

# Embedding key strategies from the Incredible Years Teacher Programme within teacher practice, over time

Paul Burland and Mike Sleeman



## ABSTRACT

There is considerable evidence supporting the success of the Incredible Years Teacher (IYT) Programme. Despite this, few studies in Aotearoa New Zealand have investigated teachers' ongoing use of IYT strategies once they have completed their training. This research examined whether teachers felt they had embedded the use of IYT strategies in their practice post their initial IYT training, and whether they used some IYT strategies more frequently than others. Using a mixed methods approach, this research surveyed 65 teachers who trained 2-10 years ago in Ōtautahi. The results indicate that teachers feel confident implementing IYT strategies within their practice, and they implement strategies from the lower layers of the IYT pyramid more frequently than more intrusive strategies from the upper layers. Teachers also reported that training with colleagues and working within schools that embraced IYT helped them embed their learning in their practice. This research has implications for IYT group leaders, peer coaches, and administrators, as well as principals and their leadership teams, RTLB Cluster Managers, Ministry of Education coordinators, and classroom teachers who are considering training. Overall, the results indicate that teachers benefit from IYT training and continue to implement key IYT strategies in their practice after they have completed their training.

## KEYWORDS

Incredible Years Teacher Programme, sustainability, confidence, strategies

## Introduction

The Incredible Years Teacher (IYT) Programme was developed to provide teachers with professional development in evidence-based classroom management practices. It was developed by Dr Carolyn Webster-Stratton and her team in Seattle (USA) in 1994. IYT is part of a series of complementary training programmes for whānau, teachers and ākonga (Webster-Stratton, 2008, 2013; Webster-Stratton & Reid, 2009; Werry Workforce Whāraurau, 2018; Wylie & Felgate, 2016a). It is used within

a range of cultural and socio-economic contexts and is supported by over 30 years of research (Fergusson et al., 2013; Webster-Stratton, et al., 2004; Wylie & Felgate, 2016a). The overall aim of the programme is to prevent and respond to young children’s behaviour problems and promote their social, emotional and academic competence (Webster-Stratton, 2012). Fundamental to the programme is a kaupapa of relationship building between teachers, ākongā and whānau to encourage improved teacher-parent partnerships and greater consistency between home and school environments (Fergusson et al., 2013). Strategies that promote the development of enhanced relationships form the foundation of the Positive Behaviour for Learning (PB4L) IYT Strategies Pyramid (see Figure 1), along with other proactive teaching strategies. Teachers are encouraged to use these strategies liberally within their practice. Strategies that focus on giving praise and encouragement comprise the second layer of the pyramid. Respectively, layers three to five focus on motivating through incentives, decreasing inappropriate behaviour and negative consequences. The foundation of the IYT pyramid is the development of positive relationships and proactive strategies that assist teachers in diminishing and eventually removing the need for moderately challenging behaviours. The programme promotes social, emotional and academic competence for all students. Supported by the Ministry of Education (MoE, 2015b) and dovetailing into PB4L School-Wide, the IYT programme has been employed to make a significant contribution to the move towards more positive and inclusive schools.



(Ministry of Education, <https://pb4l.tki.org.nz/Media/Files/IYT-Strategies-Pyramid-Worksheets>, used with permission)

Figure 1. IY teacher strategies pyramid

The IYT programme was developed in the United States, and key components of the programme have been enhanced for use within Aotearoa, New Zealand. The relationship between the IYT group leaders and participating teachers is a partnership built on *ako*, professional self-reflection, and open-ended questioning designed to promote discussion and learning with and from each other (Knight, 2011). The importance of relationships and collaboration is emphasised in documents and frameworks that describe culturally appropriate ways of working within Aotearoa New Zealand. These documents and frameworks include *Ka Hikitia – Ka Hāpaitia: The Māori Education Strategy* (MoE, 2019), and the *Action Plan for Pacific Education 2020–2030* (MoE, 2020).

Since 2011, Aotearoa New Zealand primary schools and early childhood centres increasingly have been able to enrol their teachers in the IYT programme. These sessions are run by trained IYT group leaders; group leader training is delivered by accredited IYT mentors either face-to-face or online. Group leaders continue to enhance their practice through peer coaching, regional fidelity days, consultation days and national forums. *Incredible Years* (Seattle) also supports group leaders as they strive for fidelity to the programme and an overall consistent and professional standard of delivery. IYT group leaders are responsible for the transfer of key skills and knowledge to teachers enrolled in the IYT programme (MoE, 2015b). Within the training year, IYT group leaders visit teachers to support them in implementing and embedding strategies that they have been taught in the IYT programme (MoE, 2015b; Webster-Stratton et al., 2011). Funded by the MoE for just over 10 years, Resource Teachers of Learning and Behaviour (RTLb) and other providers, including MoE staff, NGOs and the Kindergarten Association, have been delivering IYT workshops in Aotearoa New Zealand. They have provided evidence-based programmes and materials based on the IYT pyramid (Wylie & Felgate, 2016a). Newly formed in 2020, Whāraurau (Auckland) currently hold the contract for IYT workforce development in collaboration with the MoE. Whāraurau established the *Incredible Years Practice Team* to support group leaders from around the country with their questions about IYT practice and delivery to ensure the programme is delivered with fidelity.

## Literature

Research indicates that trained IYT teachers are more consistent in managing the behaviour of their students in a positive, planned and strategic manner than those who have not been exposed directly to the programme (Webster-Stratton & Reid, 2009). Teacher practice can change when teachers are supported to transfer their learning into their authentic contexts (Reinke et al., 2013; Timperley, 2008). Wylie and Felgate (2016b) report that, by the end of their IYT training, teachers experience an increased confidence in the effective use of strategies, an increase in their sense of agency, and fewer unexpected, negative classroom behaviours. Teachers attribute this change to the implementation of strategies learned in the programme. These positive gains not only apply to both teacher and student behavioural change but also to the students' overall attention to learning. Teachers also reported increased confidence managing student behaviour. Growth in confidence increased from 55% at the start of the programme to 74% at the end of the programme. Nearly 80% of teachers noted improvements in the behaviour of a student who was the focus of their IYT training and teachers commented that IYT had renewed their sense of agency.

Research suggests that some of the positive outcomes associated with IYT may be short-lived. Wylie and Felgate (2016b) highlight, over time, the fleeting nature of positive behaviour support in classrooms of Aotearoa New Zealand teachers who have trained in IYT. Despite evidence of positive gains by teachers and their students, confidence levels in managing student behaviour have been maintained for only 8-9 months after teachers have completed the IYT programme. This drop-off is also noted in terms of improved overall student behaviour and teacher, student and parent relationships (Wylie and Felgate, 2016a). Some specific IYT strategies were reported to be easier to sustain than others. IYT strategies that focused on coaching, modelling, and other deeper aspects of the IYT approach such as functional behavioural assessment, were used less frequently. Less complex and less intrusive strategies, such as building relationships with students, proactive strategies and praise, were used more frequently.

Following the IYT training year, individual RTLB Clusters delivering to primary teachers currently have localised approaches to maintaining and sustaining the learning. These approaches range from limited follow-up to a mix of one-off refreshers happening intermittently (Wylie & Felgate, 2016c). Current understandings of effective professional development emphasise that for sustained and meaningful teacher learning to occur, maintaining momentum is vital (Muijs et al., 2014; Timperley, 2008). Group leader teacher visits alongside call-back refreshers are crucial if teachers and their schools are to successfully embed their skills and knowledge (Wylie & Felgate, 2016c). Research has assessed ratings of teacher engagement and individualised coaching between workshops. Both were observed and measured and were found to correlate with increased teacher implementation of IYT course strategies and improved outcomes for students (Reinke et al., 2013).

Reinke et al. (2013) and Wylie and Felgate (2016c) highlight the need for the enactment of the key IYT principles and strategies learnt to the teacher's authentic and actual learning environment. Reinke et al. (2013) refer to a strengths-based IYT coaching model being one that is supportive, context-based and collaborative and where the learner is at the centre. The Ministry of Education (2015b) emphasises the importance of collaboration built from one-on-one contact with the group leader, building teacher confidence and skill. This provides ongoing support designed to help teachers embed their learning in their practice after the course is completed.

Whilst sustainability has to be an ongoing consideration within any new programme, there is limited research on whether teachers continue to use the strategies that have been taught in the IYT programme after completing their training (Timperley et al., 2007). The very recent support for teachers coming out of Whāraurau's national Incredible Years Practice Group (NZ), will hopefully strengthen teachers' IYT practice. This is essential as more challenging issues like a revision of laws around physical restraint (MoE, 2021) are being addressed now at a national level.

Reinke et al. (2013) report that ongoing feedback is the one ingredient that has the most positive impact on teacher and student outcomes. Teachers who received feedback and feedforward on their practice continued to implement the strategies they learned in the IYT programme months after completing the IYT programme. In contrast, teachers who did not receive the same level of feedback and feedforward were less likely to continue using the strategies they were taught (Reinke et al.,

2012). Sharing and contributing to new learning through discussion brings about a positive gain when the opportunity is provided continuously, over time (Bubb & Earley, 2009).

There is limited research on the benefits of sustaining IYT through ongoing professional development for teachers once they have completed all sessions of the course (Oxley, 2020). Research on what trained IYT teachers in New Zealand would view as beneficial in terms of embedding and sustaining IYT skills and strategies is scarce in the literature. While research indicates the value of IYT group leaders providing individualised support for teachers between workshops, further Aotearoa New Zealand-based research is required to investigate practices that will sustain teacher strategies after they have trained. This would help identify both the barriers and benefits that exist within our unique contexts. The best result would be increased and sustained positive outcomes for both our teachers and students.

## **Purpose**

Practitioner research can support us as educators in cultivating our knowledge, skills and dispositions that allow us to take an inquiry stance in our work (Ravitch, 2014). Group leaders facilitate positive strategies and problem-solving to enable teachers to support students with moderately challenging behaviours. There is limited research on how teachers continue to implement IYT strategies in their classrooms after they have completed their IYT training. This research sought to address this gap in the literature by investigating the extent to which teachers continue to implement IYT strategies in their classrooms after they have completed the IYT training programme. It is likely that teachers choose to implement some strategies more frequently than others. Knowledge of how teachers continue to implement IYT strategies could be used to inform how strategies are taught within the IYT. It may also indicate whether teachers require additional IYT support after they have completed their training.

How teachers are supported to sustain the positive strategies learnt over time is a current, relevant question and relevant challenge. Informing our IYT systems and practice from the data gathered is valuable going forward and ultimately will lead to improved educational outcomes for the tamariki we all support. Group leaders recognise a need for more inquiry into the sustainability of both our practice and the long-term impacts of our delivery of IYT. This research sought to investigate the sustainability of the IYT programme through feedback from trained IYT teachers who completed the programme since its first delivery in 2011. Using the voices of teachers, this research explored teachers' confidence levels implementing IYT, their perceptions about key strategies teachers felt were being retained or lost over time, and their views on barriers to sustaining IYT in their schools. Identifying solution focused enablers to sustainability would also be valuable moving forward.

## Method

### **Participants**

The participants came from a cohort of teachers who were trained in IYT, within Ōtautahi Cluster 35, from 2011 to 2020. All trained IYT teachers receive regular IYT cluster communications. Cluster 35 includes contributing and full primary schools that vary in terms of their decile rating and ethnic composition. An online questionnaire that examined teachers' experience with the implementation of IYT was sent to 244 IYT trained teachers within Cluster 35 and 65 (26%) of these teachers completed the survey. The survey participants ranged in age, gender and experience, including provisionally registered and experienced teachers. The percentage of returned surveys is a satisfying and viable return percentage for a non-mandatory questionnaire (Visser et al., 1996).

### **Questionnaire**

The questionnaire was based on the Teacher Management Strategies Questionnaire (MoE, 2015b) and included a small number of additional questions that explored other aspects of IYT strategy use. It was developed with support from the Cluster 35 IYT team (see Appendix). The questionnaire included two questions that asked the participants to indicate how confident they felt applying IYT strategies on a 7-point scale that ranged from *very unconfident* to *very confident*. A further 27 questions asked teachers to rate how frequently they used specific IYT strategies within their practice on a 5-point scale that ranged from *rarely or never* to *very often*. The final two questions allowed for open-ended responses. These questions asked the participants to describe any other behaviour management strategies that they use in their practice and to note what factors had the greatest influence on their willingness and ability to embed IYT strategy use within their practice. It was expected that teachers could complete the online questionnaire in less than 15 minutes. The questionnaire was emailed to the cohort using Google Forms.

The participants were provided with an information sheet that described the purpose of the research and why they were invited to participate. Further information about the research was provided to participants upon request. Participation in the research was voluntary. Supporting tika, aggregation and anonymisation of the data assured confidentiality with no risk to personal or professional safety. Teachers were informed of the possible publication of the research in the future. The questionnaire was fair and equitable, giving all of the cohort an opportunity to participate. It protected mana and ensured all teachers could respond regardless of age, cultural background, teaching experience or position held within their school. Further, in respect of manakitanga, the questionnaire was easy to follow and logical in format. Trialled on colleagues, it was constructed in user-friendly English and was free of technical jargon. Questions and formatting, all supporting whakapapa, allowed the collaborative gain of useful information connected to the needs of our cluster. The notification of the research to Massey University was assessed as Low Risk (Ethics Notification Number 4000024664).

## Results

The results indicate that teachers feel confident implementing IYT strategies within their classrooms. Of the 65 teachers who responded to this survey, 85% reported that they felt either confident or very confident using IYT strategies to manage challenging behaviour within their classrooms. A similar proportion of teachers (74%) reported that they felt confident or very confident using IYT strategies to promote students' emotional, social and problem-solving skills. Only a small proportion of teachers indicated they did not feel confident using IYT strategies to manage classroom behaviour (3%). Many teachers also commented positively on the IYT programme in their response to an open-ended question that asked teachers to identify aspects of the IYT programme that had or could have had the greatest impact in terms of embedding IYT skills and strategies. They recognised the value in walking the talk, reflective and responsive practice, differentiation to meet class and individual needs, and becoming self-aware of teacher behaviour and their use of language. The following quotes from Teachers 18 and 21 are representative of responses shared by several teachers. The IYT training has "given me a range of strategies to use". After practising the strategies, using them in my practice "has become second nature". Teachers also commented that the IYT training enhanced their understanding of behaviour and its function. Teachers indicated that thinking about the situation differently and reflecting on why a student is behaving in such a way had a positive impact on their practice. Teacher 31 commented that they "found it helpful, when things are sliding or not working, to use the behaviour plan to refocus myself in trying to understand what behaviour I am seeing/experiencing and working out what might work".

Twenty-seven Likert scale questions asked teachers how frequently they use specific strategies from the IYT pyramid. A summary of all responses is provided in the appendix. The results indicate that teachers frequently use IYT strategies from the lower levels of the IYT pyramid. The strategies from these lower levels include positive relationship-building and proactive teaching strategies. Over 80% of teachers indicated that they use four positive relationship-building strategies *very often* within their practice. These strategies include talking with students about their interests and strengths, using their knowledge of students' interests to inform their planning and using strategies designed to promote peer-to-peer and student-teacher relationships. In their response to Question 31, many teachers noted that they thought the relationship-building focus of IYT was one of its most important features. Although many teachers noted the importance of building positive relationships with students and whānau in their open-ended responses, only 66% of teachers reported that they frequently use strategies designed to enhance teacher-whānau relationships. In contrast, over 95% of teachers reported using relationship-building strategies with their students *very often* within their practice. This was backed up by teachers' qualitative comments indicating the importance of relationship-building with students and whānau.

Three questions asked teachers how frequently they use proactive teaching strategies within their practice. These strategies include giving students special responsibilities; using clear, concise, and positive command language; and planning and preparing for transitions. Over 80% of teachers reported using these strategies *very often* within their practice. Using clear, concise, and positive command language was a particularly popular strategy, with over 95% of teachers reporting that

they use this strategy *very often*. Teacher 51 commented that using clear communication to demonstrate the behaviours they wanted to see from their students had a great impact on their teaching.

Over 80% of teachers reported using social, emotional and persistence coaching *very often* within their practice. Teachers' qualitative comments indicated that many also often used positive forecasting, proximal praise and doubling the impact. Teacher 48's comment was representative of the comments made by many teachers, "I often use proximity praise, positive forecasting, and doubling and tripling the impact for praising students." Four other strategies from the *decreasing inappropriate behaviour level* of the pyramid were also used frequently by teachers. These strategies included using verbal re-directs, verbal prompts, non-verbal prompts and peer-to-peer ignoring. Teachers also noted the importance of strategies designed to decrease inappropriate behaviour within their responses to the open-ended questions.

The results indicate that some strategies from the mid and higher levels of the IYT pyramid are used less frequently by teachers than strategies from the lower levels. Examples of this include the use of group and spontaneous incentives from the 'motivating through incentives' layer of the pyramid; natural and logical consequences from the 'negative consequences' layer at the very top of the pyramid; and teacher, self-management of their emotions which is integrated throughout all layers of the IYT pyramid.

In their open-ended responses, teachers noted a range of factors that influenced their ability to embed IYT strategies within their practice. The data shows that the greatest positive impact of IYT training on teachers' professional practice was achieved when all staff were trained in IYT, when they were part of a supportive school staff, and when the school-wide team maintained an IYT focus by engaging in short and regular refreshers. The support provided by colleagues appeared to be particularly important. Teachers commented that completing the course with colleagues, watching colleagues implement IYT strategies, and spending time in staff meetings discussing how teachers used IYT strategies to manage challenging behaviour were helpful strategies. Teacher 28's comment was representative of many comments made by teachers. It was helpful "having [our] teaching team attend the workshops together so we could support each other in the Hub". Teachers also noted that it took time to embed the strategies they were taught. Teacher 21 commented that they "had to really work hard on using the different strategies". This comment was representative of comments made by other teachers who emphasised the importance of practising IYT strategies.

## Discussion

This research sought to investigate whether teachers continue to embed IYT strategies in their classrooms after they completed their IYT training. It also investigated whether teachers utilise some strategies more frequently than others and identified factors that influence teachers' ability to embed IYT within their practice.

The results indicate that teachers continue to implement IYT strategies in their practice after they have completed their training. Teachers reported that they were confident implementing the IYT strategies they were taught. However, they reported utilising some strategies more frequently than others. Less intrusive strategies from the lower levels of the pyramid are used liberally. They reported using strategies that build relationships with students, staff and parents, being proactive rather than reactive, giving positive attention, and encouraging and praising positive behaviours that they want to spotlight and increase. Teachers commented on using more intrusive strategies from the higher layers of the pyramid more sparingly. These strategies included the use of whole class and group incentives, planned logical consequences, and time to calm. Teachers reported that they felt confident embedding IYT strategies in their practice. However, a number of factors, including training with other staff members, increased their confidence in implementing IYT strategies. The following sections elaborate on these key findings from this research.

Some strategies are used much more frequently than others. These strategies come from the less intrusive, lower layers of the pyramid and tend to focus on relationship-building and proactive teaching strategies. This is a good finding because it indicates that trained IYT teachers are responding to the planned order of the use of strategies. Liberal use of the strategies from the lower layers of the pyramid saves time, energy and valuable human resources compared to the implementation of strategies from the higher layers. Several other documents that guide the practice of teachers in Aotearoa New Zealand also emphasise the importance of building positive relationships with ākongā. These documents include Te Tiriti o Waitangi (1840), Tātaiako (Teaching Council, 2011), Ka Hikitia – Ka Hāpaitia (MoE, 2019), Pacific Education Plan 2020-2030 (MoE, 2020), the NZ Curriculum (MoE, 2015a), Te Whare Tapa Whā (Durie, 1994) and Te Pikinga ki Runga, (Macfarlane, 2009). The findings from this research indicate that the IYT training is having its intended effect. Teachers are continuing to focus on the key positive strategies and skills we want them to focus on. These strategies and skills are culturally appropriate and consistent with those articulated in other documents that guide teachers' practice.

Some strategies from higher levels of the pyramid are used less frequently, including the use of whole class and group incentives, planned logical consequences and time to calm. These results could indicate limited confidence in the use of these strategies as they are more intrusive in nature and require more ongoing practice as well as collaboration with parents and colleagues. An alternative explanation for this could be that teachers find the use of strategies from the lower layers of the pyramid very effective, and therefore they do not need to apply strategies from the upper layers as frequently. The less intrusive strategies from the lower layers of the pyramid, when used liberally, may achieve rapid and successful positive shifts in behaviour. If the more challenging, negative behaviours reduce over time because of this liberal use of the less intrusive interventions, there is no need to consider the next more intrusive steps. The positive opposite behaviour is already present and exists within the learning space. Other explanations for teachers' less frequent use of strategies from the higher layers of the pyramid could include a personal preference not to use these strategies because they do not feel the use of incentives and consequences are culturally appropriate. Teachers may also be more hesitant to use these strategies because they are more intrusive and costly, requiring more resources and careful planning to be effective. As a result, teachers, perhaps, feel less confident implementing them in their practice.

Teachers found the training useful and indicated that their use of the strategies increased over time. Factors that enhanced the teachers' ability to apply strategies in their practice included time to practice and enhance their skills; opportunities to observe other colleagues applying strategies successfully; being part of a supportive school-wide team where a good proportion of the staff had already trained; training with other staff members; being a part of a team and being able to support each other as they maintain the momentum of IYT in their schools; and working in schools where IYT is already embedded and other staff are engaging in quick and regular IYT refresher courses. These findings suggest that IYT may be most effective when it is provided to teams of teachers within a school, or indeed the whole school. The value of IYT can be strengthened when leadership teams all have a clear overall understanding of the programme. These findings also indicate the need for both internal and external refresher courses and suggest there may be value in schools having a trained IYT teacher, who is supported externally by IYT group leaders, leading the sustainability of the programme within the school.

### ***Limitations and future research opportunities***

This research investigated whether teachers continue to embed IYT skills and strategies after they have completed their training. It did not track a group of teachers to see how their use of strategies changes over time. Future researchers could track a cohort of teachers over time to see how their use of strategies changes. Research could also investigate further factors affecting sustainability and how refresher courses influence the way teachers embed IYT skills and strategies in their practice. Future research could also investigate why teachers use strategies from the upper layers of the IYT pyramid less frequently.

## **Conclusion**

The results from this research indicate that teachers trained in the IYT programme continue to implement IYT strategies in their practice after they have completed their training. Teachers favoured using the less intrusive strategies from the lower layers of the IYT pyramid, which focus on relationship-building and proactive teaching strategies, over more intrusive strategies from the upper layers of the pyramid, particularly those that focus more on group or spontaneous incentives and planned logical consequences. Teachers reported that training with colleagues and working within contexts where the use of IYT was encouraged helped them to embed IYT strategies in their teaching and learning environments. The results indicate that teachers who complete the IYT programme feel more confident implementing a range of positive behaviour management strategies within their practice.

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## AUTHOR PROFILES



### Paul Burland

Paul has worked as an RTLB for the last eight years across two clusters both urban and rural. He brings over 40 years of experience in education to his mahi. He is currently working as an RTLB Practice Leader in Ōtautahi Cluster 35. Paul is an accredited Group Leader for Incredible Years Teacher and is trained in Incredible Years Autism Teacher. Paul has just completed his Masters in Specialist Teaching and his professional inquiry was centered around sustainability and embedment of Incredible Years strategies. Paul enjoys being able to share his knowledge and understanding as he learns with and from teachers, students, parents and colleagues.

Email: [pburlandrtlb35@casebrook.school.nz](mailto:pburlandrtlb35@casebrook.school.nz)



### Mike Sleeman

Dr Mike Sleeman is a professional clinician at Massey University’s Institute of Education. He supports students pursuing a Postgraduate Diploma in Specialist Teaching or a Master of Education specialising in literacy. He also supervises PhD students researching literacy-related topics. Mike’s research interests include identifying and supporting children who experience literacy difficulties.

Email: [M.Sleeman@massey.ac.nz](mailto:M.Sleeman@massey.ac.nz)

## Appendix: IYT Survey

	Very confident (%)	Confident (%)	Somewhat confident (%)	Neutral (%)	Somewhat unconfident (%)	Unconfident (%)	Very unconfident (%)
1. Thinking about your general strategies for managing all students in your classroom and not just a specific child, how confident are you in managing current, behaviour problems in your classroom?	30.8	53.8	12.3	0	0	0	3.1
2. Thinking about your general strategies for managing all students in your classroom and not just a specific child, how confident are you in your ability to promote students' emotional, social and problem-solving skills?	20.0	53.8	24.6	0	1.5	0	0

	Very often & often (%)	Half the time (%)	Sometimes & rarely/never (%)
3. Talking to a student about their interests or strengths	86.2	7.7	6.2
4. Using your knowledge of student strengths and interests to inform your planning	83.1	12.3	4.6
5. Actively building and strengthening relationships with students	95.4	3.1	1.5
6. Actively building and strengthening relationships with parents, e.g. positive notes home, one-to-one positive chats before or after school	66.2	24.6	9.2
7. Promoting positive peer-to-peer relationships within your teaching	86.2	10.8	3.1
8. Using special responsibilities as a proactive strategy	81.5	12.3	6.2
9. Using clear, concise command language / clear, concise positive directions (stating what the students should do)	95.4	4.6	0.0
10. Planning and preparing students for transition	84.6	13.8	1.5
11. Coaching positive social behaviours (turn taking, helping, sharing, waiting etc.)	84.6	12.3	3.1
12. Coaching persistence	70.3	20.3	9.4
13. Coaching emotional regulation	81.3	10.9	7.8
14. Coaching academic skills	72.3	21.5	6.2
15. Praising positive behaviour	98.5	1.5	0.0
16. Using verbal redirection	95.3	3.1	1.6
17. Using verbal prompts	92.3	7.7	0.0
18. Using non-verbal prompts	82.8	10.9	6.3
19. Using problem-solving strategies (define the problem, brainstorm solutions)	52.3	21.5	26.2
20. Rewarding targeted positive behaviours with whole-class incentives	70.8	9.2	20.0
21. Rewarding targeted positive behaviours with group incentives	38.5	16.9	44.6
22. Rewarding targeted positive behaviours with individual incentives	73.4	10.9	15.6
23. Rewarding targeted positive behaviours with spontaneous incentives	40.6	15.6	43.8
24. Ignoring negative behaviour where there is no physical harm or no disruption to general learning	70.8	21.5	7.7
25. Ignoring negative secondary behaviour where there is no physical harm or no disruption to general learning	57.8	23.4	18.8
26. Teaching students to ignore disruptive behaviours	84.6	7.7	7.7
27. Use of consequences	42.2	23.4	34.4
28. Using 'Time To Calm'	56.9	16.9	26.2
29. Using and modelling anger management strategies for yourself (deep breaths, positive self-talk)	47.7	21.5	30.8
30. Are there any other IYT strategies not previously mentioned in this questionnaire that you know you use often?			
31. Over time, what do you think has had, or could have, the greatest positive impact in terms of embedding your IYT key skills and strategies?			