

Last reviewed: September 2021

Intervention website: <https://www.incredibleyears.com/>

GUIDEBOOK INTERVENTION INFORMATION SHEET

Incredible Years Teacher Classroom Management

Please note that in the ‘Intervention Summary’ table below ‘child age’, ‘level of need’, and ‘race and ethnicities information is **as evaluated in studies**. Information in other fields describes the intervention as **offered/supported by the intervention provider**.

Intervention summary	
Description	Incredible Years Teacher Classroom Management is a universal teacher-training intervention for teachers of children between 4 and 8 years. It is delivered by practitioners with an education or psychology background to groups of teachers in six full-day sessions in monthly or weekly meetings.
Evidence rating	3+
Cost rating	1
Child outcomes	• Supporting children’s mental health and wellbeing - Reduced emotional symptoms - Improved emotional self-regulation - Improved social competence. • Preventing crime, violence and antisocial behaviour - Reduced child off-task behaviour - Reduced child negative behaviours to teacher - Increased positive social behaviour.
Child age (population characteristic)	4 to 8 years old
Level of need (population characteristic)	Universal

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Intervention summary	
Race and ethnicities (population characteristic)	• African American • White
Type (model characteristic)	Group
Setting (model characteristic)	Primary school
Workforce (model characteristic)	Group leaders with a background in child development, social learning theory, adult group leadership skills, and classroom teaching experience who have completed Incredible Years Teacher Classroom Management Programme Group Leader Training
UK available?	Yes
UK tested?	Yes

Model description

Incredible Years Teacher Classroom Management is a universal teacher-training intervention for teachers of children aged between 4 to 8 years old. It is delivered by practitioners with an education or psychology background to groups of teachers in six full-day sessions, in monthly or weekly meetings.

Incredible Years Teacher Classroom Management (IY-TCM) aims to improve teachers' competencies in supporting children in the classroom and developing children's social, emotional, and problem-solving skills. Incredible Years group leaders work with teachers to develop specific skills including non-aversive disciplining strategies such as using encouragement and incentives and ignoring negative behaviour, giving praise and attention to prosocial behaviour, and using predictable schedules, as well as developing teacher competencies in facilitating child-directed play and cooperative learning opportunities.

IY-TCM workshops use video modelling to teach new skills; in each workshop teachers watch recordings of effective teaching strategies and then role play the use of the strategies, receiving feedback from facilitators and other teachers in the session. The workshops build on content from

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previous sessions, and are designed to be adaptable to the skill levels, experiences, and cultural backgrounds of participating teachers. Learning is also supported through the use of group discussions and verbal and written assignments.

IY-TCM also incorporates coaching; as teachers learn and implement the skills covered in the workshops they are supported by a coach, who observes lessons, provides feedback, and assists with problem solving, goal setting and implementing workshop strategies on a one-to-one basis.

IY-TCM can be described as evidence-based: it has evidence from at least one rigorously conducted RCT or QED demonstrating a statistically significant positive impact on at least one child outcome.

Target population

Age of child	4 to 8 years old
Target population	Teachers of children aged 4 to 8 years old.

Please note that the information in this section on target population is as **offered/supported by the intervention provider**.



Theory of change

Why		Who		How		What
Science-based assumption	Science-based assumption	Science-based assumption	Intervention	Short-term outcomes	Medium-term outcomes	Long-term outcomes
Social, emotional, and behavioural problems in young school children can pose a risk to their learning and academic achievement, as well as increase the likelihood of antisocial and problem behaviour in adolescence.	Effective classroom management strategies for teachers promote children's prosocial behaviour and readiness to learn, and reduce children's antisocial behaviour and problems with peers.	Teachers who lack effective classroom management strategies may increase the risk of problem behaviours among children in their classroom.	Teachers learn effective classroom management and non-aversive disciplining strategies such as: • Using encouragement and incentives • Ignoring negative behaviour • Giving praise and attention to prosocial behaviour • Using predictable schedules • Facilitating child-directed play and cooperative learning opportunities.	• Improved teacher strategies to manage problem behaviour and help children improve social behaviour • Increased child social and emotional competence, problem-solving skills, and academic readiness, focused behaviours and cooperation with peers; reduced problem behaviours.	Reduced child antisocial behaviour, including reduced aggressive and destructive behaviour, inattention, and conduct problems.	• Reduced SEND referrals • Reduced likelihood of dropping out of school • Increased academic achievement • Reduced likelihood in involvement in criminal activities and substance misuse.



Implementation requirements

Who is eligible?	Teachers of children aged 4 to 8 years old.
How is it delivered?	Incredible Years Teacher Classroom Management is delivered in six sessions of seven hours' duration each by two practitioners, to groups of teachers.
What happens during the intervention?	In IY-TCM workshops, video modelling, role-play, and group discussion are used to teach strategies for managing problem behaviour and increasing social competence of students. IY-TCM participants are supported in implementing strategies by a coach.
Who can deliver it?	The practitioners who deliver this intervention are professionals with an education or psychology background.
What are the training requirements?	The practitioners have approximately 16 hours of intervention training. Booster training of practitioners is recommended.
How are practitioners supervised?	It is recommended that practitioners are supervised by two host-agency supervisors with two days of intervention training. It is also recommended that practitioners are supervised by three intervention developer mentors and trainers with two days of intervention training.
What are the systems for maintaining fidelity?	Intervention fidelity is maintained through the following processes: • Training manual • Other printed material • Other online material • Video or DVD training • Face-to-face training • Fidelity monitoring • An accreditation process.
Is there a licensing requirement?	Yes
*Contact details	Contact person: Carolyn Webster-Stratton Organisation: Incredible Years Email address: cwebsterstratton1@icloud.com incredibleyears@incredibleyears.com



	Websites: https://www.incredibleyears.com/ https://www.incredibleyears.com/early-intervention-programs/teachers *Please note that this information may not be up to date. In this case, please visit the listed intervention website for up to date contact details.
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Evidence summary

Incredible Years Teacher Classroom Management’s most rigorous evidence comes from an RCT which was conducted in Wales. This study observed statistically significant improvements consistent with Foundations’ Level 3 threshold in child off-task behaviour and child negative behaviours to the teacher.

This intervention also has evidence from two additional RCTs, consistent with Foundations’ Level 2 threshold. The first study, conducted in Ireland, observed statistically significant reductions in children’s emotional symptoms, and the second study, conducted in the United States with a primarily African American population, observed statistically significant improvements in children’s emotional self-regulation, social competence, and prosocial behaviour.

Child outcomes			
Outcome	Improvement index	Interpretation	Study
Reduced child off-task behaviour	+18	1.45-point improvement on the Teacher-Pupil Observation Tool - off-task behaviour – coded observation (post-intervention)	1
Reduced child negative behaviours to teacher	+16	1.28-point improvement on the Teacher-Pupil Observation Tool - negative behaviours towards the teacher – coded observation (post-intervention)	1
Reduced teacher commands	+18	10.22-point improvement on the Teacher-Pupil Observation Tool (teacher commands – coded observation)	1



Search and review

	Number of studies
Identified in search	16
Studies reviewed	3
Meeting the L2 threshold	2
Meeting the L3 threshold	1
Contributing to the L4 threshold	0
Ineligible	13

Individual study summary: Study 1

Study 1	
Study design	RCT
Country	Wales
Sample characteristics	107 children aged three to seven in Welsh speaking classrooms, across 12 female teachers
Race, ethnicities, and nationalities	100% White
Population risk factors	- Percentage of pupils entitled to free school meals ranged from 4% to 27% per school 75% of children had baseline scores in the low scoring range on the Teacher version of the Strengths and Difficulties Questionnaire (TSDQ).
Timing	- Baseline - Post-intervention (one month after completion of teacher training).



Study 1	
Child outcomes	• Reduced child off-task behaviour (independent observation) • Reduced child negative behaviours to teacher (independent observation).
Other outcomes	• Reduced class off-task behaviour (independent observation) • Reduced teacher commands (independent observation) • Reduced teacher negatives to index child (independent observation).
Study Rating	3
Citation	Hutchings, J., Martin-Forbes, P., Daley, D. & Williams, M. E. (2013) A randomized controlled trial of the impact of a teacher classroom management program on the classroom behavior of children with and without behavior problems. <i>Journal of School Psychology</i> . 51 (5), 571–585.

Brief summary

Population characteristics

This study involved 12 female teachers, with a mean age of 34 years, of 12 classes in 11 schools, and 107 children from those classes aged 3 to 7, living in North West Wales. 54% were boys, and 100% of the children were White

Eight teachers were full-time teachers and four shared teaching responsibilities with another teacher; the teacher included in the study was the teacher who spent the most time with the class. Eight classes were multi-year classes containing children aged 3 to 7 years old, and four were reception classes with children aged 4 to 5 years old.

The percentage of children entitled to free school meals ranged from 4% to 27%.

Nine children were recruited from all but one classroom on the basis of their TSDQ scores. The remaining classroom only had eight children recruited as a result of late enrolment and lacking parental consent. Of the sample as a whole, 75% of children had scores in the low range and 25% had scores in the high range.

Study design

Six classes with six teachers and 53 children were randomly assigned to the IY-TCM condition and six classes with six teachers and 54 children to a wait-list control via single-blind stratified randomisation; classrooms were paired according to school size, classroom size, and whether they were located in a town or rural, and then randomly allocated using a random number generator.

The control condition teachers received no in-service or professional development opportunities during the study, and were offered the IY-TCM training in the following academic year.



The intervention group received an earlier version of IY-TCM, with five sessions instead of six, delivered in one full-day session a month over five months. Both teachers in the two multi-teacher classes assigned to the intervention group received the training (but only the teacher who spent the most time in with the class was included in the study).

There were no significant differences between the intervention and control groups on baseline characteristics.

Measureme

Assessments took place at pre-intervention and post-intervention, one month following completion of the training for the intervention group and within the same academic year.

- **Teacher report** measures included the teacher version of the Strengths and Difficulties Questionnaire (TSDQ).
- **Researcher-led** assessments included the Teacher-Pupil Observation Tool (TPOT).

Study retention

Post-intervention

99% (107) children and 100% (12) teachers participated in the post-intervention assessment, representing 100% (53) of IY-TCM children, 100% (6) IY-TCM teachers, 98% (53) of control children, and 100% (6) of control teachers.

Results

Data-analytic strategy

Hierarchical linear modelling (HLM) analyses were used to assess intervention effects on child and teacher behaviour. An intent-to-treat approach was used and missing data was accounted for using full maximum estimation likelihood.

Findings

The study observed statistically significant reductions in child off-task behaviour and negative behaviours to teacher, as well as significant reductions in whole class off-task behaviour, teacher commands, and teacher negatives, in the IY-TCM group, compared to the control group.

Counter-intuitively, the number of child compliances to commands was significantly reduced in the IY-TCM group compared to controls; however, the researchers report that this finding was in the context of a significant reduction in teacher commands in the IY-TCM group and an increase in commands in the control group, and the percentage of compliance to commands increased from 68% to 81% in the IY-TCM group and did not change in the control group.



Study 1: Outcomes table

Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Child outcomes					
Child compliance	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.37	Yes*	107	Post-intervention
Child noncompliance	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.36	No	107	Post-intervention
Child negatives to teacher	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.42	Yes	107	Post-intervention
Child prosocial behaviour	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.23	No	107	Post-intervention
Child deviant behaviour	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.38	No	107	Post-intervention



Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Child off-task behaviour	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.48	Yes	107	Post-intervention
Classroom outcomes					
Class compliance	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.12	No	12 classrooms	Post-intervention
Child noncompliance	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.30	No	12 classrooms	Post-intervention
Class negatives to teacher	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.22	No	12 classrooms	Post-intervention
Class prosocial behaviour	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.12	No	12 classrooms	Post-intervention
Class deviant behaviour	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.07	No	12 classrooms	Post-intervention



Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Class off-task behaviour	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.53	Yes	12 classrooms	Post-intervention
Teacher outcomes					
Total number of teacher commands	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.48	Yes	12	Post-intervention
Teacher positives to index child	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.03	No	12	Post-intervention
Teacher negatives to index child	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.36	Yes	12	Post-intervention
Teacher positives to class	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.17	No	12	Post-intervention
Teacher negatives to class	Teacher-Pupil Observation Tool (TPOT) (independent observation)	d=0.03	No	12	Post-intervention



Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
*There were significantly lower levels of compliance in the IY-TCM condition; please see ‘Findings’ section above.					

Individual study summary: Study 2

Study 2	
Study design	RCT
Country	Ireland
Sample characteristics	231 children (mean age of 5.3 years) balanced in terms of low, medium, and high levels of behavioural problems on the SDQ
Race, ethnicities, and nationalities	Not stated
Population risk factors	29% of sample were identified as ‘high risk’ at baseline (score of 12 or more on SDQ ‘total difficulties’ scale)
Timing	Baseline and post-intervention (6 months after baseline)
Child outcomes	Reduced emotional symptoms (teacher report)
Other outcomes	- Increased frequency of positive classroom strategy use by teachers (teacher report) - Increased perceived usefulness of positive classroom strategies (teacher report) - Decreased frequency of inappropriate classroom strategy use by teachers (teacher report) - Reduction in negative teaching behaviours (independent observation) - Reduction in teachers providing child with no opportunity to respond (independent observation).
Study Rating	2+



Study 2

Citation	Hickey, G., McGilloway, S., Hyland, L., Leckey, Y., Kelly, P., Bywater, T., Comiskey, C., Lodge, A., Donnelly, M. & O'Neill, D. (2015) Exploring the effects of a universal classroom management training programme on teacher and child behaviour: A group randomised controlled trial and cost analysis. <i>Journal of Early Childhood Research</i> . 15 (2), 174–194.
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Brief summary

Population characteristics

This study involved 22 teachers from 11 schools and 231 children in the first or second year of formal primary education living in Ireland, balanced in terms of low, medium, and high levels of behavioural problems on the SDQ. 47% of the participating children were boys; all but one of the participating teachers were female.

Approximately 12 index children from each class were included in the study, and were selected on the basis of their SDQ scores in order to have a balanced sample with respect to baseline behavioural problems. 29% of the final sample were identified as 'high risk' at baseline.

Study design

11 teachers were blindly randomly assigned to the IY-TCM condition and 11 to a wait-list control condition by an independent statistician using a computer-generated random number sequence. There were 116 index children in the IY-TCM classes and 115 index children in the wait-list control classes. The intervention group received an earlier version of IY-TCM, with five sessions instead of six, delivered in one full-day session a month over five months.

Wait-list control teachers did not receive IY-TCM training during the study period and were offered the intervention after follow-up assessments.

There were no differences on baseline characteristics between the control and intervention group teacher, child or class demographic characteristics. Intervention group teachers used significantly more negative behaviours than control group teachers at baseline; there were no other significant differences on baseline measures of teacher or child behaviour.

Measurement

Assessments took place at baseline and post-intervention, approximately six months post-baseline and within the same academic year.

- **Teacher report** measures included the Teacher Strategies Questionnaire (TSQ), and the teacher version of the Strengths and Difficulties Questionnaire (SDQ) including the supplemental impact subscale of the SDQ.
- **Researcher-led assessments** included the Teacher-Pupil Observational Tool (T-POT).



Study retention

Baseline

22 teachers across 11 participating schools, and 445 children were identified as eligible. 262 potential index children were identified using T-SDQ scores, and 231 of these formed the baseline sample.

Post-intervention

100% (11) of teachers and 94% (217) of children participated in the post-intervention assessment, representing 100% (11) of IY-TCM teachers and 95% (110) of IY-TCM children and 100% (11) of control teachers and 93% (107) of control children.

Results

Data-analytic strategy

Analysis of covariance (ANCOVA) was used to examine the effects of the intervention on self-reported measures of teacher behaviour, and independent-sample t-tests were used to identify any effects of the intervention on observational measures of teacher behaviour. Differences in child behaviour between the intervention and control groups were assessed using robust multiple linear regression, controlling for treatment group, classroom, and baseline score. Children were excluded if absent from school on two or more occasions during baseline and follow-up assessments. An intent-to-treat design was used.

Findings

The study observed a significant difference in child emotional symptoms in the IY-TCM group compared to the control group: children in the IY-TCM group did not change over the six months, while those in the control group had increased emotional symptoms. The study also observed a significant increase in the self-reported frequency of positive classroom strategy use by teachers and in the perceived usefulness of positive classroom strategies, and significant decreases in inappropriate classroom strategy use, and negative teaching behaviours.

Subgroup analyses identified that children with higher levels of behaviour problems at baseline showed significantly greater improvements in overall behavioural difficulties, peer problems, and the impact of difficulties on child wellbeing in the intervention group compared to the control group.



Study 2: Outcomes table

Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Child outcomes					
Emotional symptoms	Strengths and Difficulties Questionnaire (SDQ) – emotional symptoms subscale (teacher report)	-0.17	Yes	217	Post-intervention
Conduct problems	Strengths and Difficulties Questionnaire (SDQ) – conduct problems subscale (teacher report)	-0.15	No	217	Post-intervention
Hyperactivity	Strengths and Difficulties Questionnaire (SDQ) – hyperactivity subscale (teacher report)	-0.07	No	217	Post-intervention
Peer problems	Strengths and Difficulties Questionnaire (SDQ) – peer problems subscale (teacher report)	-0.05	No	217	Post-intervention
Pro-social behaviour	Strengths and Difficulties Questionnaire (SDQ) – pro-social behaviour subscale (teacher report)	0.05	No	217	Post-intervention



Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Overall behavioural problems	Strengths and Difficulties Questionnaire (SDQ) – total difficulties score (teacher report)	-0.14	No	217	Post-intervention
Impact of difficulties on child wellbeing	Strengths and Difficulties Questionnaire (SDQ) – supplemental impact subscale (teacher report)	-0.12	No	217	Post-intervention
Negative child behaviour	Teacher-Pupil Observational Tool (T-POT) – child negatives (independent observation)	<0.001	No	217	Post-intervention
Positive child behaviour	Teacher-Pupil Observational Tool (T-POT) – child positives (independent observation)	-0.06	No	217	Post-intervention
Compliance	Teacher-Pupil Observational Tool (T-POT) – compliance (independent observation)	-0.04	No	217	Post-intervention



Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Non-compliance	Teacher-Pupil Observational Tool (T-POT) – non-compliance (independent observation)	-0.07	No	217	Post-intervention
Teacher outcomes					
Frequency of positive classroom strategy use	Teacher Strategies Questionnaire (TSQ) – Total positive strategies – frequency (teacher report)	0.56	Yes	22	Post-intervention
Perceived usefulness of positive classroom strategies	Teacher Strategies Questionnaire (TSQ) – Total positive strategies – usefulness (teacher report)	0.45	Yes	22	Post-intervention
Frequency of inappropriate classroom strategy use	Teacher Strategies Questionnaire (TSQ) – Inappropriate strategies – frequency (teacher report)	-0.43	Yes	22	Post-intervention
Perceived usefulness of inappropriate classroom strategies	Teacher Strategies Questionnaire (TSQ) – Inappropriate strategies – usefulness (teacher report)	-0.005	No	22	Post-intervention



Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Positive teaching behaviour	Teacher-Pupil Observational Tool (T-POT) – teacher positives (independent observation)	0.11	No	22	Post-intervention
Giving praise	Teacher-Pupil Observational Tool (T-POT) – teacher praise (independent observation)	0.21	No	22	Post-intervention
Negative teaching behaviour	Teacher-Pupil Observational Tool (T-POT) – teacher negatives (independent observation)	-0.77	Yes	22	Post-intervention
Indirect commands	Teacher-Pupil Observational Tool (T-POT) – indirect commands (independent observation)	-0.02	No	22	Post-intervention
Direct commands	Teacher-Pupil Observational Tool (T-POT) – direct commands (independent observation)	0.02	No	22	Post-intervention



Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Providing child with no opportunity to respond	Teacher-Pupil Observational Tool (T-POT) – no opportunity (independent observation)	-0.39	Yes	22	Post-intervention

Individual study summary: Study 3

Study 3	
Study design	RCT
Country	United States
Sample characteristics	1,817 students in kindergarten to third grade from schools serving primarily African American students
Race, ethnicities, and nationalities	• 75% Black • 23% White.
Population risk factors	• 61% of the children were eligible for free or reduced lunch • 9% of the children received special education services.
Timing	• Baseline • Post-intervention (one academic year after baseline).
Child outcomes	• Improved emotional self-regulation (teacher report) • Improved social competence (teacher report) • Improved prosocial behaviour (teacher report).
Other outcomes	None reported
Study Rating	2+
Citation	Reinke, W. M., Herman, K. C. & Dong, N. (2018) The Incredible Years Teacher Classroom Management Program: Outcomes from a group randomized trial. <i>Prevention Science</i> . 19 (8), 1043–1054.



Brief summary

Population characteristics

This study involved 105 teachers and 1,817 students in kindergarten to third grade attending nine urban schools in Midwestern United States. 52% of the students were boys, the majority (76%) were African American and 22% were White. 97% of the teachers were female, 75% were White, and 22% were African American. 61% of the students qualified for free or reduced lunch and 9% received special education services.

All schools recruited were implementing school-wide Positive Behaviour Supports and Interventions (PBIS) with high fidelity.

Study design

53 teachers with 900 students in their classes were randomly assigned using a blocked cluster random assignment design to the IY-TCM group and 52 teachers with 917 students in their classes to a wait-list control. Teachers were recruited and randomised across three cohorts; 34 teachers (577 students) in year 1, 34 teachers (571 students) in year 2, and 37 teachers (670 students) in Year 3.

The wait-list control group received business as usual within schools that were implementing PBIS.

Baseline measures were equivalent between the intervention and control groups.

Measurement

Assessments took place at baseline and post-intervention, six months post-baseline.

- **Direct-assessment** measures included the Woodcock-Johnson III Normative Update Tests of Achievement (WJ III).
- **Teacher report** measures included the Teacher Observation of Classroom Adaptation – Checklist (TOCA-C) and the Revised Social Competence Scale-Teacher version (T-COMP).

Study retention

Baseline

109 teachers and 2,168 students were assessed for eligibility. 4 teachers and 350 students were excluded, and 105 teachers and 1,817 students were randomised.



Post-intervention

100% (105) of teachers and 92% (1680) of students participated in the post-intervention assessment, representing 100% (53) of IY-TCM teachers and 93% (833) of IY-TCM students and 100% (51) of wait-list control teachers and 92% (847) of control students.

Results

Data-analytic strategy

Three-level hierarchical linear models (HLMs) were conducted to examine the effect of the intervention on student behaviour and academic outcomes, with students nested within teachers, nested within schools. An intent-to-treat approach was used. Students with missing post-intervention data were excluded from analysis; multiple imputation using a Markov chain Monte Carlo method was used in cases of missing pretest or covariate data.

Findings

The study observed statistically significant improvements in emotional self-regulation, prosocial behaviour, and social competence in children in the IY-TCM group compared to the wait-list control group.

Study 3: Outcomes table

Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Child outcomes					
Disruptive behaviours	Teacher Observation of Classroom Adaptation – Checklist (TOCA-C) – disruptive behaviours subscale (teacher report)	Not stated	No	1,680	Post-intervention



Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Concentration problems	Teacher Observation of Classroom Adaptation – Checklist (TOCA-C) – concentration problems subscale (teacher report)	Not stated	No	1,680	Post-intervention
Emotional self-regulation	Teacher Observation of Classroom Adaptation – Checklist (TOCA-C) – emotional dysregulation subscale (teacher report)	$d=-0.14$	Yes	1,680	Post-intervention
Prosocial behaviour	Teacher Observation of Classroom Adaptation – Checklist (TOCA-C) – prosocial behaviour subscale (teacher report)	$d=0.13$	Yes	1,680	Post-intervention
Academic competence	Revised Social Competence Scale-Teacher version (T-COMP) – academic competence subscale (teacher report)	$d=0.08$	No	1,680	Post-intervention



Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Social competence	Revised Social Competence Scale-Teacher version (T-COMP) – social competence scale (teacher report)	d=0.13	Yes	1,680	Post-intervention
Academic achievement in reading	Woodcock-Johnson III Normative Update Tests of Achievement – Broad Reading subscale (direct assessment)	Not stated	No	1,685	Post-intervention
Academic achievement in mathematics	Woodcock-Johnson III Normative Update Tests of Achievement – Broad Math subscale (direct assessment)	Not stated	No	1,685	Post-intervention

Other studies

The following studies were identified for this intervention but did not count towards the intervention's overall evidence rating. An intervention receives the same rating as its most robust study or studies.

Baker-Henningham, H., Scott, S., Jones, K. & Walker, S. (2012) Reducing child conduct problems and promoting social skills in a middle-income country: Cluster randomised controlled trial. *The British Journal of Psychiatry*. 201 (2), 101–108.

Davenport, J. & Tansey, A. (2009) *Outcomes of an Incredible Years Classroom Management Programme with teachers from multiple schools*. Trinity College Dublin/National Educational Psychological Service.

Ford, T., Edwards, V., Sharkey, S., Ukoumunne, O. C., Byford, S., Norwich, B. & Logan, S. (2012) 'upporting teachers and children in schools: The effectiveness and cost-effectiveness of the incredible years teacher classroom management programme in primary school children: A cluster



randomised controlled trial, with parallel economic and process evaluations. *BMC Public Health*. 12 (1), 719.

Hsueh, J., Lowenstein, A. E., Morris, P., Mattera, S. K. & Bangser, M. (2014) *Impacts of social-emotional curricula on three-year-olds: Exploratory findings from the Head Start CARES Demonstration*. OPRE Report 2014-78. Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Hutchings, J., Bywater, T., Gridley, N., Whitaker, C. J., Martin-Forbes, P. & Gruffydd, S. (2012) The incredible years therapeutic social and emotional skills programme: A pilot study. *School Psychology International*. 33 (3), 285–293.

Hutchings, J., Daley, D., Jones, K., Martin, P., Bywater, T. & Gwyn, R. (2007) Early results from developing and researching the Webster-Stratton incredible years teacher classroom management training programme in North West Wales. *Journal of Children's Services*. 2 (3), 15–26.

McGilloway, S., Bywater, T., Mhaille, G. N., Furlong, M., O'Neill, D., Comiskey, C., ... & Donnelly, M. (2009). *Proving the power of positive parenting*. Archways.

McGilloway, S., Lynda, H., Mhaille, G. N., Lodge, A., Kelly, P., Leckey, Y., ... & Donnelly, M. (2010) *Positive classrooms, positive children: A randomised controlled trial to investigate the effectiveness of the Incredible Years Teaching Classroom Management Programme in an Irish context*. Incredible Years.

McGilloway, S., Mhaille, G. N., Bywater, T., Furlong, M., Leckey, Y., Kelly, P., ... & Donnelly, M. (2012) A parenting intervention for childhood behavioral problems: A randomized controlled trial in disadvantaged community-based settings. *Journal of Consulting and Clinical Psychology*. 80 (1), 116–127.

Morris, P., Mattera, S. K., Castells, N., Bangser, M., Bierman, K. & Raver, C. (2014) *Impact findings from the Head Start CARES Demonstration: National evaluation of three approaches to improving preschoolers' social and emotional competence. Executive Summary*. OPRE Report 2014-44.

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Note on provider involvement: This provider has agreed to Foundations' terms of reference (or the Early Intervention Foundation's terms of reference), and the assessment has been conducted and published with the full cooperation of the intervention provider.