

Reduction and prevention of aggression and behavioural problems in disadvantaged pre-school children: implementation and effectiveness of the Incredible Years Programme, Luton, UK

Submission date 23/02/2018	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered
Registration date 05/03/2018	Overall study status Completed	<input type="checkbox"/> Protocol
Last Edited 07/06/2018	Condition category Mental and Behavioural Disorders	<input type="checkbox"/> Statistical analysis plan
		<input type="checkbox"/> Results
		<input type="checkbox"/> Individual participant data
		<input type="checkbox"/> Record updated in last year

Plain English summary of protocol

Background and study aims

The Incredible Years preschool course is for parents with children aged 3-5 years who have behavioural problems. It helps parents to adopt a positive approach incorporating praise, play, use of incentives, predictable routines, boundaries and strategies to manage challenging behaviour. Parents learn how to prepare their children for school, working more closely with early years professionals to develop emotional regulation and social skills. The aim of this study is to find out whether the Incredible Years Programme is effective for families.

Who can participate?

Parents/carers with children aged 0-5 years who have attended the Incredible Years Programme, Incredible Years trained practitioners/Family Support Workers, Incredible Years operational and project leads, and Local Authority commissioners

What does the study involve?

Parents/carers attend 14 weekly sessions of 2.5 hours duration with childcare provided in local children's centres. Incredible Years facilitators work with parents to improve emotional and social functioning and address, reduce and prevent aggression and behavioural problems. The course uses video clips depicting real life scenarios to encourage group discussion, problem solving and sharing of ideas and experiences. Parents receive manuals and group materials throughout the course in addition to home assignments. Interviews are also conducted with parents after the Programme to understand the extent to which they feel they have been helped. Incredible Years group facilitators, managers and local authority commissioners are interviewed regarding the implementation of Incredible Years.

What are the possible benefits and risks of participating?

Previous research suggests that Incredible Years helps parents to make positive changes in their

family relationships. The interviews allow participants to give their views on Incredible Years. There are no anticipated risks, but there is a protocol in place to signpost parents to additional support/advice if required, and the researcher is available afterwards for debriefing if necessary.

Where is the study run from?

1. University of Bedfordshire (UK)
2. Flying Start (UK)

When is the study starting and how long is it expected to run for?

February 2016 to November 2018

Who is funding the study?

1. University of Bedfordshire (UK)
2. Flying Start (UK)

Who is the main contact?

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Contact information

Type(s)

Scientific

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Additional identifiers

Protocol serial number

FS_IY

Study information

Scientific Title

Reduction and prevention of aggression and behavioural problems in disadvantaged pre-school children: a Process and Outcome Evaluation of the Incredible Years Programme, Luton, UK

Acronym

IY

Study objectives

Incredible Years aims to improve parent-child relationships through positive interaction. The Programme has been shown to prevent, reduce and treat aggression and emotional problems in other countries.

Ethics approval required

Old ethics approval format

Ethics approval(s)

University Research Ethics Committee, University of Bedfordshire, 07/06/2017, ref: UREC107

Study design

Process and outcome evaluation of a single-centre targeted intervention

Primary study design

Interventional

Study type(s)

Prevention

Health condition(s) or problem(s) studied

Prevention, reduction and treatment of aggression and emotional problems in pre-school children

Interventions

The Incredible Years pre-school course is designed for families living in disadvantaged areas with children aged 3-5 years who are showing early onset behaviour problems. The programme consists of 14 weekly sessions of 2.5 hours duration with childcare provided. Incredible Years facilitators work with parents to improve emotional and social functioning and address, reduce and prevent aggression and behavioural problems. The course uses video clips depicting everyday scenarios to encourage group discussion, problem solving and sharing of ideas and experiences. Parents receive manuals and group materials throughout the course in addition to home assignments. Programme fidelity is maintained with a standardized training process involving peer review, videotape feedback and consultation.

The study design is a process and outcome evaluation using a mixed method approach. The process evaluation aims to understand how and why the intervention was adopted, drivers and barriers to implementation and the role of context. With respect to Incredible Years, this will involve semi-structured interviews with families, staff and stakeholders throughout the delivery of Incredible Years.

The outcome evaluation will measure the progress of families who attend the Incredible Years Programme. Pre and post Programme measures are: Children's behaviour (Strengths and Difficulties questionnaire); Emotional well-being (Adult well-being scale); Parenting skills (Parenting Daily Hassles scale); Parental self-efficacy (TOPSE tool).

Intervention Type

Behavioural

Primary outcome(s)

Measured pre and post Programme (14 weeks):

1. Children's behaviour, assessed using the Strengths and Difficulties questionnaire
2. Emotional well-being, assessed using the Adult well-being scale
3. Parenting skills, assessed using the Parenting Daily Hassles scale
4. Parental self-efficacy, assessed using the TOPSE tool
5. Parent attendance, monitored by facilitators over the 14 week duration of the course and reasons for absence noted where possible

Key secondary outcome(s)

1. Positive and negative aspects, ways they can improve, group dynamics, and group reactions /responses, reviewed by Group Facilitators after each session
2. Overall impressions of Incredible Years including changes observed in parents and any challenges identified, reviewed by Facilitators at the end of the Programme
3. Parental feedback, collected with an anonymous appraisal at the end of the Programme

Completion date

01/11/2018

Eligibility

Key inclusion criteria

1. Parents/carers with children 0-5 years who have attended the Incredible Years Programme
2. Incredible Years trained practitioners/Family Support Workers
3. Incredible Years operational and project leads
4. Local Authority commissioners

Participant type(s)

Mixed

Healthy volunteers allowed

No

Age group

Mixed

Sex

All

Key exclusion criteria

1. Persons with no experience of Incredible Years
2. Persons with no experience of working in the early years sector

Date of first enrolment

01/03/2018

Date of final enrolment

01/07/2018

Locations**Countries of recruitment**

United Kingdom

England

Study participating centre**Institute for Health Research**

University of Bedfordshire

University Square

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Study participating centre**Flying Start**

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Sponsor information

Organisation

Institute for Health Research

Organisation

Flying Start Luton

Organisation

National Institute for Health Research

ROR

<https://ror.org/0187kwz08>

Funder(s)

Funder type

University/education

Funder Name

University of Bedfordshire

Alternative Name(s)

Funding Body Type

Private sector organisation

Funding Body Subtype

Universities (academic only)

Location

United Kingdom

Funder Name

Flying Start Luton

Results and Publications

Individual participant data (IPD) sharing plan

The data sharing plans for the current study are unknown and will be made available at a later date.

IPD sharing plan summary

Data sharing statement to be made available at a later date