The Incredible Years Teacher Programme
a public mental health intervention
March 2019

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Point prevalence of impairing psychiatric disorder among British 5-15 year olds

<table>
<thead>
<tr>
<th>Disorder</th>
<th>1999</th>
<th>2004</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any psychiatric disorder</td>
<td>9.7</td>
<td>10.1</td>
<td>11.2</td>
</tr>
<tr>
<td>Conduct disorder</td>
<td>5.4</td>
<td>6.2</td>
<td>5.5</td>
</tr>
<tr>
<td>Emotional disorder</td>
<td>4.3</td>
<td>3.9</td>
<td>5.8</td>
</tr>
<tr>
<td>Hyperkinesis (~ADHD)</td>
<td>1.5</td>
<td>1.5</td>
<td>1.9</td>
</tr>
<tr>
<td>Autistic spectrum disorders</td>
<td>0.3</td>
<td>0.9</td>
<td>1.2</td>
</tr>
</tbody>
</table>

n=10,438  n=7977  n=6219
Trends in Disorders, 1999 to 2017

- Emotional
- Behavioural
- Hyperactivity

Year

1999: Emotional - 1.5, Behavioural - 5.4, Hyperactivity - 1.5
2000: Emotional - 4.3, Behavioural - 6.2, Hyperactivity - 1.5
2001: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2002: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2003: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2004: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2005: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2006: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2007: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2008: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2009: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2010: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2011: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2012: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2013: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2014: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2015: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2016: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5
2017: Emotional - 3.9, Behavioural - 6.2, Hyperactivity - 1.5

Note: The data for 2000 to 2017 shows a trend where Emotional and Hyperactivity remain relatively stable, while Behavioural disorder shows an increase from 1999 to 2017.
Increased reporting of mental health problems not consistently supported by scores on validated questionnaires among 4-24 year olds.

But consistent increase in parents' and young people's reporting that they / their child had a mental health condition.
Disorder types differed by age

Source: NHS Digital. 2 to 19 year olds identified with a mental disorder, England.
The potential benefits of universal interventions may be valuable for all children.
Type of professional service contact in past year for mental health reason in 5 to 19 year olds with a disorder, 2017

<table>
<thead>
<tr>
<th>Type of professional</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>48.5</td>
</tr>
<tr>
<td>Primary healthcare specialist</td>
<td>33.4</td>
</tr>
<tr>
<td>Mental health specialist</td>
<td>25.2</td>
</tr>
<tr>
<td>Educational support services</td>
<td>22.6</td>
</tr>
<tr>
<td>Physical health specialist</td>
<td>15.4</td>
</tr>
<tr>
<td>Social care services</td>
<td>8.0</td>
</tr>
<tr>
<td>Youth justice services</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Source: NHS Digital

Base: Parent report (5 to 16) and young person (17 to 19) in those with disorder
Proportion in contact with services 1999-2002

- Teachers
- Primary health care
- Mental health services
- SEN resources
- Paediatrics
- Social Services

% in contact in total sample
% in contact amongst those with a psychiatric disorder
Annual national costs of mental health service use for population aged 5-15 with emotional/behavioural disorder
Mental health related contact with education professionals in the British Child and Adolescent Mental Health Survey 2004

Tamsin Newlove-Delgado, Darren Moore, Obioha C. Ukoumunne, Ken Stein and Tamsin Ford
Recognition of special educational needs in 5 to 19 year olds by disorder, 2017

Base: Parent report (5 to 16) and young person (17 to 19)

<table>
<thead>
<tr>
<th>Disorder</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional disorder</td>
<td>26.8%</td>
</tr>
<tr>
<td>Behavioural disorder</td>
<td>42.4%</td>
</tr>
<tr>
<td>Hyperactivity disorder</td>
<td>62.9%</td>
</tr>
<tr>
<td>Other disorder</td>
<td>64.8%</td>
</tr>
<tr>
<td>Any disorder</td>
<td>35.6%</td>
</tr>
<tr>
<td>No disorder</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

Source: NHS Digital
For us it was absolutely heartbreaking... it was um I think him being excluded felt as if we’d failed him as if school had failed him as if we’d let him down by not kind of either advocating for him enough in school or by not moving him really so he had a positive end to his primary schooling it was absolutely horrible really really horrible... exclusion as a word is quite negative um the connotations of it are quite negative... the fear as a parent is something of starting a journey of problems...

...The thing is when a child gets excluded as a parent you feel as though you have failed, well I certainly did and I think a lot of people would think I’ve failed as a parent... I’ve brought up a child that can’t go to school without being excluded so you don’t necessarily want to talk to people about it and you don’t necessarily want to talk to school about it because you feel they may judge you or whatever...
Exclusion from school

• One boy in ten with a disorder had been excluded from school.

• One child in twenty with a hyperactivity or behavioural disorder had been excluded on three or more occasions.
Predicted probability of exclusion by 2007 from parent SDQ total difficulties scores in BCAMHS 2004

Clinical cut-point (16)
When you’re talking about that level of mental health issues or things that we didn’t understand ... it doesn’t come within our normal realm of how children behave and it’s that point that I think the frustration is there is no one there to turn to, and well you know it’s almost the case well you have to just get on with it... you’re in school you do it.. that sort of thing.

We know that things aren’t right; we know that things need to be better but there doesn’t seem to be the support there for that to happen

I think people sit up and take note when you have done an exclusion

Having the support, timely support available and a network of people who can guide us...
Teacher depression

10% primary school teachers in STARS trial scores at all 4 time points over 30 months suggested moderate or severe depression on the EFQ.
The Incredible Years® Teacher Classroom Management (TCM) Programme

Operant conditioning
★ (Children's) behaviour influenced by attention, rewards and incentives

Bandura’s modelling and self-efficacy theories
★ live and video modelling
★ rehearsal
★ self-management
★ cognitive self-control and self reflection

Bowlby’s attachment theory
★ importance of warm and nurturing relationships in children’s development
★ building teacher-child relationships through social and emotional coaching, praise and incentives
STARS trial – Qualitative data
## Content of the Incredible Years® Teacher Classroom Management (TCM) Programme

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop 1</td>
<td>Building positive relationships with students and the proactive teacher</td>
</tr>
<tr>
<td>Workshop 2</td>
<td>Teacher attention, coaching, encouragement and praise</td>
</tr>
<tr>
<td>Workshop 3</td>
<td>Motivating students through incentives</td>
</tr>
<tr>
<td>Workshop 4</td>
<td>Decreasing inappropriate behaviour – ignoring and redirecting</td>
</tr>
<tr>
<td>Workshop 5</td>
<td>Decreasing inappropriate behaviour – follow through with consequences</td>
</tr>
<tr>
<td>Workshop 6</td>
<td>Emotional regulation, social skills and problem solving training</td>
</tr>
</tbody>
</table>
STARS main trial

- Large cluster randomised controlled trial
- 80 primary schools across Devon, Plymouth & Torbay
  - Cohort 1 – 15 schools (Sep 2012)
  - Cohort 2 – 30 schools (Sep 2013)
  - Cohort 3 – 35 schools (Sep 2014)
- 1 teacher per school
- Foundation to Year 4 (children aged 4-9 years)
On the way to school I feel...
When I am in the classroom I feel
When I am doing my work I feel
When I am in the playground I feel
When I think about the other children I feel
When I think about my teacher I feel
When I think about school I feel

http://medicine.exeter.ac.uk/hifams/
## Pupil Behaviour Questionnaire

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Never</th>
<th>Occasionally</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking out of turn (e.g. by making remarks, calling out, chattering)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interrupting other pupils (e.g. by distracting them from work)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal abuse towards other pupils (e.g. offensive or insulting remarks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical aggression towards other pupils (e.g. by pushing, punching, striking)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheeky or rude remarks to the teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[http://medicine.exeter.ac.uk/research/healthresearch/childhealthresearch/child-mental-health/pbq/](http://medicine.exeter.ac.uk/research/healthresearch/childhealthresearch/child-mental-health/pbq/)
Randomisation

**Intervention group**
Receive TCM course; 6 session over 6 months

**Control group**
Teaching as usual

**Measures**
- teacher, child & parent
- Classroom observation (25%)

**Baseline**
80 schools
1 teacher from each
- Measures – teacher, child & parent
- Classroom observation (25%)

**1st follow up**
All schools
- Measures – teacher, child & parent
- Classroom observation (25%)

**2nd follow up**
All schools
- Measures – teacher, child & parent

**3rd follow up**
All schools
- Measures – teacher, child & parent

**Randomisation**

**1st academic year**
October

**2nd academic year**
June
Feb/March

**3rd academic year**
Feb/March
STARS trial – What teachers say ...

“I think one thing I grasped is the idea that we are important, teachers, and how much we do mean to the children and how we can actually make a difference [...] it’s changed me I think and my relationship towards the children, I take far more interest in them as individuals and far more interested in their personal lives as well” [C1, 05]

"my whole mindset has changed. Everything I've learnt at uni, it's not gone out the window but I think my mindset and my practice and the way I deliver and my lessons and my behaviour management has completely changed because of the things we've discussed, the way I've learnt from others here. And the Ed Psych said 'There’s no way I would have said you were an NQT watching your behaviour management’" [C3, FGP]

“It definitely has more impact and it leads to you know a happier classroom, the kids’ self-confidence is up, they are more willing to do things and try really hard because they know if they’re doing what you’ve asked them to do they’re going to get the praise, they’re going to get the rewards” [C2,23]
STARS trial – What did we find?

- Primary outcome: teacher reported SDQ

<table>
<thead>
<tr>
<th>Follow-up</th>
<th>Intervention mean (SD)</th>
<th>Control mean (SD)</th>
<th>N</th>
<th>est.</th>
<th>95% CI</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-months</td>
<td>5.5 (5.4)</td>
<td>6.2 (6.2)</td>
<td>2001</td>
<td>-1.0</td>
<td>-1.9 to -0.1</td>
<td>0.03</td>
</tr>
<tr>
<td>18-months</td>
<td>6.7 (6.9)</td>
<td>6.5 (6.3)</td>
<td>1848</td>
<td>-0.1</td>
<td>-1.5 to 1.2</td>
<td>0.85</td>
</tr>
<tr>
<td>30-months</td>
<td>6.1 (6.0)</td>
<td>6.5 (6.6)</td>
<td>1756</td>
<td>-0.7</td>
<td>-1.9 to 0.4</td>
<td>0.23</td>
</tr>
</tbody>
</table>
British Child and Adolescent Mental Health Survey
2004
STARS trial – What did we find?

- Planned sub-group analysis comparing children who were struggling at baseline, scoring > 11 on SDQ

<table>
<thead>
<tr>
<th></th>
<th>Intervention</th>
<th>Control</th>
<th>Adjusted odds ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>Estimate</td>
</tr>
<tr>
<td>Baseline</td>
<td>19.9%</td>
<td>19.3%</td>
<td></td>
</tr>
<tr>
<td>Estimate across all three timepoints</td>
<td>16.7%</td>
<td>19.2%</td>
<td>0.70</td>
</tr>
</tbody>
</table>
### STARS trial – What did we find?

- Secondary outcomes with **short term impact only**

<table>
<thead>
<tr>
<th></th>
<th>Intervention mean (SD)</th>
<th>Control mean (SD)</th>
<th>Adjusted mean diff. (I – C)</th>
<th>Estimate</th>
<th>95% CI</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SDQ Peer Relationships score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9-months</strong></td>
<td>0.8 (1.4)</td>
<td>1.0 (1.7)</td>
<td>-0.2</td>
<td>-0.4</td>
<td>-0.3 to -0.03</td>
<td>0.02</td>
</tr>
<tr>
<td><strong>18-months</strong></td>
<td>1.1 (1.7)</td>
<td>1.0 (1.6)</td>
<td>0.1</td>
<td>-0.2</td>
<td>-0.4 to 0.4</td>
<td>0.62</td>
</tr>
<tr>
<td><strong>30-months</strong></td>
<td>1.1 (1.6)</td>
<td>1.1 (1.7)</td>
<td>-0.07</td>
<td>-0.4</td>
<td>0.2</td>
<td>0.60</td>
</tr>
<tr>
<td><strong>SDQ Pro-social score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9-months</strong></td>
<td>8.2 (2.3)</td>
<td>8.0 (2.3)</td>
<td>0.4</td>
<td>0.1</td>
<td>0.8</td>
<td>0.02</td>
</tr>
<tr>
<td><strong>18-months</strong></td>
<td>7.8 (2.4)</td>
<td>8.0 (2.3)</td>
<td>-0.1</td>
<td>-0.6</td>
<td>0.4</td>
<td>0.67</td>
</tr>
<tr>
<td><strong>30-months</strong></td>
<td>8.1 (2.2)</td>
<td>7.6 (2.3)</td>
<td>0.5</td>
<td>-0.03</td>
<td>1.0</td>
<td>0.06</td>
</tr>
</tbody>
</table>
STARS trial – What did we find?

- Secondary outcomes with impact across the full 30 months follow-up

<table>
<thead>
<tr>
<th></th>
<th>Intervention mean (SD)</th>
<th>Control mean (SD)</th>
<th>Adjusted mean diff</th>
<th>Estimate</th>
<th>95% CI</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SDQ Overactivity score</strong></td>
<td>2.7 (2.9)</td>
<td>2.8 (3.0)</td>
<td></td>
<td>-0.4</td>
<td>-0.7 to -0.1</td>
<td>0.02</td>
</tr>
<tr>
<td><strong>Pupil Behaviour Questionnaire</strong></td>
<td>1.8 (2.4)</td>
<td>1.9 (2.6)</td>
<td></td>
<td>-0.3</td>
<td>-0.5 to -0.01</td>
<td>0.04</td>
</tr>
</tbody>
</table>
STARS trial – Is it cost-effective?

Willingness to pay for unit change in SDQ Total Difficulties Score
STARS trial Summary:

- **Small** but statistically significant improvement on teacher reports of child mental health at 9 months, also peer relationships and prosocial behaviour.
- Those with **poorer mental health** improve **more** on teacher reported mental health.
- Better classroom behaviour and concentration across all three time points.
- **Cost-effective** in the short to medium term?
- Interaction between baseline mental health and academic progress but no impact overall.
STARS trial Summary:

- Observations (only on 25%) suggest **changed teacher behaviour** and **improved child compliance**
- **No impact on teachers’** mental health, professional self-efficacy and burn out
- **No impact on parental reports** of child mental health or child reported happiness at school
- Process evaluation suggest main impact on **teacher pupil relationships** and effects might be amplified in **subsequent years** & by **training more staff**, including TAs & SLT
• 9 studies from England, Ireland, Jamaica, USA and Wales

• Significantly reduced behaviour problems among high risk children

• No improvement in children’s prosocial behaviour

• Reduced teacher’s negative behaviour management strategies
We are recruiting schools for this study from the following areas:

- Liverpool
- Bristol
- Southampton
- Dorset
- Cornwall

Please contact us at STARS@exeter.ac.uk if you would like more information.

**STARS 2**

- 140 schools
- Year 1 and Year 2 teachers
- Children exposed to TCM for 2 years
- Year 2 SATS as well as TPRs
Universal Interventions: Fully Exploring Their Impacts and Potential to Produce Population-Level Impacts

Keywords: vulnerable group, special schools/PRUs, general school population

Text: Vulnerable group

Diagram: Pyramid showing General school population at the bottom, with Special Schools/PRUs and Vulnerable group at the top.
STARS trial – What teachers say
(this teacher has not been to TCM....)
This project was funded by the National Institute for Health Research Health Technology Assessment (NIHR HTA) programme (project number 10/140/02) and supported by the NIHR Collaboration for Leadership in Applied Health Research and Care South West Peninsula (PenCLAHRC). Review findings will be published in full in Health Technology Assessment. Visit the HTA programme website for further project information.

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References

- Parker, C., Paget, A., Ford, T., & Gwernan-Jones, R. (2016). He was excluded for the kind of behaviour that we thought he needed support with... ‘A qualitative analysis of the experiences and perspectives of parents whose children have been excluded from school. *Emotional and Behavioural Difficulties, 21*(1), 133-151.
References


