

The Incredible Years Teacher Classroom Management Training: The Methods and Principles That Support Fidelity of Training Delivery

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Abstract. This article focuses on the Incredible Years Teacher Classroom Management (IY TCM) intervention as an example of an evidence-based program that embeds fidelity and adaptation within its design. First, the core features of the IY TCM program along with the methods, processes, and principles that make the intervention effective are described. The importance of fidelity and methods for effectively measuring fidelity are discussed. In addition, support mechanisms (training, mentoring, consultation, and coaching) necessary to facilitate high fidelity of implementation of IY TCM are highlighted. The goal is to clarify the underlying principles and supports needed to effectively allow IY group leaders to disseminate the IY TCM among teachers with diverse backgrounds and skills, who work with students with varying developmental, academic, and social-emotional needs. Often fidelity and adaptation are thought of as mutually exclusive, but in the IY model they are considered both complementary and necessary. Implications for school psychologists and prevention science are discussed.

Considerable research has demonstrated that effective teacher classroom management strategies promote student interest in learning (Kunter, Baumert, & Koller, 2007), enhance academic achievement and school readiness (Webster-Stratton & Reid, 2004), and prevent and reduce classroom- disruptive behavior

(Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999; Kellam, Ling, Merisca, Brown, & Jalongo, 1998; Walker, Colvin, & Ramsey, 1995). On the other hand, ineffective classroom management practices interfere with students' motivation and on-task learning and contribute to escalating risk for developing

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disruptive behavior problems (Jones & Jones, 2004; Webster-Stratton, Reid, & Hammond, 2004). For example, if elementary school teachers of children presenting with early signs of aggressive/disruptive behavior fail to consistently provide responsive and nurturing teaching, reinforcement for prosocial behavior, or effective proactive discipline, a coercive cycle may be established whereby children's oppositional and negative behavior is reinforced either by the teacher's harsh or critical responses or by giving in to their demands (see Reinke & Herman, 2002). As Patterson, Reid, and Dishion (1992) have described, these patterns of negative or coercive interactions at school contribute to a cascade of negative outcomes for children with antisocial behaviors including peer rejection, negative school reputations, academic failure, and further escalation of their antisocial problems.

Well-trained teachers can help children who are aggressive, disruptive, and uncooperative to develop the appropriate social behavior and emotional self-regulation that is a prerequisite for their academic success in school (Walker et al., 1995; Webster-Stratton & Reid, 2004; Webster-Stratton, Reid, & Hammond, 2004; Webster-Stratton, Reid, & Stoolmiller, 2008). However, many teachers simply are not adequately prepared to manage the escalating number of students with behavior problems in their classrooms; some even enter the workforce without having taken a single course on behavior management (Barrett & Davis, 1995; Evertson & Weinstein, 2006; Houston & Williamson, 1992). In a recent survey of elementary teachers, teachers reported managing behavior in the classroom to be their greatest challenge (Reinke, Stormont, Herman, Puri, & Goel, 2011). When asked about areas in which they felt they needed additional training, teachers in this survey stated that the number one area for which they needed training and support was in managing challenging classroom behaviors.

Teachers today are presented with more complex classrooms. Increasing numbers of students with English as a second language (National Clearinghouse for English Language Acquisition, 2009) and with emotional and

behavioral problems are entering school (Brophy, 1996; Conroy, Sutherland, Haydon, Stormont, & Harmon, 2009). Increased classroom sizes and the inclusion of students receiving special education services in general education classrooms present challenges for teachers working to provide instruction and manage classroom behaviors among diverse learners. In fact, nearly half of new teachers leave the profession within five years, many citing student misbehavior as a primary reason (Ingersoll, 2002). Thus, to fully support teachers' efforts to use effective classroom management practices that nurture, encourage, and motivate students with varying developmental abilities and cultural backgrounds, evidence-based teacher classroom management training programs are needed that are flexible and adaptive to the unique challenges faced by teachers. Further, these training programs need to be attentive to the varying backgrounds and experiences of teachers, and provide teachers with additional consultation and support according to individual classroom needs.

The Incredible Years Teacher Classroom Management (IY TCM) Program

The IY TCM program (Webster-Stratton, 1994) is part of a series of three interlocking and complementary IY training programs for parents, children, and teachers designed to reduce the multiple risk factors associated with early-onset conduct problems and emotional and social difficulties in children ages 3–8 years. The IY training series is grounded in cognitive social learning and relationship theories about the development of antisocial behaviors in children (Patterson et al., 1992) as well as developmental, modeling, and self-efficacy theories (Bandura, 1977, 1982). The IY TCM program targets key school risk factors that can lead to negative outcomes for students, and works to break the negative coercive cycle described earlier while strengthening protective factors. To accomplish this, teachers are trained in evidence-based practices of effective behavior management, proactive teaching, teacher–child relationship

skills, parent–teacher collaboration, behavior plans addressing developmentally appropriate goals for individual students, and ways to promote students’ emotional regulation, social skills and problem-solving skills.

Research on the IY TCM Program

The IY Series has been the subject of extensive empirical evaluation over the past three decades. All three programs have been widely endorsed by various review groups, including the Office for Juvenile Justice and Delinquency Prevention, as one of 11 “blueprint” model violence prevention programs for treating and preventing disruptive behavior disorders (Webster-Stratton et al., 2001). Further, all three programs have been implemented and evaluated as prevention programs with high-risk populations (e.g., Head Start and primary grades serving low-income families) and as treatment interventions with children with diagnoses such as oppositional defiant disorder and attention deficit hyperactivity disorder, or with developmental delays. Evaluations indicate implementation with high fidelity across a variety of settings and cultural contexts (see Webster-Stratton & Reid, 2010a).

The IY TCM group-based training program has been evaluated by the developer in three randomized control trials as well as by six independent investigators. Across these trials, research findings indicated that independent observers reported that trained teachers use less harsh discipline and criticism, provide more nurturing and praise, demonstrate more consistency and confidence, and build higher levels of positive classroom climate than control teachers (Raver et al., 2008; Webster-Stratton et al., 2004). Children in classrooms with trained teachers were observed to be significantly less aggressive with peers and more cooperative with teachers (Webster-Stratton et al., 2001; Webster-Stratton et al., 2004). In addition, these children exhibited more social competence, emotional self-regulation, and school readiness skills, and less conduct problems in comparison to children in control classrooms (Webster-Stratton et al., 2001;

Webster-Stratton et al., 2004; Webster-Stratton et al., 2008). Further, teachers’ reports of parent bonding and involvement in school were significantly higher for trained than untrained teachers (Webster-Stratton et al., 2001; Webster-Stratton et al., 2008). Independent investigators have replicated many of these findings in low-income, high-minority Head Start classrooms in Chicago (Raver et al., 2008) and North Carolina (Williford & Shelton, 2008), in low-income counties in Michigan (Carlson, Tired, Bender, & Benson, 2011), in Wales with Sure Start (Hutchings, Daley, Jones, Martin, Bywater, & Gwyn, 2007), in Jamaica with teachers of 24 preschools in inner-city areas of Kingston (Baker-Henningham, Walker, Powell, & Gardner Meeks, 2009), and as a stand-alone self-administered training program with preschool teachers receiving consultation (Shernoff & Kratochwill, 2007).

Fidelity of IY TCM Program Delivery

An important topic around the delivery of EBPs is the fidelity with which these programs are implemented in the field. *Fidelity*, also referred to as *treatment integrity*, is an overarching term defined as the degree of exactness with which the delivery of a program adheres to, or reproduces, the original training program model features with the goal of replicating original research outcomes (Schoenwald & Hoagwood, 2001). Fidelity can be conceptualized in three dimensions: (1) treatment adherence, or trainer delivery of core program content and intervention dosage (number of hours of training) in the recommended sequence, (2) interventionist competence, or the IY trainer’s skill level of using the training methods, processes, and learning principles employed in the original program model, and (3) treatment differentiation, or implementation of the program for the population for whom the program was designed (Gresham, 2009; Power et al., 2005). In addition to the three dimensions outlined here, Power and colleagues (2005) note that participant responsiveness, or the level of participants’ engagement in the intervention, is an important component to treatment fidelity. In

other words, fidelity encompasses both the quality and quantity of EBP training delivery.

Why Does Fidelity Matter?

Convincing evidence exists that high program delivery fidelity is predictive of significant positive outcomes across a number of different EBPs, notably parent training programs (Eames et al., 2009; Henggeler, Schoenwald, Liao, Letourneau, & Edwards, 2002; Wilson & Lipsey, 2007). On the other hand, poor program fidelity, including reduced program dosage (number of hours of training and poor sequencing) and poor quality delivery, has been shown to predict little or no change, challenging the view that some exposure to program components is better than no exposure. Research shows that higher program doses of several EBPs produce superior outcomes to partial dosage (Borduin et al., 1995; Lochman et al., 2009). Analyses of dose–response effects for the IY parent program has shown a positive association between numbers of parent sessions attended and the effect size of program outcomes (Baydar, Reid, & Webster-Stratton, 2003). Moreover, prior research on the process of IY program delivery has indicated that quality of program delivery methods and processes were related to effect size of outcomes (Eames et al., 2009; Scott, Carby, & Rendu, 2008). For several EBPs including the IY parent program, research has shown that by adding consultation and supervision for trainers after the original training, fidelity of program delivery is enhanced (Henggeler et al., 2002; Lochman et al., 2009; Raver et al., 2008; Webster-Stratton, Reid, Hurlburt, & Marsenich, in prep). Taken together, these findings lend support to the assertion that higher dosages and quality delivery lead to more robust effects. Sadly, to date, very few randomized control trials of evidence-based teacher classroom management training programs exist where training fidelity process, methods, and dosage have been measured, let alone comparisons made to shortened versions of these programs. In fact, a recent review of school-based intervention studies reported that the majority of published

studies do not include data on any dimension of treatment fidelity (Sanetti, Gritter, & Dobby, 2011). Consequently, we have a poor understanding of what aspects of treatment implementation are important for outcomes (Perepletchikova, Treat, & Kazdin, 2007). To truly understand the effect of EBPs on student outcomes, it is imperative that researchers measure the dose, content, and processes of delivery for these programs.

For the remainder of this article, we focus on the IY TCM program as an example of an EBP that embeds fidelity and adaptation within its design. First, we briefly describe the core features of the IY TCM program along with the methods and processes that make the intervention effective. Second, we highlight the dissemination support mechanisms (training, mentoring, consultation, and coaching) necessary to facilitate high fidelity of implementation of IY TCM. The goal is to clarify the underlying principles and layered supports needed to effectively disseminate the IY TCM program to teachers with diverse cultural backgrounds and skills who work with students with varying developmental, academic, and social-emotional needs. Often fidelity and adaptation are thought of as mutually exclusive, but in the IY model they are considered both complementary and necessary. Finally, we discuss implications for school psychologists and future research.

IY TCM Training Methods and Delivery Principles

The IY Series is frequently misunderstood as a fixed-dosage, inflexible, curricular-driven EBP. Instead, the IY Series is better understood as a set of principle-driven, dynamic interventions that were developed in applied settings and that are flexibly adapted to each cultural context for children with varying developmental abilities based on ongoing dialogue and collaboration between participants and training group leaders (see Webster-Stratton & Reid, 2010a; Webster-Stratton, 2009; Webster-Stratton & Reid, 2008). The big ideas or principles, and the video-based vignettes and participant books (Webster-

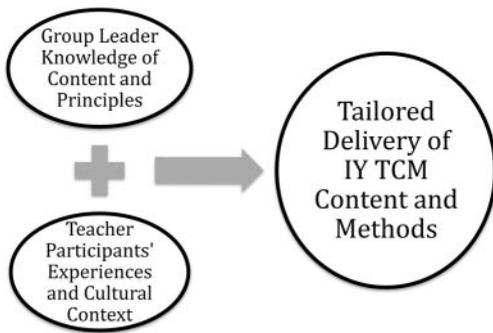


Figure 1. Reciprocal interaction between Incredible Years Teacher Classroom Management group leaders and participants.

Stratton, 1999), give structure to the programs, but flexible implementation gives voice to the participants and helps ensure that the content fits the context of their lives. Figure 1 provides a diagram of the reciprocal interaction between group leaders and participant experiences/backgrounds, which allows IY TCM to be tailored to the specific needs of group members with high fidelity. By using a principle-driven framework and flexible delivery strategies, the IY interventions have proven to affect parent, child, and teacher behaviors across a wide range of settings with culturally diverse groups of participants in repeated and rigorous evaluation studies (Webster-Stratton & Reid, 2010b).

IY TCM is recommended to be delivered in six full-day workshops spread out monthly over the school year by trainers (called “group leaders”) to groups of teachers. The IY TCM program utilizes self-reflective and experiential learning, group support and problem solving, and specific training methods that teach instructors important classroom management skills along with helping teachers manage their own self-regulation and stress. It is recommended that, between each training workshop, an IY TCM coach visits teachers’ classrooms to model skills and support teachers’ efforts, and meets individually with teachers to help them generalize the principles learned and refine behavior plans specific to their classroom. Part of using the IY TCM

program model successfully is for group leaders to understand how to tailor the program according to the individual needs of each teacher. Group leaders can achieve flexible applications of the manual when there is understanding of the program at multiple levels, including the program model, content, training methods, and delivery learning principles built into the program to promote a culturally and developmentally responsive structure for diverse populations. Thus, fidelity to the IY TCM employs a model not unlike the partnership-based framework outlined by Power and colleagues (2005), in which the group leaders incorporate the core components of the intervention with responsive strategies targeting the identified needs of the teachers and the individual students in their classrooms.

Evidence of the success of the IY implementation and adaptation processes comes from the high attendance rate by teachers in prior IY TCM studies in varied contexts. In one study (Herman, Borden, Reinke, & Webster-Stratton, 2011), 159 preschool through second-grade teachers agreed to participate in the trainings as part of a multicomponent intervention for children in their classrooms who had been diagnosed with a disruptive behavior disorder. Every teacher in the study attended every training session in exchange for continuing education credits and no payment. Likewise, in the first year of an ongoing trial being conducted by the second and third authors with general education teachers in an urban setting with high rates of poverty and a predominately African American student body (98% of students in two of the schools were African American), all 17 teachers attended all training sessions. Meals were provided, but teachers were not paid for their attendance nor did they receive continuing education credit.

IY TCM Training Methods

The core IY TCM training methods used to support effective classroom behavior management skills include having trained group leaders who (1) facilitate supportive and collaborative teacher group processes and problem-solving interactions, (2) use video vi-

gnettes chosen to model effective teacher interactions with students representing a variety of developmental abilities and ages, (3) structure role-play and practices for teachers to self-reflect and have experiential learning, using the newly acquired classroom management skills, (4) set up small-group break-out sessions for behavior planning, (5) assign classroom practice assignments between monthly workshops, and (6) weekly IY TCM coach visits to classroom teachers to support generalization of skills and enhance learning. These training methods are used across the six workshop sessions.

First, a key part of the transportability of IY is that it is delivered in groups. Not only is this approach more cost-effective than individual consultation, but it also allows training group leaders to capitalize on dimensions of group processes that facilitate teacher cooperative learning (Brown & Palincsar, 1989; Eames et al., 2009), motivation, and self-efficacy (Bandura, 1982). Moreover, the approach attempts to build social networks among teachers and reduce the isolation and stigma that they commonly experience, especially those who are struggling with classroom management (Abdallah, 2009). The group leaders encourage group participant collaboration, problem solving, and the sharing of their successes in tackling difficult problems as well as their mistakes and feelings of guilt, anger, and depression involving persistence of misbehavior from their students. These discussions serve as a powerful source of support. Another advantage of the group is that it allows the group leader to capitalize on the collective knowledge and wisdom of all the teacher participants. Teachers learn as much from each other as they do from the group leader.

Second, the IY TCM program uses cognitive social learning, modeling, and self-efficacy theory (Bandura, 1977), which contends that observation of a model can support the learning of new skills. As applied to teacher training in behavior management skills, IY TCM uses video-based modeling, which involves showing participants culturally diverse teachers using effective behavior management skills with diverse children representing a

wide social and emotional developmental span. Third, IY TCM uses role-play, and experiential and self-reflective learning. Role-play and performance-based practice of unfamiliar or newly acquired behaviors and cognitions has been shown to be effective in producing behavioral changes (Twentyman & McFall, 1975). Role-play practices help teachers anticipate situations more clearly, dramatizing possible sequences of behavior and thoughts that occur in the everyday classroom setting. This allows teachers to apply behavioral and cognitive principles to situations that are specific to their individual situations. Fourth, IY TCM uses small-group break-out sessions to simulate strategies regarding behavior plans and to engage teachers. Thus, IY TCM employs a partnership learning philosophy (Knight, 2010). Partnership learning uses strategies to allow the teachers to express themselves with a reciprocal approach to learning between the teachers and the group leaders. Lastly, IY TCM uses weekly classroom practice assignments and coaching to help transfer what is learned in the monthly group workshops to practice in the classroom. Learning about a skill or creating a behavior plan during the workshop group discussion is one thing, but implementing it with real students in the actual classroom setting is another (see Fixen, Naom, Blasé, Friedman, & Wallace, 2005). Teachers bring the successes and challenges they have faced in implementing the strategy or behavior plan in the classroom to the next workshop. Thus, the between-workshop practice assignments serve as powerful experiential learning opportunities and stimuli for discussion, review, and refinement of strategies and further role-plays in subsequent workshops (see Knight, 2010).

IY Principles

Programs must be flexible enough to allow for some adaptations for the given cultural contexts of participants, as well as the skill level and degree of experience of the individual teachers. The core teaching methods described earlier support trained group leaders in doing this effectively. In addition,

the IY Series encompasses a set of underlying delivery principles that allow for the content to be tailored to the specific audience and the specific needs of each teacher attending the group trainings (see Figure 1).

Principle 1: Collaboration and Relationships Are Essential to Teacher Learning

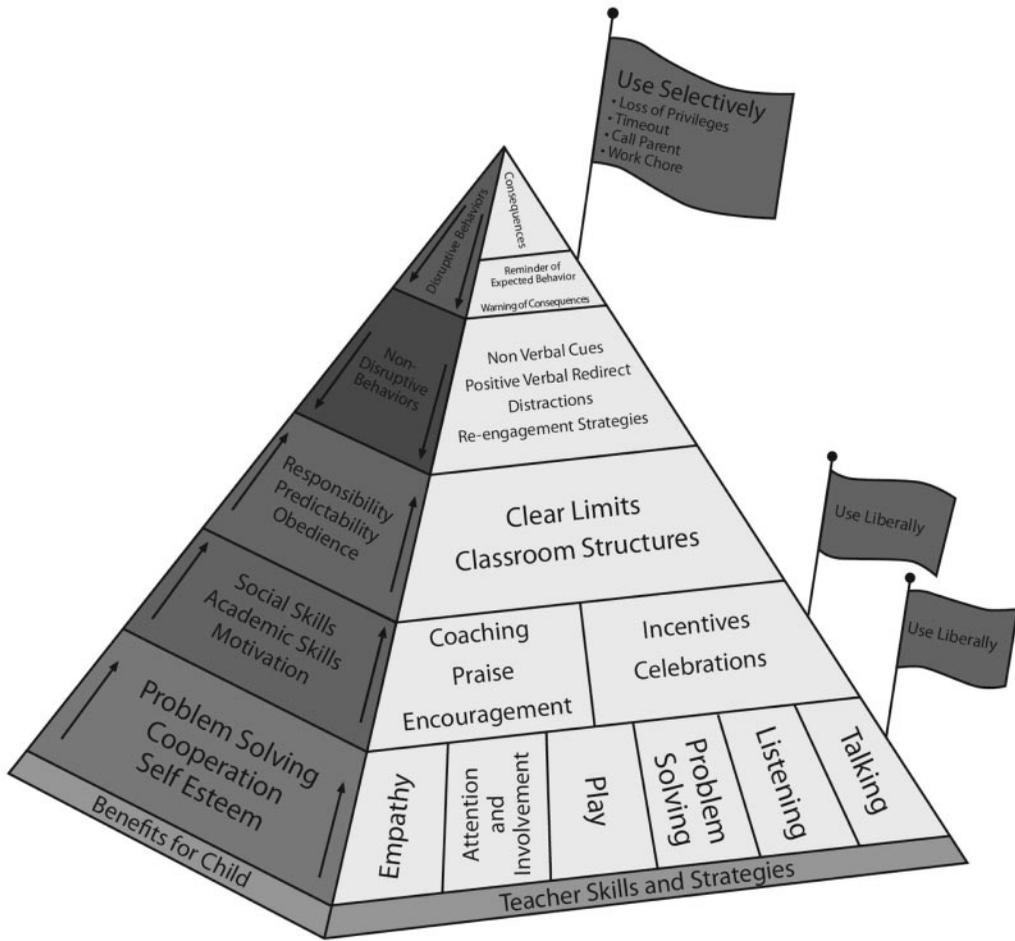
The IY TCM model is active and collaborative. In a collaborative relationship, the group leaders do not set themselves up as “experts” dispensing advice about how teachers should teach more effectively. Rather, teachers function as experts regarding their own students, classroom, school, and community in determining their goals. Collaboration implies a reciprocal relationship and training based on using equally the group leaders’ and the teachers’ knowledge, strengths, and perspectives (see Knight 2010; Webster-Stratton & Herbert, 1994). The collaborative group leader actively solicits the teachers’ ideas and feelings, learns about their classroom, and involves them in the reflective learning process by inviting them to share their experiences, discuss their thoughts and or ideas, and engage in problem solving. Another aspect of the collaborative process is having the group leader work with teachers to adapt concepts and skills to their particular circumstances. The IY group leaders and coaches recognize and value cultural differences and the diversity of teacher and student backgrounds. A collaborative group leader works carefully to process different theoretical frameworks and help each teacher use the content in a way consistent with his or her teaching style and beliefs. This climate of trust creates a safe place for teachers to reveal challenges they face and risk new approaches. Further, at the end of each training workshop, teachers complete a brief evaluation form. This provides the group leaders with immediate feedback about how each teacher is responding to the group leaders’ styles, group discussions, practices, content, and video vignettes presented in the workshop. When a teacher is dissatisfied or having trouble with a concept or workshop method,

the group leader will personally contact that teacher to resolve the issue or, if the difficulty is shared by others, bring it up in a subsequent workshop.

Principle 2: Start With Teachers Choosing Goals and Self-Monitoring Progress

Collaboration implies that teachers actively participate in setting goals and the training agenda. In the initial workshop, teachers are asked to share some of their experiences as well as their goals for the training program and for specific students they want to address. This initial discussion often produces immediate group rapport as teachers realize they have shared difficulties and are working toward similar goals. These initial long-term goals support the development of short-term goals between workshop meetings. This principle ensures that the goals are congruent with teacher values and suit the backgrounds or abilities of the students in their classrooms. The use of goal setting has been shown to support transfer of skills into practice in workplace settings (Reber & Wallin, 1984; Richman-Hirsh, 2001).

Teachers complete self-reflection inventories regarding their use of the ideas discussed on the topic and determine their goals for the subsequent month. At the following workshop, teachers reflect on their progress toward achieving their goals and share their own personal observations of their use of the teaching strategies. In addition, between workshop sessions, the teachers work directly with an on-site IY TCM coach who helps support teachers in meeting these goals in the actual classroom. In a recent cohort, teacher-determined goals included improving and strengthening relationships with particular students, increasing positive contact with parents, increasing collaboration with the parents of at-risk students, using planned ignoring as a response to minor misbehavior, and supporting specific students to develop self-regulation skills. For students who demonstrate exceptional challenges, the teacher and IY TCM coach problem solve, tailoring strategies to



Teaching PyramidTM

Figure 2. Incredible Years Teacher Classroom Management training pyramid.

address the challenge by creating an individual behavior plan. In a recent cohort of teachers, the coach worked with teachers to use clear limits, praise and encouragement, and social-emotional coaching with a student whose mother was incarcerated; positive forecasting and incentives with a student with significant language delays and disruptive behavior; and social-emotional coaching combined with increased parent contact with a student with poor peer relations and disruptive behavior. During workshop meetings, the group leaders

draw upon the goals and skills that each teacher is working toward, allowing group members to see the similarities in some of the challenges they face. This promotes cohesion as well as attention to individual goals, thereby making the program relevant to each teacher.

Principle 3: The IY Teaching Pyramid Is a Road Map for Content

The Teaching Pyramid serves as the road map for delivering program content (see

Figure 2) and is used to help teachers conceptualize effective and supportive classroom environments. The bottom of the pyramid depicts behaviors and activities that should be liberally applied as teachers form the foundation for development of other skills and behaviors. The base of the pyramid includes building positive relationships with students and parents, proactive strategies, and specific academic, persistence, social, and emotional coaching methods. A basic premise of the model is that a positive relationship foundation precedes discipline strategies, and attention to positive behaviors should occur far more frequently in effective classroom environments than attention to negative behaviors. Only when a positive foundation is in place within the classroom will strategies higher up on the pyramid be effective. All of the training elements are principles, however, and are negotiated with each teacher in terms of how they are implemented in a given classroom. That is, how a given teacher conveys warmth, defines and communicates expectations, and chooses consequences is up to that teacher to ensure that it fits with their personalities and perceived needs of the class. Teachers are encouraged to use their professional judgment, including their knowledge of their classroom and their students, to make decisions about how the principles on the pyramid are enacted in their class. The pyramid is also the foundation for flexible adherence to program principles. For example, after a presentation of the pyramid to teachers in a recent trial in schools with many students facing risk for negative outcomes, one teacher commented, "We are the base for our students." This concept resonated with the other teachers at the training and became their rule for understanding and applying IY in their schools.

Principle 4: Build Participants' Confidence and Self-Efficacy

Teachers will only be successful in implementing new practices if they believe that they can do it and if they believe doing so will produce desired changes (see Han & Weiss, 2005). The partnership between the teachers

and IY TCM group leaders and coaches empowers teachers in their ideas and enhances their ability to cope with challenges. Bandura (1977, 1982, 1989) suggested that self-efficacy is the mediating variable between knowledge and actual behavior. Teacher self-efficacy and increased self-confidence are accomplished in this program through the goal-setting, self-reflection inventories, experiential learning, mutual support, and collaboration mentioned earlier. Workshop group leaders and coaches facilitate this by celebrating teachers' success at achieving their goals, strengthening their knowledge base, and increasing their autonomy, instead of creating dependence on the group leaders or coach. There is further reason for this model: Because the IY program wants teachers to adopt a participative, collaborative, empowering, self-reflective approach with the students and families with whom they work, the group leaders model this approach for them in all of their interactions with teachers.

For instance, coaching, praise, and reward methods are used liberally with teachers by the leaders and coaches. This reinforces the teachers and serves as a model for using these strategies with students. Group participants are also encouraged to praise one another. Group leaders pull out important workshop content from the ideas and comments generated by teachers in the group meeting through these teachers' own language. For instance, during a recent session the group leader asked, "What are you thinking that helps you stay calm?" The teacher replied, "I think to myself, 'By staying calm, I am a positive model to my students for how to solve problems.'" The group leader highlighted that this teacher came up with the principle that children learn by watching others (modeling principle) and wrote this principle, which can be applied across multiple situations, on a poster for review in subsequent sessions.

Principle 5: Address Cognitions, Emotions, and Behaviors

A common barrier to effective implementation of new practices for teachers is their

own internal dialogues about themselves, their world (e.g., their students, workplace, peers, supervisor), and their future. Quite often, teachers are unaware of their self-dialogue. There is a clear link between thoughts, behaviors, and emotions (Bandura, 1989). For instance, teachers who have worked for months with a challenging student without success may have developed very negative views of the student that, in turn, influence their interactions with this student and perhaps even the parent(s). For these reasons, throughout the IY TCM intervention, attention is given to these self-defeating thoughts and the emotions and behaviors they engender. These thoughts are elicited during role-play practices and discussions of challenging students. This use of role-play practice and discussion allows the content for learning these skills to be specific to the emotional challenges faced by teachers in the group. An example of this is a teacher who did not believe she could work effectively with a student she found to be particularly challenging, and about whom she confessed, "I just don't like him." Aware that she was put off by the student and avoided interactions with him, she doubted her ability to overcome her aversion to him in order to implement proactive strategies. Through role-play, one teacher in the group whispered encouraging statements to help her communicate in a sincere, enthusiastic, and positive manner as another group member took the role of the offending student. During follow-up visits with the IY TCM coach, the teacher reviewed her use of the strategy. Ultimately, the teacher not only increased her positive interactions with the student, but she reported that she had grown to like him. She noted an increase in his task engagement and participation in class. As a result of her experience in the program, she felt more confident in her ability to be effective with challenging students.

Principle 6: Use Experiential and Self-Reflective Learning Methods

Factors found to increase transfer of learning to real world settings include active learner participation in the training and the

learner perceiving the training as relevant to real world conditions (National Research Council, 1991). Therefore, IY TCM places a major emphasis on experiential learning rather than simply didactic instruction. First, teachers observe group leaders and video models demonstrating effective implementation of teaching practices. Next, they are given the opportunity in the group discussions to reflect on which practices fit best with their style and class. This is followed by demonstration and practice of the observed skills in front of the entire group where role-playing teachers receive feedback and are empowered for their ideas. In addition, small-group practices are set up where teachers practice with their peers and are given feedback about their performance. Again, this principle allows for tailored delivery of the program with high fidelity because the content and practice opportunities incorporate specific challenges faced by teachers in their classrooms. As an example, teachers at a recent training expressed concern about the use of ignoring as a strategy with some of their students. The group leaders then invited a teacher whom they had observed using ignoring effectively in her classroom to demonstrate the skill as applied to working with a particularly challenging student. The role-play was especially effective because many of the teachers were from the same building, and thus familiar with the student.

Principle 7: Contextualize the Learning Process

Generalization, or the ability to apply specific skills in the training to one's own unique situation, and to extrapolate from current concerns to future classroom challenges, is enhanced when teachers are exposed to a variety of classroom situations and approaches to solving problems (Fixen et al., 2005). The IY TCM program works to increase generalization of skills by choosing a variety of vignettes and by group leaders using probing questions that are specifically relevant to the teachers in the group. Group problem solving further helps support this process, making the content applicable for those teachers in the

training as well. For instance, IY TCM uses group problem solving when the group leader compiles a list of behaviors that teachers want to encourage or discourage, and asks the group to come up with as many ideas for handling these behaviors as they can. Members of the group gather ideas for challenges they face in the classroom by learning from others. Generalization is also enhanced by “principles training”—pointing out or having a group member state the underlying principle that can be applied across multiple situations (e.g., modeling principle). These principles are listed on a poster and brought to each session to facilitate continued applications of the principle. The group leaders can highlight teacher contributions by linking the principle with the group member’s name who stated the principle and recording it in his or her own words. For example, “Kevin’s modeling principle: “By staying calm I am a positive model for my students on how to solve problems,”” or “Trisha’s fun principle: “By making learning fun, my student will want to learn because we always want to repeat something that is fun.”

Dissemination Process Within a School

Identification of an evidence-based teacher classroom management program for a particular age group and providing high-quality training workshops for teachers is only the first step in successful promotion of a teacher’s effective classroom management skills. An earlier article (Webster-Stratton & Herman, 2009) reviews in detail seven strategies or steps for effective school dissemination to assure high program fidelity and a sustainable plan. The first step for a school is to carefully select two to three teachers to participate in a three-day training workshop to enable them to become group leaders who can deliver the six-day teacher training workshops throughout the year. These group leaders should be provided with sufficient consultation, support, and video reviews of their workshops from accredited IY coaches or mentors to ensure quality delivery of the training to teachers (see Figure 3). Next, it is highly recommended that they submit videos of the workshops they con-

duct, protocol checklists, teacher attendance lists, and teacher evaluations for accreditation/certification as group leaders. Those who achieve accreditation as group leaders are then eligible to be nominated by IY mentors to participate in additional trainings to become accredited IY peer coaches. Peer coaches provide coaching to participating teachers on site in their classrooms and can assist mentors in the training of group leaders in the delivery of the six-day workshops by supporting small-group break-out sessions and student behavior planning.

Mentoring Group Leaders and Coaches

IY mentors have a long-term active professional relationship with group leaders; provide further modeling and encouragement of self-reflective practice; understand the underlying theories and research regarding cognitive, affect, and behavior change and can explain these to group leaders; and have the knowledge of dissemination strategies related to fidelity delivery of evidence-based programs. Mentors are expected to provide expert knowledge to group leaders and coaches as needed and to use a collaborative learning process focused on group leader or coach needs and goals (Webster-Stratton & Herman, 2010). Mentors are selected by IY trainers from accredited IY peer coaches who have had extensive experience training and coaching teachers. They have received additional training to provide authorized three-day training workshops to group leaders who will deliver the six-day training workshops to the teachers.

The same methods and principles used by group leaders to train teachers are used when mentors train group leaders and coaches. Moreover, the trainings engage participants on multiple levels of awareness through role-play and practices, including awareness of their own skills as a teacher or group leader, and understanding the experiences of the students, parents, and their peers. These processes are easier experienced than described, meaning that group leaders are trained in the methods and processes that they will use in the IY TCM program, and then train teachers to use these

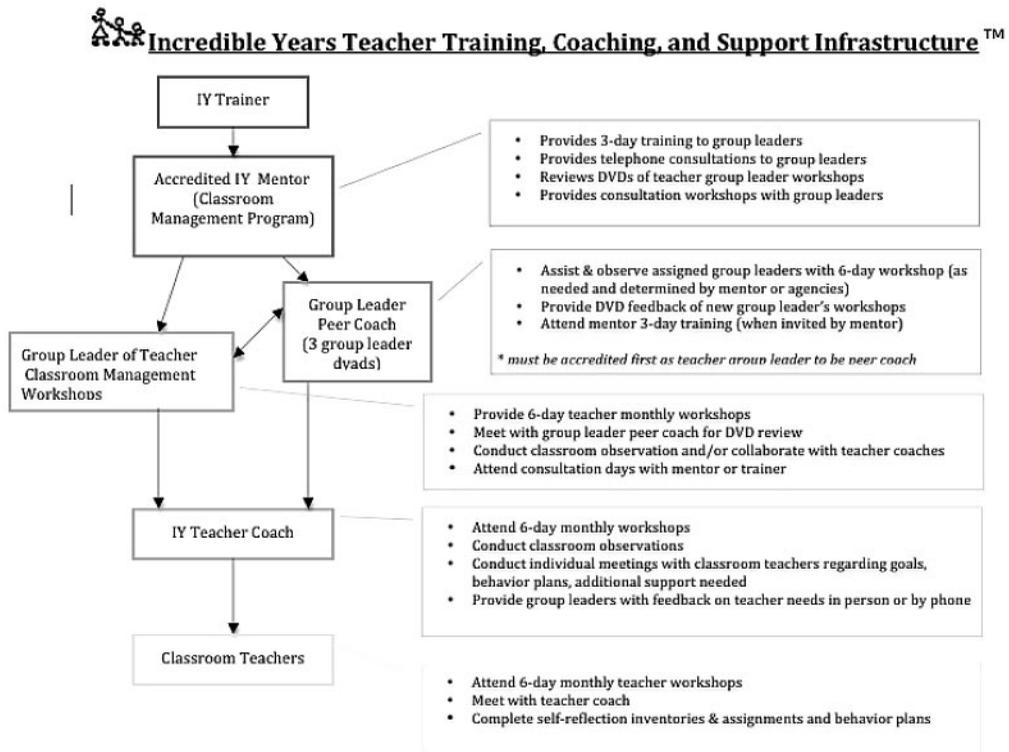


Figure 3. Incredible Years Teacher Classroom Management support infrastructure.

with students. Further, group leaders are provided ongoing consultation, video reviews, and clinical supervision to ensure high levels of fidelity to the content, methods, and delivery principles (see Webster-Stratton & Herman, 2010, for full description of certification process). See Figure 3 for how this supportive infrastructure can be set up in schools or educational districts.

How Do You Measure EBP Fidelity?

It has been common practice to monitor program delivery adherence by collecting training checklists wherein implementers check off whether they have delivered specific content for the training session, showed particular video vignettes, and asked participants to do particular classroom activities. Although these checklists are easy to complete, they are limited as with any self-reports (checklist or Likert scales) by subjective bias, and they do

not always correlate with independent evaluations or observations by supervisors (Dane & Schneider, 1998; Leithwood & Montgomery, 1980). They also lack information about specific training delivery methods and processes used by trainers, as well as consumer feedback and satisfaction level. Without supervision or monitoring of quality assurance, it is not clear what trainers may be omitting or altering, or the quality of their actual delivery of the program.

Process skills and training methods are critical to assessing fidelity delivery of IY programs. The mentor, coach, and group leader interpersonal skills, training methods, and processes used are as important in delivering this training program as their knowledge level and coverage of the specific content recommended. For this reason, fidelity of the IY program is assured not only by session checklists, peer and self-evaluations, weekly session

evaluations by participants, and recording of participant attendance, but also by independent video review of group leader training workshops with standardized observational measures of delivery methods and processes. All of these elements of fidelity must be completed for group leaders to become certified or accredited as group leaders in the IY programs. Observational and report measures of fidelity for the IY TCM program and accreditation requirements are well articulated and can be found on the IY Web site: http://www.incredibleyears.com/Certification/process_GL.asp

Adapting IY TCM With High Fidelity

The IY TCM program is in use across a variety of cultures and populations. Currently, the IY TCM program is being implemented with Head Start teachers and with elementary school teachers in kindergarten through Grade 3 in the United States, in the United Kingdom in both urban and rural settings, and with preschool and elementary teachers in Ireland, New Zealand, Norway, and Jamaica. The following provides a brief overview of how the IY TCM program can be tailored to meet the needs of teachers with varying educational backgrounds, skills, and experiences, and to teachers and students from diverse backgrounds. Table 1 provides a summary of how IY TCM can be flexibly delivered to match teacher characteristics with student needs.

Tailoring IY TCM for Teachers With Less Knowledge of Effective Classroom Practices

Teachers enter the field with variable training in effective classroom practices and knowledge of child development (Rogers & Freiberg, 1994). Therefore, tailoring the IY TCM program to effectively support teachers with less experience and less knowledge of effective classroom practices will improve outcomes. For instance, teachers of Head Start generally have a lower level of education and less background in education, behavior management strategies, or child development than elementary school teachers (Epstein, 1999;

Hindman, Skibbe, Miller, & Zimmerman, 2010). Also, new teachers just entering the field often have less experience and find managing classroom behavior and working with families to be a greater challenge than more seasoned teachers (Veenman, 1984). Given discrepancies in prior teacher training, some adjustments to the pacing, level of support, and amount of time needed to deliver the content may be necessary when implementing IY TCM with teachers with less experience or knowledge of effective practices for managing student behavior or collaborating with families. Several of the training methods and delivery principles allow for tailoring IY TCM with high fidelity to meet the needs of these teachers.

Because the teachers in the group set the goals and training agenda, the workshop content can be administered at a slower pace, allowing for mastery of key skills before moving onto the next topic. IY TCM is capable of this adjustment because the manual allows for group leaders to select from a variety of potential activities, including vignettes, role-plays, break-out activities, and questions to facilitate discussion. The group leaders monitor the understanding of teachers in the group and can use additional vignettes and practice activities as needed before switching topics. Typically, a fraction of the vignettes and activities outlined in the manual would be used. However, when working with a group of teachers needing more support, the group leaders can use more of these vignettes and discussions to ensure that the teachers have mastered the skills before moving forward. Moreover, the training can be extended beyond the six workshops if necessary. In between workshops, the IY TCM coach would devote more time to ensure generalization. For an inexperienced teacher, the coach would likely use more live modeling of skills to demonstrate the new behavioral principle in the actual classroom setting and have the teacher practice while the coach is present, allowing for immediate feedback. Both the group leaders and coach would collaborate with the teachers to create realistic goals to

Table 1
Adapting the IY TCM with Fidelity

Core IY Components (Required)	IY Adaptations (With Fidelity)
Program Protocols for 5–6 monthly workshop topics	Cover all program topics and protocols, but increase the focus or dose of intervention according to teacher needs, goals, and backgrounds (e.g., spend more time on relationship building in classrooms where teachers are more critical and there are more disruptive children; do more role-play practices for teachers on challenging negative thoughts and self-regulation strategies).
Core vignettes selected by appropriate age range as indicated on protocol	Choose additional vignettes for topics that provide new knowledge for teachers or address a student with a specific challenging behavior (e.g., persistence coaching methods for a child with ADHD).
Role-play practices	Increase number of practices according to issues teachers raise or for strengthening learning in unfamiliar topics.
Program dosage (minimum 5 days)	Increased dosage may be needed to adequately cover the material, because it may take some teachers longer to master material owing to the risk level of the population or the baseline skills and training of the teachers. The 6th workshop day is essential when teachers are not delivering a social and emotional skills curriculum to children.
Key group teaching/learning methods (goal setting and monitoring, behavioral practice, principle building, values exercises, cultural and developmental awareness, use self-reflective inventories, review classroom workshop assignments)	Increased teacher practice developing scripts for new concepts and cognitions, more explicit rationale and theories provided for teachers with less experience and/or training in behavior management; adapt classroom activities when needed according to teachers' goals or student needs.
Alliance-building techniques with teachers (collaborative learning, group problem solving, teacher buddy calls, group leader support calls, praise and celebrations for teachers)	All standard alliance-building techniques apply, but may need increased efforts for stressed teachers by giving more support, praise, using more incentives, and spending longer to build a trusting relationship between group leaders and teachers.
Additional Recommended Components for Particular Situations (Not Required)	
IY TCM Coaches ~ Core model does not require coaches, although it is strongly recommended for challenging situations, child care settings and Head Start.	For teachers with difficult students and classrooms or teachers with little formal teacher training, provide an IY TCM coach. Coach visits classroom weekly for minimum of 1 h visits to model skills and support teachers; <i>plus</i> , coach meets individually with teachers to review goals and behavior plans and, as needed, practice management skills.
Parent Training ~ Core model does not train teachers in how to train parents in IY school readiness and reading skills	For schools addressing high-risk populations, it is helpful to include some workshops for parents; coaches or counselors and teachers can partner to deliver the IY School and Reading Readiness Program for parents.

Table 1
Continued

Additional Recommended Component for Particular Situations (Not Required)	
Child Social and Emotional Skills Curriculum ~ Core model does not require use of IY Child Dinosaur Curriculum training	For schools addressing high-risk populations, consider training for teachers to implement the classroom Child Dinosaur Social, Emotional and Problem Solving Curriculum after receiving basic TCM training.

Note. IY TCM = Incredible Years Teacher Classroom Management; ADHD = attention deficit hyperactivity disorder.

enable success in the classroom, hence supporting teacher self-efficacy and confidence.

Tailoring IY TCM for Teachers of Students With Challenging Behaviors

On occasion, some teachers may find that they have greater numbers of students with challenging behaviors in their classroom. Similarly, these teachers may need additional supports to transfer the skills learned during the IY TCM workshops to the classroom. Supplementary video vignettes that demonstrate students with more severe problem behaviors are available and can be easily incorporated into the workshop. The group leaders may use workshop time, allowing the group to develop a behavior support plan for a student presenting with a particularly challenging behavior. This group problem-solving process is supportive of the teacher who will use the plan and helps other teachers generalize the information to students in their classrooms. The IY TCM coach would then work closely with the teacher to support implementation of behavior support plans for specific students. In addition, a teacher may wish to use the IY TCM self-study manual and materials as a way to guide additional self-learning for skills in working with particularly challenging students (see Shernoff & Kratochwill, 2007).

Tailoring IY TCM to Teachers and Students From Diverse Cultural Backgrounds

The collaborative nature of the groups and permitting the teachers to set their own

goals based on their backgrounds and experiences with their students and families allows IY TCM to be tailored for implementation with a variety of cultural backgrounds. First, the group leaders respect and affirm cultural differences, modeling this during the group. The group leaders start the program in all cases by providing an orientation to the IY TCM program content and topic schedule, giving teachers a chance to ask questions to determine if the program will address their specific needs and goals. Then, teachers determine their own personal goals. Group leaders acknowledge, respect, and affirm cultural differences through the collaborative process by which they learn about the teachers, their culture, values, classroom practices, attitudes, and goals.

Another way that the IY TCM program attends to cultural diversity and sensitivity is by showing teachers video vignettes that represent the culture and backgrounds of the students they teach. Group leaders can select vignettes to provide more diverse models and examples of ways to interact successfully with children to promote optimal social, emotional, and academic competence. The effect of showing culturally diverse models is that teachers come to realize the universality of effective teaching principles. However, even more important than surface-level cultural adaptations are the deeper structural delivery principles that ensure cultural sensitivity and relevance (Resnicow, Soler, Braithwaite, Ahluwalia, & Butler, 2000). This includes the ability of the group leaders to be collaborative

and responsive in the delivery of the program. Furthermore, group leaders understand that there are possible cultural barriers to teachers using some of the practices in the IY TCM program. These barriers are openly discussed and efforts are made to reframe the program content or adjust for cultural and attitudinal barriers.

Future Research

There are a number of areas for future research with IY TCM. First, comparing the delivery of the IY TCM program with shorter and longer program dosage to see what effect this reduction in this component of program fidelity has on the effect size of teacher classroom management outcomes is needed. Future research may employ an assessment of current classroom practices to allow for tailoring of content needs to a teacher's areas of growth. Second, comparing fidelity of delivery of the IY TCM group leader methods, processes, and principles and its effect on teacher classroom management outcomes and student outcomes has not been directly assessed. Current studies are underway that are assessing the major dimensions of fidelity of treatment (e.g., dosage, core content coverage, quality of group leader, and engagement of participants), which may help shed light on this particular research topic. Third, comparing IY TCM training of teachers with and without individual classroom coaching to determine whether between-workshop coaching for teachers enhances teachers' classroom management skills and results in improved student outcomes is needed. Further, gathering data on the content of coaching sessions, and what is and is not necessary to promote effective teacher change, would inform the field. Fourth, comparing the self-administered version of the IY TCM program with the group-based version of delivery to determine the advantages of group teacher support and practices over the cost-effectiveness of a self-study model is required. Fifth, determining the use of the IY TCM training for teachers working with different child populations, such as children with developmental

delays and/or severe behavior problems, is needed to identify areas of adaptation for use with specific populations. Finally, determining the advantages of adding the IY parent or child programs alongside the TCM intervention needs to be understood in terms of the amount of gain that is achieved in effect sizes by adding one or both of these components.

Implications

To enhance teacher engagement and maximize outcomes among individuals from diverse backgrounds and experiences, programs must be flexible enough to allow for some adaptation. Prevention scientists developing interventions and school psychologists and practitioners implementing evidence-based interventions in schools must be aware of the important balance between adaptation and implementation with high fidelity. The IY TCM uses a principle-driven approach that provides a guide to gaining this balance. Given that culture is not static and that relevant cultural dimensions are virtually limitless, it is not realistic to develop and rigorously evaluate a new, culturally adapted intervention for each of these dimensions as they change over time. Consider that race, ethnicity, nationality, socioeconomic status, religion, marital status, family constellation, geography, gender, age/developmental status, and neighborhood (among other cultural factors) all interact to influence responsiveness to interventions. When we appreciate this fact, every intervention truly needs to be adapted to the unique cultural context of every individual's life. The only reasonable way for this to occur is for adaptation to be built explicitly into the design of an intervention. This is consistent with Castro et al.'s (2004) call for hybrid interventions that are adjustable to match differing cultural contexts. For over 30 years, the IY Series has incorporated a principle-driven collaborative and experientially reflective approach to guide effective adaptation and dissemination of effective parenting and teaching practices.

In addition, the need for an infrastructure to support those providing training and

implementing interventions through supervision and consultation, as well as ongoing on-site coaching, to support behavior change in real-life settings is an important facet of intervention science. These support systems are often neglected or left unmentioned. Without proper training and ongoing support and supervision, evidence-based interventions are unlikely to be implemented with fidelity, minimizing the potential outcomes for children and families. In fact, these supports should be considered an integral part of the intervention. Implications for prevention and intervention science include the need for more transparency in the supports required to adequately and effectively implement school-based interventions.

Lastly, intervention development must be thought of as an ongoing process rather than an end point given that new data gathered from ongoing research and clinical practice can inform improvements to the intervention. For instance, the IY Series implementation manuals (including leader manuals, handouts, books, and resources given to participants), vignettes, and even the suggested number of sessions have been refined over time based on these experiences. An important implication for prevention science is the understanding that effective interventions continue to evolve and improve based on internal audits and feedback. As a parallel, consider that the safety features of cars continuously improve. Few people, when given the option, would opt to drive the old model without safety additions. Gathering data on what works, eliciting ongoing feedback, and actively participating in the implementation of the intervention across a variety of contexts provides the needed information to improve interventions and meet the needs of broader, more diverse populations. For instance, the first author and developer of IY continues to facilitate groups, mentor group leaders, and provide ongoing consultation, effectively bridging the worlds of research and practice in a manner that keeps the interventions relevant, feasible, and socially valid.

Summary

In this article, we have attempted to highlight the collaborative and systematic processes and principles that allow the IY TCM program to be adapted with high fidelity in training teachers across school contexts. Many of these processes and principles have been part of the program from the outset, while others evolved iteratively with our research and repeated applications of the program over time and across settings. We suspect continued refinements will occur as our experience with the program expands and as the science behind it improves. Our most important lesson to date is that the principles and processes that support dissemination cannot be afterthoughts; rather, they need to be essential, foundational aspects of interventions if they are to be successfully transported. Only dynamic interventions with identifiable, nonreducible, and measurable elements will be broadly disseminated with high fidelity to meet the needs of an increasingly diverse teacher and student population in schools.

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Carolyn Webster-Stratton is Professor Emeritus at the University of Washington and founding director of the University of Washington Parenting Clinic. She has spent more than 30 years researching ways to help prevent and treat aggressive behavior in young children, as well as developing and researching programs to promote children's social and emotional competence. Dr. Webster-Stratton, a licensed clinical psychologist and nurse practitioner, has conducted nine randomized trials evaluating the impact of parent, teacher and child training programs for reducing young children's behavior problems and promoting their social, emotional and academic ability. She has developed evidence-based prevention and treatment programs that have been translated into 8 languages and are being used by teachers and mental health specialists in 20 countries around the world. In recent years she has researched the use of her parent, teacher and child training programs as school-based prevention programs delivered in day care centers, Head Start and the early grades of public schools. Dr. Webster-Stratton received the National Mental Health Lela Rowland Prevention Award from the National Mental Health Association for her interventions with families. She also has received the prestigious National Mental Health Research Scientist Award from the National Institute of Mental Health. Currently she is completing an NIH research grant evaluating her parent, teacher and child treatment programs with young children diagnosed with Attention Deficit Disorder. In addition she is completing another NIH grant evaluating the dissemination process of delivering her programs to child welfare agencies in California serving low income populations. In addition to her research, she has published books for teachers, parents and children.

Wendy M. Reinke, PhD, is an assistant professor in the Department of Education, School, and Counseling Psychology at the University of Missouri. She earned her degree in school psychology from the University of Oregon and completed her postdoctoral training in prevention science at Johns Hopkins University. She has advanced training in teacher consultation and behavior analysis. She received a grant from the U.S. Department of Education to support her development and evaluation of a teacher coaching model, the Classroom Check-up, for reducing problem behavior. She has published extensively on supporting teachers with classroom management and prevention and early intervention of disruptive behavior problems in children. She is coauthor of three books, including *Motivational Interviewing for Effective Classroom Management: The Classroom Check-up*. She is the founder and codirector of the Missouri Prevention Center. The focus of the Center is on the prevention and early intervention of aggressive behavior and depression in children. She is a scientific investigator on several large studies. She is a coinvestigator on the National Institute of Mental Health–funded Johns Hopkins Center for Prevention and Early Intervention, evaluating strategies to enhance fidelity and increase family engagement of school delivered evidence-based interventions. She is also the principal investigator on an Institute of Education Sciences grant to evaluate the efficacy of the Incredible Years Teacher Classroom Management Training program, evaluating whether the intervention can increase teacher use of effective classroom management strategies and improve student social and academic outcomes.

Keith C. Herman is an Associate Professor in Department of Education, School, & Counseling Psychology at MU. He is the Founder and Co-Director of the Missouri Prevention Center. He has advanced training and experience in school-based consultation, assessment, and research through the University of Oregon. He was also trained by Dr. Webster-Stratton as a certified IY parent, child, and teacher training group leader. Previously he was a faculty member at Johns Hopkins University School of Medicine and is a co-investigator for the Johns Hopkins Center for Prevention and Early Intervention. He has an extensive grant and publication record including over 40 peer-reviewed publications in the areas of prevention and early intervention of child emotional and behavior disturbances and culturally-sensitive education interventions.

Lori L. Newcomer is an Assistant Research Professor at the University of Missouri. Her current research interests are the design, implementation and evaluation of multilevel school-based interventions to promote the development of pro-social behavior, prevent the development of learning and behavior problems for students at risk for emotional and behavioral disorders (EBD), and function based support for students with EBD. She is a trained facilitator of the Incredible Years Teacher Classroom Management program.

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