.

Azevedo, A., Seabra-Santos, M. J., Gaspar, M. F., & Homem, T. (2013). A parent-based intervention programme involving preschoolers with AD/HD behaviours: Are children's and mothers' effects sustained over time? *European Child and Adolescent Psychiatry*. doi: 10.1007/s00787-013-0470-2

Abstract: To evaluate the 12-month efficacy of a parent-based intervention programme on children's and mothers' outcomes in a sample of Portuguese preschoolers displaying early hyperactive and inattentive behaviours (AD/HD behaviours), 52 preschool children whose mothers had received the Incredible Years basic parent training (IY) were followed from baseline to 12 months of follow-up. Reported and observational measures were used. Effects were found in the children's reported AD/HD behaviours at home and at school after 12 months. Large effect sizes were also found in mothers' variables: a decrease in self-reported dysfunctional parenting practices and an improved sense of competence and observed positive parenting. However, the improvements in coaching skills that have been observed after 6 months of follow-up decreased over time. No other significant differences were found between 6 and 12 months follow-up, with small effect sizes indicating that the significant post-intervention changes in child and parenting measures were maintained. After 12 months of follow-up, there was a clinically important reduction of over 30 % in reported AD/HD behaviours in 59 % of children. The sustained effects observed both for children and their mothers suggest long-term benefits of IY. Therefore, efforts should be made by Portuguese policy makers and professionals to deliver IY as an early preventive intervention for children displaying early AD/HD behaviours.

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[link 6] *The Incredible Years Parenting Program: Efficacy in a sample of Portuguese pre-school age children with ODD behaviors*

This PhD research project, authored by Tatiana Carvalho Homem, is concerned with problems of children with defiance/opposition and the effects of the parenting program on these behaviors. This research was supported by a PhD Grant (FCT: SFRH/BD/43562/2008) provided by the Foundation for Science and Technology (Fundação para a Ciência e a Tecnologia - FCT), Portugal. The main aim of this study is to assess the effectiveness of Incredible Years Basic Program, in a sample of Portuguese pre-school age children at risk of developing ODD and their parents. Additionally, it aims to assess the extent to which these effects were maintained in the medium and long term and to analyze the impact of the program in improving positive family relationships.

One hundred and one children aged 3 to 6 years of age participated in this study, having come from different clinical or community contexts. In this subsample, 55 children were from the experimental group and 46 from the waiting-list group. This longitudinal study involved assessments in four different times. All children and their parents ($N = 101$) were assessed twice, before baseline and 6 months after it, while only the families from the experimental group ($n = 55$) were assessed two more times, 12 months after baseline and 18 months after baseline. For ethical reasons, the control group was offered the intervention after the second assessment. This study involved an assessment with multiple informers (parents, pre-school teachers, independent assessors), multiple methods (self-report and reported measures of children's behavior, interview, direct observation) and different dimensions (child ODD behaviors [primary results]; parental sense of competence and parental practices, parent-child interaction, mothers depressive symptoms and couples perceived intimacy [secondary results]) and participant-satisfaction measures. The program was implemented over 14 sessions lasting approximately 2 hours each in groups of 9 to 12 parents, led by two facilitators with specific training in the program and prior experience of applying it.

With regard to our objectives, the main results were as follows: i. At 6-month follow-up, in accordance with the perception of mothers and fathers, there was a significant increase in children's pro-social behaviors amongst those whose parents had received the intervention compared to the children on the waiting list.

Also, both the children mothers and the fathers of these children reported a significant decrease in the impact of their children's oppositional problems on their family lives. Mothers in the intervention group also reported a significant reduction in oppositional/explosive behaviors, when compared to mothers in the waiting list control group. Both the mothers and the fathers of those children reported fewer dysfunctional parenting practices and the mothers also perceived themselves to be more competent and demonstrated more positive parenting in a mother-child interaction observation task. Moreover, mothers who had received the intervention also perceived a global increase in couples intimacy compared to mothers on the waiting list. ii. At 12 and 18 months follow-up, the previously detected effects of the intervention were maintained and the oppositional behaviors as assessed through an interview, continued to drop; iv. The attendance rates amongst mothers and fathers were high, and they also revealed high satisfaction with the program and acceptance of it. Results from this study are promising for the efficacy of this intervention in reducing children's behavior problems and, mainly, in improving parenting practices. This and other studies have proved that intervening as early as possible can have lifelong benefits and help children with behavioral difficulties and their families to improve their relationships and overall well-being and quality of life.

Published papers:

Homem, T., Gaspar, M. F., Seabra-Santos, M. J., & Azevedo, A. (2013). Perturbações de comportamento externalizante em idade pré-escolar: O caso específico da perturbação de oposição [Externalizing behavior disorders in preschoolers: The specific case of oppositional disorder]. *Análise Psicológica*, 1, 31-48.

Abstract: Externalizing Behavior Disorder (EBD) are one of the major causes for searching mental health services in preschool children. However, there still is no agreement to what concerns making diagnoses in preschool years.

With this literature review, it's our goal to make a general description of EBD, specially Oppositional Disorder, in preschool years, and also to discuss about the difficulties in diagnosing in this period and the different developmental trajectories implicated in the emergence of EBD. Another goal is to identify the main etiological factors for the development of EBD and to reflect about some orientations to future research.

Homem, T., Gaspar, M. F., Seabra-Santos, M. J., Azevedo, A., & Canavarro, M.C. (2014). Incredible Years Parent Training: Does it Improve Positive Relationships in Portuguese Families of Preschoolers with ODD Symptoms? *Journal of Child and Family Studies*. doi:10.1007/s10826-014-9988-2

Abstract: Children with behavior externalizing disorders are difficult to cope with and might have a negative impact on parent-child interactions and couples relationships, as well as on parents' psychological adjustment. The present study evaluates the effectiveness of a parent training program (Incredible Years Basic Program) for improving positive relationships in Portuguese families of preschoolers with symptoms of oppositional/defiant disorder (ODD). Eighty three families randomly assigned to an Incredible Years (IY) intervention (n = 44) or to a waiting list control group (n = 39) were evaluated at baseline and six months after (post-intervention), on the following variables: mothers observed positive parenting practices and coaching skills; mothers' self-reported dysfunctional parenting practices; mothers' depressive symptoms; perceived couples intimacy; and children's behavior. Moreover, families who had received the IY program were also assessed in the same variables 12-months after baseline. Observed and self-reported positive parenting practices, couples openness to exterior and children's oppositional behavior improved significantly more from pre- to post-assessment in the intervention group than in the control group (medium to large effect sizes). Changes observed in the intervention group were sustained at the 12-month follow-up. However, the improvements in coaching skills that had been observed at the post-intervention assessment in the intervention group decreased over time. The findings indicate that the IY Parent Program is a promising intervention to promote more positive parent-child relationships, decrease children's oppositional behaviors and develop couple's willingness to open to the exterior, from the mother's point of view.

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[\[link 8\]](#)*Evaluation of the adequacy of the Incredible Years basic parent Program in the promotion of professional skills and reduction of behavioral problems of children in residential care*

This doctoral research, carried out by Isabel Filipa Simões Silva, was submitted to the Faculty of Psychology and Educational Science at the University of Coimbra, in September 2013. This research was supported by a PhD Grant (SFRH/BD/64870/2009) provided by the Foundation for Science and Technology (Fundação para a Ciência e a Tecnologia - FCT), Portugal. The goal of this research was to find out if the Incredible Years Basic Parent Program (Webster-Stratton, 2005, 2010, 2012), is an appropriate tool with which to improve the educative practices used by direct carers in alternative care. Although behavioral and emotional concerns with the children in care are prevalent in these professionals (Anglin, 2002), and frequently form the focus of staff teams' discussions, little has been done to deliver evidenced-based knowledge and skills in managing challenging behavior for Portuguese residential staff carers.

The prospect of understanding the short and longer-term outcomes for staff carers' and children's after implementing the Incredible Years Basic Parent Program (IY) provided the compelling impetus for this research. In addition, it was considered important to make an assessment of the participants' satisfaction with the training.

This research used a non-randomized exploratory design. Four Portuguese short-term residential child care centers (Centros de Acolhimento Temporário para Crianças e Jovens em Risco) for children in the 0 - to - 12 age range participated in this study. Two centers received the Incredible Years Basic intervention and data were collected at baseline, 6 months and 12 months follow-up. The other two centers did not receive any intervention, and the data were collected only at baseline and 6 months.

Results suggest that the residential care staff had the opportunity to gain some knowledge and skills related to empathy, perception of the children's needs (Silva & Gaspar, in press), positive parenting and affection, after participating in the parenting intervention program (IY); and the children displayed less deviant and noncompliant behavior. Over time, in the follow-up (12 months), those results were not sustained, suggesting that support and training may need to be provided to caregivers on a regular and ongoing basis.

Consideration of participants' satisfaction results revealed high levels of carer positive feedback about the weekly sessions and the overall program (i.e., contents, teaching format, group leaders and usefulness of educational techniques).

Although the sample had limitations, the modest results and experience self-reported by the staff carers and facilitators were positive. The program can perhaps provide a basic framework or starting-point for the introduction of evidence-based interventions that promote the staff carers' development and the dissemination of new care practices.

Unpublished PhD Dissertation:

Therapeutic Parents: Evaluation of the Adequacy of the Incredible Years Basic Parent Programme in the Promotion of Professional Skills and Reduction of Behavioural Problems of Children in Residential Care. Available from <https://estudogeral.sib.uc.pt/handle/10316/24136>

Published papers:

Silva, I. S., & Gaspar, M. F. (2014). Supporting Portuguese residential child care staff: An exploratory study with the Incredible Years basic parent programme. *Psychosocial Intervention*. doi: 10.5093/in2014a4

Abstract: Children in residential care have experienced high levels of social, emotional and behavioural difficulties and behaviour control by staff is an issue of concern. This study evaluated a parenting intervention, *Incredible Years Basic Parent Programme* (IY), delivered in Portuguese short-term residential child care centres. In a non-randomised control trial, two groups of staff carers (27 carers) received the IY programme. Two other groups of carers (20 carers) didn't receive any form of intervention. Self-report measures were used to assess carers' child rearing practices, sense of competency, and depression levels. Measures were administered at baseline, 6-month and at 12-month follow-up. The findings indicate that each child care centre is a specific dynamic system and that the interventions didn't have the impact expected on some variables. Groups that didn't receive any intervention had some improvements on some variables. The main positive finding was the improvement at 12 months of empathic attitudes in one of the intervention groups and improved perceptions of the children's role in the other. In conclusion, the incorporation of a training programme such as the IY in child care placements can be a valuable intervention and at least part of the answer in enhancing worker development.

Silva, I. S., Gaspar, M. F., Anglin, J. (2014). Webster-Stratton Incredible Years Basic Parent Programme (IY) in child care placements: Residential staff carers' satisfaction results. *Child & Family Social Work*. doi:10.1111/cfs.12129

Abstract: The aim of the present study was to investigate residential child care staff satisfaction with their involvement in the Webster-Stratton Incredible Years Basic Parent Programme (IY). In an exploratory, not randomized study, 27 professionals from two different short-term Portuguese residential child care centres (IG1, n = 15; IG2; n = 12) completed weekly IY evaluations and an overall satisfaction questionnaire at the end of their participation in the IY intervention. The weekly level of satisfaction was assessed with regard to each of the programme's components (content, DVDs, group leaders, group discussion). At the last session, they filled out a questionnaire aimed to evaluate the levels of satisfaction regarding the programme overall, the teaching format, the group leader(s) and the usefulness of specific educational techniques they learned. Data indicated that residential staff carers were highly satisfied with the weekly sessions and with the overall usefulness of the intervention programme. Results are discussed in terms of implications and future research directions.

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[link 9] Therapeutic Process

Another study (Jerónimo, Sequeira, & Gaspar, 2010) sought to analyze the changes in the narratives of parents that participated in one of the groups throughout the sessions of the program using the Therapeutic Process Analysis Grid (Sequeira, 2003). The results obtained indicate that intervention permitted the emergence of exceptional moments in the parental narratives over the course of the program, pointing to the emergence of new meanings and perspectives that helped “dissolve” the problem narrative and reduce the significance of the symptom. As regards these parental narratives, parents tended at first to present themselves as passive and/or incompetent, but generally changed over the course of the program, describing themselves as more active and competent in the final sessions. This narrative change seems to have been strongly influenced by the group dynamic (which effectively amplified the emergence of new narratives), home assignments, models of interaction shown in the filmed scenes, and dramatizations. The results obtained suggest that there are similarities between the change processes found and those observed in “classic” systemic therapies (such as family and couple therapy).

Paper published:

Jerónimo, A., Sequeira, J., & Gaspar, M. (2010). A mudança narrativa em grupos de educação parental [Narrative change in group based parenting education]. *International Journal of Developmental and Educational Psychology. INFAD, Revista de Psicologia*, 1 (1), pp. 371-379.

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[link 10] *Socio-emotional development in pre-school age children and the Incredible Years program for early childhood educators*

The transportability of the TCM to Portugal was studied at two moments.

This PhD in Educational Psychology was carried out at the Faculty of Psychology and Education, University of Coimbra by Vera Vale. It started in 2009 immediately after the handouts had been translated into Portuguese. The program was applied to a group of kindergarten teachers from the public sector in urban and rural areas. Five weekly workshops were held over the course of two months, involving 25 hours of face-to-face group training. The intervention group consisted of eight kindergarten teachers (who participated in the TCM training from March and April 2009), with a control group made up of another eight kindergarten teachers that was comparable to the intervention group but had not had any additional in-service training (in 2012 that control group was offered free training in TCM). This was an exploratory study involving a preliminary assessment (February 2009), post-intervention assessment (July 2009) and follow-up (February 2010, one year after the preliminary assessment). The results suggest that, after exposure to the program, preschool teachers assessed their children as displaying greater social competence and fewer conduct and behavior problems compared to the preliminary (self-administered) assessment by SDQ (Goodman, 1997). Preschool teachers in the control group did not change their perceptions about the children's behavior and social competence. Additionally, observations by blind coders, using the Portuguese version of the Best Practices Inventory (The *Incredible Years* Project, University of Washington), showed that positive classroom practices improved in the intervention group, while remaining unchanged in the control group. The results remained unaltered seven months after the end of the program. Satisfaction with the program was very high. These findings provide the preliminary assessment that this program is effective in enhancing school protective factors and reducing child risk factors in a community sample in Portugal.

Unpublished PhD dissertation:

- Vale, V. (2012). *Tecer para não ter de remendar. O desenvolvimento socioemocional em idade pré-escolar e o programa Anos Incríveis para educadores de infância*. [Socio-

emotional development in pre-school age children and the Incredible Years program for early childhood educators]

Available from <https://estudogeral.sib.uc.pt/jspui/handle/10316/18273>

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[link 11] Dissemination: posters and oral presentations

Posters:

Azevedo, A., Seabra-Santos, M. J., Gaspar, M. F., Homem, T. C., & Pimentel, M. (2013, June). *ADHD symptoms in preschoolers: A follow-up study on the effectiveness of a parent-training programme*. Poster presented in the 4th International Congress on ADHD, Milan, Italy.

Azevedo, A., Homem, T., Almeida M., Seabra-Santos, M., & Gaspar, M. (2012, March). *Assessing Risk of Attention-Deficit/Hyperactivity Disorder in Preschool Children: Interview or Rating Scales?* Poster presented in the XIV Curso Internacional de Actualización en Neuropediatría Y Neuropsicología Infantil, Valencia, Spain.

Seabra-Santos, M. J., Gaspar, M. F., Azevedo, A., Homem, T., & Pimentel, M. (2012, March). *Incredible Years Parent Training Program in Portugal: Parents attendance and satisfaction in a clinical sample*. Poster presented in the Centre for Evidence Based Early Intervention Annual Conference 2012 "Supporting Parents, Children and Teachers: research and practice", Cardiff, Wales.

Rodrigues, A., Nascimento, D., Azevedo, A., Seabra-Santos, M., & Gaspar, M. (2011, March). O programa "Anos Incríveis" em Portugal: Prevenção e intervenção precoce em distúrbios do comportamento [*The Incredible Years Programme in Portugal: early prevention and intervention on problem behaviours*]. Poster presented in the II International Congress of CADIN: "Da infância à idade adulta", Lisbon, Portugal.

Azevedo, A., Seabra-Santos, M. J., Gaspar, M. F., Homem, T. C., & Pimentel, M. (2011, March). Impacto do programa de intervenção parental Anos Incríveis em

pré-escolares com problemas de comportamento [*The impact of the parenting program Incredible Years on pre-schoolers with behaviour problems*]. Poster presented in the II Congresso Internacional do CADIN: “Da infância à idade adulta”, Lisbon, Portugal.

Azevedo, A., Seabra-Santos, M. J., Gaspar, M. F., Homem, T. C., & Leitão, S. (2011, May). *What changes in preschoolers with ADHD symptoms after a 14 week parental intervention: Preliminary results*. Poster presented in the 3rd International Congress on ADHD, Berlin, Germany.

Seabra-Santos, M. J., Gaspar, M. F., Azevedo, A., Homem, T. C. & Pimentel, M. (2011, May). *Incredible Years Parent Training Program in ADHD: Parents attendance and satisfaction*. Poster presented in the 3rd International Congress on ADHD, Berlin, Germany.

Homem, T., Gaspar, F., Seabra-Santos, M., Azevedo, A., & Leitão, S. (2011, August). *What changes in mothers perceptions of the behaviors of preschoolers with ADHD and/or ODD symptoms after a 14 week Parental Intervention*. Poster presented in 41st the EABCT Annual Congress, Reykjavík, Iceland.

Seabra-Santos, M. J., Azevedo, A., Gaspar, M. F., Major, S., Homem, T., & Leitão, S. (2011, September). *Assessment of social skills and problem behaviors: A validity study of the PKBS-2*. Poster presented in the 11th European Conference on Psychological Assessment, Riga, Latvia.

Homem, T., Gaspar, F., Seabra-Santos, M., Azevedo, A., & Pimentel, M. (2011, October). *Impacto do programa de intervenção parental Anos Incríveis nos problemas de comportamento externalizantes em crianças pré-escolares [*The impact of the Incredible Years parenting program on the externalizing behaviour problems of preschooler children*]*. Poster presented in the 1st Seminar on Psychological Intervention with Children and Adolescents, Faculdade de Psicologia e de Ciências da Educação da Universidade de Lisboa, Lisbon, Portugal.

Homem, T. C., Gaspar, M. F., Seabra-Santos, M. J., & Azevedo, A. F. (2010, October). *Incredible Years Parent Training Programme: Does it help reducing parental psychopathological symptoms?* Poster presented in the XL Congress of the European Association for Behavioural & Cognitive Therapies, Milan, Italy.

Azevedo, A. F., Seabra-Santos, M. J., Gaspar, M. F., & Homem, T. C. (2010, September). *Incredible Years Parent Training Programme in families of preschoolers with*

disruptive behaviour symptoms: Does it work? Preliminary data with a clinical Portuguese sample. Poster presented in the XI Biennial International EUSARF, Groningen, Netherlands.

Homem, T., Gaspar, M., Seabra-Santos, M., & Azevedo, A. (2009, September). *Assessing disruptive behaviour disorders in pre-school children: Interview or rating scales?* Poster presented in the European Congress on Psychological Assessment, Gent, Belgium.

Presentations at the International Conference “Prevenção e intervenção precoces em distúrbios de comportamento em idade pré-escolar: Eficácia de programas parentais e escolares baseados em evidência”, Coimbra, 2013, November (*Early prevention and intervention in preschoolers’ disruptive behaviors: efficacy of parenting and school evidence-based programs*):

Seabra-Santos, M.. Transportabilidade do Programa Anos Incríveis Básico para Portugal [*Transportability of the Incredible Years Basic Parent Program to Portugal*].

Azevedo, A., Seabra-Santos, M., & Pimentel, M.. Eficácia do Programa Anos Incríveis Básico para pais em crianças de idade pré-escolar com comportamentos de PH/DA [*Incredible Years Basic Parent Program efficacy in Portuguese preschool-age children with AD/HD behaviours*].

Homem, T., & Gaspar, M.. Eficácia do Programa Anos Incríveis Básico para pais de crianças em idade pré-escolar com comportamentos de oposição/desafio [*Efficacy of the Incredible Years Basic Program in children with oppositional/defiant behaviors*].

Guerra, J., Martins, V., Almeida, M., & Leitão, S.. Eficácia do programa Anos Incríveis Básico em contexto clínico [*Efficacy of the Incredible Years Basic Program in clinical contexts*].

Vale, V., & Gaspar, M.. O programa Anos Incríveis para Educadores de Infância em Portugal [*The Incredible Years Teacher Classroom Management Program in Portugal*].

Leitão, S., & Pimentel, M.. Os Programas Anos Incríveis Dina para crianças [*The Incredible Years Child Training Programs*].

Coutinho, I., Fidalgo, I., & Seabra-Santos, M.. Intervenção com pais maltratantes: avaliação da eficácia do programa de educação parental Anos Incríveis – *Toddlers* [*Intervention with abusive parents: evaluating the effectiveness of the Incredible Years Parenting Program – Toddlers*].

Silva, I., & Gaspar, M.. Adequação do Programa Anos Incríveis a contextos de CAT [*Adequacy of the Incredible Years Program in residential child care context*].

Gaspar, M. Intervenção precoce: Investir no futuro [*Early intervention: Building the future*]

Other oral presentations:

Leitão, S., & Pimentel, M. (2013, June). "Educação Parental para famílias em risco com o Programa Incredible Years: Uma forma sem formas para o empowerment das famílias" [*Parental education with the Incredible Years program to families at risk: one formula without formulas to the empowerment of families*]. Paper presented at the II Meeting of the Local Team for Intervention in Constância, Entroncamento and Vila Nova da Barquinha, Vila Nova da Barquinha, Portugal.

Seabra-Santos, M. J., Gaspar, M. F., Azevedo, A., Homem, T., Leitão, S., & Pimentel, M. (2012, September). *Early intervention in children with behaviour problems: The Incredible Years Parent programmes in Portugal*. Paper presented in the 1st International Early Childhood Intervention Conference “Families and early childhood intervention: Ecology of development”, Braga, Portugal.

Azevedo, A. & Homem, T. (2012, May). Intervir para prevenir: O Programa Anos Incríveis para Pais de crianças em idade pré-escolar com sintomas de PH/DA e PO [*Intervene to prevent: The Incredible Years Basic Parent Program for parents of children with AD/HD and ODD*]. Paper presented in the Centro de Desenvolvimento Torrado da Silva (CDC), Colóquio Pré-escolar, Almada, Portugal.

Gaspar, M., & Vale, V. (2012, September). *The Incredible Years teacher training in Portugal: How does it works in the promotion of the collaboration between preschool teachers and parents?* Paper presented in the Symposium “Engaging Families in Children's Learning and Development”. European Early Childhood Education Research Association (EECERA) Conference, Porto, Portugal.

- Seabra-Santos, M. J., Gaspar, M. F., Azevedo, A., Homem, T., & Leitão, S. (2012, March). *Developing and researching the Incredible Years programmes in Portugal*. Paper presented in the Centre for Evidence Based Early Intervention Annual Conference 2012 "Supporting Parents, Children and Teachers: research and practice", Cardiff, United Kingdom.
- Gaspar M., Seabra-Santos, M., Vale, V., Silva, I., Azevedo, A., & Homem, T. (2012, October). *The Incredible Years parent and teacher programmes in Portugal*. Paper presented in the workshop "Incredible Years in Europe", in the European Conference on Parenting Support: Think Parents, The Hague, Netherlands.
- Gaspar, M., Seabra-Santos, M., Homem, T., & Azevedo, A. (2011, February) O programa parental Anos Incríveis em Portugal: Impacto nos problemas de comportamento de crianças em idade pré-escolar com sintomas de hiperactividade e/ou défice de atenção e/ou défice de oposição e desafio [*The Incredible Years Basic Parent Program in Portugal: effectiveness on children with AD/HD or ODD symptoms*]. Paper presented in the Symposium "Parentalidade Positiva e Educação Parental", I International Congress of Developmental Psychology, Lisbon, Portugal.
- Gaspar, M. (2011, November). *Programas de Educação Parental Baseados em Evidência*. [*Evidence-based parental education programs*]. Paper presented by invitation at the Council of Europe Conference – "Building a child-friendly Europe: Turning a vision into reality", Monaco.
- Seabra-Santos, M., Gaspar, M., Azevedo, A., Homem, T., & Leitão, S. (2011, April). Resultados iniciais da implementação do programa de educação parental Anos Incríveis [*First results of the implementation of the Incredible Years parental education program*]. Paper presented at the 2º Simpósio Perturbação de Hiperactividade e défice de atenção: Desafios diagnósticos e terapêuticos na PHDA pré-escolar e em idade escolar: Comorbilidades, Coimbra, Portugal.
- Gaspar, M., & Seabra-Santos, M. (2011, October). *Intervenções para pais e educadores de infância com o Programa Anos Incríveis em Portugal* [*The Incredible Years Parents and Teachers interventions in Portugal*]. Paper presented at the 1st Seminar of Psychological Intervention with Children and Adolescents, in the Faculty of Psychology and Educational Sciences of the University of Lisbon, Portugal.

- Homem, T., Azevedo, A., Gaspar, M., & Seabra-Santos, M. (2010, June). Educação Parental: Um processo sempre em construção [*Parental education: a process always in construction*]. Paper presented in a campaign from GIMADE to promote awareness on “Parental Education”, Arganil, Portugal.
- Gaspar, M., Seabra-Santos, M., Homem, T., & Azevedo, A. (2009, December). De Pequenino é que se torce o pepino: O programa Anos Incríveis, uma ferramenta de intervenção nos problemas de comportamento em idade escolar [*As the twig is bent, so is the tree inclined: The Incredible Years Program, an intervention tool for preschoolers behavior problems*]. Paper presented at the 1st Meeting of the Child and Adolescent’s Behaviour and Neurodevelopment Unit, Lisbon, Portugal.
- Seabra-Santos, M., Gaspar, M., Marques, B., & Azevedo, A. (2009, October). Educação Parental: Uma resposta para famílias de crianças pré-escolares com problemas de comportamento [*Parental Education: one answer for the families of preschool children with behavior problems*]. Paper presented at the 1st Iberian Congress of Family Therapy, Barcelona, Spain.

