

Incredible Years Clare School Age Basic Parenting Programme Information



The Incredible Years (IY) School Age Basic Parenting programme is the core component of the IY Training series. This series was devised by Dr. Carolyn Webster-Stratton in the U.S (1984:1998) to prevent, reduce and treat conduct problems in children. The IY School Age Basic Parenting programme is offered to parents who have a child or children attending a primary school where IY Teacher Classroom Management (TCM) Training has been undertaken by school staff, as a whole school. Parents from primary schools who have completed IY TCM training are prioritised for places in the IY School Age Basic Parent's Programme. However, it is also open to parents outside these schools.

The IY School Age Basic Parenting programme is delivered by experienced professionals from Clarecare's Family Support Team. It is delivered over 12-14 weeks for 2.5 hours per week and uses well researched ideas to help parents promote the social, emotional and academic competencies of their primary school aged children. The focus is on parent's strengths and on building parent's skills to enhance the parent-child relationship.

Schools participating in the IY TCM training advertise the parent's programme and each group can accommodate a maximum number of 16 participants. Both Mums and Dads are welcome and participants in these programmes come from a variety of family settings and ethnic backgrounds. The IY School Age Basic Parenting programme involves group led discussions about everyday challenges and concerns that parents may have. Video examples depicting real life scenarios between parents and children are used to introduce new ideas to parents and offer suggestions about how to manage children's behaviour at home. Group discussions, guided by facilitators, give parents an opportunity to share their experiences of trying out new IY techniques at home, and fosters peer support and learning among participants. Parents who have completed the IY School Age Basic Parenting programme have reported finding tips from other parents and group facilitators to be of great benefit.

Parents also enjoy:

- Themed goodie bags based on the topic being covered.
- Weekly handouts from the IY School Age Basic Parenting Programme.
- Meeting other parents in similar situations.
- Snacks during the programme every week with the group.
- Availability of childcare allowance, if needed.
- Availability of The Incredible Years Parent's book by Dr. Carolyn Webster-Stratton. The book may be accessed through group facilitators to buy or on loan from local library.



Overview of Programme Content:

Importance of Parental Attention & Special Time: The importance of positive parental attention and special time in terms of its benefits physically, emotionally and cognitively are explored. Parental attention is perhaps the most important part of building a positive relationship with children, it builds children's self-esteem and self-confidence and promotes positive child behaviours. The IY School Age Basic Parenting programme introduces the importance of child-led play which is central to our children's social and emotional development. The importance of child/parent play and special time is examined and the use of key techniques like descriptive commentary, social, emotion and persistence coaching.


Social, Emotion & Persistence Coaching: This part of the programme looks at how coaching children during play/special time can be useful to build on their social, emotion and academic competence. This type of coaching can help children persist with difficult tasks, maintain focus and recognise when they are being calm. Thereby, coaching can help children learn how to regulate their emotions, develop and strengthen their social skills and express their feelings.

Effective Praise, Encouragement and Tangible Rewards: The focus of this part of the programme is on how to use praise and reward systems effectively. Adult attention and praise are very powerful reinforcers for children when used consistently. Praise can strengthen positive behaviours in children. Techniques like specific labelled praise, modelling self-praise and promoting positive self-talk are used in this programme. This consistent use of praise and positive attention is central to developing children's self-esteem and helping them to learn and master new skills. The programme also explores how to design reward systems that are age-appropriate to motivate children.

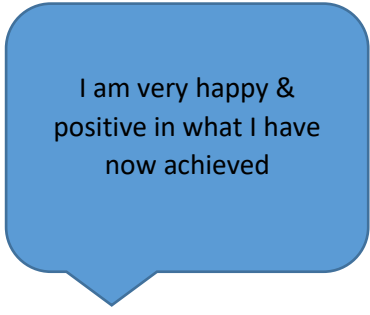
Limit setting, Rules, Responsibilities & Routines: This part of the programme focuses on establishing clear and predictable routines, rules, setting clear limits and strategies for encouraging children to be responsible. Once the positive relationship has been built up with children it becomes easier to then use discipline strategies when necessary with children. At this point we begin to look at effective commands, types of commands we use, offering choices, household rules and using reminders, redirection and warnings with distractible children. The importance of being consistent as adults in following up on commands in order to ensure that they are effective with children is highlighted.

Handling Misbehaviour: This section looks at ignoring misbehaviour, Time Out and other consequences that can be used successfully to handle misbehaviour. Consequences that are both natural and logical can be applied successfully to deal with problem behaviour and enable children to make choices and look at solutions to problems within clear boundaries when necessary. The values of problem solving and cooperating in order to work through problems as they arise are explored. The effectiveness of active ignoring in certain situations is also explored with parents and how to maintain self-control in trying circumstances. The concept of using Time Out as a disciplinary strategy is outlined along with examples of its effective application in real life scenarios, and helping children learn how to calm down and regulate their emotions.

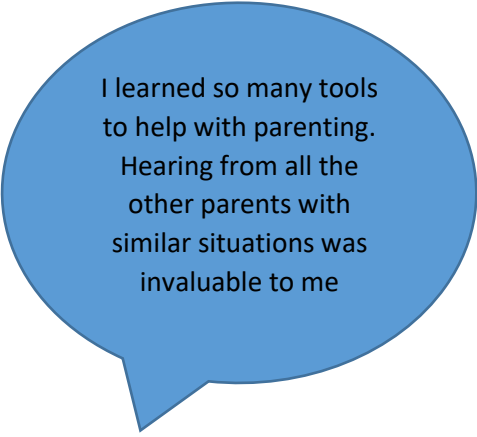
[Quotes from Previous Participants:](#)



My child understood & really responded to things like praise, play & good attention



I am very happy & positive in what I have now achieved



I learned so many tools to help with parenting. Hearing from all the other parents with similar situations was invaluable to me

Getting Started: Facilitators arrange to meet parents who have secured a place on the IY School Age Basic Parents programme individually before the group begins. At this stage parents are asked to fill in some forms with facilitators individually, if they are happy to do so. All information is entirely confidential and is used for research and information purposes only. Parents can choose not to complete forms but still fully participate in the IY School Age Basic Parent's programme. A coffee morning is also held for the group as the first get together and helps make parents feel welcome into the group.

Video Taping: In order to attain accreditation from the IY committee in Seattle USA the facilitators need to tape themselves in action in each session. This allows them to improve their group delivery skills. The camera is on the facilitators ONLY not participants and material is viewed only to examine facilitators skills not participants responses.