Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

How Teachers Incorporate the Incredible Years Teacher Classroom Management Programme into Practice: An Interpretive Description

A thesis presented in partial fulfilment of the requirements

for the Master of

Educational Psychology

At Massey University, Albany,

New Zealand

Katherine Emily Garland

2017

Abstract

Children's challenging behaviour in the classroom can have negative effects on students and teachers. The Ministry of Education is funding the Incredible Years Teacher (IYT) programme to provide teachers with positive classroom management skills to manage young children's challenging behaviour. This research focused on exploring how teachers incorporated IYT into their practice, and the factors supporting or hindering sustained implementation. The qualitative approach of interpretive description was used to guide in-depth interviews with 12 teachers and other education professionals. The thematic analysis illuminated the variation in how teachers implemented IYT, and conceptualised this according to evangelical, pragmatic, unrelated, and no implementation types. Overall, the study found teachers with more support deeply embedded IYT and sustained its incorporation in their practice. Supports included schools with leadership that prioritised IYT, school-wide behavioural strategies, coaching and modelling to support teacher development, and IYT review processes. The study also recommended supporting IYT group leaders to undertake more coaching visits, IYT courses for principals and teachers aides, and a symposium for teachers. In line with the interpretive description approach, the study also provides a practical resource for teachers and schools.

Keywords: Incredible Years Teacher, classroom management, challenging behaviour, professional development

Acknowledgements

I could not have completed this thesis alone. Firstly, thank you to my committed supervisors, Dr Elizabeth Doell and Dr Jayne Jackson. Thank you for always being there to provide high-level advice, and detailed and thoughtful feedback. You challenged me to produce my best work.

Also, this research study would not be possible without the time that participants gave up to talk to me in such open and honest ways. I have been constantly amazed at the dedication of educational professionals.

Lastly, I appreciate the continual and unconditional support from my family and friends as I have pursued studies later in life. You have provided the emotional, financial, and practical support that has helped get me through. In particular, special thanks to Idris for bringing me cups of coffee at night and my mum Helene for proofreading my thesis. We will continue to have debates about where to put the comma.

Table of Contents

Chapter One: Introduction 1

Overview 1

Purpose 1

Nature of the Study 1

Researcher Background 2

Summary of Chapters 2

Chapter Two: Literature Review 3

Introduction 3

Challenging Behaviour 3

Classroom Management 5

Effective Professional Development 7

Incredible Years Teacher 10

Incredible Years Teacher in New Zealand 19

Summary 21

Chapter Three: Methodology 23

Introduction 23

Research Questions 23

Interpretive Description 24

Theoretical Framework 24

Research Paradigm 25

Researcher Bias 26

Research Design 27

Participants 27

Sampling and Recruitment 28

Sample Size 29

Data Collection Instruments 29

Ethics 30

Analysis 31

Chapter Four: Results 33

Participants 33

How Participants Incorporated Incredible Years Teacher into Practice 35

Interpretive Model of Incredible Years Teacher implementation 40
How Participants Incorporated Specific Incredible Years Teacher Strategies into Practice 41
Supports and Barriers for Sustained Implementation 47
Summary 55

Chapter Five: Discussion 57
How Participants Incorporated Incredible Years Teacher into Practice 57
How Participants Incorporated Specific Incredible Years Teacher Strategies into Practice 58
Barriers and Supports for Implementing Incredible Years Teacher 61
Relationship Between Participants' Implementation of Incredible Years Teacher and Professional Development Programmes in General 65
Summary 66

Chapter Six: Conclusion 69
Study Strengths 69
Study Limitations 70
Practice Implications 70
Future Research 72
Final Thoughts 73

References 75

Appendix A Ministry of Education Costs in Funding Incredible Years Teacher by Financial Year in New Zealand 99

Appendix B1 Interview Guide for Teachers 100

Appendix B2 Interview Guide for Principals 102

Appendix B3 Interview Guide for Resource Teachers Learning Behaviour 103

Appendix B4 Interview Guide for Special Education Needs Coordinators 104

Appendix C Ethics Approval Letter 106

Appendix D1 Information for Principals 107

Appendix D2 Information for Resource Teacher Learning Behaviour Managers 110

Appendix E1 Information for Teachers and Special Education Needs Coordinators 113

Appendix E2 Information for Resource Teachers Learning Behaviour 116

Appendix F2 Principal Consent 119

Appendix F2 Resource Teacher Learning Behaviour Manager Consent 120

Appendix G Transcriber Confidentiality 121

Appendix H Participant Consent 122

Appendix I Consent for Release of Transcript 123

Appendix J Examples of Participants' IYT Strategy Implementation 124

Appendix L Transition from Initial Thematic Coding to Analysed Themes Regarding Barriers and Supports for Incorporation of IYT into Practice 131

List of Tables

Table 1. Number of Participants According to Their School Decile and Student Roll 33
Table 2. Number of Participants According to Percentage of IYT-Trained Teachers at Their School 34
Table 3. Number of Participants According to Whether Their School Participates in PB4L-SW 34
Table 4. Number of Participants According to Year They Completed IYT and Years Teaching Experience 35
Table 5. Number of Participants Who Received Classroom Visits From IYT Group Leaders and Attended IYT Follow-Up Workshop 50
Table 6. Number of Participants by Implementation Type That Received Classroom Visits From IYT Group Leader and Attended IYT Follow-Up Workshop 50
Table 7. Implementation Type by Whether School Participates in PB4L-SW 52

List of Figures

Figure 1. Thematic Network of Themes Relating to Participants' Incorporation of IYT Strategies into Practice 36

Figure 2. Thematic Network Relating to Barriers and Supports for Teachers to Put and Sustain IYT in Practice 48

Figure 3. Number of Participants by Implementation Type and % IYT-Trained Teachers at Their School 53

Chapter One: Introduction

Overview

Children's challenging behaviour is a significant problem in classrooms with potentially far-reaching negative effects for students (Church, 2003). Teachers' effective classroom management can decrease challenging behaviours, and increase student engagement and social competence (Hattie, 2012; Sutherland, Lewis-Palmer, Stichter, & Morgan, 2008). Since 2011, the New Zealand Ministry of Education has funded the Incredible Years Teacher (IYT) programme to provide teachers with positive classroom management skills to manage young children's challenging behaviours. IYT is part of the Incredible Years (IY) series, which also has programmes for parents and children (Webster-Stratton, 2011). IYT is widely espoused to be an evidence-based programme (Herman, Borden, Reinke, & Webster-Stratton, 2011; Hutchings & Williams, 2017). However, the benefits of an evidence-based programme can only accrue when the programme is effectively implemented and sustained in real-world situations (Blase, Van Dyke, Fixsen, & Wallace Bailey, 2012). While there is much research about teachers' frequency of implementing IYT strategies, there is a paucity of research about *how* teachers incorporate IYT into practice, and the factors supporting or hindering sustained implementation. Further, only a small number of studies have studied IYT independently from other IY programmes, or have considered teachers' long-term implementation of IYT.

Purpose

The purpose of this study is to enhance understanding of how IYT is being incorporated into primary school teachers' practice in New Zealand, and the barriers and supports for sustained implementation. This study positions IYT as a professional development (PD) programme and considers the relationship between teachers' implementation of IYT and factors known to be associated with implementation of PD. A guiding aim of the research is to provide a practical resource to support teachers' implementation of IYT and their ability to manage students' challenging behaviour, ultimately, improving outcomes for young children.

Nature of the Study

The present study uses a pragmatic and applied qualitative approach called interpretive description (Thorne, 2008; Thorne, Kirkham, & MacDonald-Emes, 1997). This thesis reports on the results of 12 in-depth interviews with teachers,

principals, IYT group leaders, and Special Education Needs Coordinators regarding their use and views of IYT. Thematic network analysis (Attride-Stirling, 2001) is used to identify, analyse, and report patterns within the qualitative data.

Researcher Background

Researchers using interpretive description approaches are advised to outline their backgrounds and the genesis of their research to allow any potential researcher bias to be revealed (Thorne, 2008). As such, the following section outlines my background.

After completing an Honours degree, I worked for 10 years as a policy advisor at Government health agencies. However, I felt something was missing working at this macro level. I began studying a Master of Educational Psychology and became interested in approaches to manage young children's challenging behaviour. Concurrently, I volunteered as a teacher aide and heard anecdotal reports about IYT. One principal dismissed IYT as not being relevant to their school. Some teachers mentioned enjoying learning from other teachers on how to use IYT strategies. This stimulated my interest in compiling teachers' experiences of how they incorporated IYT into their practice, with the aim of promulgating practical support to teachers based on other teachers' experiences.

Summary of Chapters

I have presented this thesis in six chapters. Chapter Two provides a review of the literature about challenging behaviour, classroom management, professional development, and IYT.

Chapter three details and justifies the interpretive descriptive approach of the study. It introduces the research questions underpinning the study, considers potential researcher bias, and discusses ethical considerations. It also describes the thematic analysis of the data.

Chapter four presents the findings of the thematic analysis.

Chapter five discusses these findings in relation to the existing literature.

Chapter six concludes the thesis and considers how the findings can inform practice and future research. It also discusses the study's strengths and limitations.

Chapter Two: Literature Review

Introduction

This chapter summarises the literature covering the causes and consequences of young children's challenging behaviour and shows such behaviour is a significant issue for New Zealand teachers. It demonstrates classroom management is an effective strategy for managing challenging behaviour and outlines its theoretical underpinnings. As classroom management skills are often taught as part of teachers' professional development (PD), the effective components of PD are outlined. Research about Incredible Years Teacher (IYT), a classroom management PD programme, is examined and New Zealand's implementation of IYT is outlined.

Challenging Behaviour

Children's challenging behaviour includes a spectrum of "aggressive, dishonest, delinquent, defiant and disruptive behaviours" (Blisset et al., 2009a, p. 1), although there is no internationally agreed definition (Kauffman & Landrum, 2013). In the absence of a consensus on terminology, this thesis uses the catch-all phrase *challenging behaviour*, a term often used in educational and developmental fields (Margrain & Macfarlane, 2011). However, when referring to specific research studies, the published terms are used.

Causes. Challenging behaviour does not have a sole cause—it is often the culmination of biological, family, and social factors interacting (Blisset et al., 2009a; Fergusson, Boden, & Hayne, 2011; Moffitt, 1993). Young children have less chance of developing challenging behaviour if they grow up in supportive, caring homes and school environments (Fergusson et al., 2011). Since the 1980s, much research has focused on explaining the development of childhood aggression through social learning theory (Coie & Dodge, 1998), which posits aggression is learnt through observing other people, as well as from the direct consequences of aggressive acts (Bandura, 1977). Related to social learning theory, Patterson et al.'s (1992) coercion theory describes a process of mutual reinforcement, when parents' ineffectual responses to children's problem behaviours lead to an escalating cycle of aversive and aggressive behaviour by both parents and children. Children who learn this negative pattern of relating then carry this behaviour into interactions with peers and teachers (Smith et al., 2014). This thesis is particularly focused on school factors, as

being both risk and protective factors, in the development, prevention, and treatment of challenging behaviour in young children.

Consequences. Challenging behaviour in young children can have short-term, as well as far-reaching and pervasive consequences (Blisset et al., 2009a). In the short-term, children with conduct problems often do less well in school, both academically and socially (Church, 2003). Academically, this manifests in lower grades, suspension, and a greater number of school dropouts (Bierman et al., 2013; Hinshaw, 1992). For example, Reid, Gonzalez, Nordness, Trout and Epstein (2004) conducted a meta-analysis of 25 studies, which found students with emotional and behavioural disorders had significantly lower academic achievement compared to control groups.

Socially, children with challenging behaviour are more likely to be rejected by classmates and have poor relationships with teachers. This risk factor in turn results in less opportunities to develop social, emotional, and academic skills (Coie & Dodge, 1998; Patterson et al., 1992; Rutter, Giller, & Hagell, 1998). For example, once children are isolated from their peers, they have less chance to develop and practise prosocial skills, creating an escalating cycle of rejection and antisocial behaviour (Church, 2003). Further, negative relationships between teachers and students commonly results in low rates of teacher praise, and opportunities for students to respond to teacher questions, further contributing to poor academic achievement (Shores & Wehby, 1999; Van Acker, Grant, & Henry, 1996).

In the long-term, children with conduct problems are at increased risk of substance abuse, teenage pregnancy, violent relationships, crime, mental health issues, poor educational achievement, and unemployment (Fergusson, Horwood, & Ridder, 2005). Further, the more severe conduct problems are in childhood, the greater the chance of poor outcomes in young adulthood. For example, in a 25-year longitudinal study in New Zealand (n=973), the children with the most severe conduct problems aged 7–9 years had significantly higher rates of negative outcomes aged 25 than the children with the least severe conduct problems (Fergusson et al., 2005). However, if intervention occurs early, during preschool or primary school years, it is more likely to be effective and can prevent conduct behaviour problems continuing into adulthood (Ramey & Ramey, 1998).

Significant issue for teachers. The number of students with challenging behaviour in schools is a significant issue for New Zealand teachers (Kane &

Mallon, 2006; Office of the Auditor-General, 2009; Wylie & Hodgen, 2007). Nearly half of the teachers in a national survey of New Zealand primary school teachers (n=713) reported students' disruptive behaviour was an issue for them (Wylie & Bonne, 2014). Further, children's challenging behaviours can cause stress for teachers and disruption to classmates (Johansen, Little, & Akin-Little, 2011; Kane & Mallon, 2006; Wylie & Hodgen, 2007).

The New Zealand literature commonly reports prevalence estimates for children and adolescents with challenging behaviour between 5–10% (Blisset et al., 2009a; Church, 2003; Fergusson et al., 2011), which is comparable to other Western countries (Scott, 2015). That is, at least one student in every New Zealand primary school teacher's class is likely to have challenging behaviour (Wylie & Bonne, 2014; Wylie & Hodgen, 2007). As with overseas literature (e.g., McGilloway et al., 2012; Webster-Stratton, 2012), New Zealand literature reports low socioeconomic status is associated with increased rates of antisocial behaviour (Church, 2003; Fergusson, Swain-Campbell, & Horwood, 2004; Wylie & Bonne, 2014; Wylie & Hodgen, 2007). Also, Māori children are more likely to display conduct problems than non-Māori children (Fergusson et al., 2011), with an estimated prevalence rate of 15–20% (Blisset et al., 2009a). The prevalence rate for conduct problems in Pasifika children is unknown. However, Blisset et al. (2009a) suggest conduct problems are a significant issue for Pasifika children based on anecdotal evidence and the aforementioned correlation between socioeconomic disparity (where Pasifika children are overrepresented) and conduct problems.

Classroom Management

Over the years, advice to teachers on how to support children with challenging behaviour has differed according to the popular psychological and pedagogic paradigm of the time (Evans, Harden, & Thomas, 2004). Consistently though, classroom management has been seen as an important strategy (Freiberg, 2013). Classroom management is broadly defined as actions teachers take to create environments that support and facilitate academic and emotional learning (Evertson & Weinstein, 2006).

Considerable research and meta-analyses (Cadima, Leal, & Burchinal, 2010; Hattie, 2012; Marzano, 2003; Oliver, Wehby, & Reschly, 2011; Sutherland et al., 2008; Whear et al., 2013) have shown teachers' effective classroom management can reduce students' disruptive behaviour and improve their academic achievement, and

social and emotional competence in the short term. Further, Greer-Chase, Rhodes, and Kellam (2002) suggest effective classroom management during primary school years can reduce children's aggressive behaviour in later years. Conversely, lack of effective classroom management may hasten progression of children's aggressive behaviour (Greer-Chase et al., 2002).

Similarly, positive teacher-student relationships have an influence on the behaviour and achievement of children, in both the short and long-term (Hamre & Pianta, 2001; O'Connor, Dearing, & Collins, 2011). For example, in a study of 423 preschool to grade five students, Baker, Grant, and Morlock (2008) found students with significant behaviour problems and with warm teacher-student relationships had higher reading achievement at the end of the school year than students with similar behaviour issues and a poor teacher-student relationship. In the long-term, poor teacher-student relationships at primary school have been shown to have consequences such as a strong association with mental illness at high school (Lang, Marlow, Goodman, Meltzer, & Ford, 2013). Thus, warm and non-conflictual teacher-student relationships serve as a protective factor for young children with challenging behaviour (Hattie & Yates, 2013).

Theoretical underpinnings. Classroom management programmes today draw from a variety of theoretical approaches, including behaviourism, social learning theory, cognitive-behavioural theory, and ecological theory (Whear et al., 2013). Behavioural approaches, theorised by Skinner (1953), are a dominant base of classroom management strategies (Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; Landrum & Kauffman, 2006; Whear et al., 2013). Behaviourist classroom management approaches, based on the premise behaviour is learned and maintained by its consequences, use rewards and punishments to promote acceptable behaviour (Kaplan & Carter, 1995). More recently, behaviourally-based classroom management strategies often include applied behaviour analysis (Brophy, 2006), which considers the functions of behaviour (i.e., why a behaviour is occurring) and what precedes and follows it (Alberto & Troutman, 2013).

Social learning theory (Bandura, 1977), also called social cognitive theory, (Bandura, 1986), is a common foundation of classroom management approaches (Konza, Grainger, & Bradshaw, 2001). Social cognitive theory emphasises the major role cognition plays in motivation, learning, and behaviour. It describes behaviour as being influenced by three interacting factors—personal, behaviour, and

environmental—known as reciprocal determinism (Bandura, 1986). Personal factors refer to the individual, for example, whether they believe they can complete a behaviour—self-efficacy. Behaviour factors refer to the response an individual receives after they perform a behaviour. Environmental factors include aspects of the environment or setting that contribute to the person being able to perform a behaviour.

Relatedly, cognitive-behavioural strategies, founded on the premise that changes in people's thinking can lead to behaviour changes (Ellis, 1962, as cited in Dryden, 1994), underlie many classroom management strategies (Konza et al., 2001). In cognitive-behavioural approaches, children, rather than teachers, are the primary change agents (Kaplan & Carter, 1995), and the focus is on increasing student's self-reliance and independent decision-making (Konza et al., 2001). Children may be taught cognitive strategies to change negative self-talk into positive self-talk, problem solve, or self-regulate (Konza et al., 2001). For example, Schneider and Robin (1974) taught children displaying aggressive behaviour to "do the turtle" when they were upset, using imagery and relaxation techniques (p. 24).

Finally, ecological approaches, which consider how the behaviour of a student affects, and is affected by, the environment and behaviour of others (Jong, 2005), also influence classroom management strategies. Kounin (1970), a proponent of ecological approaches, considered the key to managing misbehaviour was prevention and the use of approaches, such as teacher monitoring and organisation of the classroom space, and an engaging curriculum.

Effective Professional Development

While classroom management is accepted as an effective strategy for reducing students' challenging behaviour (Poole & Evertson, 2013), many teachers overseas and in New Zealand feel inadequately trained in classroom management strategies (Anthony & Kane, 2008; Johansen et al., 2011; Woodcock & Reupert, 2017). Professional development (PD) courses, which occur after teacher training, offer teachers an opportunity to enhance their professional knowledge, skills and attitudes in many areas, including classroom management (Guskey, 2000). However, the link between PD, changes in teacher practice, and improvements in student outcomes is complex (Opfer & Pedder, 2011; Timperley, Wilson, Barrar, & Fung, 2007; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007), with even less understood about sustaining changes in teacher practice (Guskey, 2002; Sheridan,

Edwards, Marvin, & Knoche, 2009). In an extensive review of New Zealand and international literature, Timperley et al. (2007) framed the essential components of effective PD as the context in which it occurs, its content, and the activities undertaken to promote learning during and after PD. The components of effective PD are now discussed within this framework.

A vital contextual component for effective PD is supportive and proactive leadership (Cherrington et al., 2013; Han & Weiss, 2005; Timperley et al., 2007). Proactive leaders create a learning culture within schools, support PD opportunities and implementation of new practices, and create processes for supervision and review (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). In fact, V.M. Robinson, Hohepa, and Lloyd (2009) found school leaders' promotion or participation in teacher PD has twice the impact on student outcomes than any other leadership activity.

Another important contextual component for effective PD is its acceptability to schools and teachers (Timperley et al., 2007), also referred to as social validity (Wolf, 1978). Teacher acceptability is affected by variables such as the severity of their students' problems, the time and effort required to implement PD, and the match between the PD programme principles and teachers' own beliefs (Han & Weiss, 2005). Interestingly, Timperley et al. (2007) found PD effectiveness was unrelated to whether a teacher volunteered to attend PD, or whether attendance was compulsory. Acceptability also depends on whether teachers believe they will be effective in changing their own practice or student outcomes. Teachers with a strong sense of self-efficacy are more likely to try new methods of teaching (Berman et al. 1977; Guskey, 1988; Stein & Wang, 1988, as cited in Han & Weiss, 2005). In sum, if an intervention associated with PD is acceptable, then it is more likely to be implemented (Han & Weiss, 2005).

Programme content, which integrates theory and practice, and provides opportunities for teachers to engage at a deep level with ideas and approaches, is critical for effective PD (Mitchell & Cubey, 2003; Timperley et al., 2007). Timperley et al. (2007) describe this variable as generating "depth of principled-knowledge," which supports teachers in understanding how to adapt their practice (p. 219), and implement PD with fidelity. Principled-knowledge also allows teachers to adjust their implementation of PD (within the limits of the programme's principles) as students' needs change (Han & Weiss, 2005).

PD programmes need to be of sufficient time to allow teachers to develop deep and broad understandings of the programme principles (Han & Weiss, 2005; Tallerico, 2014). Two comprehensive reviews (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Guskey, 2003), considering over 1,000 studies each, found the most effective PD programmes included 30 hours or more. Tallerico (2014) reasons PD of longer duration facilitates reinforcement and follow-up opportunities. Although, the research also found time spent does not necessarily equate to quality PD (Guskey, 2003; Timperley et al., 2007).

The activities undertaken to promote teachers' learning during and after PD are critical, as teachers need a variety of ways to understand PD programme content (Joyce & Showers, 2002; Timperley et al., 2007). Traditional, and arguably less effective PD (Yoon et al., 2007), primarily involved one-off workshops and conferences where teachers absorbed knowledge passively from an expert (Borko, Jacobs, & Koellner, 2010; Lieberman, 1995). Currently, effective PD positions the teacher as an adult learner (Mitchell & Cubey, 2003; Timperley et al., 2007), with opportunities needed to promote learning, including self-reflection (Ingvarson, Meiers, & Beavis, 2005), role-play (Sheridan et al., 2009), and feedback and coaching (Han & Weiss, 2005).

Growing evidence indicates coaching is an effective and essential PD activity that promotes teacher learning (Fixsen et al., 2005; Garbacz, Lannie, Jeffrey-Pearsall, & Truckenmiller, 2015; Joyce & Showers, 2002; Marzano, Simms, Roy, Heflebower, & Warrick, 2013; Wood, Goodnight, Bethune, Preston, & Cleaver, 2016). Coaching provides individualised support to teachers during or after PD to help them use new skills in their classroom (Kretlow & Bartholomew, 2010). Key components of coaching include direct observation, feedback, and modelling (Kretlow & Bartholomew, 2010; Reinke, Herman, & Sprick, 2011). In a systematic review of research specifically related to coaching teachers to use social behaviour interventions, Stormont, Reinke, Newcomer, Marchese, and Lewis (2015) found 86% of the 29 studies reviewed found interventions using coaching resulted in teachers' use of the intervention.

Another important activity to support teacher learning and sustained implementation of PD is teachers' participation in communities of practice (Sheridan et al., 2009). Communities of practice are groups with common professional interests, who come together to improve their practice by sharing their knowledge

(Buysse & Wesley, 2006; Lave & Wenger, 1991; Wenger, 1998). Timperley et al. (2007) found professional communities that promoted teacher learning after PD included opportunities for teachers to "process new understandings" and analyse the impact of their teaching practice on student outcomes (p. 202).

Incredible Years Teacher

IYT is part of the Incredible Years (IY) series of training programmes for parents, teachers, and children to "prevent and treat disruptive behaviour problems in young children" (Webster-Stratton, 2012, p. 22). The IY programmes can be delivered independently or in combination (Webster-Stratton, 2014a).

Carolyn Webster-Stratton developed IYT in the 1990s in America (Webster-Stratton, 2012). IYT is designed to provide teachers with positive and proactive classroom management strategies and skills to promote their students' social, emotional, and academic learning (Webster-Stratton, 2012). IYT is based on a teaching pyramid, with strategies to be used most often at the bottom (e.g., building positive teacher-student relationships), and strategies intended to be used selectively at the top of the pyramid (e.g., timeout; Webster-Stratton, 2012). IYT is for teachers of children aged 3–8 years (Webster-Stratton, 2012).

Theoretical underpinnings. IYT is predominately grounded in social cognitive/learning theory, also drawing from behavioural and cognitive theories (Bywater, 2012; Davenport & Tansey, 2009; Webster-Stratton, 2011, 2012; Webster-Stratton, Reinke, Herman, & Newcomer, 2011). IYT is premised on building positive relationships between teachers, parents, and students, and encouraging positive behaviour rather than focusing on negative behaviours (Reinke, Stormont, Webster-Stratton, Newcomer, & Herman, 2012). Webster-Stratton (2011) articulates this premise is based on social learning theory, particularly Patterson and colleagues' (1992) coercion hypothesis that parents, teachers, and children often negatively reinforce each other's behaviour. Thus, Webster-Stratton (2012) notes the importance of interrupting cycles of coercive and negative responses between teachers and children, and ensuring that positive relationships precede disciplinary strategies.

Similarly, IYT's focus on encouraging positive behaviour is influenced by the behaviourist principles of operant behaviour (McGilloway et al., 2012). That is, rewarding (reinforcing) behaviour will increase its frequency and its likelihood of being repeated, whereas behaviour that is not reinforced will decrease (Bywater,

2012). Further, another behaviourally-based component in IYT is the focus on changing the antecedents that are bringing about negative child behaviour, and the consequences that are maintaining it (Bywater, 2012).

IYT also draws on cognitive theories to manage students' behaviour. For example, IYT teaches Schneider and Robin's (1974) turtle concept as well as positive self-talk (Webster-Stratton, 1995), and problem-solving strategies (Webster-Stratton, 1999).

Delivery. IYT is delivered in groups (15 to 18 people), meeting a day each month over six months (Webster-Stratton, 2011). The group leaders who deliver IYT are certified by the programme developer after undertaking training (Webster-Stratton & Reid, 2002). The monthly format is designed to allow time to practice new skills between workshops (Carlson, Tiret, Bender, & Benson, 2011). Also, Webster-Stratton recommends group leaders visit teachers' classrooms and provide one-to-one coaching between workshops to support teachers and to model teaching skills (Webster-Stratton, 2011).

IYT is a manualised programme, with group leaders completing checklists that are monitored for fidelity (Carlson et al., 2011). However, Webster-Stratton notes the IY series is frequently misunderstood as "inflexible" (Webster-Stratton et al., 2011, p. 512). Webster-Stratton maintains the IY series is dynamic and principles-driven, with the manual providing the structure, but allowing group leaders to tailor implementation to participants' needs (Webster-Stratton & McCoy, 2015).

IYT group leaders use video-modelling, role-plays, group discussion, and coaching to facilitate teachers' learning (Webster-Stratton, 2011). The video-modelling consists of over 250 vignettes showing teachers and children in a range of situations (Webster-Stratton, 2001). IYT's use of video-modelling is premised on Bandura's (1977) social learning theory that modelling is an effective form of learning. Accordingly, Webster-Stratton and Reid (2010) assert that, because the IYT vignettes include a mix of models (of different genders, cultures, and socioeconomic backgrounds), teachers will perceive some models as similar to their situation and "accept the vignettes as relevant" (p. 200). The vignettes also serve as catalysts for conversations, role-plays, and self-reflections by the teachers (Webster-Stratton, 2012).

Effectiveness. Many overseas studies have evaluated the effectiveness of IYT, and it is commonly reported in the literature as being evidence-based (Hutchings & Williams, 2017; Webster-Stratton, 2011). However, while there is general acceptance of IYT's effectiveness, many of the studies contributing to this understanding make it difficult to infer the sole effects of IYT due to adapting IYT, studying it in combination with the IY parent and child programmes, and using weak designs (e.g., small sample sizes, no control, or non-random sampling). Further, many studies are based on teachers' self-reported views of their use, and perceived efficacy of IYT strategies, rather than incorporating multiple sources, such as observers' observations, to corroborate teacher-reported outcomes. Finally, very few studies consider long-term outcomes of IYT. In sum, while there are promising indicative results about the effectiveness of IYT (Blueprints for Healthy Youth Development, n.d.), large scale, long-term, randomised controlled trials are yet to be reported (Ford et al., 2012).

Combined. Early studies of IYT combined parent and child IY components. Webster-Stratton and colleagues (Webster-Stratton, Reid, & Stoolmiller, 2008; Webster-Stratton, Reid, & Hammond, 2001, 2004) conducted three relatively large randomised controlled studies (n=133, 272, 1768 students), using class observations and teacher reports of child behaviour. Teachers who participated in IYT used more positive classroom management strategies (e.g., praise) than their colleagues. Further, their students displayed more prosocial behaviour. However, due to IYT being studied in conjunction with other IY components, it is difficult to attribute the improvements solely to IYT.

Similarly, Herman et al. (2011) studied whether the IY child, parent and teacher programmes (used in different combinations) were effective for children with internalising behaviours (e.g., social withdrawal). The study found children within the intervention groups demonstrated significantly greater reductions in severity and presence of internalising behaviours, based on teacher and parent reports. Further, children receiving all three IY components demonstrated a larger decrease in internalising behaviours than children who received IY components alone. Once again, as IYT was not studied in isolation, it is difficult to infer its sole benefits.

Adapted. Even though Webster-Stratton advocates the importance of implementation fidelity (Webster-Stratton, 2014a; Webster-Stratton, Gaspar, &

Seabra-Santos, 2012; Webster-Stratton & McCoy, 2015; Webster-Stratton et al., 2011), the first studies of IYT as a stand-alone intervention were adapted versions of the programme. Further, even though these studies are often quoted as definitive evidence of IYT's effectiveness (Webster-Stratton, 2011), the studies were relatively small and did not incorporate control groups. Adaptations include changes to the mode of delivery, programme content, length of the programme, and cultural adaptations.

Mode of delivery. The following two studies that Webster-Stratton (2011, 2014a) quotes as demonstrating the effectiveness of IYT involve adaptations to its mode of delivery. Shernoff and Kratochwill (2007) adapted IYT and provided eight teachers with the IYT video vignettes and accompanying manual to watch on their own every four to five days. Four teachers also received phone consultations. These teachers reported significantly higher confidence ratings and use of proactive classroom management strategies than the non-consultation teachers post intervention (using the Teacher Classroom Management Strategies Questionnaire [TSQ]; Incredible Years, 2012). Also, regardless of consultation, teachers' exposure to video vignettes resulted in reductions in children's observed challenging classroom behaviour. However, the lack of a control group limits the ability to draw conclusions about the effects of the intervention. Further, the small sample size makes it difficult to generalise the results of the study.

In a similarly small study, Williford and Shelton (2008) studied nine teachers (six intervention and three control) and 96 caregivers to determine the effectiveness of adapted versions of IY parent and teacher programmes in a mental health consultation model. The adaptation involved doctorate psychology students (who were not accredited IY group leaders) providing teachers individualised, weekly consultations covering IYT strategies. Webster-Stratton (2011) asserts this study found teachers reported "higher levels of positive classroom climate, teacher sensitivity, and behaviour management than control classrooms" at the end of the school year (p. 38). However, results could be conflated with improvements in children's behaviour due to 35% of children's caregivers participating in the IY parent programme. Also, this study is based on teacher reports and did not include independent observations of students' behaviour.

Content. Raver et al. (2008) adapted the content of the IYT programme, although they do not specify the adaptations. In a clustered randomised controlled

trial, 94 preschool teachers received a control condition or 30 hours of IYT training over five Saturdays in six months, as well as weekly coaching sessions in their classroom. Social workers provided the training and coaching (i.e., not IYT accredited group leaders). Raver et al. found teachers receiving IYT training and coaching had significantly higher levels of positive classroom climate, teacher sensitivity, and behaviour management than teachers who received none, as rated by independent observers. Interestingly, Raver et al. also found, without IYT training, teacher's classroom environments deteriorated over the year and noted weekly coaching was "central to the intervention's success" (p. 23). Even though this study has a strong study design, the lack of specificity regarding the content adaptations limits the replicability of this study.

Time. Carlson, Tiret, Bender, and Benson (2011) adapted IYT by delivering it to 24 preschool teachers in weekly evening sessions, instead of the recommended monthly format. The study was not randomised, there was no control, and outcomes relied solely on teacher self-reports. Teachers completed the TSQ immediately after training and four months later. Carlson et al. found teachers reported using more positive behaviour management strategies both immediately and four months post training. However, teachers did not report a decrease in using inappropriate behaviour management strategies or an improvement in parent-teacher relationships, which are significant IY strategies.

Similarly, Snyder et al. (2011) studied a shortened version of IYT. Twenty-eight preschool teachers were randomly assigned to a brief version of IYT (consisting of five three-hour sessions over three months) coupled with motivational training, plus three onsite consultation visits. Independent observers reported teachers who received the brief IYT training increased their positive behaviour and decreased their negative behaviour in the classroom. As with Raver et al.'s (2008) study, Snyder et al. found teachers in the control group engaged in more criticism, anger, and negative behaviour in the classroom as the school year progressed. Interestingly, Snyder also studied the effects of classmates' behaviours towards children with conduct problems and found decreases in rejection of peers. However, while Snyder et al. considered the results promising, the changes in teacher and child behaviour were sometimes marginally reliable and produced small effect sizes. It is not known whether the small effect sizes are due to the brevity of the IYT programme or study design.

Culture. Webster-Stratton (2011) says IYT is "culturally sensitive" and can be adapted to meet the needs of different cultural groups (p. 20). Several studies have reported the effectiveness of IYT in different cultural settings, after adaptations. After conducting preparatory research (Baker-Henningham, 2011), and a pilot study (Baker-Henningham, Walker, Powell, & Gardner, 2009), Baker-Henningham, Scott, Jones, and Walker (2012) undertook a large scale randomised trial of IYT in Jamaica, in 24 preschools, with 73 teachers. IYT adaptations included providing IYT during eight days over five months, using additional role-plays, simplifying language in the print resources, and using Jamaican examples in print and video vignettes. The pilot and full-scale study showed significant improvements in teachers' positive classroom behaviour and classroom atmosphere, as well as independently observed improvements in children's behaviour (Baker-Henningham et al., 2012, 2009). However, the study author (Baker-Henningham) also conducted the IYT training, which could bias some results.

In Portugal, Vale (2011, as cited in Webster-Stratton et al., 2012), a doctorate researcher, studied an adapted IYT. Eight preschool teachers received IYT over five weekly workshops over two months, with handouts translated into Portuguese. Eight teachers received no training. Webster-Stratton et al. (2012) reports this study found teachers who participated in IYT demonstrated increased positive classroom management practices and reported children as having fewer conduct problems, as reported by teachers and independent observers. Even though this study is small and provided IYT training weekly, Webster-Stratton considers this study provides evidence IYT is effective in Portugal.

Stand-alone. IYT was first studied as a stand-alone programme, without adaptation, by independent researchers outside of America. In Wales, Hutchings et al. (2007) studied IYT with 23 teachers receiving IYT training as per standard protocols, one full day per month for five months. Teachers completed the TSQ and participated in in-depth interviews. Teachers reported high levels of satisfaction with IYT and believed the IYT strategies improved pupils' conduct. In Hutchings et al.'s (2007) second study, observations of 21 teachers, 10 of whom had undergone IYT training, found teachers who received IYT training used clearer instructions and had more compliant pupils than teachers who had not received the training. These results were statistically significant, although the small sample size means the results should be interpreted cautiously (Hutchings et al., 2007).

Following these studies, Hutchings, Martin-Forbes, Daley, and Williams (2013) conducted a randomised controlled trial involving 12 teachers from 11 primary schools (6 intervention, 6 control) in Wales. This study used a mixture of independent observations, teacher reports of child behaviour, the TSQ, and Teacher Workshop Satisfaction Questionnaire (TWSQ; Incredible Years, n.d.). This study reported mixed results. For example, there were no significant differences in teachers' behaviour towards the whole class, yet there were significant reductions in their negative behaviour (e.g., negative remarks) towards target children. Further, the study found no changes in children's prosocial behaviour, but significant reductions in off-task behaviour in the classroom for all children, as well as significant improvements in compliance among target children.

In Ireland, Hickey et al. (2017) studied IYT as a stand-alone programme in a randomised controlled trial with 22 teachers (11 intervention and 11 control). Teachers participating in IYT attended one full-day session each month for five months, and received monthly consultation phone calls. Hickey et al. reported significant differences in teachers' self-reported use of positive classroom management strategies between the control and intervention groups immediately after completing IYT. They also found teachers in the intervention group reported significant reductions in disruptive and negative child classroom behaviour. However, Hickey et al. found observations of teacher and children's behaviour were largely non-significant. Thus, teacher self-reported data were not corroborated by observations.

In America, Murray and colleagues (Murray, Murr, & Rabiner, 2012; Murray, Rabiner, & Carrig, 2014) studied IYT as a stand-alone programme. Even though this study employed a randomised controlled design, with 97 teachers in 11 schools, the results have only been published in conference papers. Teachers participated in five full-day monthly IYT training sessions, plus two brief classroom consultation visits. The study was one of the first to include measures of student academic achievement. Overall, the study demonstrated modest effects of IYT on classroom climate, student social-emotional outcomes, and reading achievement, as assessed by independent observers and teacher ratings. First grade students of teachers who had completed IYT training, demonstrated significantly greater reading improvement than the control group. However, changes in second grade students' reading scores were not significant. Teachers in the intervention group experienced

significantly more positive change in the classroom climate. However, contrary to expectation, teachers in the control group demonstrated significantly greater change in competence in supporting classroom management and socio-emotional skills over time than the intervention group.

In a doctorate study in America, Rappuhn (2014) studied the effects of IYT on teachers' strategy use, classroom environment, relationships, and students' internalising behaviours. In a comprehensive study with 31 teachers randomly assigned to IYT or a literacy programme, Rappuhn found teachers in the IYT group reported significantly more use of IYT classroom management skills compared to the control group. However, as with Hickey et al.'s (2017) study, teacher self-reports were not always corroborated by observation and student data. Rappuhn found a significant increase in social skills in students whose teachers had completed IYT training, although this could also be explained by maturation.

Also in America, as part of a large-scale randomised controlled trial within Head Start[1], Hsueh, Lowenstein, Morris, Mattera, and Bangser (2014) and Morris et al. (2014) compared the effects of IYT (as well as two other classroom management programmes). Hsueh et al. studied teachers of three-year-olds in 155 classrooms using independent observations of teachers, and teacher reports of student behaviour. Morris et al. studied teachers of four-year-olds in 307 classrooms. Both studies had mixed results. Hsueh et al. (2014) and Morris et al. (2014) found IYT improved children's social behaviours, although Morris et al. noted the problem behaviours in the four-year-olds' class did not decrease. Hsueh et al. found IYT did not improve teachers' use of classroom management strategies or the classroom environment, whereas Morris et al. found IYT improved teacher's behaviour management but did not improve the classroom climate or organisation.

In Norway, Kirkhaug et al. (2016) studied whether IYT reduced children's severe externalising behaviours, as reported by their teacher. The study also considered whether these children had improvements in their social competence, internalising behaviours, academic performance, and teacher-student relationships. The study involved 83 children aged 6–8 years, from 21 intervention and 22 control

[1] Head Start, an American programme, provides educational, nutritional, health, social, and other services to low-income children and their families (Department of Health and Human Services, 2016).

schools. The study concluded IYT was not sufficient for children with severe externalising behaviours as the only statistically significant findings related to improvements in children's academic performance and a reduction in teacher-student conflicts.

Most recently, again in Norway, Fossum, Handegård, and Drugli (2017) studied the effects of IYT on kindergarten children's aggressive behaviour, internalisation, attention and social readiness. The study involved 1,049 children aged 3–6 years, half of these children in a control. The study found statistically significant changes in the children's behaviours. However, similar to Kirkhaug et al. (2016), significant changes were not found for children with severe problem behaviours.

Long-term. Very few studies have investigated the long-term effects of IYT. In Ireland, Davenport and Tansey (2009) studied 15 teachers who participated in IYT over five months (two half-day training sessions per month), including a six-month follow-up. The study had no control group, was not randomised, and has not been published in a peer-reviewed journal. The study showed mixed results. Teachers reported a significant improvement in their general teaching efficacy post training and at six-month follow-up. However, there was no significant change in teachers' self-reported use, or perceived usefulness, of specific IYT strategies post training or at six-month follow-up. On the other hand, teachers reported the hyperactivity levels of target children were significantly reduced post training. However, teachers did not report on children's behaviour at the six-month follow-up.

Again in Ireland, Leckey et al. (2016) reported on a six-month follow-up of 11 teachers after completing IYT. These teachers had previously participated in Hickey et al.'s (2017) aforementioned stand-alone study. This six-month follow-up study used observations of teacher behaviour, questionnaires, and in-depth interviews. Overall, six months after completing IYT, observations showed teachers used significantly fewer negative and more positive classroom management strategies. Similarly, teachers reported significant increased use, and perceived utility, of positive classroom management strategies at the six-month follow-up. Further, teachers reported having enhanced classroom atmospheres, and improved personal wellbeing and self-efficacy. In fact, unlike the earlier studies, the six-month follow-up observational data corroborated the data from the teacher questionnaires and interviews. Teachers reported *proximal praise* was the most

commonly implemented strategy six-month post training. That is, praising the behaviour of other compliant children nearby instead of a negative comment to children whose behaviour is of concern (Webster-Stratton, 2012). While not a focus of the study, it included some assessment of challenges to implementation and utility of IYT strategies. Some teachers perceived the most significant barrier to long-term implementation of IYT strategies was the constant demands of the classroom, leading to their forgetting to use IYT strategies (Leckey et al., 2016). Further, some teachers considered that, while IYT strategies were effective for most children, they were not effective for children with special needs. Overall, Leckey et al. (2016) tentatively concluded, based on the small sample size, IYT led to longer-term benefits for teacher classroom management, teacher wellbeing, and the classroom environment.

In England, a large-scale, randomised controlled trial of IYT as a stand-alone intervention commenced in 2012 (Ford et al., 2012; Hansford et al., 2015; Marlow et al., 2015) with 80 teachers from 80 schools. Notably, the study will undertake long-term follow-up with teachers at 9, 18, and 30 months post-intervention. The comprehensive study is investigating the effectiveness and cost-effectiveness of IYT, in parallel with process evaluations. To date, the feasibly component of the study has been reported, which found most teachers (n=40) reported using IYT strategies in their classrooms and IYT was acceptable to them (Marlow et al., 2015). The full study will be reported in late 2017 or early 2018 (L. Hansford, personal communication, November 11, 2015).

Incredible Years Teacher in New Zealand

Context. Since 2011, the New Zealand Ministry of Education has provided IYT as part of its Positive Behaviour for Learning (PB4L) programme (Ministry of Education, 2011a). PB4L includes seven initiatives to support teachers and schools in preventing disruptive behaviour problems and enhancing school climates (Ministry of Education, n.d.-a). The impetus for IYT and PB4L came from a Government report (Ministry of Social Development, 2007), an expert advisory group (Blisset et al., 2009b), and the Taumata Whanonga Behaviour Summit (Ministry of Education, 2009, 2015c), which recommended implementation of evidence-based, comprehensive, and prevention-focused solutions for behaviour management concerns in New Zealand schools. From 1 July 2010 to 30 June 2017, the Ministry of Education has spent nearly $31.8 million funding IYT, including

basic delivery costs and additional costs such as teacher release (K. Casey, personal communication, 24 February, 2017). Appendix A outlines the costs in funding IYT each financial year since implementation.

Alongside IYT is PB4L-School-Wide (PB4L-SW), which provides a framework for schools to systematically consider behaviour and learning across a whole school and individual students (Ministry of Education, 2015d). PB4L-SW is premised on creating positive environments with clear expectations, teaching expected behaviours, and responding to inappropriate behaviours fairly and consistently (Ministry of Education, 2015d).

Delivery model. The Ministry of Education manages the delivery of IYT (Ministry of Education, 2011b). Group leaders deliver IYT as per the programme's manual (Ministry of Education, 2015a). Although, providing coaching sessions between every workshop is considered ideal, the Ministry of Education expects group leaders to provide a minimum of two coaching visits during the IYT course, and a follow-up workshop three months after the final IYT workshop (Ministry of Education, 2015a). Group leaders are typically Ministry of Education staff, Resource Teachers Learning Behaviour, and early childhood educators (Ministry of Education, 2015a, 2015c).

All early childhood education (ECE) and primary school teachers of children aged 3–8 are eligible to participate in IYT (Ministry of Education, 2011b). Approximately 2,400 teachers undertake IYT each year in New Zealand (Ministry of Education, 2015c). Since IYT was first introduced in 2011, 15,916 ECE and primary school teachers have participated in it to 30 June 2017 (J. Bauckham, personal communication, October 2, 2017).

New Zealand evaluations. IYT was evaluated during the first stage of its national rollout in 2010/11 with 239 teachers (Fergusson, Horwood, & Stanley, 2013). Teachers reported significant increases in their frequency and use of positive behaviour management strategies and high levels of satisfaction with the programme. Fergusson, Horwood and Stanley (2013) recommended further evaluations to determine the effectiveness of IYT in New Zealand.

During 2014, Wylie and Felgate (2016b, 2016a, 2016c, 2016d) evaluated IYT delivery in New Zealand, collecting data from 97 group leaders and 1,103 teachers who participated in IYT. They investigated changes in teachers' and students behaviour immediately following and 8–9 months post-training, as well as

factors supporting and inhibiting positive change (Wylie & Felgate, 2016b). The evaluation found primary school teachers reported using around half of the IYT strategies at the same levels 8–9 months after completing IYT as they had at the end of IYT. Praising positive behaviour was the most commonly used strategy, with 100% of primary school teachers reporting they used it often or very often at the end of IYT, only dropping to 98% frequency usage 8–9 months later. Teachers reported large decreases in using seven IYT strategies, particularly the use of a clear discipline plan and social and emotional coaching. Nearly half (47%) of primary school teachers reported large positive shifts in target students' overall academic achievement and engagement in learning during their participation in IYT. A similar number of teachers (46%) reported positive differences in their target student's behaviour when they continued using behaviour plans, compared to teachers who had stopped using behaviour plans after IYT (36%). One fifth (20%) of primary school teachers reported challenges in implementing IYT, particularly around getting consistency with other staff and having enough time. Further, the video vignettes garnered mixed support. Some teachers valued the vignettes as spurring discussion, while others found they raised scepticism about the appropriateness of IYT in New Zealand (Wylie & Felgate, 2016b). Finally, approximately one third of primary school teachers, particularly those who noted challenges to implementing IYT, desired follow-up after IYT.

Wooller (2015) surveyed 107 ECE teachers who had completed IYT to assess its social validity. Overall, participants considered most IYT strategies appropriate for New Zealand. Wooller found a key factor in sustaining implementation of IYT was support from colleagues.

Summary

The literature review brings together literature on children's challenging behaviour, classroom management, teacher PD, and IYT. The Ministry of Education commenced funding IYT in 2011, a classroom management PD programme, to support teachers in responding to young children's challenging behaviour—a significant issue for children and teachers. The review showed that, although IYT is widely espoused to be an evidenced-based programme, much of the evidence is based on studies where IYT is implemented differently to how it is implemented in New Zealand. That is, only a small number of studies have studied IYT unadapted or independently from other IY programmes. An even smaller number of studies

have incorporated long-term follow-up data into study design, making it particularly difficult to gauge teachers' ongoing use of IYT strategies in their classroom management practices. Finally, no IYT studies have gathered qualitative data using in-depth interviews, on how primary school teachers incorporate IYT into their teaching, and their supports and barriers for sustained implementation. Given the Ministry of Education has invested nearly $31.8 million from 1 July 2010 to 30 June 2017 funding IYT, the literature review demonstrated a need to understand how primary school teachers are incorporating IYT into practice, and barriers and supports for sustaining implementation.

IYT incorporates many components deemed essential for effective PD, including a well-structured, time-intensive course, a strong theoretical base, and a variety of activities to promote teachers' learning, such as video-modelling, group discussion, and coaching. However, given the aforementioned limitations in research about IYT, it is also useful to explore the relationship between teachers' implementation of IYT and known components of effective PD.

Chapter Three: Methodology

Introduction

This chapter outlines the interpretive description methodology used in this study (Thorne, 2008; Thorne et al., 1997), a relatively new research approach within generic qualitative inquiry (Caelli, Ray, & Mill, 2003; Kahlke, 2014; Merriam & Tisdell, 2016). In any research, the research methods should align with the research paradigm and aims of the study (Punch, 2014). However, this is even more important when using a qualitative approach that varies from the established qualitative approaches (Caelli et al., 2003; Thorne, Kirkham, & O'Flynn-Magee, 2004). This chapter provides justification for using interpretive description, and demonstrates credibility of the research by explicating the links between the research methods and research paradigm. The chapter begins with the research questions that shaped the research. I then briefly outline the origins and definition of interpretive description, before describing how the theoretical underpinnings, research paradigm, and research design relate to the interpretive description approach. I then outline my personal background and its potential influence on the study, and the steps I took to ensure the ethical conduct of research. The final section describes how I analysed the data.

Research Questions

The literature review highlighted there is minimal qualitative research examining teachers' experiences of implementing IYT. Thus, the purpose of this study is to enhance understanding, using qualitative inquiry, of how IYT is being incorporated into primary school teachers' practice in New Zealand, and barriers and supports experienced. The following research questions guided the study:

(1) How do primary school teachers in New Zealand incorporate IYT classroom management strategies, underlying principles, and theoretical knowledge of the programme, into their teaching practice after completing IYT training?

(2) What factors support and hinder teachers to incorporate IYT classroom management strategies into their teaching practice?

(3) What is the relationship between teachers' experiences of incorporating IYT strategies into their teaching practice and factors known to be associated with teachers' implementation of professional development programmes in

general (e.g., the context in which the programme is delivered, the content of the programme, and follow-up support).

Interpretive Description

Interpretive description is a subset of generic qualitative research approaches (Caelli et al., 2003), also referred to as *basic qualitative* (Merriam & Tisdell, 2016; Sandelowski, 2000), *non-categorical* (Thorne et al., 1997), and *pragmatic* (Savin-Baden & Major, 2013) approaches. Generic qualitative research investigates people's reported subjective opinions, attitudes, beliefs, and experiences (Percy, Kostere, & Kostere, 2015, p. 78). These research approaches draw from, but do not necessarily follow, the five established qualitative approaches (Kahlke, 2014) namely ethnography, phenomenology, grounded theory, case study, and narrative study (Creswell, 2013).

Thorne, Kirkham, and MacDonald-Emes (1997), developed interpretive description in response to perceived deficiencies in traditional quantitative and qualitative approaches to meet the theoretical, yet practical, needs of nursing. Interpretive description seeks to generate knowledge about "complex experiential clinical phenomena" that can be applied in practice settings, thus bridging the theory-practice divide (Thorne, 2008, pp. 26–27). Interpretive description is based on explicit philosophical underpinnings (Thorne, 2008; Thorne et al., 1997, 2004), and draws from the experience of the researcher and existing disciplinary knowledge (Hunt, 2009; Thorne et al., 2004). It provides a theoretically and methodologically sound logic for designing and implementing applied research studies (Kahlke, 2014). Although originally developed in the nursing discipline, interpretive description is increasingly used in the social sciences (Atkinson & McElroy, 2016; Brewer, Harwood, McCann, & Worrall, 2014; Buissink-Smith & McIntosh, 1999; Hunt, 2009; Kahlke, 2014; Murphy et al., 2016; C. Robinson, York, Rothenberg, & Bissell, 2015; Thorne, 2013; Thorne et al., 2004).

Theoretical Framework

Even though qualitative research typically aims to build rather than test concepts, hypotheses, and theories, qualitative research is informed by theoretical frameworks that underpin the research (Merriam & Tisdell, 2016). Indeed, the interpretive description approach explicitly recognises researchers hold existing knowledge situated within the researcher's discipline that influences the research (Brewer et al., 2014). As such, this research was informed by psychological and

educational theories on challenging behaviour, classroom management, adult learning, and professional development. Further, Bronfenbrenner's (1979) ecological theory, which requires considerations of the environment, systems, and supports interacting with a child, school, and community also underpinned the research (Woolfson et al., 2003).

Research Paradigm

The present research was situated within a constructivist-interpretivist research paradigm, a central tenet of qualitative research, which posits "there is no single, observable reality" (Merriam & Tisdell, 2016, p. 9). Instead, as people make sense of their world, they construct multiple and subjective meanings (Creswell, 2014). Thus, my goal, as researcher, was to rely on participants' views of a situation and interpret their meanings (Creswell, 2014). Relatedly, my interpretation of others' subjective realities does not come without its own bias, discussed below. Indeed, interpretive description explicitly recognises existing knowledge situated within the researcher's discipline, and how that knowledge influences the research (Brewer et al., 2014). As opposed to other qualitative approaches, for example purist phenomenology, that attempt to bracket disciplinary knowledge or personal experience (Creswell, 2014), interpretive description integrates and accepts it (Brewer et al., 2014; Thorne, 2008; Thorne et al., 2004). Thorne (2008, 2013) contends attempts to bracket disciplinary knowledge or personal experience lead some researchers to study a topic without investigating or appreciating the current state of knowledge in the field. As interpretive description aims to build disciplinary knowledge, this "blank slate" approach is incongruous (Thorne, 2008, p. 67). Further, Thorne (2008) says because interpretive description is an applied research approach, it is impracticable to suspend action until a problem is fully understood.

Interpretative description also draws upon pragmatism (Patton, 2015) and naturalistic inquiry (Lincoln & Guba, 1985). Pragmatism, as a philosophical stance, focuses on the outcomes of the research (Creswell, 2014; Morgan, 2014), including the practical consequences and useful application of the research results (Patton, 2015). Relatedly, interpretive description has a primary goal of applying research findings to practice (Thorne, 2008). Thus, the present study aimed to make the findings useful to teachers and schools.

Pragmatism is also concerned with making pragmatic decisions about how to conduct the inquiry taking account of time and resource constraints (Patton, 2015).

Further, pragmatism requires using the most appropriate research method, based on the research question and not necessarily adhering to one paradigm or theoretical inquiry tradition (Patton, 2015). Relatedly, interpretive descriptive draws upon the five established qualitative approaches research methods as pragmatically needed (Savin-Baden & Major, 2013; Thorne, 2008).

The key axioms of naturalistic inquiry include recognising there are multiple constructed realities, the knower and the known are interactive and inseparable, and inquiry is value-bound (Lincoln & Guba, 1985). These axioms translate to undertaking the research in natural settings, with the researcher primarily collecting and analysing data, using purposeful sampling, and inductive (bottom-up) processes to generate concepts from the data (Lincoln & Guba, 1985). Thus, the present study combined disparate information from interviews to derive larger themes and categories. Also, specific to interpretive description, the research study moved beyond pure description, and explored meanings and explanations that are "theoretically useful" and can be applied in practical settings (Thorne et al., 2004, p. 6).

Researcher Bias

Thorne (2008) recommends researchers using interpretive description outline the genesis of their research, as this reveals the motivation and potential bias of the researcher. This positioning allows others to consider whether data collection and data analysis has been "informed or skewed by these earliest conceptions" (p. 69). As such, the overview chapter presented the origins of the present study.

It is also pertinent to note interpretive description is traditionally conducted by researchers within the same profession (Thorne et al., 1997). While I work in classrooms, I am not a teacher. On the one hand, this outsider perspective means I can take a fresh look at teachers' experiences of incorporating IYT into practice and not be blinded by, for example, over-familiarisation of teacher practices (Bonner & Tolhurst, 2002). On the other hand, not being a teacher may mean I miss some pedagogical nuances. However, Dwyer and Buckle (2009) argue the binary separation of insider versus outsider researcher status is overly simplistic and suggest qualitative researchers occupy a middle space on a continuum between insider and outsider. Thus, as Dwyer and Buckle suggest, having read much literature on the research topic, and having gained some classroom experience, I consider I sit in the middle of the insider-outsider continuum. As such, I am influenced by the

theoretical underpinnings of teaching, and am familiar with the culture and language of the profession, yet I am independent of the profession. Further, I feel this position fits well with educational psychology, which spans across educational and psychological disciplines.

Other factors potentially influencing my research include that, during my public policy work, I observed many Government-funded initiatives established without investing in long-term follow-up and support. Thus, from the outset, I expected lack of follow-up to be a barrier to sustained implementation of IYT.

Finally, I am a pakeha female, with a middle-class upbringing. Coming from a dominant ethnic group, and from a relatively high socio-economic status means my interpretation of, for example, cultural barriers comes from an academic understanding, rather than personal experience.

Research Design

Theory and research design is closely linked (Patton, 1990). Thus, when the key purpose of the research is to develop an in-depth, holistic understanding of a complex phenomenon, and has the goal of generating knowledge that can be applied in practice, interpretive description is an appropriate research design (Thorne, 2008). However, before choosing interpretive description, I considered other qualitative design approaches. Case study design (Creswell, 2014; Stake, 2005; Yin, 2014) was ruled out due to pragmatic reasons around inability to assure anonymity of participants within a small number of cases. Phenomenological approaches were ruled out due to their focus on uncovering the inner “essence” of an experience, rather than the external reasons that may trigger the experience (Percy et al., 2015, p. 77).

Participants

In line with interpretive description, which often seeks multiple participant views (Thorne, 2008, 2013), the present study included 12 participants in the following roles:

- primary school teacher;
- principal;
- special education needs coordinator (SENCO)[2];

[2] SENCO are also called learning support coordinators.

- specialist teacher; and
- Resource Teacher Learning Behaviour (RTLB).

SENCOs, employed by schools, coordinate support for students with additional learning needs (Ministry of Education, 2015b). Specialist teachers, also employed by schools, support students with special education needs in the Ongoing Resourcing Scheme[3] (Ministry of Education, 2013b). RTLB, employed by the Ministry of Education, work with teachers and schools to support students who have learning and/or behaviour difficulties (Ministry of Education, n.d.-b). The RTLB in the present study were also IYT group leaders.

In order for teachers to be eligible to participate in the study, they had to have:

- undertaken IYT training in New Zealand during 2015 or earlier;
- been teaching students aged 5–8 years (i.e., Years 0–3) during 2017;
- worked at their school for at least one year.

In order for principals, SENCO or RTLB to participate, they must have worked in their role for at least one year, in order for them to have had time to acquire impressions of IYT.

Sampling and Recruitment

As is common in interpretive description research (Hunt, 2009; Thorne, 2014; Thorne et al., 2004), the present study used *purposeful* sampling, which involves selecting individuals with experience and/or knowledge about the inquiry question interactively during the research process (Mason, 2002; Patton, 2015). Specifically, *quota sampling*, was used to ensure important categories were included in the study (Patton, 2015). Mason (2002) describes quota sampling as a flexible approach, which provides for an "organic" inquiry that can change as the inquiry unfolds (p. 127). As such, at the outset of the present study, I sought to sample teachers from two categories: teachers who had completed IYT training between 2011-2013 and 2014-2015. These quotas were chosen to ensure sampling of teachers with short- and long-term experiences of using IYT strategies.

I employed one sampling process for teachers, principals, and SENCO, and another for RTLB. The sampling frame for teachers, principals, and SENCO, was

[3] The Ongoing Resourcing Scheme provides support for students with the highest needs (Ministry of Education, 2017a).

based on schools in the region of study where two or more teachers had participated in IYT between 2011-2015. The Ministry of Education's District IY Coordinator provided a list of IY schools. I approached the principal of each school to seek their agreement for staff to be involved in the study. If agreement was given, I asked the principal to forward information sheets and invitations to participate in the study to relevant teachers and SENCO. The principal was also invited to participate in the study.

The sampling frame for RTLB included all RTLB in the region of study. I emailed RTLB area (also called cluster) managers in the region of study, and asked their agreement for RTLB in their area to be involved in the study. If they agreed, I asked them to forward information sheets and invitations to participate to RTLBs.

Sample Size

The sample size was influenced by theoretical and practical considerations (O. Robinson, 2014). I used a sample size of 12 as it was small enough to allow rich descriptive analysis and large enough to facilitate an understanding of varied participants' roles and experiences (Sandelowski, 1995a).

Data Collection Instruments

As is common with interpretive description (Hunt, 2009), the primary source of data was semi-structured interviews with individual participants and the associated audio recordings and interview transcripts. I used semi-structured interviews as they collect in-depth, nuanced, and complex data (Mason, 2002). The interviews followed some pre-set questions, which allowed comparison across participants (Savin-Baden & Major, 2013), although question order was adjusted to allow interviews to flow. Questions were open-ended, allowing participants to express their perspectives on a topic and enabling me to seek further information with follow-up questions (Savin-Baden & Major, 2013). I used slightly different interview guides for teachers, RTLB, SENCO, and principals (See Appendices B1, B2, B3, and B4). All interviews began with questions about participants' backgrounds and their impressions of IYT. Then, as recommended by Barbour (2014), the interview questions became more specific, exploring how teachers used IYT strategies, and what barriers and supports they encountered. The interview questions included a mix of experiential and behavioural questions, opinions, and feeling questions (Patton, 2015). Further, if participants indicated they were

dissatisfied with anything, I asked them to hypothesise what they would like in an ideal situation (Merriam, 2009).

The interviews were audio recorded as this provided a permanent record of the interview but was less obtrusive than video recording (Merriam & Tisdell, 2016). Participants were offered the opportunity to review their own transcript. They requested only minor changes to be made. I conducted interviews at each participant's location of choice, such as their classroom, office, or cafe. Interviews took between 30–60 minutes.

Ethics

The Massey University Human Ethics Committee, Northern Committee approved the research project on 11 November 2016, Application 16/45 (Appendix C). Key ethical issues identified included gaining access to participants whilst mitigating any perceived coercion to participate in the research, maintaining anonymity, and gaining informed consent. To address these ethical considerations, access to participants was through their principals or managers (Appendices (Appendices D1 and D2) who had forwarded invitations to participate in the research to potential participants (Appendices E1 and E2). Principals and managers also signed consent forms allowing me to conduct interviews at their offices (Appendices F1 and F2).

Participants' anonymity was maintained as they contacted me directly if they were interested in participating. Also, participants were given pseudonyms in all written records, and names of schools, place names or people were omitted. I assured participants that only myself and my supervisors would have access to the interviews and transcripts, which would be stored securely on a password protected digital folder, then destroyed after five years. The transcriber also signed a confidentiality agreement (Appendix G).

Informed consent was gained by informing participants of the nature and purpose of the research (in writing and in person). I informed participants they could stop the interview at any time, decline to answer any questions, withdraw from the study (within two weeks of being interviewed), and ask for the audio recorder to be turned off at any time during the interview. Participants signed consent forms before being interviewed, confirming their informed consent (Appendix H).

Participants were also given the opportunity to consent to excerpts of their interview transcripts being used in publications and to edit transcripts of their

interviews (Appendix I). I also gave participants the opportunity to provide feedback on my analysis of the research data, and gave them a research summary at the project's conclusion.

Analysis

In line with interpretive description, which recommends a flexible, inductive, and iterative approach allowing data to be organised into groupings and the relationships between the groupings elucidated (Thorne, 2008, 2013), the present study used *thematic network analysis* (TNA; Attride-Stirling, 2001). TNA is a particular approach for conducting *thematic analysis* (Attride-Stirling, 2001), a widely-used method for identifying, analysing, and reporting patterns within qualitative data (Braun & Clarke, 2006). TNA has many conceptual origins, but most closely derives from grounded theory (Corbin & Strauss, 1990; Glaser & Strauss, 1967).

TNA was deemed an appropriate analytic strategy for the present study for several reasons. Firstly, it offers techniques for displaying findings in an accessible form, one of the aims of interpretive description, by "systemising" and presenting thematic analyses as networks or "web-like illustrations" (Attride-Stirling, 2001, p. 385). Further, TNA recommends against using predetermined coding schemes, which fits with the inductive analytical and coding recommendations of interpretive description. Finally, TNA requires much interpretive work, and knowledge of existing theoretical underpinnings when constructing networks (Attride-Stirling, 2001), which fits with the descriptive interpretation approach of requiring researchers to balance theory and data.

TNA follows six stages, with the first requiring open coding of the transcripts (Attride-Stirling, 2001), involving "breaking data apart" and coding the "blocks of raw data" (Corbin & Strauss, 2008, p. 195). I initially coded the interview transcripts in NVivo, a qualitative software package (QSR International, 2012). As per Thorne et al.'s (2004) recommendation, the open coding process used broad data codes rather than detailed (line-by-line) coding of transcripts. I derived the codes from repeated reading of the transcripts (Thorne, 2008). The coding at this stage was descriptive and tended to follow the lines of questioning in the interview. The second stage involved translating the codes into basic themes (Attride-Stirling, 2001), by identifying the underlying pattern of each code (Goldbart & Marshall, 2014). The third stage involved grouping the basic themes into organising themes

according to their underlying story (Attride-Stirling, 2001, p. 389). Also, the organising themes were summarised into global themes, the main claim of the organising themes (Attride-Stirling, 2001). The fourth stage involved analysing the thematic networks by describing and exploring their relationships. I also sought feedback on the themes from the participants, which provided an opportunity to enhance the trustworthiness of the findings (Goldbart & Marshall, 2014). In the fifth stage, I summarised the themes. The sixth stage involved discussing the themes in relation to the research questions and literature (Attride-Stirling, 2001).

Consistent with the inductive process, the thematic analysis of the first research question led to my development of an interpretative model, which I then used as a lens through which to consider the remaining research questions. Thomas (2006) notes such a model is often the outcome of inductive analysis.

Chapter Four: Results

This chapter presents the findings of the thematic analysis. It begins by presenting the demographic data of the participants and their schools. I then outline themes relating to how teachers incorporated Incredible Years Teacher (IYT) strategies into their practice. From this, I present an interpretive model of implementation derived from the thematic analysis. This model then provides a basis for reporting how teachers implemented specific IYT strategies, and barriers and supports for IYT implementation.

Participants

The 12 participants had the following primary roles and pseudonyms:

- 5 teachers (Chloe, Heidi, Orla, Sienna, and Erin)
- 2 principals (Amber and Michael)
- 1 special education needs coordinator (SENCO; Evelyn)
- 1 specialist teacher (ST; Nancy)
- 3 Resource Teachers Learning Behaviour (RTLB; Olivia, Emma, and Amelia)

The teachers, SENCO, ST, and principals (n=9) came from a wide range of schools, including low, medium and high school deciles[4], small to large student rolls, and small to large percentages of IYT-trained teachers in the junior school (Tables 1 and 2). Further, three of the nine schools where participants taught participated in the Ministry of Education's Positive Behaviour for Learning School-Wide (PB4L-SW) programme (Table 3).

Table 1.

Number of Participants According to Their School Decile and Student Roll

Primary role	School decile			Student roll		
	1-3	4-6	7-10	0-199	200-399	400+
Teacher	1		4	1	2	2
SENCO/ST	1		1		1	1
Principal	1	1			2	
Total	3	1	5	1	5	3

[4] The Ministry of Education uses school deciles to target funding based on the extent schools draw their students from low socio-economic communities. The lower the school's decile, the more funding it receives (Ministry of Education, 2017b).

Table 2.

Number of Participants According to Percentage of IYT-Trained Teachers at Their School

Primary role	% IYT-trained teachers at participant's school			
	0-25	26-50	51-75	76-100
Teacher		1		4
SENCO/ST	1		1	
Principal			2	
Total	1	1	3	4

Table 3.

Number of Participants According to Whether Their School Participates in PB4L-SW

Primary role	PB4L-SW school	
	Yes	No
Teacher		5
SENCO/ST	1	1
Principal	2	
Total	3	6

The teachers and SENCO/ST undertook IYT training across a range of years, including in 2011 when IYT was first offered, and as recently as 2016 (Table 4). Although the criteria for participating in the research excluded teachers who had completed training during 2016, during an interview I found one teacher had completed IYT training at the beginning of 2016. I included the participant in the research as they had completed the training at the beginning of 2016, allowing six months for implementation. All but one of the 12 participants had ten or more years teaching experience (Table 4).

Table 4.

Number of Participants According to Year They Completed IYT and Years Teaching Experience

Primary role	Year competed IYT			Years teaching experience		
	2011-2012	2013-2014	2015-2016	0-9	10-19	20+
RTLB	-	-	-			3
Teacher	1	2	2	1	2	2
SENCO/ST	1	1			1	1
Principal	-	-	-		1	1
Total	2	3	2	1	4	7

Many participants provided perspectives from several roles. For example, one teacher was also a SENCO and deputy principal. Similarly, the ST had previously taught as a new entrants teacher. All three RTLB were IYT group leaders. Some participants, particularly the principals and RTLB, provided observations of teachers' implementation of IYT, whereas other participants, particularly the teachers, described their own implementation of IYT.

How Participants Incorporated Incredible Years Teacher into Practice

Participants varied greatly in how they incorporated IYT into practice. The thematic analysis of IYT implementation led to the development of four main themes: 1) embeddedness; 2) fidelity; 2) cognitive shift; and 4) acceptability. Embeddedness embodies the extent IYT strategies were incorporated into teaching practice and whether IYT was top-of-mind. Fidelity considers whether IYT strategies were implemented with fidelity and whether adaptations maintained fidelity. Cognitive shift includes the belief systems, theoretical understandings, and thought processes contributing to teachers' incorporation of IYT into practice. Acceptability embodies the level of passion towards IYT and belief in its effectiveness. Figure 1 illustrates each of these themes and sub-themes, and shows acceptability and cognitive shift were inter-related.

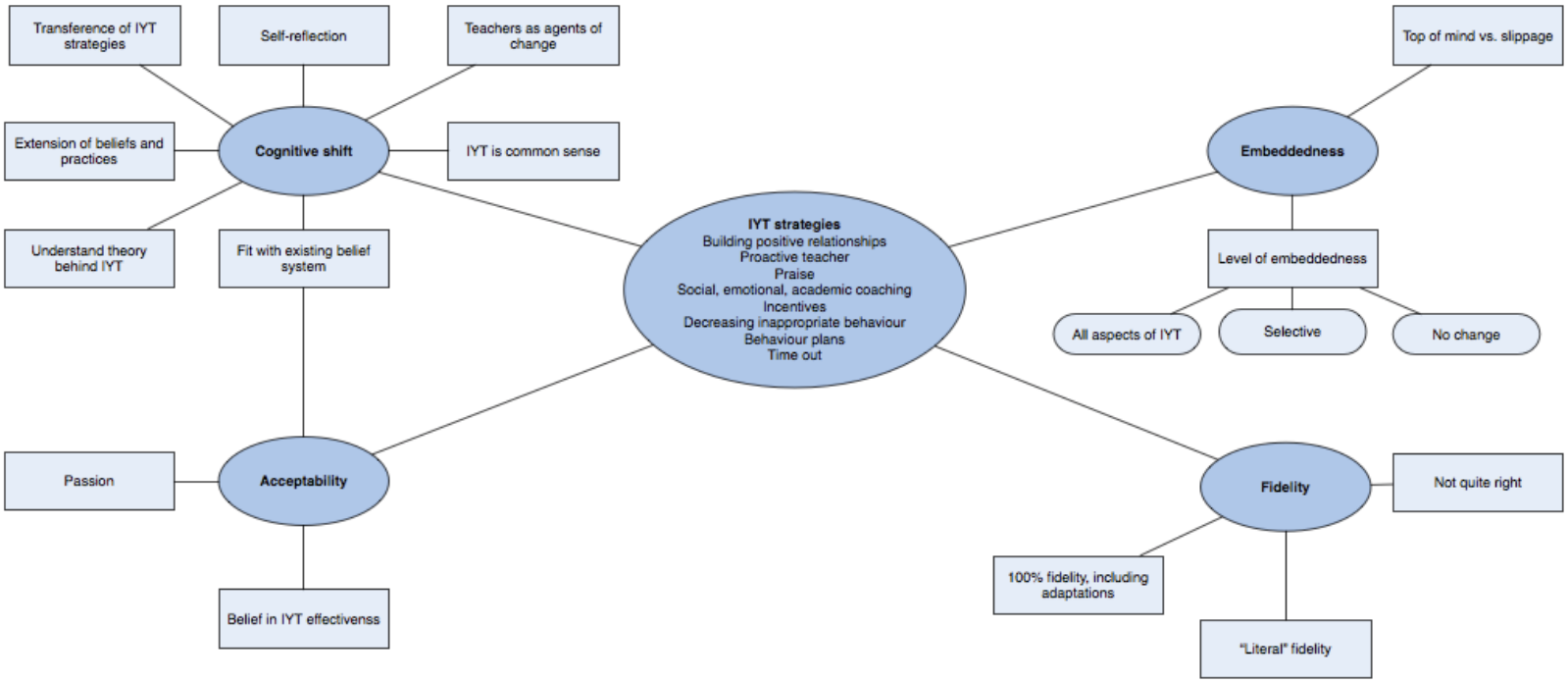


Figure 1. Thematic Network of Themes Relating to Participants' Incorporation of IYT Strategies into Practice

Embeddedness. Of the five practising teachers, I found only Heidi deeply embedded all aspects of IYT into practice, involving individualised as well as class-wide implementation, with IYT top-of-mind. Heidi explained, "I took the whole course and I was just lapping it all up." Similarly, the two principals and SENCO deeply embedded IYT in school policies and actively supported teachers to incorporate IYT strategies in their practice. For example, Evelyn noted the IYT pyramid "sits in our staff room, … our curriculum document; it sits in everything we do." Further, Evelyn's school designated her as a full-time SENCO on the management team, with a specific role of supporting teachers to use IYT strategies.

Most teacher participants selectively implemented IYT strategies (n=4), taking the ones they liked, and discarding the rest. Erin typified this approach saying, "right at the start I just chose the ones that I felt comfortable with, that fitted in … and consciously thought we're not gonna do that, I'm not gonna try that." Further, this pragmatic approach to implementation often involved slippage, with IYT no longer top-of-mind. For example, Chloe commented, "you start off all guns blazing and then you go, oh, I won't bother doing that anymore."

Sienna presented a unique example of embeddedness, describing many classroom and behaviour management strategies she had implemented that I considered closely aligned with IYT. However, Sienna maintained her implementation of these strategies was unrelated to her participating in IYT saying, "I don't think the training added anything."

While not observed first hand, some participants discussed examples of teachers with no implementation of IYT after participating in the programme. For example Amelia (RTLB) described visiting a teacher who had completed IYT and, "couldn't really pick out any IY strategies he was using."

Cognitive shift. Cognitive shift was so-called after Heidi described various changes in teachers' minds and practice as, "cognitive shift because it was like, whoa, that is amazing for me but other teachers haven't … changed their practice." Cognitive shift encapsulated the following subthemes:

1) fit with existing belief system;
2) extension of beliefs and practices;
3) IYT is common sense;
4) understanding of the theory behind IYT strategies;

5) transference of IYT strategies from one student or one situation to another;
6) teachers as agents of change;
7) reflection.

Cognitive shift varied greatly between participants and their observations of teachers. For example, Heidi described IYT as, "blowing her mind." Similarly, Emma described witnessing large cognitive shifts, when "teachers shift from deficit thinking … to 'how can I as a teacher shape things to help this child?'" This comment also typified teachers seeing themselves as agents of change, whereas Sienna considered IYT offered her nothing new. Further, Amber described teachers with no cognitive shift after participating in IYT as having "deficit thinking that's going on in their … heads." Evelyn reasoned these teachers "haven't got it."

In order for cognitive shift to occur, a fit between teachers' existing belief systems and IYT was primarily required. All participants noted IYT generally aligned with their own belief systems and practices. For example, Chloe said, "it fits really nicely because that's what I believed in the first place." Conversely, Amelia said of teachers with no cognitive shift, due to a misalignment between IYT and their existing belief system, "people come to IY … with a clear idea of where they see behaviour management ... It's actually quite hard to shift … if they're not open to it already." However, as the participants had varying degrees of cognitive shift, this was also moderated by other factors such as acceptability.

IYT extended the beliefs and practices of most participant teachers. For example, Heidi considered IYT "gave me a pathway to … being a better teacher." However, Sienna considered IYT "wouldn't have had a huge impact on my teaching."

All participants recognised IYT as common sense, with most seeing the value in reflecting and revisiting even the most basic strategies. For example, Evelyn noted, "it's stuff we know but it's just packaged and presented for us and re-introduced … we need to keep revisiting things." Conversely, Sienna considered IYT was not "rocket science" and was "commonsense things that you would do anyway."

Participants with a moderate cognitive shift did not always demonstrate an understanding of the finer theoretical points of IYT. For example, whereas Webster-Stratton (2012) describes time out as an opportunity to support a child who may be

dysregulated to calm down, Chloe described it as a "consequence of … not following the rules." Further, Chloe required an immediate apology from a child after time out, which Webster-Stratton (2012) does not advocate. A deep understanding of IYT also supported participants to transfer IYT strategies and learnings from one child and one situation to another.

Acceptability. The principals, RTLB, SENCO, ST, and Heidi had high acceptability of IYT and talked passionately about it. For example, Emma said, "I'm a geek about IY" and "can talk about it 'til the cows come home … I'm passionate about it." Further, these participants described having a true belief in the effectiveness of IYT for all students, including children with very challenging behaviour. "It just means you've gotta persevere and dig deeper," said Michael.

Three teacher participants liked IYT but were not passionate about it. For example, Erin described, "enjoying" IYT. Similarly, when I asked Orla her impressions of IYT, she replied neutrally, "I'll try and find some positives and some negatives." Whereas Sienna appeared dispassionate about IYT, viewing it as not valuable, particularly for children with severe challenging behaviour. For example, after a long discussion I asked, "is it fair to surmise IY … doesn't really deal with the kids with the more severe behaviour? Sienna replied, "absolutely." Overall, participants with low levels of acceptability of IYT had less cognitive shift.

Fidelity. Implementation fidelity varied between IYT strategies and between participants. For example, easy-to-implement IYT strategies, such as praise, were consistently implemented with fidelity, whereas more complicated strategies, such as time out, varied in fidelity. Also, generally, the more teachers incorporated IYT strategies into their teaching, the greater implementation fidelity of IYT strategies and adaptations. For example, Heidi, who showed a high level of embeddedness, also demonstrated high implementation fidelity in her adaptation of the IYT thermometer strategy, which teaches children to recognise their feelings and strategies to calm down (Webster-Stratton, 2012). Heidi designed an individualised thermometer for a child with impulse control difficulties. The thermometer categorised levels of calmness using colours and suggested strategies for each colour to help calm down (e.g., yellow = get a drink, red = run around the field).

Chloe exemplified "literal" implementation, whereby she used IYT resources straight from the book, applied generally to the whole class. For example, Chloe

pointed to the IYT thermometer on her classroom wall and said, “I have used that in class occasionally.”

Interpretive Model of Incredible Years Teacher Implementation

The thematic analysis led me to develop an IYT implementation model, involving four implementation types: (1) evangelical; (2) pragmatic; (3) unrelated; and (4) no implementation.

Evangelical implementation was so-called after participants with a true belief in IYT who strived for it to be deeply embedded in teaching and school-wide practices. Evangelical implementation involved a significant cognitive shift, with a deep and broad understanding of IYT, and teachers seeing themselves as agents of change. This deep understanding of IYT also supported the transference of IYT strategies and learnings from one child and one situation to another. Evangelical implementation involved recognising IYT was common sense, but seeing the value in reflecting and revisiting strategies. Further, IYT strategies (and any adaptations) were implemented with high fidelity.

Pragmatic implementation was so-called after teachers who implemented the strategies they liked while discarding the rest. Pragmatic implementation involved a moderate cognitive shift. IYT aligned generally with participants’ existing belief systems but they did not always demonstrate an understanding of the finer theoretical points of IYT. Pragmatic implementation often involved slippage, with IYT no longer top-of-mind. Further, teachers either implemented IYT strategies literally and with high fidelity, or not quite accurately. Pragmatic implementation involved a liking, but not passion, towards IYT.

Unrelated implementation refers to teachers’ incorporation of IYT-like strategies in their practice, however they inferred this was unrelated to participating in IYT. Unrelated implementation involved no cognitive shift. That is, teachers’ philosophies and practice appeared to align with IYT, however IYT offered them nothing new or was viewed as “common sense things that you would do anyway” (Sienna). Further, IYT was not seen as valuable, particularly for children with severe challenging behaviour.

No implementation involved the absence of implementation or cognitive shift after participating in IYT. No implementation represented an unwillingness of these teachers to be self-reflective or recognise they could be agents of change. For

example, Amber recalled, “where it breaks down is where a teacher doesn’t want to take responsibility for their part in it … they want the child to change.”

How Participants Incorporated Specific Incredible Years Teacher Strategies into Practice

The participants described many specific and novel ways they incorporated IYT strategies into practice. In meeting the objective of interpretive description to provide teachers with a practical resource about IYT implementation, Appendix J outlines participants’ examples of IYT strategy implementation. The following section outlines how teachers implemented specific IYT strategies, grouped according to IYT workshop topics, and using the interpretive model of implementation as a basis for reporting. Appendix K shows 17 themes were initially identified, which were then considered as part of the implementation model.

Building positive relationships. All participants valued and recognised the fundamental importance of building positive relationships, with many participants seeing it as one of the most important IYT strategies. As Olivia surmised, “relationships are at the heart of everything.” In particular, all participants noted the importance of building strong teacher-student relationships. Michael concurred, saying, “building relationships is probably the most important one that I’ve found teachers come away with.” Strategies to build positive teacher-student relationships were similar amongst evangelical, pragmatic, and unrelated implementation-types, and involved teachers spending time, checking in, and talking with students. Although valued by all participants, Olivia observed this strategy had the potential to slip from teachers’ practice, saying, “I think they think, oh, yeah, I’ve done one relationship building thing, that’s it now.”

Similarly, all participants valued the importance of creating positive relationships between home and school, although many commented they found it difficult. In particular, home visits were seen as unsafe and possibly ineffectual. Pragmatic implementation of strategies to build positive home-school relationships tended to focus on traditional communication methods, for example, newsletters, reading logs, and notes, as well as Webster-Stratton’s (2012) happy-gram. However, evangelical implementers embellished these communication methods with inventive, low-cost strategies. One example involved children dictating text messages to their caregivers (for the school office to send) when they achieved a behavioural goal. Another example involved the school ringing parents about school assemblies where

children would receive certificates. Evelyn described, “It’s like the paparazzi. They take photos, it’s really exciting.”

Proactive teaching. All participants recognised and valued the importance of being proactive (e.g., setting up clear classroom routines, expectations and rules). In fact, Chloe considered IYT improved her development of class rules: “In the past I used to … talk together and write them all down but now we actually act them out and take photos.” All participants commonly used class treaties or kawa (Māori protocol) to set clear expectations. However, whereas evangelical implementers were more likely to co-construct the treaty with the class, pragmatic implementation sometimes involved the teachers deciding the rules themselves without class input.

Few participants mentioned without prompting how they physically laid out classrooms to support proactive teaching. However, once prompted, many participants shared strategies. For example, Nancy explained how other teachers on the IYT course suggested using a jellybean-shaped table, as opposed to sitting on the floor, to work with small groups whilst supervising the rest of the class.

Similarly, implementation of visual schedules varied in the fidelity of their implementation. As Amelia described, “a teacher who is IY trained has just got a worded list … there’s a schedule there but there’s no visuals next to it.”

Praise. Although IYT teaches many ways to praise and encourage children (e.g., labelled, non-contingent, non-verbal, self, and peer praise), participants most commonly discussed using proximal praise in their teaching practice. In fact, when asked which of all the IYT strategies they considered most effective or useful, eight out of 11 participants mentioned proximal praise.

In both evangelical and pragmatic implementation of proximal praise, participants described large cognitive shifts. Olivia recalled, “a lot of teachers are blown away by it … One teacher … thought that she did lots of praise ... She was absolutely stunned to find that actually, she didn’t do half as much as what she thought.” Further, many participants noted proximal praise generated instant effects with minimal effort. Heidi noted, “you can use [it] all day, every day, and have instant effect and [it doesn’t] take much.”

Unrelated implementation of proximal praise involved participants viewing it as nothing new and something teachers would do anyway. For example, Sienna described proximal praise as something she did “a lot of … it was common sense

and I wouldn't have known that it had a name and I think teachers would just do that."

Social, emotional, and academic coaching. Participants varied widely in their use of social, emotional, and academic coaching strategies (e.g., circle time, descriptive commenting, calm down thermometer, turtle technique, and social stories) to teach children problem-solving, persistence, emotional regulation, and friendship skills (Webster-Stratton & Reid, 2002). Evangelical implementation involved participants frequently using the full range of social and emotional coaching strategies, with child-specific adaptations that maintained fidelity. Whereas, pragmatic implementation rarely featured social and emotional coaching strategies, and if these strategies were used, they were used generically with no individualisation. Compared to social and emotional coaching, academic coaching was seldom mentioned by participants.

Circle time varied widely in its implementation. Circle time involves children sitting in a circle, with teachers using lesson plans to teach specific skills (Webster-Stratton & Reid, 2004), or discussing problems (identified by students or teachers) following a set format and ground rules (Mosley, 1996; Webster-Stratton, 1999). Evangelical implementation of circle time involved at least weekly, but sometimes daily, sessions, with an absolute belief in its effectiveness. For example, Evelyn described circle time as "so powerful when it's done well." Further, Evelyn described how her school had made circle time a specific focus, creating their own videos and plans, requiring teachers to conduct circle time at least once a week, and modelling circle time in staff meetings. Similarly, Heidi made circle time her professional inquiry focus. She had originally implemented circle time suggestions from Webster-Stratton's (2012) book, but then referred to writings of Jennifer Mosley (1996, 2005), a proponent of circle time, for even more in-depth implementation. Pragmatic implementation of circle time often involved "some kind of circle time or class meeting" to discuss student issues generally, without specific reference to IYT social or emotional objectives (Erin). Also, while considered important, circle time would "sometimes get squished out" of the week (Nancy).

Similarly, descriptive commenting varied widely in its implementation. Two participants considered it one of the most effective or useful IYT strategies, whereas one participant said it was the least effective or useful. Descriptive commenting involves teachers describing or commenting on children's activities to support

language development, social and academic skills, and emotional literacy (Webster-Stratton, 1999, 2014b). Evangelical implementers viewed descriptive commenting as "really effective" and requiring minimal effort, and deeply embedded it into all aspects of practice (Heidi). For example, Heidi recalled describing children's emotions so often parents told her, "I can hear you at the dinner table because my kid says, 'I don't know if you're calm when you've got a red face.'" While pragmatic implementation also viewed descriptive commenting as effective, its value was not always seen immediately. For example, Orla originally thought descriptive commenting was ineffective and described giggling when IYT group leaders discussed it, although, she described later coming to see the value of it. Similarly, RTLB participants noted descriptive commenting is difficult for many teachers on IYT courses, with Amelia saying, "it's always a bit of a sticking point on day two when we introduce coaching."

Both evangelical and pragmatic implementation involved using chill out spaces and the IYT thermometer strategy. However, evangelical implementation was often more formalised, individualised, and supported by school resources to encourage consistent and regular use, compared to pragmatic implementation. For example, Evelyn's school bought every classroom a beanbag and IYT thermometer to create chill out spaces, and created circle time resources for teachers. Erin provided an example of pragmatic implementation that involved slippage. She initially used the IYT thermometer but stopped using it, saying, "I'm just not into that sort of stuff and I forget to use it consistently."

Motivating through incentives. Participants varied greatly in their use of incentives, particularly with regard to using tangible versus social rewards (i.e., praise and encouragement). Participants also varied in their personal beliefs and school-wide values about whether children should be intrinsically or extrinsically motivated. Evangelical implementation of incentive programmes involved individualised, class-wide, and often school-wide incentive programmes, using both tangible and social rewards. For example, Evelyn described her school-wide incentive programme as,

> When you get five [goody slips] you get a Juicie [iceblock]. If you get 10 you get a prize … once the school's got so many we have a fun day. A fun day would be … a bouncy castle … a rock wall … plus trophies and certificates.

Evangelical implementation also involved significant cognitive shift, particularly towards valuing extrinsic rewards, as IYT does. For example, Heidi commented, “I think they’re really valuable now because before, I suppose, I saw them as quite empty, everyone gets a sticker for their writing or whatever but now I see the power that they can have.” Resultantly, Heidi instigated changing her school’s policy about using extrinsic rewards.

Both evangelical and unrelated implementation involved highly individualised and formalised incentive programmes, with incentives co-constructed with the child and family. For example, Heidi described writing behavioural plans that she translated into goal sheets for students, which identified “the behaviour that we are trying to eliminate and what is the positive opposite that we’re trying to use.” Similarly, Sienna outlined an individualised incentive programme, whereby the student could earn up to nine stickers in a day for sitting on the mat while keeping their hands and feet to themselves. If enough stickers were earned each day, the family gave the child a Pokémon collectible game card.

While pragmatic implementation often involved some individualised incentive schemes, these tended to be less formalised. Further, pragmatic implementation of incentive programmes tended to focus on non-tangible rewards (such as iPad time) or non-material rewards such as certificates, and be class-wide. For example, Orla made bracelets out of coloured paper for children to wear when they behaved according to the school’s values. Chloe described, “star of the day,” whereby “every day I look at a particular child and I note down anything wonderful that they do or even attempt to do and send that home and … make a big fuss of them.” Further, Chloe indicated her preference for non-material rewards, saying she considered material rewards too expensive to sustain and “if you give people too much of something material … it becomes worthless to them … I’d rather give verbal praise or pat someone on the back … and that’s what I’m doing in my star of the day.” Erin noted she and her school valued intrinsic motivation, and when asked whether her school had a school-wide incentive programme she said, “we don’t do stuff like that … we don’t give out certificates and things like that, only at the end of the year.”

Whereas evangelical implementation of incentive programmes typically aligned with a school-wide programme, some pragmatic implementation involved adapting class-wide implementation of the school’s incentive programme in order to

be consistent with IYT. For example, Nancy's junior school used Mosley and Sonnet's (2005) Golden Time, a weekly session of special activities for children who kept the Golden Rules (i.e., we are gentle, helpful, kind, honest, we listen, work hard, and look after property). However, Golden Time is premised on children losing Golden Time for misbehaviour rather than earning it (Mosley & Sonnet, 2005). Nancy commented, "I didn't like that side so I turned it around the other way … Every kids starts the week at the bottom and then had to show they could follow the Golden Rules to go to the top."

Decreasing inappropriate behaviour and behaviour plans. Whereas few participants mentioned using IYT strategies (e.g., ignoring, redirection, distraction, reminders, or warnings) to decrease inappropriate behaviour, Olivia considered ignoring was one of the most effective or useful IYT strategies. Similarly, Heidi considered IYT's discipline hierarchy as being so useful that she instigated having it included in her school's staff handbook.

Evangelical implementation routinely used behaviour plans, whereas pragmatic and unrelated implementation did not. Evangelical implementers viewed behaviour plans as a fundamental tool for supporting and sustaining changes in teachers' thinking and practice. For example, Amber commented, "when [teachers] take up the action plan and they follow that through, we really see a difference." Similarly, Emma described when teachers develop a behaviour plan "they start to realise the impact of their practice, the influence that they have on the child's outcomes." That said, Evelyn noted even though her school prioritised behaviour plans and requested that teachers write them, it took much management support to actualise.

Evangelical and pragmatic implementers appreciated the systematic and detailed approach behaviour plans provided, which supported a focus on the positive behaviour being sought. However, some pragmatic implementation of the behaviour planning process was internalised rather than written down. For example, Erin said, "I know how the plan works ... I've internalised the process so I haven't actually put it down in writing. It would probably be a good idea to have something like that in place."

Time out. Most participants routinely used time out, however, it was implemented with wide variations, with some not consistent with the IYT approach. For example, Orla noted inconsistent use of time out by teachers at her school,

saying, “we’ve had a couple of other classes who’ve used it for different reasons … just going, ‘Oh, for goodness sake, go and sit over there.’” Evangelical implementation reserved time out for more serious behaviours, first having tried other strategies on the discipline hierarchy, such as warnings.

Supports and Barriers for Sustained Implementation

Participants discussed many supports and barriers for teachers incorporating and sustaining IYT in practice. The themes derived from analysing these discussions are conceptualised around the process of putting IYT strategies into practice, and then sustaining them in practice, including: (1) IYT delivery; (2) prioritising IYT; (3) consistency; and (4) reviewing, reflecting and refreshing IYT. IYT delivery encompasses the content, format, and resources of IYT, and group leader support. Prioritising IYT includes factors supporting the ongoing importance and relevance of IYT within a school. Consistency includes consistency between IYT and school behaviour management practices, other teachers’, teacher aides’, and teachers’ own beliefs. The theme reviewing, reflecting, and refreshing includes features that particularly support sustaining IYT strategies in practice. Appendix L shows how the original codes transitioned into the analysed themes. Figure 2 illustrates each of these themes and sub-themes.

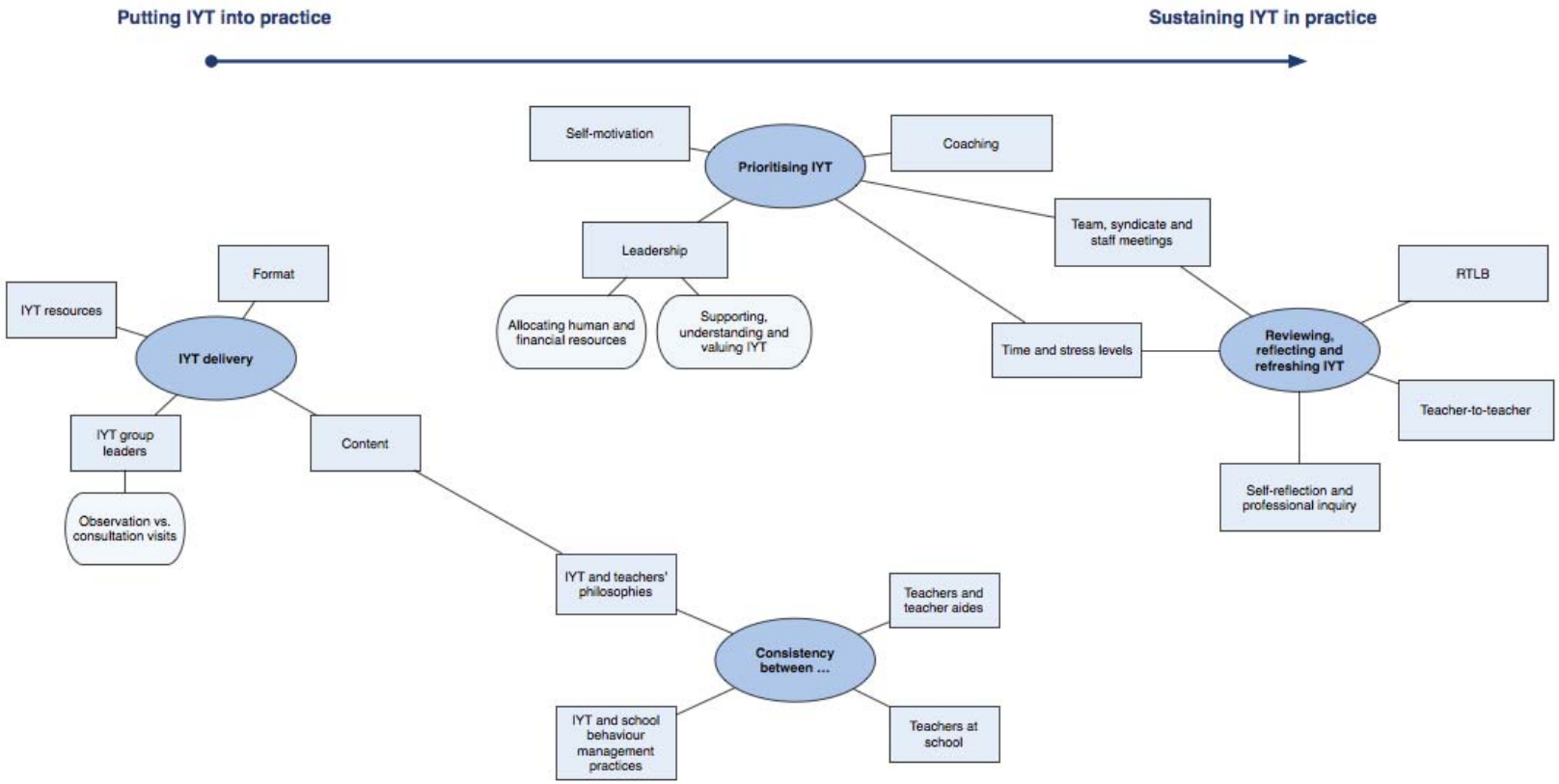


Figure 2. Thematic Network Relating to Barriers and Supports for Teachers to Put and Sustain IYT in Practice

IYT delivery. Overall, the delivery of IYT supported teachers to incorporate IYT strategies into practice. Most participants considered the content of the IYT courses relevant, with some also appreciating the evidence-based foundation of the course. However, Sienna considered IYT was too generic.

Most participants valued the group format of IYT. In fact, many participants emphatically stated discussion with other teachers on IYT was the most useful aspect of the course. For example, Amelia noted, "teachers really value the group discussions and the ability to share experiences … strategies … resources and ideas." Similarly, most participants valued the monthly, off-site workshops, spread over six months. Evangelical and pragmatic implementers particularly appreciated the protracted nature of the workshops "because … it possibly embeds itself a bit more" (Emma), whereas unrelated implementers thought the IYT course was "very drawn out" (Sienna).

Most participants were very complimentary about the IYT textbook, with many continuing to refer back to it after the IYT course to support continued implementation of IYT strategies. However, the video vignettes caused much consternation amongst participants and had the potential to cause confusion. For example Sienna commented, "sometimes I could watch them and think I'm not sure … what they want me to get." Further, three participants reported giggling when they watched the videos. Heidi summarised the vignettes as "out-dated … American and really old fashioned." Also, the vignettes portrayed classrooms unlike New Zealand ones, with different physical layouts and small class sizes. "Where's the rest of the 20 kids?" asked Orla. Ensuring the video vignettes were a support rather than a barrier for participants depended on IYT group leaders "making it relevant" (Orla). Many participants commented the discussion after watching videos "was more useful" (Chloe).

Many participants were positive about the group leaders' delivery of IYT during the workshops, valuing the structure, activities, and facilitated discussions. Further, many participants valued the group leaders' visits to their classrooms in between workshops and the follow-up workshop after IYT. For example, Nancy commented the feedback after her classroom observation "was a big thing for me … really important." Further, Emma noted the importance of group leader support in helping teachers struggling with classroom management to put IYT strategies into practice saying, "I think what worked there was I kept in quite regular contact with

her and … extra visits." However, some participants were dissatisfied with the group leaders' level of support. For example, Chloe noted that although she received one consultation visit "that was valuable … they could've come back a bit later on." Table 5 shows one out of seven participants did not receive classroom visits from group leaders, and three out of seven participants were not offered a follow-up workshop.

Table 5.

Number of Participants Who Received Classroom Visits From IYT Group Leaders and Attended IYT Follow-Up Workshop

Primary role	Group leader visits			Follow-up workshop		
	Received	Not provided	Declined	Attended	Not provided	Did not attend
Teacher	2	1	2	1	3	1
SENCO/ST	2			2		
Total	4	1	2	3	3	1

Table 5 also shows that two participants declined visits by group leaders, and one did not attend the follow-up workshop. Orla, who declined a classroom visit, later wished she had accepted the offer. Table 6 shows pragmatic and unrelated implementation involved declining classroom visits and non-attendance of the follow-up workshop. Whereas, teachers engaged in evangelical implementation accepted classroom visits (if they were provided) and attended the follow-up workshop if it was offered.

Table 6.

Number of Participants by Implementation Type That Received Classroom Visits From IYT Group Leader and Attended IYT Follow-Up Workshop

Implementation type	Group leader visits			Follow-up workshop		
	Received	Not provided	Declined	Attended	Not provided	Did not attend
Evangelical	2			1	1	
Pragmatic	2	1	1	2	2	
Unrelated			1			1
Total	4	1	2	3	3	1

Further, a sub-theme emerged around whether the IYT group leader visits to classrooms should include observation, consultation, or both. Amelia noted group

leaders have “moved away from observing in the classroom” to a more “self-reflective” consultative model. However, Evelyn noted observation and consultation was needed as sometimes “the person you’re talking to might not know what they don’t know.”

Prioritising IYT. Of all the factors supporting prioritisation of IYT and subsequent implementation, leadership, coaching, and self-motivation were particularly influential. Schools with leadership that prioritised IYT included management teams who understood and valued IYT. For example, Heidi noted if management does not understand IYT “you’re going against the current.” School leadership that valued IYT translated into its incorporation in curriculum, planning, and policy documents. For example, Michael’s school had a “teacher only day around IY strategies and PB4L” and required all junior teachers to participate in IYT training.

Further, leadership that supported IYT allocated financial and human resources to it. For example, Evelyn said her school gave management units to three teachers on their staff to become peer coaches “to work with teachers so that they’re an extra ear.” Similarly, Amber established a peer coach position, allowing two days per week for this role to be undertaken.

In fact, leaders that prioritised IYT often used coaching and modelling to support teachers to use and sustain IYT strategies in practice. For example, Amber commented, “we’re a coaching school so the team leaders are regularly coaching their staff.” Similarly Evelyn commented, “we try as a management team to get and observe … in each room a term and give them feedback.” Also, “modelling is huge … we … do … modelling with our own people.” Conversely, Sienna described a lack of management support, saying, “nobody’s following up or paying any attention to anything I do.” Similarly, Chloe appeared to describe a lack of support saying, “teaching can be, even though you’re in the classroom with a whole lot of kids, you can feel quite isolated.”

Some teachers incorporated IYT strategies into their practice despite barriers and they were highly motivated to overcome them. For example, Heidi explained, her school originally had five teachers who attended IYT and she thought “we’re gonna be rocking and rolling and that didn’t happen.” Heidi surmised implementing IYT was “quite personal.” In fact, Heidi’s drive to implement IYT was so strong she personally instigated changes with management to amend school behaviour

management policies to be more consistent with IYT, and mentored a junior teacher to incorporate IYT strategies into her teaching. Similarly, Olivia thought teachers needed to be "self-motivated … to actually want to do it, and put it on top."

Consistency. Overall, when consistency between IYT and school behaviour management practices, other teachers, teacher aides, and with teachers' own beliefs was high, teachers were more able to incorporate and sustain IYT strategies in practice. Participants discussed a variety of school behaviour management policies practices, and values. Some general approaches, such as restorative practice, and specific approaches, such as PB4L-SW, were consistent with IYT, and supported its implementation. For example, when asked what supports teachers to use IYT strategies, Amber replied, "I think PB4L does. IYT links really well with PB4L which we're … in to." In fact, Table 7 shows evangelical implementation of IYT mostly occurred at PB4L-SW schools.

Table 7.

Implementation Type by Whether School Participates in PB4L-SW

Intervention type	PB4L-SW school	
	Yes	No
Evangelical	3	1
Pragmatic		4
Unrelated		1
Total	3	6

Note. RTLB are not included in table as they work across several schools

Behaviour management programmes inconsistent with IYT posed barriers. For example, Amelia noted aspects of Jennifer Mosley's Golden Time, which involves teachers moving children's names or photos into a dark cloud if they misbehave, "clash with the philosophies in IY … how shameful is it for that child to always be in the dark cloud?" Amelia further noted, "if it's a school-wide system … that's what they stick with." Also, Nancy's junior school used Golden Time, which she considered was not wholly consistent with IYT, and impeded implementation.

Lack of consistency between teachers at the same school also created a barrier for sustained implementation of IYT. For example, Heidi noted, "I find it really difficult when you're doing it with your own kids and another teacher comes in and does their strategy … they're getting two completely different messages."

However, even if a school had multiple teachers who had participated in IYT, that alone was not enough to create consistent practice between teachers. For example, Figure 3 shows the percentage of IYT-trained teachers at a participant's school was unrelated to the type of IYT implementation. A particular challenge to creating consistent practice between teachers was high staff turnover. For example, Michael noted, "it feels like we're starting over again."

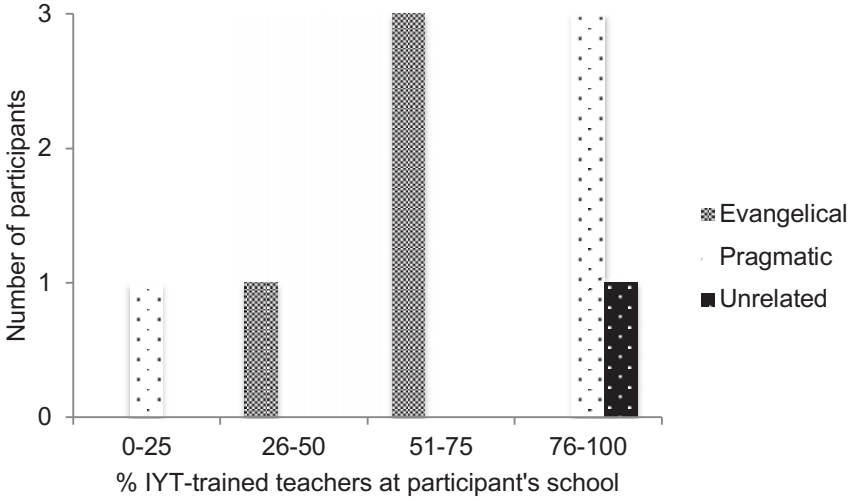


Figure 3. Number of Participants by Implementation Type and % IYT-Trained Teachers at Their School

Several participants commented about the importance of teacher aides being trained in IYT to support consistent practice. In fact, one example of evangelical implementation had recognised the importance of teacher aides being trained in IYT, and had supported three of their teacher aides to have IYT training. Similarly, Nancy had lent her IYT textbook to a teacher aide in an effort to create consistent practice.

Reviewing, reflecting, and refreshing IYT. Reflection includes formal professional inquiry processes and informal, personal review processes. For example, Orla described, "I still have the triangle with the steps … on my board and I still reflect back on that occasionally. I have popped back into my book a couple of times." Most pragmatic implementation of IYT involved informal self-reflection processes, whereas evangelical implementation involved informal and formal self-review processes.

Most participants highly valued support they received from other teachers at their school. For example, Sienna described, “the biggest place I’ve learnt anything in teaching is from peers.” However, teacher support regarding IYT implementation tended to wane. For example, Chloe described teacher conversations about using IYT strategies, “in the early days, that happened quite a bit ... not so much now.” Similarly, Erin valued teacher discussions about IYT strategy implementation saying,

> That was really good and we haven’t done that for a while so it could be something to do again ... That was the year after I’d done it. I haven’t done it since then … it might be good to re-visit that.

Although participants highly valued support they received from other teachers on the IYT course, no participants mentioned maintaining contact with teachers on their course, although they had heard of some other groups that did that.

Reviewing IYT strategies in team, syndicate or staff meetings, provided a strong support for teachers sustaining IYT strategy implementation. For example, Evelyn noted, “when they’re sharing with each other … they’re gonna pick up those really good ideas.” Evangelical implementation of IYT involved management-led, formalised, recurring agenda items about IYT at team meetings. For example, Evelyn discussed “timetabling it in … so at team meetings we might say, ‘what was something you used this week?’… we keep reinforcing it.” Similarly, Michael noted after teachers finish IYT “we ask them to present what they’ve learnt in IY so that reminds us all again.” Pragmatic implementation of IYT involved less formalised or regular review of IYT strategy implementation at team, syndicate, and staff meetings. Further, if review happened at all, it decreased over time. For example, Chloe said, “when we were first doing the training our syndicate leader would often … say, ‘Has anyone used this strategy?’ … but that was years ago when we were actually doing the course, not so much since then.”

For many participants, RTLB support after IYT training was an important factor associated with sustaining incorporation of IYT strategies in practice. In fact, Michael’s school had a formal arrangement with RTLB to “run refresher sessions.” Further, several participants described RTLB support that refreshed, reminded, and redirected them towards IYT strategies. For example, Evelyn described, “I did IY, I was great and then two years later I had the most difficult class I’ve ever had … I lost everything … I needed RTLB to come in and redirect me.” Similarly, Chloe

described needing RTLB support and reminders of strategies "because sometimes when it's a really challenging child … you can't think straight." Further, several participants recommended RTLB run refresher courses in IYT and Emma suggested running a symposium.

Several participants mentioned lack of time and stress as barriers for implementing IYT strategies. For example, Amelia commented,

> teachers who have more challenging classes and are under a lot more stress and pressure don't find the time to really get to grips with some of the ideas and try them out … easier for teachers if they're not too stressed.

Summary

In sum, themes pertaining to how teachers incorporated IYT related to the extent and accuracy of IYT implementation, and cognitive factors affecting implementation. IYT implementation could also be considered according to four implementation types: (1) evangelical; (2) pragmatic; (3) unrelated; and (4) no implementation. These implementation types provided a basis for considering how teachers implemented specific IYT strategies, and barriers and supports for sustained IYT implementation. So far, findings related to the first two research questions regarding how teachers incorporated IYT into practice, and barriers and supports for sustained implementation have been presented. All three research questions are discussed in the following chapter.

Chapter Five: Discussion

This study grew out of a desire to support teachers in managing young children's challenging behaviours, which in turn can improve children's short and long-term outcomes. Based on three research questions, the current study investigated: (1) how teachers incorporated IYT strategies into practice; (2) barriers and supports when implementing IYT; and (3) the relationship between teachers' incorporation of IYT into practice and factors known to be associated with implementation of professional development (PD). This chapter discusses the findings presented in the previous chapter in relation to the research questions and literature. It considers the first research question in two parts. Firstly, participants' incorporation of IYT into their practice generally, secondly, participants' implementation of specific IYT strategies.

How Participants Incorporated Incredible Years Teacher into Practice

Participants varied greatly in how they implemented IYT, ranging from IYT being deeply embedded in teaching practice to no changes at all. Further, the study demonstrated the myriad of complex cognitive processes underlying teachers' responses to IYT. For example, some participants described making large cognitive shifts after completing IYT, whereas others reported none. Thus, the present study supports Timperley, Wilson, Barrar, and Fung's (2007) assertion of a complex relationship between PD and changes in teaching practice.

The present study conceptualised this range of IYT strategy implementation according to evangelical, pragmatic, unrelated, and no implementation types. Evangelical implementation involved a deep and intense understanding, passion, and incorporation of all IYT strategies (including more complex IYT strategies such as social and emotional coaching, and behaviour plans) into teaching practice. Pragmatic implementation involved a selective approach to implementing IYT strategies (mostly using easy-to-implement IYT strategies). Unrelated implementation referred to teachers' implementation of IYT-like strategies they perceived were unrelated to their participating in IYT. No implementation was as the name implies. This conceptualisation provides a framework, for example, to support teachers and schools consider which kind of implementation suits them best.

The aforementioned conceptualisation reflects Wylie and Felgate's (2016c) evaluation of IYT, which found different levels of implementation. That is, most

teachers readily used IYT strategies that were quick and easy to implement, (e.g., proximal praise) with only some teachers using what Wylie and Felgate (2016d) refer to as "deeper" IYT strategies, namely social and emotional coaching (p. 1). Similarly, the unrelated implementation type reflects their finding that some teachers reported IYT offered them nothing new, or was not relevant for children with "deeper issues that needed other approaches" (p.18). Further, the unrelated implementation type reflects other IYT research, which found IYT did not affect significant positive behaviour changes for children with severe behaviour problems (Fossum et al., 2017). Finally, the no implementation type reflects Wylie and Bonne's (2014) finding that 11% of New Zealand primary school teachers in a national survey, who had participated in IYT, reported no gains to their practice.

How Participants Incorporated Specific Incredible Years Teacher Strategies into Practice

Overall, the present qualitative study reflects findings of quantitative studies about teachers' reported use of specific IYT strategies, and is particularly congruent with Wylie and Felgate's (2016b, 2016a, 2016c, 2016d) IYT evaluation. However, unlike previous studies, and in line with the goal of interpretive description, the present study provides examples of teachers' implementation of IYT strategies, which could be built upon to provide a practical resource for teachers (Appendix J).

Building positive relationships. The present study found a strong alignment between participants' views about the fundamental importance of strong teacher-student relationships and IYT, which proposes positive relationships are the foundation on which all other IYT strategies sit (Webster-Stratton, 2012). Further, supported by this strong belief in the importance of teacher-student relationships, all teacher participants reported readily implementing this IYT strategy, and embedding it into their everyday practice. The literature has consistently demonstrated the importance of breaking negative coercive cycles between teachers and students (Patterson et al., 1992), and developing positive, warm, and nurturing teacher-student relationships for optimal student outcomes (Baker et al., 2008; Conroy & Sutherland, 2012; Hattie, 2008). Thus, it is encouraging all participants reported undertaking this important practice.

The study also showed that, while participants' valued positive school-home relationships, they found them harder to develop than teacher-student relationships. This finding reflects Carlson et al.'s (2011) study, which found teachers' self-

reported use of strategies to improve school-home relationships did not increase after completing IYT. Similarly, Hutchings et al. (2007) found teachers reported difficulty implementing strategies to improve school-home relationships. However, unlike the aforementioned quantitative research about teachers' use of strategies to promote home-school relationships, which involved participants reporting usage of specific strategies from a predetermined list, the present study uncovered some nuanced and novel ways teachers and schools supported home-school relationships. Further, these unconventional strategies, such as children dictating text messages to be sent to their parents from the school office after achieving behavioural or academic goals, required school-wide infrastructure and support. It is well recognised in the literature strong school-home relationships can support children's wellbeing, behaviour, and academic achievement (Biddulph, Biddulph, & Biddulph, 2003; Garbacz, Herman, Thompson, & Reinke, 2017; Hattie, 2012; Jeynes, 2011). Further, strong school-home links are particularly important for children from low socio-economic backgrounds and Māori and Pasifika parents (Biddulph et al., 2003; Education Review Office, 2015; Ministry of Education, 2013a). Strong relationships can also help to address antisocial behaviour (V. M. Robinson et al., 2009). Overall, the present study demonstrated that, while teachers may find it difficult to develop home-school relationships, with a supportive school leadership and infrastructure, it is possible to undertake this important activity.

Praise. The present study found proximal praise is the most commonly and easily implemented IYT strategy, reflecting findings in other research about IYT strategy use (Leckey et al., 2016; Wylie & Felgate, 2016d). As one of the principles of IYT is to build teachers' self-efficacy (Reinke et al., 2012), and as the literature commonly espouses teachers with a strong sense of self-efficacy are more likely to implement PD (Stein & Wang, 1988; Tschannen-Moran & Chen, 2014), this finding has implications for practice. That is, teachers who may be stressed, time poor, or with little acceptance of IYT, could be encouraged to implement proximal praise, typically resulting in quick success and increased teacher self-efficacy.

Social, emotional, and academic coaching. The present study found differences in teachers' implementation of social, emotional, and academic coaching, reflecting Wylie and Felgate's (2016d) finding. In particular, evangelical implementation routinely implemented social and emotional coaching strategies, whereas pragmatic implementation did not. Wylie and Felgate (2016d) infer

coaching strategies are more complex to implement and require a greater level of understanding than other IYT strategies (p. 18), which may explain the differences between evangelical and pragmatic implementation of coaching strategies. Further, the present study identified school management support was often needed to support teachers to implement social and emotional coaching. As the literature recognises it is particularly important for young children with challenging behaviour to be taught social and emotional skills (Church, 2003), it is important to support all teachers to incorporate these IYT strategies into their practice.

Motivating through incentives. IYT advocates using incentives for children for whom teacher attention and praise are not strong enough motivators (Webster-Stratton, 2012). However, the present study found teachers varied in their use of incentives due to different personal beliefs and school-wide practices concerning whether children should be intrinsically or externally motivated. This finding reflects other IYT research, which found teachers had differing beliefs and levels of support for using rewards to motivate children (Wooller, 2015; Wylie & Felgate, 2016a). Webster-Stratton (2012) acknowledges it is common for teachers to believe incentives will decrease children's internal motivation. Webster-Stratton argues against this view, citing evidence from meta-analyses that found rewards have no effect on children's intrinsic motivation (e.g., Cameron & Pierce, 1994). However, the effects of rewards on children's intrinsic motivation have been vigorously debated in the literature for decades, with contradictory findings reported (Cameron & Pierce, 2002; Deci, Ryan, & Koestner, 2001; Jovanovic & Matejevic, 2014; Stipek, 2002). This debate may reflect a tension between behaviourist orientations, which favour external rewards, and social cognitive orientations, which consider rewards are not the only thing that affects behaviour (Stipek, 2002). Further, teachers' differing views about the role of external and internal motivation may also reflect variances between the pedagogical teachings of teachers' undergraduate degrees and IYT. For example, the recommended text for a New Zealand university's teaching undergraduate course, recommends teachers opt for the motivational approach as opposed to the behavioural approach (Wentzel & Brophy, 2014).

Decreasing inappropriate behaviour and behaviour plans. Planned ignoring can be a highly effective strategy for decreasing inappropriate behaviour (Alberto & Troutman, 2013; Gable, Hester, Rock, & Hughes, 2009), yet Webster-

Stratton (2012) acknowledges it is one of the hardest strategies for teachers to use. Similarly, the present study found few participants used planned ignoring, with only evangelical implementers using planned ignoring as part of a school-wide discipline hierarchy. These findings reflect Wylie and Felgate's (2016d) finding that teachers' use of discipline plans and hierarchies decreased 8–9 months after completing IYT. The present study indicates more support is needed for teachers to use planned ignoring techniques, and school-wide discipline hierarchies could support this.

The present study found differences in teachers' implementation of behaviour plans, akin to Wylie and Felgate's (2016d) evaluation. Further, evangelical implementation of IYT routinely used behaviour plans whereas pragmatic implementation did not. Also, school management support was crucial in supporting teachers' sustained use of behaviour plans. Webster-Stratton (2012) advocates the importance of developing behaviour plans. Similarly, research has shown teachers' use of behaviour plans as instrumental in supporting students' improved behaviour (Dunlap et al., 2006; O'Neill & Stephenson, 2009; Voorhees, Walker, Snell, & Smith, 2013; Wylie & Felgate, 2016d). Thus, continued support for teachers to implement behaviour plans post IYT, particularly from school management, is crucial.

Time out. The present study found time out was sometimes implemented in ways inconsistent with IYT, similar to Wylie and Felgate's (2016a) finding that time out was one of the hardest IYT strategies for teachers to understand and apply. The literature also identifies time out as being a commonly misunderstood and misused strategy (Ryan, Sanders, & Katsiyannis, 2007). Timperley (2011) refers to this problem as over-assimilation, where teachers think they understand a new concept but only at a superficial level. This finding supports the need for IYT group leaders to support teachers' deep, principled knowledge of time out, and to develop more supports for teachers to implement this strategy post IYT.

Barriers and Supports for Implementing Incredible Years Teacher

The study showed many factors contributed to participants' variation in how they implemented IYT. Some of these factors are external to teachers (e.g., contextual variables) and could be changed to improve and sustain IYT implementation, whereas other factors are internal to teachers (e.g., cognition), and are more difficult to be externally manipulated. Overall, the present study supported

Wylie and Felgate's (2016a) finding that teachers who had more support implementing IYT also had more gains in their classroom management.

IYT delivery. IYT incorporates many components deemed essential for effective PD. However, the study found while these components were present, they could be improved. Most notably, although the video vignettes spurred group discussions that were highly valued, the vignettes caused some confusion and potentially a loss of credibility of IYT due to their outdated and unrepresentative portrayals of New Zealand classroom situations and cultures. This finding reflects other studies, which found IYT vignettes were not reflective of New Zealand contexts (Wooller, 2015; Wylie & Felgate, 2016b, p. 7), were unsatisfactory (Fergusson et al., 2013), or considered the least effective aspect of IYT (Wylie & Felgate, 2016a). Applying Bandura's (1977) theory of observational learning, the theoretical basis of IYT's video-modelling, it is important the vignettes reflect New Zealand situations. That said, while the vignettes were a source of consternation, they were not an insurmountable barrier for teachers to implement IYT strategies due to the large role group leaders played in mitigating the potential impact of vignettes through discussions they led after teachers watched them.

Of more importance, the present study found group leaders are not routinely undertaking coaching between IYT workshops, which may be affecting teachers' implementation of IYT. This reflects Wylie and Felgate's (2016c) finding that 12% of primary school teachers reported their IYT group leader never or rarely observed their classroom practice. Correspondingly, 52% of IYT group leaders reported difficulty having enough time to work with teachers between workshops (Wylie & Felgate, 2016a). Yet coaching is a key component of IYT, often cited as necessary for sustained implementation (Reinke, Herman, Stormont, Newcomer, & David, 2013; Stormont et al., 2015), and is derived from IYT's theoretical base relating to building teachers' self-efficacy (Bandura, 1982; Reinke et al., 2013). Further, many studies citing the effectiveness of IYT include regular coaching visits in their evaluations (Murray et al., 2014; Raver et al., 2008; Snyder et al., 2011). The PD literature also supports coaching as necessary for supporting teachers' practice change (Marzano et al., 2013; Wood et al., 2016). Thus, as studies have shown IYT group leaders' coaching of teachers between workshops is important for making positive changes to practice (2016c), it is important this element of IYT is implemented in New Zealand.

Further, the present study found some participants wanted more than the single coaching visit they received. No participants received two coaching visits, which does not meet the Ministry of Education's (2015a) IYT guidelines. Increasing the number of coaching visits is also supported by the literature on PD, which identifies teachers need "frequent opportunities to practice what they have learned and receive feedback on it" (Desimone & Pak, 2017, p. 6).

Also, the study indicated a move away from IYT group leaders observing teachers in classrooms and providing feedback, towards a more consultative approach whereby group leaders discuss issues raised by teachers without undertaking observation. However, the literature indicates key components of coaching include observations and feedback (Kretlow & Bartholomew, 2010; L'Allier, Elish-Piper, & Bean, 2010; Reinke et al., 2011, 2012).

Prioritising IYT. The study found school leadership that prioritised IYT was a particularly important factor in supporting teachers to implement and sustain it. This finding reflects the literature on PD, which attributes supportive leadership as a core component of PD (Kaser & Halbert, 2009; Timperley et al., 2007), with school leaders' promotion or participation in PD the most impactful leadership activity related to affecting student outcomes (V. M. Robinson et al., 2009). Further, supportive school leadership increases teachers' self-efficacy (Stipek, 2012), another important component of effective PD (Berman et al. 1977; Guskey, 1988; Stein & Wang, 1988, as cited in Han & Weiss, 2005). In fact, school leadership influenced many other factors the study identified as supporting teachers to implement IYT, such as the routine use of coaching, modelling, feedback in schools to support teacher development, and having consistency between IYT and school policies and behaviour management practices.

Consistency. In addition to leadership, the present study found contextual variables such as consistency between IYT and school behaviour management practices, teachers' practices, and teachers and teacher aides were important factors in supporting teachers' implementation of IYT. This finding also reflects IYT research, which found contextual variables at school, such as supportive environments, help shift teachers' practice (Wylie & Felgate, 2016c). Further, this finding reflects the PD literature, which argues PD is strongly shaped by the context in which the teacher practices (Darling-Hammond & McLaughlin, 2011; Timperley, 2008).

Of note, the present study found schools participating in PB4L-SW also had high levels of school management support for IYT. These PB4L-SW schools had school-wide and multi-tiered behavioural strategies, providing contextual support for teachers' implementation of IYT. Similarly, Boyd and Felgate's (2015) evaluation of PB4L-SW, found schools who consistently implemented PB4L-SW, also had active leadership, a dedicated implementation team, teaching of behaviour expectations, use and review of behaviour data, and processes to sustain PB4L-SW (e.g., training new staff). This finding lends weight to the continued roll out of PB4L-SW in New Zealand schools as a support for IYT implementation.

As discussed, consistency between IYT philosophies and participants' beliefs impacted on their implementation of IYT strategies. Similarly, Timperley (2011) notes the importance of supporting teachers to engage their prior understandings and understand differences between new ideas in PD programmes. As this is an important step in the learning process, it is important group leaders facilitate these discussions.

Reviewing, reflecting, and refreshing. The study found opportunities for review, reflection, and refreshing of IYT provided strong support for teachers to sustain IYT strategies in practice. Few studies have investigated the sustainability of IYT implementation. The largest time period studied between teachers completing IYT and their implementation of IYT strategies is 8–9 months (Wylie & Felgate, 2016d). Until Ford el al.'s (2012) large-scale, English study is published in late 2017 (L. Hansford, personal communication, November 11, 2015), which will include 9, 18, and 30-month follow-ups, the present study is the only known study to interview teachers as many as five years after completing IYT. For the majority of participants, if they did not have formalised management support and review mechanisms for sustaining IYT strategies in their practice, their implementation slipped or was not as embedded into practice as deeply as it could have been. This finding reflects Wylie and Felgate's (2016c) evaluation, which found nearly one-third of primary school teachers desired follow-up support and review after IYT. This finding also reflects the PD literature, which articulates supportive organisational conditions are crucial for sustained implementation of PD, as well as teachers developing self-regulatory inquiry skills so they can review the effectiveness of their teaching (Quatroche, Bauserman, & Nellis, 2014; Reinke et al., 2011; Timperley, 2008, 2011).

Further, the present study found teachers, school leaders, SENCO/ST, and IYT group leaders, have a wealth of knowledge about how to incorporate and sustain IYT in teaching practice. Similar to Wylie and Felgate's (2016b, 2016a, 2016c, 2016d) evaluation, the present study found teachers greatly value learning from each other. An issue is to how to harness this knowledge and spread it wider than the individual teachers, schools or RTLB clusters. Further, although communities of practice are an important post PD-element that support long-term implementation (Darling-Hammond & McLaughlin, 2011; Sheridan et al., 2009), the present study found no teachers or schools participated in a community of practice supporting their long-term implementation of IYT.

Relationship Between Participants' Implementation of Incredible Years Teacher and Professional Development Programmes in General

Factors associated with participants' implementation of PD relate to the context in which the programme is delivered, its content, and follow-up support (Timperley et al., 2007). The present study confirmed these factors affected teachers' incorporation of IYT into practice. In particular, the study found schools with leadership that prioritised IYT, and used coaching and modelling to support teacher development, were particularly important contextual factors in supporting teachers to implement and sustain IYT. The study also confirmed the PD literature that espouses acceptability of a programme as being an important contextual variable in teachers' willingness to implement PD. In particular, Han and Weiss (2005) found teachers' acceptability of a programme can be affected by variables such as the severity of their students' issues. Similarly, the present study identified one participant with low acceptability of IYT who made no changes to her teaching practice after completing IYT because she considered IYT did not address the severe issues of the children in her class.

The PD literature espouses programme content that provides multiple learning opportunities and generates depth of principled-knowledge as being critical factors for effective PD. Similarly, the present study found having a deep understanding of IYT strategies helps with long-term incorporation into teacher practice and fidelity of implementation. Coaching and feedback, during and after PD, were particularly important activities to promote such learning.

Follow-up, an important factor identified in the PD literature, was also an important factor for sustaining implementation of IYT. For example, participants

without follow-up through formal review mechanisms were the least likely to sustain IYT strategy implementation.

The study also confirmed PD is a complex process with a myriad of factors at play in translating PD into teacher practice. Thus, one participant who deeply embedded IYT into her teaching practice, did this despite having only a moderately supportive school leadership. Instead, the strong congruence between IYT philosophies and her own beliefs motivated her to incorporate IYT strategies into her practice.

Summary

In answer to the first research question, the present study found participants varied greatly in how they implemented IYT. More commonly and easily implemented IYT strategies included developing positive teacher-student relationships, setting up classroom routines and rules, and proximal praise. Participants implemented more complex IYT strategies, such as developing school-home relationships, social and emotional coaching, time out, and behaviour plans, with less frequency and fidelity. Some IYT strategies, such as using incentives, were highly sensitive to congruence with existing personal and school beliefs and values.

The literature has identified the importance of some IYT strategies, such as developing school-home relationships, and social and emotional coaching, particularly for children with challenging behaviour. Yet, as the study found these strategies were not consistently implemented, the full benefits of the IYT programme may not be being realised.

The present study conceptualised variation of IYT strategy implementation according to evangelical, pragmatic, unrelated, and no implementation. This conceptualisation aids in considering how to support teachers and schools to sustain IYT implementation. For example, some teachers' pragmatic implementation of IYT could have been enhanced and sustained with greater support, including from school management, to enable a deeper understanding of IYT strategies (both during and after IYT training).

In answering the second research question, the present study identified coaching (both during and after IYT training), school leadership, school-wide behaviour systems, and regular opportunities for reviewing IYT as particularly important factors in supporting teachers' sustained use of IYT strategies. In

particular, although coaching visits are an integral part of the IYT programme, group leaders are routinely not undertaking the Ministry of Education's recommended two coaching visits between IYT workshops. Further, the coaching visits may not be meeting the needs of teachers regarding whether the coaching visit includes observation of teachers in classrooms.

Finally, in answering the third research question, the present study found there was a strong relationship between teachers' implementation of IYT and factors known to be associated with effective PD. That is, teachers' implementation of IYT was affected by the context in which the programme is delivered, its content, and activities undertaken to promote learning during and after PD. Further, while IYT incorporates many components deemed essential for effective PD, they could be improved.

Chapter Six: Conclusion

Incredible Years Teacher (IYT) provides teachers with positive classroom management skills to manage children's challenging behaviours. The current study investigated how New Zealand primary school teachers incorporated IYT strategies into practice, and barriers and supports for sustaining IYT. It also considered the relationship between teachers' implementation of IYT and factors known to be associated with implementation of professional development (PD). Based on a qualitative, interpretive description approach, undertaking 12 in-depth interviews with teachers and other knowledgeable participants, the study illuminated the variation in how teachers incorporate IYT into practice. These interviews also enabled the compilation of examples of teachers' implementation of IYT strategies, meeting the aim of the research to develop a practical resource. The study also identified barriers and supports for sustained implementation of IYT, which aligned with the research literature about effective PD programmes. This chapter concludes this thesis by outlining the strengths and limitations of the research, and, as is particularly important in interpretive description, outlines implications for practice and suggests future directions for research (Thorne, 2014).

Study Strengths

As with other qualitative approaches, it is important for interpretive description studies to demonstrate credibility and rigour of the research (Thorne et al., 2004). Thorne and colleagues (1997, 2004) argue credibility is assured when there is attention to process and its reporting, including making the analytic processes and positioning of the researcher transparent. This study has accomplished these things. Also, the study's findings reflect other research about IYT and PD, indicating their trustworthiness. Further, resulting from the qualitative, interpretive description approach, the study built on previous IYT research and provides detailed insights into IYT implementation in New Zealand primary schools.

A strength of the study is it's information-rich sample, which Patton (2015) says allows one to extrapolate beyond the data and to think about "applications of the findings" (p. 713). For example, the study was able to ascertain ways teachers implement IYT strategies, which can be applied to other school situations. Further, the present research undertook interviews with participants from a range of roles to provide "triangulation of perspective" and an increased chance of the findings being

reflective of a broader context (Thorne, 2014, p. 108). Also, the study used *repeated interviewing* (Thorne et al., 1997), which involved seeking participant feedback on the overall themes and resultant conceptualisation about IYT implementation types. Although only two participants responded, they agreed with the themes and conceptualisation, demonstrating trustworthiness of the findings and rigor of analysis.

Another strength of the study was its focus on teachers' sustained implementation of IYT strategies. The present study was the only known study to interview teachers more than five years after completing IYT.

Study Limitations

I originally intended to use quota sampling so, as the study evolved, I could sample participants from specific categories (Mason, 2002). However, due to difficulties gaining agreement for people to participate in research, I could not be selective and accepted all participants who consented and met the eligibility criteria. Thus, while all 12 participants provided in-depth, rich information, I could not, for example, select additional participants who may have provided contrasting views to those already participating. For example, both school principals were evangelical in their support for IYT, and it would have been interesting to understand why other principals were not so supportive of IYT.

Due to practical constraints, the study was limited to one region in New Zealand. Although it is likely conducting the study in another region of New Zealand would produce similar results, it would be interesting to confirm this.

Practice Implications

I now consider practice implications arising from this study in relation to the contextual factors IYT is delivered in, IYT programme content, and activities to support learning during and after IYT. Regarding contextual factors, the present study demonstrated supportive school leadership and infrastructure was a particularly influential factor in participants' implementation of IYT strategies. Thus, it is recommended a tailored version of IYT is developed for school leaders to promote their understanding of IYT and how they can best support teachers to implement it. A tailored course could promote the importance of school-home relationships, school-wide behaviour policies, coaching and modelling to support teacher development, and formal IYT review processes such as recurring agenda items at meetings, or professional inquiry. Relatedly, in response to the study's

finding that consistency in practice among teachers and teacher aides was an important contextual factor, it is recommended the Ministry of Education fund teacher aides to participate in IYT training.

Regarding IYT content, the study demonstrated how teachers' deep and principled knowledge about IYT strategies supported sustained implementation and fidelity. Thus, it is recommended additional learning opportunities be provided during IYT to increase teachers' understanding of the IYT strategies the study identified as complex or difficult, such as developing school-home relationships, social and emotional coaching, time out, and behaviour plans. Thinking beyond IYT, consideration could also be given to including instruction in these important, yet complex strategies during initial teacher education.

Where teachers' views or school policies are inconsistent with IYT strategies and philosophies, it is important group leaders support teachers to engage their prior understandings and consider how to integrate new knowledge (Timperley, 2011; Timperley et al., 2007). Particularly, the study found teachers varied in their use of incentives due to different personal beliefs and school-wide practices concerning motivation. Thus, it is likely there will continue to be moderate numbers of teachers in IYT workshops who will oppose using external rewards as advocated by IYT. It will be important for IYT group leaders to facilitate discussion about teachers' beliefs about using incentives and, where teachers' views are different from the IYT position, discuss how teachers could resolve this dissonance. Rather than dismissing IYT outright, teachers may find a middle ground, for example, using non-tangible rewards.

The study identified coaching as an important activity to support teachers' learning and subsequent implementation of IYT strategies. In light of the study's findings that group leaders are not routinely undertaking coaching between IYT workshops, it is recommended group leaders are supported to increase the number of coaching opportunities during IYT, so they are at least meeting the Ministry of Education's (2015a) guidelines. Furthermore, it is recommended group leaders are supported to offer the follow-up workshop, as per the Ministry's (2015a) guidelines.

The present study found the IYT video vignettes are outdated and unrepresentative of New Zealand classroom situations and cultures, indicating consideration should be given to developing vignettes that better reflect New Zealand's schools. However, as the IYT course contains 250 vignettes, it would be

costly to recreate all vignettes for the New Zealand context. Instead, it is recommended vignettes for the IYT strategies teachers have the most difficulty implementing be developed, for example, circle time, planned ignoring, time out, and descriptive commenting. Alternatively, consideration could be given to sharing video resources some New Zealand schools have created that model how to implement IYT strategies. Further, it is recommended group leaders are reminded about the importance of facilitating discussions before and after teachers watch the vignettes, contextualising them for New Zealand situations.

Given the study highlighted the wealth of knowledge teachers have in implementing IYT, and the value teachers place on learning from each other, consideration could be given to showcasing examples of implementation of IYT in New Zealand, so teachers can learn from teachers. A symposium would also provide a mechanism for refreshing IYT strategies, which would support long-term implementation of IYT. A symposium could also provide an opportunity to create a community of practice, another important post-PD element. Although the Ministry of Education funded a symposium for IYT group leaders to come together and share ideas in 2015, there has not been a regional or national symposium for teachers (H. Bell, personal communication, September 21, 2017).

The literature has identified the importance of many IYT strategies, such as developing school-home relationships (Hattie, 2012), and social and emotional coaching (Church, 2003), particularly for children with challenging behaviour (V. M. Robinson et al., 2009). Yet, as the study found these strategies were not consistently implemented or sustained, the full benefits of the IYT programme may not be being realised.

Future Research

Unlike previous studies, the present study uncovered novel and nuanced examples of teachers' implementation of IYT strategies. Future qualitative research projects could build upon this list, interviewing teachers, principals, IYT group leaders, RTLB, and SENCO around New Zealand. Such research could also include observations as well as interviews. Similarly, as the research focused on New Zealand primary schools, a similar study could be conducted in early childhood education centres. Also, future research is recommended to investigate how group leaders are providing coaching, including whether coaching includes classroom observations.

Final Thoughts

Overall, the present study found teachers who had more support implementing IYT sustained its incorporation into their teaching practice. Particularly important supports included school leadership that prioritised IYT, coaching and modelling to support teacher development, formal IYT review processes, and school-wide behavioural strategies. The study also recommended extra supports be implemented, such as supporting IYT group leaders to undertake more coaching visits, more coaches and models to be resourced by schools, IYT courses for principals and teachers aides, and a symposium for teachers.

The Ministry of Education has significantly invested in IYT (nearly $31.8 million from 1 July 2010 to 30 June 2017). Many of the supports for sustained implementation of IYT identified in this study would require additional funding. Yet the full benefits of IYT may not be realised without the aforementioned implementation supports and partial implementation will not necessarily result in sustained classroom practice (Tallerico, 2014).

References

Alberto, P., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9th ed.). Upper Saddle River, NJ: Pearson Education.

Anthony, G., & Kane, R. (2008). *Making a difference: The role of initial teacher education and induction in the preparation of secondary teachers*. Wellington, New Zealand: Teaching and Learning Research Initiative. Retrieved from http://www.tlri.org.nz/sites/default/files/projects/9217_finalreport.pdf

Atkinson, R., & McElroy, T. (2016). Preparedness for physiotherapy in private practice: Novices identify key factors in an interpretive description study. *Manual Therapy*, *22*, 116–121. https://doi.org/10.1016/j.math.2015.10.016

Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative Research*, *1*(3), 385–405. https://doi.org/10.1177/146879410100100307

Baker, J. A., Grant, S., & Morlock, L. (2008). The teacher-student relationship as a developmental context for children with internalizing or externalizing behavior problems. *School Psychology Quarterly*, *23*(1), 3–15. https://doi.org/10.1037/1045-3830.23.1.3

Baker-Henningham, H. (2011). Transporting evidence-based interventions across cultures: Using focus groups with teachers and parents of pre-school children to inform the implementation of the Incredible Years teacher training programme in Jamaica. *Child: Care, Health and Development*, *37*(5), 649–661. https://doi.org/10.1111/j.1365-2214.2011.01208.x

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. https://doi.org/10.1192/bjp.bp.111.096834

Baker-Henningham, H., Walker, S., Powell, C., & Gardner, J. M. (2009). A pilot study of the Incredible Years teacher training programme and a curriculum unit on social and emotional skills in community pre-schools in Jamaica. *Child: Care, Health & Development*, *35*(5), 624–631. https://doi.org/10.1111/j.1365-2214.2009.00964.x

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, *37*(2), 122–147. https://doi.org/10.1037/0003-066X.37.2.122

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.

Biddulph, F., Biddulph, J., & Biddulph, C. (2003). *The complexity of community and family influences on children's achievement in New Zealand: Best evidence synthesis*. Wellington, New Zealand: Ministry of Education. Retrieved from https://www.educationcounts.govt.nz/publications/series/2515/5947

Bierman, K. L., Coie, J., Dodge, K., Greenberg, M., Lochman, J., McMohan, R., & Pinderhughes, E. (2013). School outcomes of aggressive-disruptive children: Prediction from kindergarten risk factors and impact of the fast track prevention program. *Aggressive Behavior*, *39*(2), 114–130. https://doi.org/10.1002/ab.21467

Blase, K. A., Van Dyke, M., Fixsen, D. L., & Wallace Bailey, F. (2012). Implementation science: Key concepts, themes and evidence for practitioners in educational psychology. In B. Kelly & D. F. Perkins (Eds.), *Handbook of implementation science for psychology in education* (pp. 13–28). Cambridge, England: Cambridge University Press.

Blisset, W., Church, J., Fergusson, D. M., Lambie, I., Langley, J., & Liberty, K. (2009a). *Conduct problems: Best practice report*. Wellington, New Zealand: Ministry of Social Development. Retrieved from http://www.msd.govt.nz/about-msd-and-our-work/publications-resources/research/conduct-problems-best-practice/index.html

Blisset, W., Church, J., Fergusson, D. M., Lambie, I., Langley, J., & Liberty, K. (2009b). *Conduct problems: Effective programmes for 3-7 year olds*. Wellington, New Zealand: Ministry of Social Development. Retrieved from http://www.health.govt.nz/publication/conduct-problems-effective-programmes-3-7-year-olds

Blueprints for Healthy Youth Development. (n.d.). Incredible Years teacher classroom management. Retrieved October 3, 2017, from http://www.blueprintsprograms.com/evaluation-abstract/incredible-years-teacher-classroom-management

Bonner, A., & Tolhurst, G. (2002). Insider-outsider perspectives of participant observation. *Nurse Researcher*, *9*(4), 7–19. https://doi.org/10.7748/nr2002.07.9.4.7.c6194

Borko, H., Jacobs, J., & Koellner, K. (2010). Contemporary approaches to teacher professional development. In P. L. Peterson, E. L. Baker, & B. McGaw (Eds.), *International encyclopedia of education* (3rd ed., pp. 548–556). Oxford, England: Elsevier.

Boyd, S., & Felgate, R. (2015). A positive culture of support: PB4L school-wide final evaluation report. Retrieved from http://www.educationcounts.govt.nz/publications/series/pb4l-school-wide/a-positive-culture-of-support-pb4l-school-wide-final-evaluation-report

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Brewer, K., Harwood, M., McCann, C., & Worrall, L. (2014). The use of interpretive description within kaupapa Māori research. *Qualitative Research*, *24*(9), 1287–1297. https://doi.org/10.1177/1049732314546002

Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.

Brophy, J. E. (2006). History of research on classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 17–46). Mahwah, NJ: Lawrence Erlbaum.

Buissink-Smith, N., & McIntosh, A. (1999). Interpretive description: Advancing qualitative approaches in tourism and hospitality research. *Tourism Analysis*, *4*, 115–119.

Buysse, V., & Wesley, P. W. (2006). Building the evidence base through communities of practice. In V. Buysse & P. W. Wesley (Eds.), *Evidence-based practice in the early childhood field* (pp. 161–193). Washington, DC: Zero to Three Press.

Bywater, T. J. (2012). Perspectives on the Incredible Years programme: Psychological management of conduct disorder. *The British Journal of Psychiatry*, *201*(2), 85–87. https://doi.org/10.1192/bjp.bp.111.107920

Cadima, J., Leal, T., & Burchinal, M. (2010). The quality of teacher–student interactions: Associations with first graders' academic and behavioral outcomes. *Journal of School Psychology*, *48*(6), 457–482. https://doi.org/10.1016/j.jsp.2010.09.001

Caelli, K., Ray, L., & Mill, J. (2003). "Clear as mud": Toward greater clarity in generic qualitative research. *International Journal of Qualitative Methods*, *2*(2), 1–13. https://doi.org/doi:10.1177/160940690300200201

Cameron, J., & Pierce, W. D. (1994). Reinforcement, reward, and intrinsic motivation: A meta-analysis. *Review of Educational Research*, *64*(3), 363–423. https://doi.org/https://doi.org/10.2307%2F1170677

Cameron, J., & Pierce, W. D. (2002). *Rewards and intrinsic motivation: Resolving the controversy*. Westport, CT: Greenwood Publishing Group.

Carlson, J. S., Tiret, H. B., Bender, S. L., & Benson, L. (2011). The influence of group training in the Incredible Years teacher classroom management program on preschool teachers' classroom management strategies. *Journal of Applied School Psychology*, *27*(2), 134–154. https://doi.org/10.1080/15377903.2011.565277

Cherrington, S., Shuker, M. J., Stephenson, A., Glasgow, A., Rameka, L., & Thonrton, K. (2013). *Evaluation of the Ministry of Education-funded early childhood education professional development programmes*. Retrieved from https://www.educationcounts.govt.nz/publications/ECE/Evaluation_of_MoE_Funded_ECE_PD_Programmes

Church, J. (2003). *Church report: The definition, diagnosis and treatment of children and youth with severe behaviour difficulties*. Retrieved from http://www.educationcounts.govt.nz/publications/special_education/15171

Coie, J. D., & Dodge, K. A. (1998). Aggression and antisocial behavior. In W. Damon & N. Einsberg (Eds.), *Handbook of child psychology* (5th ed., Vol. 3). New York, NY: Wiley.

Conroy, M. A., & Sutherland, K. S. (2012). Effective teachers for students with emotional/behavioral disorders: Active ingredients leading to positive teacher and student outcomes. *Beyond Behavior*, *22*(1), 7–13. https://doi.org/10.1177/107429561202200103

Corbin, J. M., & Strauss, A. L. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative Sociology*, *13*(1), 3–21. https://doi.org/10.1007/BF00988593

Corbin, J. M., & Strauss, A. L. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.

Darling-Hammond, L., & McLaughlin, M. W. (2011). Policies that support professional development in an era of reform. *Phi Delta Kappan*, *92*(6), 81–92. https://doi.org/doi:10.1177/003172171109200622

Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. Retrieved from http://www.learningforward.org/docs/pdf/nsdcstudy2009.pdf

Davenport, J., & Tansey, A. (2009). Outcomes of an Incredible Years classroom management programme with teachers from multiple schools. Retrieved from http://incredibleyears.com/wp-content/uploads/outcomes-incredible-years-classroom-dublin_09.pdf

Deci, E. L., Ryan, R. M., & Koestner, R. (2001). The pervasive negative effects of rewards on intrinsic motivation: Response to Cameron (2001). *Review of Educational Research*, *71*(1), 43–51. https://doi.org/10.3102/00346543071001043

Department of Health and Human Services. (2016). Head Start program facts: Fiscal year 2015. Retrieved from https://eclkc.ohs.acf.hhs.gov/hslc/data/factsheets/docs/head-start-fact-sheet-fy-2015.pdf

Desimone, L. M., & Pak, K. (2017). Instructional coaching as high-quality professional development. *Theory into Practice*, *56*(1), 3–12. https://doi.org/10.1080/00405841.2016.1241947

Dryden, W. (1994). Reason and emotion in psychotherapy: Thirty years on. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, *12*(2), 83–99. https://doi.org/10.1007/BF02354606

Dunlap, G., Strain, P. S., Fox, L., Carta, J. J., Conroy, M. A., Smith, B. J., … Sowell, C. (2006). Prevention and intervention with young children's challenging behavior: Perspectives regarding current knowledge. *Behavioral Disorders*, *32*(1), 29–45.

Dwyer, S. C., & Buckle, J. L. (2009). The space between: On being an insider-outsider in qualitative research. *International Journal of Qualitative Methods*, *8*(1), 54–63. https://doi.org/10.1177/160940690900800105

Education Review Office. (2015). Accelerating student achievement: A resource for schools. Retrieved from http://www.ero.govt.nz/publications/accelerating-student-achievement-a-resource-for-schools-december-2015/

Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2008). *Reducing behavior problems in the elementary school classroom: A practice guide*. Washington, DC: National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Evans, J., Harden, A., & Thomas, J. (2004). What are effective strategies to support pupils with emotional and behavioural difficulties (EBD) in mainstream primary schools? Findings from a systematic review of research. *Journal of Research in Special Educational Needs*, *4*(1), 2–16. https://doi.org/doi:10.1111/j.1471-3802.2004.00015.x

Evertson, C. M., & Weinstein, C. S. (Eds.). (2006). *Handbook of classroom management: Research, practice, and contemporary issues*. Mahwah, NJ: Lawrence Erlbaum.

Fergusson, D. M., Boden, J., & Hayne, H. (2011). Childhood conduct problems. In P. Gluckman & H. Hayne (Eds.), *Improving the transition: Reducing social and psychological morbidity during adolescence*. Auckland, New Zealand: Office of the Prime Minister's Science Advisory Committee. Retrieved from http://www.pmcsa.org.nz/wp-content/uploads/Improving-the-Transition-report.pdf

Fergusson, D. M., Horwood, L. J., & Stanley, L. (2013). A preliminary evaluation of the Incredible Years teacher programme. *New Zealand Journal of Psychology*, *42*(2), 51–56.

Fergusson, D. M., Horwood, L., & Ridder, E. (2005). Show me the child at seven: The consequences of conduct problems in childhood for psychosocial functioning in adulthood. *Journal of Child Psychology & Psychiatry*, *46*(8), 837–849. https://doi.org/doi:10.1111/j.1469-7610.2004.00387.x

Fergusson, D. M., Swain-Campbell, N., & Horwood, J. (2004). How does childhood economic disadvantage lead to crime? *Journal of Child Psychology & Psychiatry*, *45*(5), 956–966. https://doi.org/doi:10.1111/j.1469-7610.2004.t01-1-00288.x

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature* (No. 231). Retrieved from http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf

Ford, T., Edwards, V., Sharkey, S., Ukoumunne, O. C., Byford, S., Norwich, B., & Logan, S. (2012). Supporting 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), 719–734. https://doi.org/10.1186/1471-2458-12-719

Fossum, S., Handegård, B. H., & Drugli, M. B. (2017). The Incredible Years teacher classroom management programme in kindergartens: Effects of a universal preventive effort. *Journal of Child and Family Studies*, Advance online publication. https://doi.org/10.1007/s10826-017-0727-3

Freiberg, H. J. (2013). Classroom management and student achievement. In J. Hattie & E. M. Anderman (Eds.), *International guide to student achievement* (pp. 228–230). New York, NY: Routledge.

Gable, R. A., Hester, P. H., Rock, M. L., & Hughes, K. G. (2009). Back to basics: Rules, praise, ignoring, and reprimands revisited. *Intervention in School and Clinic*, *44*(4), 195–205. https://doi.org/10.1177/1053451208328831

Garbacz, S. A., Herman, K. C., Thompson, A. M., & Reinke, W. M. (2017). Family engagement in education and intervention: Implementation and evaluation to maximize family, school, and student outcomes. *Journal of School Psychology*, *62*, 1–10. https://doi.org/10.1016/j.jsp.2017.04.002

Garbacz, S. A., Lannie, A. L., Jeffrey-Pearsall, J. L., & Truckenmiller, A. J. (2015). Strategies for effective classroom coaching. *Preventing School Failure*, *59*(4), 263–273. https://doi.org/10.1080/1045988X.2014.942835

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago, IL: Aldine.

Goldbart, J., & Marshall, J. (2014). Using thematic network analysis: An example using interview data from parents of children who use AAC. In M. J. Ball, N. Müller, & R. L. Nelson (Eds.), *Handbook of qualitative research in communication disorders* (pp. 297–310). New York, NY: Psychology Press.

Greer-Chase, M., Rhodes, W. A., & Kellam, S. G. (2002). Why the prevention of aggressive disruptive behaviors in middle school must begin in elementary school. *The Clearing House*, *75*(5), 242–245. https://doi.org/doi:10.1080/00098650209603948

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, *8*(3), 381–391. https://doi.org/10.1080/135406002100000512

Guskey, T. R. (2003). What makes professional development effective? *The Phi Delta Kappan*, *84*(10), 748–750. https://doi.org/doi:10.1177/003172170308401007

Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, *72*(2), 625–638. https://doi.org/10.1111/1467-8624.00301

Han, S. S., & Weiss, B. (2005). Sustainability of teacher implementation of school-based mental health programs. *Journal of Abnormal Child Psychology*, *33*(6), 665–679. https://doi.org/10.1007/s10802-005-7646-2

Hansford, L., Sharkey, S., Edwards, V., Ukoumunne, O., Byford, S., Norwich, B., … Ford, T. (2015). Understanding influences on teachers' uptake and use of behaviour management strategies within the STARS trial: Process evaluation protocol for a randomised controlled trial. *BMC Public Health*, *15*(1), 1–8. https://doi.org/10.1186/s12889-015-1486-y

Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London, England: Routledge.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London, England: Routledge.

Hattie, J., & Yates, G. (2013). *Visible learning and the science of how we learn*. Abingdon, England: Routledge.

Herman, K. C., Borden, L. A., Reinke, W. M., & Webster-Stratton, C. (2011). The impact of the Incredible Years parent, child, and teacher training programs on children's co-occurring internalizing symptoms. *School Psychology Quarterly*, *26*(3), 189–201. https://doi.org/10.1037/a0025228

Hickey, G., McGilloway, S., Hyland, L., Leckey, Y., Kelly, P., Bywater, T., … O'Neill, D. (2017). Exploring the effects of a universal classroom management training programme on teacher and child behaviour: A group randomised controlled trial and cost analysis. *Journal of Early Childhood Research*, *15*(2), 174–194. https://doi.org/10.1177/1476718X15579747

Hinshaw, S. P. (1992). Academic underachievement, attention deficits, and aggression: Comorbidity and implications for intervention. *Journal of Consulting and Clinical Psychology*, *60*(6), 893–903. https://doi.org/doi:10.1037/0022-006x.60.6.893

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). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, US Department of Health and Human Services.

Hunt, M. (2009). Strengths and challenges in the use of interpretive description: Reflections arising from a study of the moral experience of health professionals in humanitarian work. *Qualitative Health Research*, *19*(9), 1284–1292. https://doi.org/10.1177/1049732309344612

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. https://doi.org/http://dx.doi.org/10.1108/17466660200700023

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. *Journal of School Psychology*, *51*, 571–585. https://doi.org/10.1016/j.jsp.2013.08.001

Hutchings, J., & Williams, M. E. (2017). Taking the Incredible Years child and teacher programs to scale in Wales. *Childhood Education*, *93*(1), 20–28. https://doi.org/10.1080/00094056.2017.1275233

Incredible Years. (2012). Teacher classroom management strategies questionnaire. Retrieved from incredibleyears.com/.../teacher.../American%20Teacher%20Strategies%20Questionnaire

Incredible Years. (n.d.). Incredible Years teacher workshop satisfaction questionnaire. Retrieved from http://www.incredibleyears.com/download/resources/teacher-pgrm/Teacher-Satisfaction-Questionnaire-.pdf

Ingvarson, L., Meiers, M., & Beavis, A. (2005). Factors affecting the impact of professional development programs on teachers' knowledge, practice, student outcomes and efficacy. *Education Policy Analysis Archives*, *13*(10), 1–28. https://doi.org/http://dx.doi.org/10.14507/epaa.v13n10.2005

Jeynes, W. H. (2011). *Parental involvement and academic success*. New York, NY: Routledge.

Johansen, A., Little, S. G., & Akin-Little, A. (2011). An examination of New Zealand teachers' attributions and perceptions of behaviour, classroom management, and the level of formal teacher training received in behaviour management. *Kairaranga*, *12*(2), 3–12.

Jong, T. D. (2005). A framework of principles and best practice for managing student behaviour in the Australian education context. *School Psychology International*, *26*(3), 353–370. https://doi.org/10.1177/0143034305055979

Jovanovic, D., & Matejevic, M. (2014). Relationship between rewards and intrinsic motivation for learning: Researches review. *Procedia - Social and Behavioral Sciences*, *149*, 456–460. https://doi.org/10.1016/j.sbspro.2014.08.287

Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kahlke, R. M. (2014). Generic qualitative approaches: Pitfalls and benefits of methodological mixology. *International Journal of Qualitative Methods*, *13*, 37–52. https://doi.org/10.1177/160940691401300119

Kane, R. G., & Mallon, M. (2006). *Perceptions of teachers and teaching*. Wellington, New Zealand: Ministry of Education.

Kaplan, J. S., & Carter, J. (1995). *Beyond behavior modification: A cognitive-behavioral approach to behavior management in the school*. Austin, TX: Pro-Ed.

Kaser, L., & Halbert, J. (2009). *Leadership mindsets: Innovation and learning in the transformation of schools*. London, England: Routledge.

Kauffman, J. M., & Landrum, T. J. (2013). *Characteristics of emotional and behavioral disorders of children and youth* (10th ed.). Upper Saddle River, NJ: Pearson Education.

Kirkhaug, B., Drugli, M. B., Handegård, B. H., Lydersen, S., Åsheim, M., & Fossum, S. (2016). Does the Incredible Years teacher classroom management training programme have positive effects for young children exhibiting severe externalizing problems in school? A quasi-experimental pre-post study. *BMC Psychiatry*, *16*, 362–373. https://doi.org/10.1186/s12888-016-1077-1

Konza, D., Grainger, J., & Bradshaw, K. (2001). *Classroom management: A survival guide*. Katoomba, Australia: Social Science Press.

Kounin, J. S. (1970). *Discipline and group management in classrooms*. Oxford, England: Holt, Rinehart & Winston.

Kretlow, A. G., & Bartholomew, C. C. (2010). Using coaching to improve the fidelity of evidence-based practices: A review of studies. *Teacher Education and Special Education*, *33*(4), 279–299. https://doi.org/10.1177/0888406410371643

L'Allier, S., Elish-Piper, L., & Bean, R. M. (2010). What matters for elementary literacy coaching? Guiding principles for instructional improvement and student achievement. *The Reading Teacher*, *63*(7), 544–554. https://doi.org/10.1598/rt.63.7.2

Landrum, T. J., & Kauffman, J. M. (2006). Behavioral approaches to classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of*

classroom management: Research, practice, and contemporary issues (pp. 47–71). Mahwah, NJ: Lawrence Erlbaum.

Lang, I. A., Marlow, R., Goodman, R., Meltzer, H., & Ford, T. (2013). Influence of problematic child-teacher relationships on future psychiatric disorder: Population survey with 3-year follow-up. *The British Journal of Psychiatry*, *202*(5), 336–341. https://doi.org/10.1192/bjp.bp.112.120741

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, England: Cambridge University Press.

Leckey, Y., Hyland, L., Hickey, G., Lodge, A., Kelly, P., Bywater, T., … McGilloway, S. (2016). A mixed-methods evaluation of the longer-term implementation and utility of a teacher classroom management training programme in Irish primary schools. *Irish Educational Studies*, *35*(1), 35. https://doi.org/10.1080/03323315.2016.1147974

Lieberman, A. (1995). Practices that support teacher development: Transforming conceptions of professional learning. *The Phi Delta Kappan*, *76*(8), 591–596.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Margrain, V., & Macfarlane, A. H. (Eds.). (2011). *Responsive pedagogy: Engaging restoratively with challenging behaviour*. Wellington, New Zealand: New Zealand Council for Educational Research Press.

Marlow, R., Hansford, L., Edwards, V., Ukoumunne, O. C., Norman, S., Ingarfield, S., … Ford, T. (2015). Teaching classroom management: A potential public health intervention? *Health Education*, *115*(3/4), 230–248. https://doi.org/10.1108/HE-03-2014-0030

Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Simms, J. A., Roy, T., Heflebower, T., & Warrick, P. (2013). *Coaching classroom instruction*. Bloomington, IN: Marzano Research Laboratory.

Mason, J. (2002). *Qualitative researching*. London, England: Sage.

McGilloway, S., Ní Mháille, G., Furlong, M., Hyland, L., Leckey, Y., Kelly, P., … Donnelly, M. (2012). *The Incredible Years Ireland Study: Parents, teachers and early childhood intervention: Long-term outcomes of the Incredible Years parent and teacher classroom management training programmes (combined 12-month report)*. Retrieved from

http://www.archways.ie/fileadmin/user_upload/Incredible_Years_Ireland_Study_-_Combined_12_Month_Follow_On_Report.pdf

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Ministry of Education. (2009). Taumata Whanonga 2009: Student behaviour summit [Press release]. Retrieved from http://www.scoop.co.nz/stories/ED0903/S00064.htm

Ministry of Education. (2011a). *Positive behaviour for learning: Action plan update 2011*. Retrieved from www.incredibleyears.com/.../positive-behaviour-action-plan-booklet-2011.pdf

Ministry of Education. (2011b). The Incredible Years teacher programme (for teachers of children 3–8). Author. Retrieved from http://pb4l.tki.org.nz/Incredible-Years-Teacher

Ministry of Education. (2013a). *Ka Hikitia: Accelerating success 2013-2017*. Wellington, New Zealand. Retrieved from http://www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/Ka-Hikitia/KaHikitiaAcceleratingSuccessEnglish.pdf

Ministry of Education. (2013b). Ongoing Resourcing Scheme: Specialist teachers. Retrieved from http://www.education.govt.nz/assets/Documents/School/Supporting-students/Students-with-Special-Needs/ORS/InfosheetORSSpecialistTeachers.pdf

Ministry of Education. (2015a). Guidelines for the Incredible Years teacher programme. Retrieved from http://pb4l.tki.org.nz/Incredible-Years-Teacher

Ministry of Education. (2015b). Inclusive practice and the school curriculum. Retrieved from https://nzcurriculum.tki.org.nz/content/download/152128/1129286/file/Glossary.pdf

Ministry of Education. (2015c). Positive behaviour for learning: 2015 overview. Retrieved from http://pb4l.tki.org.nz/

Ministry of Education. (2015d). School-wide tier one: Implementation manual. Retrieved from pb4l.tki.org.nz/.../PB4L–SW%20Tier%20One%20Manual%20–%20complete.pdf

Ministry of Education. (2017a). Ongoing resourcing scheme (ORS). Retrieved October 3, 2017, from http://www.education.govt.nz/school/student-support/special-education/ors/

Ministry of Education. (2017b). School deciles. Retrieved September 25, 2017, from http://www.education.govt.nz/school/running-a-school/resourcing/operational-funding/school-decile-ratings/

Ministry of Education. (n.d.-a). Positive behaviour for learning: Welcome. Retrieved August 24, 2017, from http://pb4l.tki.org.nz/

Ministry of Education. (n.d.-b). The RTLB service. Retrieved August 24, 2017, from http://rtlb.tki.org.nz/The-RTLB-service/The-RTLB-service

Ministry of Social Development. (2007). *Inter-agency plan for conduct disorder/severe antisocial behaviour: 2007-2012*. Retrieved from https://www.msd.govt.nz/about-msd-and-our-work/work-programmes/policy-development/anti-social-behaviour/

Mitchell, L., & Cubey, P. (2003). *Characteristics of professional development linked to enhanced pedagogy and children's learning in early childhood settings: Best evidence synthesis*. Wellington, New Zealand: Ministry of Education.

Moffitt, T. E. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. *Psychological Review*, *100*(4), 674–701.

Morgan, D. L. (2014). *Integrating qualitative and quantitative methods: A pragmatic approach*. Thousand Oaks, CA: Sage.

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* (No. OPRE Report 2014-44). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, US Department of Health and Human Services.

Mosley, J. (1996). *Quality circle time in the primary classroom: Your essential guide to enhancing self-esteem, self-discipline and positive relationships*. Wisbech, England: LDA.

Mosley, J. (2005). *Circle time for young children*. London, England: Taylor and Francis Group.

Mosley, J., & Sonnet, H. (2005). *Better behaviour through golden time: Practical ideas for a calm school ethos*. Nottingham, England: Publishers Licensing Agency.

Murphy, A. L., Martin-Misener, R., Kutcher, S. P., O'Reilly, C. L., Chen, T. F., & Gardner, D. M. (2016). From personal crisis care to convenience shopping: An interpretive description of the experiences of people with mental illness and addictions in community pharmacies. *BMC Health Services Research*, *16*, 1–14. https://doi.org/10.1186/s12913-016-1817-4

Murray, D. W., Murr, N., & Rabiner, D. L. (2012). Preliminary effects of the Incredible Years teacher training program on classroom management skills. Presented at the Spring 2012 Society for Research on Educational Effectiveness Conference: Understanding Variation in Treatment Effects, Washington, DC: Society for Research on Educational Effectiveness. Retrieved from https://www.sree.org/conferences/2012s/program/downloads/program.pdf

Murray, D. W., Rabiner, D. L., & Carrig, M. M. (2014). Grade level effects of the Incredible Years teacher training program on emotion regulation and attention. Evanston, IL: Society for Research on Educational Effectiveness.

O'Connor, E. E., Dearing, E., & Collins, B. A. (2011). Teacher-child relationship and behavior problem trajectories in elementary school. *American Educational Research Journal*, *48*(1), 120–162.

Office of the Auditor-General. (2009). *Performance audit report. Ministry of Education: Managing support for students with high special education needs*. Wellington, New Zealand: Author.

Oliver, R. M., Wehby, J. H., & Reschly, D. J. (2011). Teacher classroom management practices: Effects on disruptive or aggressive student behavior. *Campbell Systematic Reviews*, *7*(4), 1–55. https://doi.org/DOI 10.4073/csr.2011.4

O'Neill, S., & Stephenson, J. (2009). Teacher involvement in the development of function-based behaviour intervention plans for students with challenging behaviour. *Australasian Journal of Special Education*, *33*(1), 6–25. https://doi.org/10.1375/ajse.33.1.6

Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research*, *81*(3), 376–407. https://doi.org/10.3102/0034654311413609

Patterson, G. R., Reid, J., & Dishion, T. (1992). *Antisocial boys: A social interactional approach*. Eugene, OR: Castalia Publishing.

Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed). Newbury Park, CA: Sage.

Patton, M. Q. (2015). *Qualitative research and evaluation methods: Integrating theory and practice* (4th ed.). Thousand Oaks, CA: Sage.

Percy, W. H., Kostere, K., & Kostere, S. (2015). Generic qualitative research in psychology. *Qualitative Report*, *20*(2), 76–85.

Poole, I. R., & Evertson, C. M. (2013). Elementary classroom management. In J. Hattie & E. M. Anderman (Eds.), *International guide to student achievement* (pp. 188–191). New York, NY: Routledge.

Punch, K. (2014). *Introduction to social research: Quantitative and qualitative approaches*. Thousand Oaks, CA: Sage.

QSR International. (2012). *The NVivo workbook*. Melbourne, Australia: Author.

Quatroche, D. J., Bauserman, K. L., & Nellis, L. (2014). Supporting professional growth through external resources. In L. E. Martin, S. Kragler, D. J. Quatroche, & K. L. Bauserman (Eds.), *Handbook of professional development in education: Successful models and practices, PreK-12* (pp. 431–444). New York, NY: Guilford Press.

Ramey, C. T., & Ramey, S. L. (1998). Early intervention and early experience. *The American Psychologist*, *53*(2), 109–120. https://doi.org/doi:10.1037/0003-066x.53.2.109

Rappuhn, E. P. (2014). *The effects of the Incredible Years teacher classroom management group training on teacher strategy use, classroom environment, relationships, and student internalizing behavior* (Doctoral dissertation). Retrieved from http://etd.lib.msu.edu/islandora/object/etd%3A2406

Raver, C. C., Jones, S. M., Li-Grining, C. P., Metzger, M., Champion, K. M., & Sardin, L. (2008). Improving preschool classroom processes: Preliminary findings from a randomized trial implemented in Head Start settings. *Early Childhood Research Quarterly*, *23*(1), 10–26. https://doi.org/10.1016/j.ecresq.2007.09.001

Reid, R., Gonzalez, J. E., & Nordness, P. D. (2004). A meta-analysis of the academic status of students with emotional/behavioral disturbance. *Journal of Special Education*, *38*(3), 130–143. https://doi.org/10.1177/00224669040380030101

Reinke, W. M., Herman, K. C., & Sprick, R. S. (2011). *Motivational interviewing for effective classroom management: The classroom check-up*. New York, NY: Guilford Press.

Reinke, W. M., Herman, K. C., Stormont, M., Newcomer, L., & David, K. (2013). Illustrating the multiple facets and levels of fidelity of implementation to a teacher classroom management intervention. *Administration and Policy in Mental Health and Mental Health Services Research*, *40*(6), 494–506. https://doi.org/10.1007/s10488-013-0496-2

Reinke, W. M., Stormont, M., Webster-Stratton, C., Newcomer, L. L., & Herman, K. C. (2012). The Incredible Years teacher classroom management program: Using coaching to support generalization to real-world classroom settings, *49*(5), 416–428. https://doi.org/10.1002/pits.21608

Robinson, C., York, K., Rothenberg, A., & Bissell, L. (2015). Parenting a child with Asperger's syndrome: A balancing act. *Journal of Child & Family Studies*, *24*(8), 2310–2321. https://doi.org/10.1007/s10826-014-0034-1

Robinson, O. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative Research in Psychology*, *11*(1), 25–41. https://doi.org/doi:10.1080/14780887.2013.801543

Robinson, V. M., Hohepa, M. K., & Lloyd, C. (2009). *School leadership and student outcomes: Identifying what works and why: Best evidence synthesis iteration (BES)*. Wellington, New Zealand: Ministry of Education.

Rutter, M., Giller, H., & Hagell, A. (1998). *Antisocial behavior by young people*. Cambridge, England: Cambridge University Press.

Ryan, J. B., Sanders, S., & Katsiyannis, A. (2007). Using time-out effectively in the classroom. *Teaching Exceptional Children*, *39*(4), 60–67.

Sandelowski, M. (2000). Focus on research methods. Whatever happened to qualitative description? *Research in Nursing & Health*, *23*(4), 334–340.

Savin-Baden, M., & Major, C. H. (2013). *Qualitative research: The essential guide to theory and practice*. Abingdon, England: Routledge.

Schneider, M., & Robin, A. (1974). *Turtle manual*. Washington, DC: Office of Education.

Scott, S. (2015). Oppositional and conduct disorders. In J. F. Leckman, S. Scott, M. J. Snowling, E. Taylor, & A. Thapar (Eds.), *Rutter's child and adolescent psychiatry* (6th ed., pp. 913–930). Chichester, United Kingdom: John Wiley & Sons.

Sheridan, S. M., Edwards, C. P., Marvin, C. A., & Knoche, L. L. (2009). Professional development in early childhood programs: Process issues and research needs. *Part of a Special Issue: Professional Development in Early Childhood Programs*, *20*(3), 377–401. https://doi.org/10.1080/10409280802582795

Shernoff, E. S., & Kratochwill, T. R. (2007). Transporting an evidence-based classroom management program for preschoolers with disruptive behavior problems to a school: An analysis of implementation, outcomes, and contextual variables. *School Psychology Quarterly*, *22*(3), 449–472. https://doi.org/10.1037/1045-3830.22.3.449

Shores, R. E., & Wehby, J. H. (1999). Analyzing the classroom social behavior of students with EBD. *Journal of Emotional & Behavioral Disorders*, *7*(4), 194–199.

Skinner, B. F. (1953). *Science and human behavior*. New York, NY: Macmillan.

Smith, J. D., Dishion, T. J., Shaw, D. S., Wilson, M. N., Winter, C. C., & Patterson, G. R. (2014). Coercive family process and early-onset conduct problems from age 2 to school entry. *Development and Psychopathology*, *26*(401), 917–932. https://doi.org/10.1017/S0954579414000169

Snyder, J., Low, S., Schultz, T., Barner, S., Moreno, D., Garst, M., … Schrepferman, L. (2011). The impact of brief teacher training on classroom management and child behavior in at-risk preschool settings: Mediators and treatment utility. *Journal of Applied Developmental Psychology*, *32*(6), 336–345. https://doi.org/10.1016/j.appdev.2011.06.001

Stake, R. E. (2005). *Multiple case study analysis*. New York, NY: Guilford Press.

Stein, M. K., & Wang, M. C. (1988). Teacher development and school improvement: The process of teacher change. *Teaching and Teacher Education*, *4*(2), 171–187. https://doi.org/10.1016/0742-051X(88)90016-9

Stipek, D. J. (2002). *Motivation to learn: Integrating theory and practice* (4th ed). Boston, MA: Allyn and Bacon.

Stipek, D. J. (2012). Context matters: Effects of student characteristics and perceived administrative and parental support on teacher self-efficacy. *The Elementary School Journal*, *112*(4), 590–606. https://doi.org/10.1086/664489

Stormont, M., Reinke, W. M., Newcomer, L., Marchese, D., & Lewis, C. (2015). Coaching teachers' use of social behavior interventions to improve children's outcomes: A review of the literature. *Journal of Positive Behavior Interventions*, *17*(2), 69–82. https://doi.org/10.1177/1098300714550657

Sutherland, K. S., Lewis-Palmer, T., Stichter, J., & Morgan, P. L. (2008). Examining the influence of teacher behavior and classroom context on the behavioral and academic outcomes for students with emotional or behavioral disorders. *Journal of Special Education*, *41*(4), 223–233. https://doi.org/http://dx.doi.org/10.1177/0022466907310372

Tallerico, M. (2014). District issues: Administators at all levels involved in teachers' professional development. In L. E. Martin, S. Kragler, D. J. Quatroche, & K. L. Bauserman (Eds.), *Handbook of professional development in education: Successful models and practices, PreK-12* (pp. 125–144). New York, NY: Guilford Press.

Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation*, *27*(2), 237–246.

Thorne, S. E. (2008). *Interpretive description*. Walnut Creek, CA: Left Coast Press.

Thorne, S. E. (2013). Interpretive Description. In C. T. Beck (Ed.), *Routledge international handbook of qualitative nursing research* (pp. 295–306). New York, NY: Routledge.

Thorne, S. E. (2014). Applied interpretive approaches. In P. Leavy (Ed.), *The Oxford handbook of qualitative research* (pp. 99–115). New York, NY: Oxford University Press.

Thorne, S. E., Kirkham, S. R., & MacDonald-Emes, J. (1997). Interpretive description: A noncategorical qualitative alternative for developing nursing knowledge. *Research in Nursing and Health*, *20*(2), 169–177.

https://doi.org/https://doi.org/10.1002/(sici)1098-240x(199704)20:2<169::aid-nur9>3.0.co;2-i

Thorne, S. E., Kirkham, S. R., & O'Flynn-Magee, K. (2004). The analytic challenge in interpretive description. *International Journal of Qualitative Methods, 3*(1), 1–21.

Timperley, H. (2008). *Teacher professional learning and development.* Retrieved from http://edu.aru.ac.th/childedu/images/PDF/benjamaporn/EdPractices_18.pdf

Timperley, H. (2011). *Realizing the power of professional learning*. Berkshire, England: Open University Press.

Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher professional learning and development: Best evidence synthesis iteration (BES).* Wellington, New Zealand: Ministry of Education.

Tschannen-Moran, M., & Chen, J. A. (2014). Focusing attention on beliefs about capability and knowledge in teachers' professional development. In L. E. Martin, S. Kragler, D. J. Quatroche, & K. L. Bauserman (Eds.), *Handbook of professional development in education: Successful models and practices, PreK-12* (pp. 246–264). New York, NY: Guilford Press.

Van Acker, R., Grant, S. H., & Henry, D. (1996). Teacher and student behavior as a function of risk for aggression. *Education & Treatment of Children, 19*(3), 316–334.

Voorhees, M. D., Walker, V. L., Snell, M. E., & Smith, C. G. (2013). A demonstration of individualized positive behavior support interventions by Head Start staff to address children's challenging behavior. *Research & Practice for Persons with Severe Disabilities, 38*(3), 173–185. https://doi.org/10.1177/154079691303800304

Webster-Stratton, C. (1995). Emotional regulation: Why children behave the way they day. *Parenting Insights*, (11), 1–4.

Webster-Stratton, C. (1999). *How to promote children's social and emotional competence*. London, England: Paul Chapman.

Webster-Stratton, C. (2001). The Incredible Years: Parents, teachers, and children training series. *Residential Treatment For Children & Youth, 18*(3), 31–45. https://doi.org/10.1300/J007v18n03_04

Webster-Stratton, C. (2011). *The Incredible Years: Parents, teachers, and children's training series: Program content, methods, research and dissemination 1980-2011*. Seattle, WA: Incredible Years.

Webster-Stratton, C. (2012). *Incredible Teachers: Nurturing children's social, emotional, and academic competence*. Seattle, WA: Incredible Years.

Webster-Stratton, C. (2014a). Bringing the Incredible Years programs to scale (Unpublished manuscript). Retrieved from http://www.incredibleyears.com/wp-content/uploads/Bringing-IY-Programs-to-Scale.pdf

Webster-Stratton, C. (2014b). The Incredible Years, parents, teachers and children series: Teacher classroom management program: Workshop manual. Retrieved from http://docplayer.net/22931788-The-incredible-years-parents-teachers-and-children-series.html

Webster-Stratton, C., Gaspar, M. F., & Seabra-Santos, M. J. (2012). Incredible Years parent, teachers and children's series: Transportability to Portugal of early intervention programs for preventing conduct problems and promoting social and emotional competence. *Psychosocial Intervention*, *21*(2), 157–169. https://doi.org/10.5093/in2012a15

Webster-Stratton, C., & McCoy, K. P. (2015). Bringing the Incredible Years programs to scale. *New Directions for Child and Adolescent Development*, *2015*(149), 81–95. https://doi.org/10.1002/cad.20115

Webster-Stratton, C., & Reid, J. (2002). The Incredible Years classroom management teacher training program: Content, methods, and process. The Incredible Years. Retrieved from http://incredibleyears.com/article/the-incredible-years-classroom-management-teacher-training-program-content-methods-and-process/

Webster-Stratton, C., Reid, J. M., & Stoolmiller, M. (2008). Preventing conduct problems and improving school readiness: Evaluation of the Incredible Years Teacher and Child Training Programs in high-risk schools. *Journal of Child Psychology & Psychiatry*, *49*(5), 471–488. https://doi.org/10.1111/j.1469-7610.2007.01861.x

Webster-Stratton, C., & Reid, M. J. (2004). Strengthening social and emotional competence in young children: The foundation for early school readiness and success. *Infants & Young Children: An Interdisciplinary Journal of Early*

Childhood Intervention, *17*(2), 96–113. https://doi.org/doi:10.1097/00001163-200404000-00002

Webster-Stratton, C., & Reid, M. J. (2010). The Incredible Years, teachers and children training series: A multifaceted treatment approach for young children with conduct disorders. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-based psychotherapies for children and adolescents* (2nd ed, pp. 194–210). New York: Guilford Press.

Webster-Stratton, C., Reid, M. J., & Hammond, M. (2001). Preventing conduct problems, promoting social competence: A parent and teacher training partnership in Head Start. *Journal of Clinical Child Psychology*, *30*(3), 283–302. https://doi.org/10.1207/s15374424jccp3003_2

Webster-Stratton, C., Reid, M. J., & Hammond, M. (2004). Treating children with early-onset conduct problems: Intervention outcomes for parent, child, and teacher training. *Journal of Clinical Child & Adolescent Psychology*, *33*(1), 105–124. https://doi.org/10.1207/S15374424JCCP3301_11

Webster-Stratton, C., Reinke, W. M., Herman, K. C., & Newcomer, L. L. (2011). The Incredible Years teacher classroom management training: The methods and principles that support fidelity of training delivery. *School Psychology Review*, *40*(4), 509–529.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge, England: Cambridge University Press.

Wentzel, K. R., & Brophy, J. E. (2014). *Motivating students to learn*. New York, NY: Routledge.

Whear, R., Thompson-Coon, J., Boddy, K., Ford, T., Racey, D., & Stein, K. (2013). The effect of teacher-led interventions on social and emotional behaviour in primary school children: A systematic review. *British Educational Research Journal*, *39*(2), 383–420. https://doi.org/http://dx.doi.org.ezproxy.massey.ac.nz/10.1080/01411926.2011.650680

Williford, A. P., & Shelton, T. L. (2008). Using mental health consultation to decrease disruptive behaviors in preschoolers: Adapting an empirically-supported intervention. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, *49*(2), 191–200. https://doi.org/10.1111/j.1469-7610.2007.01839.x

Wolf, M. M. (1978). Social validity: The case for subjective measurement or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis*, *11*(4), 203–214. https://doi.org/10.1901/jaba.1978.11-203

Wood, C. L., Goodnight, C. I., Bethune, K. S., Preston, A. I., & Cleaver, S. L. (2016). Role of professional development and multi-level coaching in promoting evidence-based practice in education. *Learning Disabilities: A Contemporary Journal*, *14*(2), 159–170.

Woodcock, S., & Reupert, A. (2017). A tale from three countries: The classroom management practices of pre-service teachers from Australia, Canada and the United Kingdom. *Teacher Development*, *21*(5), 655–667. https://doi.org/10.1080/13664530.2017.1308431

Wooller, S. K. (2015). *Early childhood teachers' perceptions of the social validity of the Incredible Years teacher classroom management programme in Aotearoa New Zealand* (Master's thesis, Massey University, Palmerston North, New Zealand). Retrieved from http://hdl.handle.net/10179/6970

Wylie, C., & Bonne, L. (2014). *Primary and intermediate schools in 2013: Main findings from the NZCER national survey*. Retrieved from http://www.nzcer.org.nz/system/files/NZCER%20Survey%20Report%20Final%20web_0.pdf

Wylie, C., & Felgate, R. (2016a). *2014 IYT group leaders' views and experiences: Incredible Years Teacher programme NZCER evaluation report 1*. Retrieved from https://www.educationcounts.govt.nz/publications/series/incredible-years-teacher-iyt-programme/incredible-years-teacher-nzcer-evaluation-report-1

Wylie, C., & Felgate, R. (2016b). *Incredible Years Teacher evaluation summary*. Retrieved from https://www.educationcounts.govt.nz/__data/assets/pdf_file/0003/175224/1079_IYT-report-3-U12August2016.pdf

Wylie, C., & Felgate, R. (2016c). *IYT in New Zealand: Participants' reports of learning and change: Incredible Years Teacher NZCER evaluation report 2*. Retrieved from https://www.educationcounts.govt.nz/publications/series/incredible-years-teacher-iyt-programme/incredible-years-teacher-nzcer-evaluation-report-2

Wylie, C., & Felgate, R. (2016d). *Use of IYT learning in New Zealand: Changes for "target" students and use 8-9 months after the end of the IYT programme: Incredible Years Teacher NZCER evaluation report 3*. Retrieved from https://www.educationcounts.govt.nz/publications/series/incredible-years-teacher-iyt-programme/incredible-years-teacher-nzcer-evaluation-report-3

Wylie, C., & Hodgen, E. (2007). *Hawke's Bay primary and intermediate schools' incidence of severe behaviour 2007: Report prepared for Hawke's Bay Primary Principals Association*. Retrieved from http://www.nzcer.org.nz/system/files/16241.pdf

Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage.

Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). *Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033)*. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf

Appendix A

Ministry of Education Costs in Funding Incredible Years Teacher by Financial Year in New Zealand

Financial Year	Basic Delivery Costs $	Additional Costs $	Total $
2010/11	1,138,803	1,432,621	2,571,424
2011/12	2,306,934	3,636,496	5,943,430
2012/13	2,286,845	3,457,148	5,743,993
2013/14	2,416,241	3,788,864	6,205,105
2014/15	2,730,825	2,894,642	5,625,467
2015/16	2,545,374	3,156,625	5,701,999
Total	13,425,022	18,366,396	31,791,418

Note. Additional costs includes payments to schools and early childhood education centres to assist in covering the costs of allowing teachers to be released from their classrooms, and a contract with Massey University to provide training to IYT group leaders.

Appendix B1

Interview Guide for Teachers

Warm up

Discuss aims of research project and remind participant of their rights (i.e., to refuse to answer any question).

1. Please tell me about yourself as a teacher
   Prompt – how many years teaching, how long have worked at your current school, what year level(s) do you teach, how many students in class?

Incredible Years Teacher (IYT) Training

2. What year did you do the IYT training?

3. Tell me about your impressions of the IYT course?
   Prompt – content, fit with New Zealand, fit with you as a teacher, fit with cultural beliefs/practices, fit with school

4. How did you come to do IYT?
   Prompt – how did you feel about the referral process?

5. Tell me about any support you got from your group leader during and after the IYT workshops?
   Prompt – useful for you? If not, what would you have liked it to look like? Feedback/Coaching?

Exploring how teachers incorporate IYT strategies and principles in teaching practice

6. In what ways has your teaching has been influenced by IYT training?
   Prompt – sustained?

7. Thinking about your students generally, what classroom management strategies do you use
   Prompt – how do you …..: promote positive relationships with students and parents; organise your classroom environment; and manage behaviour.

8. Thinking about a child with challenging behaviour in your class, describe any classroom or behaviour management strategies you use with them.
   Prompt – positive relationships with students and parents; classroom environment; praise; incentives; rules; managing misbehaviour; behaviour plan

9. Which IYT strategies and principles have been most useful or effective for you?
   Prompt – how do you use these in your teaching?

10. Which IYT strategies and principles have been least useful or effective for you?
    Prompt – Why? Stopped using any IYT strategies or principles?
11. Have you made any adaptations to IYT strategies in order to implement them?
    Prompt – If yes, can you please describe.

Barriers and supports to incorporating IYT into teaching practice

12. Tell me about things that have helped you to use IYT strategies in your teaching?
    Prompt. Principal / leadership, other teachers in school, other teachers in IYT course, RTLB, IYT group leader

13. Tell me about things that have been a barrier for you to use IYT strategies in your teaching?

14. Tell me about anything you do to support other teachers in your school to use the IYT strategies?

15. Is there anything else you would like to share about IYT?

Appendix B2

Interview Guide for Principals

Warm up

Discuss aims of research project and remind participant of their rights (i.e., to refuse to answer any question).

1. Please tell me about yourself and the school
   Prompt – how long been principal at x school

Incredible Years Teacher (IYT) Training

2. How many teachers in your school have completed the IYT training?

3. Have you done any IY Principal/leader training?
   Prompt – if yes, what year?

4. Tell me about your impressions of the IYT course?
   Prompt – fit with New Zealand, fit with school

5. Where does IYT sit in relation to your school's values regarding managing students' behaviour?
   Prompt – Is your school part of PB4L? How does IYT sit within the PB4L framework?

6. How do teachers in your school come to do IYT training?
   Prompt – Tell me what you think about this process?

Exploring how teachers incorporate IYT strategies and principles in teaching practice

7. Tell me how you think IYT influences teachers' practice at your school.
   Prompt – examples, sustained?

Barriers and supports to incorporating IYT into teaching practice

8. What things support teachers in your school to use IYT strategies and principles in their teaching?
   Prompt. Principal / leadership, other teachers in school, other teachers in IYT course, RTLB, group leader from IYT

9. What factors hinder teachers in your school to use IYT strategies and principles in their teaching?
   Prompt – Any ideas for how implementation of IYT in your school could be developed or enhanced?

Appendix B3

Interview Guide for Resource Teachers Learning Behaviour

Warm up

Discuss aims of research project and remind participant of their rights (i.e., to refuse to answer any question).

1. Please tell me about yourself as a RTLB
   Prompt – how many years teaching; what year registered as teacher? how long have worked as RTLB; completed the Specialist Teaching Diploma?

Incredible Years Teacher (IYT) Training

2. Have you done the IYT training?
   Prompt – if yes, what year? If no, do you plan to do IYT training?

3. Tell me about your impressions of the IYT course?
   Prompt – fit with New Zealand schools/curriculum, fit with you as a RTLB, fit with your cultural beliefs/practices

4. How do teachers come to do IYT training?
   Prompt – Tell me what you think about this process?

Exploring how teachers incorporate IYT strategies and principles in teaching practice

5. Tell me how you think IYT influences teachers' practice.
   Prompt – examples, sustained?

Barriers and supports to incorporating IYT into teaching practice

6. Tell me what things you think help teachers to use IYT strategies in their teaching.
   Prompt. Principal / leadership, other teachers in school, other teachers in IYT course, RTLB, IYT group leader

7. Tell me what things you think are barriers for teachers to use IYT strategies in their teaching.

8. Can you please describe how you have supported a teacher to use the IYT strategies.

9. Is there anything else you would like to share about IYT?

Appendix B4

Interview Guide for Special Education Needs Coordinators

Warm up

Discuss aims of research project and remind participant of their rights (i.e., to refuse to answer any question).

1. Please tell me about yourself as a SENCO/Learning needs coordinator
   Prompt – how many years teaching, how long have worked at school, how long in SENCO role, any other roles at school?

Incredible Years Teacher (IYT) Training

2. How many teachers in your school have done the IYT training?

3. Have you done the IYT training?
   Prompt – if yes, what year? If no, do you plan to do IYT training?

4. Tell me about your impressions of the IYT course?
   Prompt – fit with New Zealand, fit with you as a SENCO, fit with cultural beliefs/practices, fit with school

5. Where does IYT sit in relation to your school's values regarding managing students' behaviour?
   Prompt – Is your school part of PB4L? How does IYT sit within the PB4L framework?

6. How do teachers in your school come to do IYT training?
   Prompt – Tell me what you think about this process?

Exploring how teachers incorporate IYT strategies and principles in teaching practice

7. Tell me about how you think IYT influences teachers' practice at your school.
   Prompt – examples, sustained?

Barriers and supports to incorporating IYT into teaching practice

8. Tell me what things you think help teachers to use IYT strategies in their teaching
   Prompt. Principal / leadership, other teachers in school, other teachers in IYT course, RTLB, IYT group leader

9. Tell me what things you think are barriers for teachers at your school to use IYT strategies in their teaching
   Prompt – Any ideas for how implementation of IYT in your school could be developed or enhanced?

10. Can you please describe how you have supported a teacher in your school to use the IYT strategies

11. Is there anything else you would like to share about IYT?

Appendix C

Ethics Approval Letter

MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

Date: 11 November 2016

Dear Katherine Garland

Re: Ethics Notification - **NOR 16/45 - The Incredible Years Teacher classroom management programme: How New Zealand teachers incorporate and sustain its strategies and principles in their teaching practice**

Thank you for the above application that was considered by the Massey University Human Ethics

Approval is for three years. If this project has not been completed within three years from the date of this letter, reapproval must be requested.

If the nature, content, location, procedures or personnel of your approved application change, please advise the Secretary of the Committee.

Yours sincerely

Dr Brian Finch
Chair, Human Ethics Chairs' Committee and Director (Research Ethics)

Appendix D1

Information for Principals

MASSEY UNIVERSITY
INSTITUTE OF EDUCATION
TE KURA O TE MĀTAURANGA

The Incredible Years Teacher classroom management programme: How New Zealand teachers incorporate and sustain its strategies and principles in their teaching practice

INFORMATION SHEET FOR PRINCIPALS

Dear Principal

I am researching how teachers use the Incredible Years Teacher (IYT) classroom management strategies and principles in their teaching. You and your school staff are invited to participate in this research.

Please consider whether your school staff can participate in the research project and forward the attached information to your teachers who have completed IYT training and SENCo/Learning Support Coordinator. Also, please complete and return the attached *Principal Agreement to Conduct Research* form, which seeks permission to conduct interviews during school opening hours and on school premises. Further information about interviewing is provided below.

Finally, please consider whether you are available to participate in this research project. It may be possible for you to consent to your school staff to participate in the research, without agreeing to participate yourself.

This research is being undertaken as part of the thesis requirements for a Masters in Educational Psychology at Massey University.

Please contact me if you would like further information or are interested in participating.

Kind regards
Kate Garland
Email: Katherine.Garland.1@uni.massey.ac.nz
Cell:

Project Description

Challenging behaviour is one of the most common difficult behaviours teachers have to deal with. The IYT programme provides teachers with classroom management skills to manage students' challenging behaviours. The purpose of my research is to understand how teachers use IYT strategies, and the things that help or hinder sustained use. I hope to generate recommendations to enhance teachers' implementation of the IYT programme, and support teachers to manage students' challenging behaviour.

I plan to undertake an exploratory study of primary schools whose teachers have done the IYT training. I plan to interview 6–8 teachers, 3–4 Special Education Needs Coordinators (SENCo)/Learning Support Coordinators, 3–4 principals, and 3–4 Resource Teachers Learning Behaviour (RTLB).

Te Kunenga ki Pūrehuroa | Institute of Education
Cnr Albany Drive & Collinson Road, Private Bag 11222, Palmerston North 4442, New Zealand T 06 356 9099 www.massey.ac.nz

Participant Identification and Recruitment

Your school has been invited to participate in this research project as it has teachers who have done the IYT training. In order for your teachers to be eligible to participate they must:

- have undertaken IYT training in New Zealand during 2015 or earlier
- be currently teaching students aged 5–8 years (Years 0–3)
- have worked at your school for at least one year.

In order for your school's SENCo/Learning Support Coordinator be eligible to participate, they must have worked at your school for at least one year.

Please note, it may be possible for you to consent to your school staff to participate in the research project, without agreeing to participate yourself.

Project Procedures

If teachers and/or SENCo at your school decided to participate, it will involve a 60–90 minute interview for teachers and a 30–60 minute interview for SENCo. I will conduct interviews with each participant individually in person or via skype during Term 4 of 2016 and Term 1 of 2017. I propose conducting interviews with teachers and/or SENCo at a location and time that is convenient to them, which may include conducting interviews during school opening hours and on school premises.

If you decide to participate, it will involve a 30–60 minute interview either in person (at a location convenient to you such as your school) or via skype. I will interview you individually. Interviewing will take place during Term 1 of 2017 at a time convenient to you.

Participants will be given the opportunity to review and edit the transcript of their interview.

After I have analysed the interview data, I will provide participants with the opportunity to review and provide feedback on my analysis. This process is expected to take place during Term 2 of 2017.

Confidentiality and Anonymity

Interview notes, audio recordings, and transcripts from the interviews will be the primary data source for the research. All information will be treated confidentially, and no names of people or places will be used in the final thesis or other publications. If during interviews, participants use personal details such as names, or identify places such as school names, this information will be removed from typed transcripts. Participants will be given pseudonyms in the transcripts and final thesis.

Please note that every effort will be made to maintain participant confidentiality and anonymity. However, I cannot give an absolute guarantee of anonymity, as there is a very small risk that someone could identify participants based on excerpts of transcripts that may be used in the thesis.

Data Management

Once transcribed, the recordings will be stored in a password protected digital folder on my supervisor, Dr Elizabeth Doell's hard drive. The recordings will be held for five years so I can undertake further writing (e.g., conference or academic papers) about the research findings with my supervisors. After five years, Dr Doell will clear the recordings from the hard drive.

The transcriptions will be stored securely on an encrypted hard drive, only accessible to myself and my supervisors.

Participant's Rights

You and your teaching staff will be under no obligation to accept this invitation. If they decide to participate, they have the right to:

- decline to answer any particular question
- withdraw from the study (within two weeks of being interviewed)
- ask any questions about the study at any time during participation
- provide information on the understanding that their name will not be used unless they give permission to the researcher
- ask for the audio recorder to be turned off at any time during the interview
- be given access to a summary of the research findings when it is concluded.

Project Contacts

Please contact me and/or my supervisors if you have any questions about the research or are interested in participating.

Researcher

Kate Garland
Email: Katherine.Garland.1@uni.massey.ac.nz
Cell:

Research Supervisors

Dr Elizabeth Doell
Massey University Institute of Education
Email: E.H.Doell@massey.ac.nz
Phone: +64 (09) 414 0800 ext. 43531

Dr Jayne Jackson
Massey University Institute of Education
Email: J.H.Jackson@massey.ac.nz
Phone: +64 (09) 414 0800 ext. 43527

Massey University Research Ethics

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application 16/45. If you have any concerns about the conduct of this research, please contact, Dr Lily George, Acting Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 x 43923, email humanethicsnorth@massey.ac.nz.

Appendix D2

Information for Resource Teacher Learning Behaviour Managers

MASSEY UNIVERSITY
INSTITUTE OF EDUCATION
TE KURA O TE MĀTAURANGA

The Incredible Years Teacher classroom management programme: How New Zealand teachers incorporate and sustain its strategies and principles in their teaching practice

INFORMATION SHEET FOR RTLB CLUSTER MANAGERS

Dear

I am researching how teachers use the Incredible Years Teacher (IYT) classroom management strategies and principles in their teaching. Please consider whether RTLB in your cluster can participate in this research.

If you agree for RTLB in your cluster to participate in the research, please forward the attached *Information Sheet for RTLB* to RTLB in your cluster. Also, please complete and return the attached *RTLB Manager Agreement to Conduct Research* form, which seeks permission to conduct interviews at RTLB offices during work hours. Further information about interviewing is provided below.

This research is being undertaken as part of the thesis requirements for a Masters in Educational Psychology at Massey University.

Please contact me if you would like further information or agree for RTLB in your cluster area to participate.

Kind regards
Kate Garland
Email: Katherine.Garland.1@uni.massey.ac.nz
Cell:

Project Description

Challenging behaviour is one of the most common difficult behaviours teachers have to deal with. The IYT programme provides teachers with classroom management skills to manage students' challenging behaviours. The purpose of my research is to understand how teachers use IYT strategies, and the things that help or hinder sustained use. I hope to generate recommendations to enhance teachers' implementation of the IYT programme, and support teachers to manage students' challenging behaviour.

I plan to undertake an exploratory study of primary schools whose teachers have done the IYT training. I plan to interview 6–8 teachers, 3–4 Special Education Needs Coordinators (SENCo)/Learning Support Coordinators, 3–4 principals, and 3–4 Resource Teachers Learning Behaviour (RTLB).

Te Kunenga ki Pūrehuroa
Institute of Education
Cnr Albany Drive & Collinson Road, Private Bag 11222, Palmerston North 4442, New Zealand T 06 356 9099 www.massey.ac.nz

Participant Identification and Recruitment

In order for RTLB to be eligible to participate they must have worked in their RTLB role for at least one year.

Project Procedures

Participating in the research will involve a 30–60 minute interview either in person (at a location convenient to RTLB such as their RTLB office) or via skype. I will interview each participant individually. Interviewing will take place during Term 4 of 2016 and Term 1 of 2017 at a time convenient to RTLB.

Participants will be given the opportunity to review and edit the transcript of their interview.

After I have analysed the interview data, I will provide participants with the opportunity to review and provide feedback on my analysis. This process is expected to take place during Term 2 of 2017.

Confidentiality and Anonymity

Interview notes, audio recordings, and transcripts from the interviews will be the primary data source for the research. All information will be treated confidentially, and no names of people or places will be used in the final thesis or other publications. If during interviews, participants use personal details such as names, or identify places such as school names, this information will be removed from typed transcripts. Participants will be given pseudonyms in the transcripts and final thesis.

Please note that every effort will be made to maintain participant confidentiality and anonymity. However, I cannot give an absolute guarantee of anonymity, as there is a very small risk that someone could identify participants based on excerpts of transcripts that may be used in the thesis.

Data Management

Once transcribed, the recordings will be stored in a password protected digital folder on my supervisor, Dr Elizabeth Doell's hard drive. The recordings will be held for five years so I can undertake further writing (e.g., conference or academic papers) about the research findings with my supervisors. After five years, Dr Doell will clear the recordings from the hard drive.

The transcriptions will be stored securely on an encrypted hard drive, only accessible to myself and my supervisors.

Participant's Rights

Your RTLB will be under no obligation to accept the invitation. If they decide to participate, they have the right to:

- decline to answer any particular question
- withdraw from the study (within two weeks of being interviewed)
- ask any questions about the study at any time during participation
- provide information on the understanding that their name will not be used unless they give permission to the researcher
- ask for the audio recorder to be turned off at any time during the interview
- be given access to a summary of the research findings when it is concluded.

Project Contacts

Please contact me and/or my supervisors if you have any questions about the research or agree for RTLB in your cluster area to participate.

Researcher

Kate Garland
Email: Katherine.Garland.1@uni.massey.ac.nz
Cell:

Research Supervisors

Dr Elizabeth Doell
Massey University Institute of Education
Email: E.H.Doell@massey.ac.nz
Phone: +64 (09) 414 0800 ext. 43531

Dr Jayne Jackson
Massey University Institute of Education
Email: J.H.Jackson@massey.ac.nz
Phone: +64 (09) 414 0800 ext. 43527

Massey University Research Ethics

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application 16/45. If you have any concerns about the conduct of this research, please contact, Dr Lily George, Acting Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 x 43923, email humanethicsnorth@massey.ac.nz.

Appendix E1

Information for Teachers and Special Education Needs Coordinators

MASSEY UNIVERSITY
INSTITUTE OF EDUCATION
TE KURA O TE MĀTAURANGA

The Incredible Years Teacher classroom management programme: How New Zealand teachers incorporate and sustain its strategies and principles in their teaching practice

INFORMATION SHEET FOR TEACHERS & SPECIAL EDUCATION NEEDS COORDINATORS (SENCO)/LEARNING SUPPORT COORDINATORS

Dear teacher / SENCo / Learning Support Coordinator

I am researching how teachers use the Incredible Years Teacher (IYT) classroom management strategies in their teaching. You are invited to participate in this research.

This research is being undertaken as part of the thesis requirements for a Masters in Educational Psychology at Massey University.

Please contact me if you would like further information or are interested in participating.

Kind regards
Kate Garland
Email: Katherine.Garland.1@uni.massey.ac.nz
Cell:

Project Description

Challenging behaviour is one of the most common difficult behaviours teachers have to deal with. The IYT programme provides teachers with classroom management skills to manage students' challenging behaviours. The purpose of my research is to understand how teachers use IYT strategies, and the things that help or hinder sustained use. I hope to generate recommendations to enhance teachers' implementation of the IYT programme, and support teachers to manage students' challenging behaviour.

I plan to undertake an exploratory study of primary schools whose teachers have done the IYT training. I plan to interview 6–8 teachers, 3–4 Special Education Needs Coordinators (SENCo)/Learning Support Coordinators, 3–4 principals, and 3–4 Resource Teachers Learning Behaviour (RTLB).

Participant Identification and Recruitment

Your school has been invited to participate in this research project as it has teachers who have done the IYT training. In order for teachers to participate, they must:

- have undertaken IYT training in New Zealand during 2015 or earlier
- be currently teaching students aged 5–8 years (ie, Years 0–3)
- have worked at your school for at least one year.

Te Kunenga ki Pūrehuroa | Institute of Education
Cnr Albany Drive & Collinson Road, Private Bag 11222, Palmerston North 4442, New Zealand T 06 356 9099 www.massey.ac.nz

In order for a SENCo/Learning Support Coordinator to participate, they must have worked at your school for at least one year.

Project Procedures

If you decide to participate, it will involve an interview either in person (at a location convenient to you such as your school) or via skype. I expect interviews with teachers will take 60–90 minutes and interviews with SENCo no longer than 60 minutes. I will interview each participant individually. Interviewing will take place during Term 1 of 2017 at a time convenient to you.

Participants will be given the opportunity to review and edit the transcript of their interview.

After I have analysed the interview data, I will provide participants with the opportunity to review and provide feedback on my analysis. This process is expected to take place during Term 2 of 2017.

Confidentiality and Anonymity

Interview notes, audio recordings, and transcripts from the interviews will be the primary data source for the research. All information will be treated confidentially, and no names of people or places will be used in the final thesis or other publications. If during interviews, participants use personal details such as names, or identify places such as school names, this information will be removed from typed transcripts. Participants will be given pseudonyms in the transcripts and final thesis.

Please note that every effort will be made to maintain participant confidentiality and anonymity. However, I cannot give an absolute guarantee of anonymity, as there is a very small risk that someone could identify participants based on excerpts of transcripts that may be used in the thesis.

Data Management

Once transcribed, the recordings will be stored in a password protected digital folder on my supervisor, Dr Elizabeth Doell's hard drive. The recordings will be held for five years so I can undertake further writing (e.g., conference or academic papers) about the research findings with my supervisors. After five years, Dr Doell will clear the recordings from the hard drive.

The transcriptions will be stored securely on an encrypted hard drive, only accessible to myself and my supervisors.

Participant's Rights

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- decline to answer any particular question
- withdraw from the study (within two weeks of being interviewed)
- ask any questions about the study at any time during participation
- provide information on the understanding that your name will not be used unless you give permission to the researcher
- ask for the audio recorder to be turned off at any time during the interview
- be given access to a summary of the project findings when it is concluded.

Project Contacts

Please contact me and/or my supervisors if you have any questions about the research study or are interested in participating.

Researcher

Kate Garland
Email: Katherine.Garland.1@uni.massey.ac.nz
Cell:

Research Supervisors

Dr Elizabeth Doell
Massey University Institute of Education
Email: E.H.Doell@massey.ac.nz
Phone:+64 (09) 414 0800 ext. 43531

Dr Jayne Jackson
Massey University Institute of Education
Email: J.H.Jackson@massey.ac.nz
Phone: +64 (09) 414 0800 ext. 43527

Massey University Research Ethics

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application 16/45. If you have any concerns about the conduct of this research, please contact, Dr Lily George, Acting Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 x 43923, email humanethicsnorth@massey.ac.nz.

Appendix E2

Information for Resource Teachers Learning Behaviour

MASSEY UNIVERSITY
INSTITUTE OF EDUCATION
TE KURA O TE MĀTAURANGA

The Incredible Years Teacher classroom management programme: How New Zealand teachers incorporate and sustain its strategies and principles in their teaching practice

INFORMATION SHEET FOR RESOURCE TEACHERS LEARNING BEHAVIOUR

Dear RTLB

I am researching how teachers use the Incredible Years Teacher (IYT) classroom management strategies and principles in their teaching. You are invited to participate in this research. Your RTLB cluster manager has agreed RTLB in your cluster can choose to participate in this research.

This research is being undertaken as part of the thesis requirements for a Masters in Educational Psychology at Massey University.

Please contact me on the details below if you would like further information or are interested in participating.

Kind regards
Kate Garland
Email: Katherine.Garland.1@uni.massey.ac.nz
Cell:

Project Description

Challenging behaviour is one of the most common difficult behaviours teachers have to deal with. The IYT programme provides teachers with classroom management skills to manage students' challenging behaviours. The purpose of my research is to understand how teachers use IYT strategies, and the things that help or hinder sustained use. I hope to generate recommendations to enhance teachers' implementation of the IYT programme, and support teachers to manage students' challenging behaviour.

I plan to undertake an exploratory study of primary schools whose teachers have done the IYT training. I plan to conduct interviews with 6–8 teachers, 3–4 Special Education Needs Coordinators (SENCo)/Learning Support Coordinators, 3–4 principals, and 3–4 RTLB.

Te Kunenga ki Pūrehuroa

Institute of Education
Cnr Albany Drive & Collinson Road, Private Bag 11222, Palmerston North 4442, New Zealand T 06 356 9099 www.massey.ac.nz

Participant Identification and Recruitment

You have been invited to participate in this research project as RTLB support teachers to manage students' challenging behaviour. In order for you to participate you must have worked in your RTLB role for at least one year.

Project Procedures

If you decide to participate, it will involve an interview, no longer than 60 minutes, either in person (at a location convenient to you such as your office) or via skype. I will interview each participant individually. Interviewing will take place during Term 4 of 2016 and Term 1 of 2017 at a time convenient to you.

Participants will be given the opportunity to review and edit the transcript of their interview.

After I have analysed the interview data, I will provide participants with the opportunity to review and provide feedback on my analysis. This process is expected to take place during Term 2 of 2017.

Confidentiality and Anonymity

Interview notes, audio recordings, and transcripts from the interviews will be the primary data source for the research. All information will be treated confidentially, and no names of people or places will be used in the final thesis or other publications. If during interviews, participants use personal details such as names, or identify places such as school names, this information will be removed from typed transcripts. Participants will be given pseudonyms in the transcripts and final thesis.

Please note that every effort will be made to maintain participant confidentiality and anonymity. However, I cannot give an absolute guarantee of anonymity, as there is a very small risk that someone could identify participants based on excerpts of transcripts that may be used in the thesis.

Data Management

Once transcribed, the recordings will be stored in a password protected digital folder on my supervisor, Dr Elizabeth Doell's hard drive. The recordings will be held for five years so I can undertake further writing (e.g., conference or academic papers) about the research findings with my supervisors. After five years, Dr Doell will clear the recordings from the hard drive.

The transcriptions will be stored securely on an encrypted hard drive, only accessible to myself and my supervisors.

Participant's Rights

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- decline to answer any particular question
- withdraw from the study (within two weeks of being interviewed)
- ask any questions about the study at any time during participation
- provide information on the understanding that your name will not be used unless you give permission to the researcher
- ask for the audio recorder to be turned off at any time during the interview
- be given access to a summary of the project findings when it is concluded.

Project Contacts

Please contact me and/or my supervisors if you have any questions about the research study or are interested in participating.

Researcher

Kate Garland
Email: Katherine.Garland.1@uni.massey.ac.nz
Cell:

Research Supervisors

Dr Elizabeth Doell
Massey University Institute of Education
Email: E.H.Doell@massey.ac.nz
Phone: +64 (09) 414 0800 ext. 43531

Dr Jayne Jackson
Massey University Institute of Education
Email: J.H.Jackson@massey.ac.nz
Phone: +64 (09) 414 0800 ext. 43527

Massey University Research Ethics

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application 16/45. If you have any concerns about the conduct of this research, please contact, Dr Lily George, Acting Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 x 43923, email humanethicsnorth@massey.ac.nz.

Appendix F2

Principal Consent

MASSEY UNIVERSITY
INSTITUTE OF EDUCATION
TE KURA O TE MĀTAURANGA

The Incredible Years Teacher classroom management programme: How New Zealand teachers incorporate and sustain its strategies and principles in their teaching practice

PRINCIPAL AGREEMENT TO CONDUCT RESEARCH

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree for teachers and/or Special Education Needs Coordinators/Learning Support Coordinators to be involved in the research study.

I agree/do not agree for the researcher to conduct interviews with teachers and/or Special Education Needs Coordinators/Learning Support Coordinators on school premises.

I agree/do not agree for the researcher to conduct interviews with teachers and/or Special Education Needs Coordinators/Learning Support Coordinators during school opening hours.

Signature: _____ **Date:** _____

Full Name - printed _____

School _____

Te Kunenga ki Pūrehuroa

Institute of Education
Cnr Albany Drive & Collinson Road, Private Bag 11222, Palmerston North 4442, New Zealand T 06 356 9099 www.massey.ac.nz

Appendix F2

Resource Teacher Learning Behaviour Manager Consent

MASSEY UNIVERSITY
INSTITUTE OF EDUCATION
TE KURA O TE MĀTAURANGA

The Incredible Years Teacher classroom management programme: How New Zealand teachers incorporate and sustain its strategies and principles in their teaching practice

RTLB MANAGER AGREEMENT TO CONDUCT RESARCH

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree for Resource Teachers Learning Behaviour (RTLB) to be involved in the research study.

I agree/do not agree for the researcher to conduct interviews with RTLB at RTLB offices.

I agree/do not agree for the researcher to conduct interviews with RTLB during work hours.

Signature: ..... **Date:** .....

Full Name - printed .....

RTLB cluster .....

Page 1 of 1

Te Kunenga ki Pūrehuroa

Institute of Education
Cnr Albany Drive & Collinson Road, Private Bag 11222, Palmerston North 4442, New Zealand T 06 356 9099 www.massey.ac.nz

Appendix G

Transcriber Confidentiality

MASSEY UNIVERSITY
INSTITUTE OF EDUCATION
TE KURA O TE MĀTAURANGA

The Incredible Years Teacher classroom management programme: How New Zealand teachers incorporate and sustain its strategies and principles in their teaching practice

TRANSCRIBER'S CONFIDENTIALITY AGREEMENT

I ..... (Full Name - printed) agree to transcribe the recordings provided to me.

I agree to keep confidential all the information provided to me.

I will not make any copies of the transcripts or keep any record of them, other than those required for the project.

Signature: _____ **Date:** _____

Page 1 of 1

Te Kunenga ki Pūrehuroa

Institute of Education
Cnr Albany Drive & Collinson Road, Private Bag 11222, Palmerston North 4442, New Zealand T 06 356 9099 www.massey.ac.nz

Appendix H

Participant Consent

MASSEY UNIVERSITY
INSTITUTE OF EDUCATION
TE KURA O TE MĀTAURANGA

The Incredible Years Teacher classroom management programme: How New Zealand teachers incorporate and sustain its strategies and principles in their teaching practice

PARTICIPANT CONSENT FORM - INDIVIDUAL

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree to the interview being sound recorded

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature: _____ **Date:** _____

Full Name - printed _____

Page 1 of 1

Te Kunenga ki Pūrehuroa

Institute of Education
Cnr Albany Drive & Collinson Road, Private Bag 11222, Palmerston North 4442, New Zealand T 06 350 9000 www.massey.ac.nz

Appendix I

Consent for Release of Transcript

MASSEY UNIVERSITY
INSTITUTE OF EDUCATION
TE KURA O TE MĀTAURANGA

The Incredible Years Teacher classroom management programme: How New Zealand teachers incorporate and sustain its strategies and principles in their teaching practice

AUTHORITY FOR THE RELEASE OF TRANSCRIPTS

I confirm that I have had the opportunity to read and amend the transcript of the interview(s) conducted with me.

I agree that the edited transcript and extracts from this may be used in reports and publications arising from the research.

Signature: _____ **Date:** _____

Full Name - printed _____

Te Kunenga ki Pūrehuroa

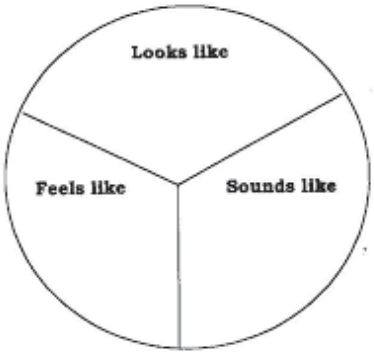
Institute of Education
Cnr Albany Drive & Collinson Road, Private Bag 11222, Palmerston North 4442, New Zealand T 06 356 9099 www.massey.ac.nz

Appendix J

Examples of Participants' IYT Strategy Implementation

IYT Focus	Examples of IYT Strategy Implementation
Building teacher-student relationships	**Two for Ten** Teacher spends two minutes for 10 days in a row with a specific child. "It could be any time of the day, it could be when they're sitting down for lunch, you go and sit beside them and have your lunch as well or strike up a conversation, it could be a check-in, check-out. It could be ring Mum when the child does something really cool … Giving him a smiley face, giving him a high-five." **Be ready by 8.30am** Teacher prepares everything for their day before children arrive at school from 8.30am. Then as children (and parents of young children) arrive at school, teacher can talk with children and parents. **What colour are you today?** Each morning, teacher asks children what colour they are, which represents how they are feeling. It can be a good way to touch base with children. If child says they are feeling "grey" the teacher may ask why and find, for example, child has not eaten breakfast. Or teacher could suggest to class that child may need some special friends that day.
Building school-family relationships	**Texts home that the child dictates** Use the school information management system to text or email parents. When children have done something positive or achieved a behaviour management goal, the teacher tells them to go to the office and ask the office to send a text to their parents. The children are rewarded multiple times. Firstly by the teacher as they identify the specific behavioural achievement. Secondly, children may consider going to the office a special privilege. Thirdly, office staff may praise the children, and finally, parents may praise children. Also, as children dictate the texts themselves, their awareness of their positive behaviour is cemented.

Building school-family relationships	**Star of the Day** Every day, focus on the positive things of one particular child. Note down anything wonderful they do, or even attempt to do. Praise the child in class, and then send the star of the day (with comments) home. Each child in a class could potentially get a star of the day once a month.
Proactive teacher	**Photos** Take photos of children doing the behaviours teachers want to encourage. Similarly, as part of teaching class rules, get children to act out what it looks like when they are following the class rules, take photos, and add them to the class treaty/kawa poster on the wall. **Mat Manners** Outline expectations of mat behaviour and re-visit frequently. For example, we show mat manners by: • sitting on the mat with our arms and legs crossed • when we want to speak we put our hand up and wait to be asked • we look at the person who is talking. **Jelly bean table** Use a jelly bean-shaped table, as opposed to sitting on the floor, while working with small groups and simultaneously supervising the rest of the class. This allows the teacher to see all the children the teacher is working with, plus over their heads to the whole class and classroom entrances. Further, the teacher could position the height of the table so children stand at it, rather than sitting, potentially limiting their ability to rock or fiddle with chairs. **Classroom rules / treaty** Once classroom rules are established, circulate to parents.

Social and emotional skills	**Five Star Friend** This strategy was used for a child finding it difficult to make friends because they sometimes said mean things to other children. Once five children said five kind things the target child has said or done, the target child got a reward. **Y-chart** Use a Y-chart to help identify what replacement behaviours look, sound, and feel like. For example, what does it look, sound, and feel like to be engaged in my learning, or to use my initiative?  **Circle time** Use an interesting talking tool during circle time (e.g, a rubber ball), or something culturally appropriate (e.g, a patu or Māori club). Create own videos of school staff using IYT strategies (e.g., circle time, modelling transitions) **Give jobs and responsibilities** to children who need building up. **Chill out zone** Provide a beanbag for every classroom. **Individualised thermometer** Individualise the IYT thermometer. For example, an individualised thermometer for a child with impulse control difficulties categorised levels of calmness using colours and suggested strategies for each colour to help calm down (e.g., yellow = get a drink, red = run around the field).

Motivating through incentives	**Laminated lego man** Instead of using a sticker chart, laminate a head, body, arms, and legs and put Velcro dots on the back. For achievement of behavioural goals, stick a body part on the wall, until the man is completed. The teacher who provided this example, described changing the laminated body parts to different lego men each week. **Medals** Have a set of medals for each classroom hanging on a hook. When a child displays positive behaviour, a teacher or peer can hang a medal around the child's neck. The child returns the medal to the hook at the end of each session (i.e., morning break, lunch, end of day). **Paper bracelets** Make bracelets out of coloured paper for children to wear when they behave according to the school's values. **Daily reward** For target children, use an individualised sticker chart and a daily reward provided by the family. The teacher who provided this example devised a sticker chart whereby the student could earn up to nine stickers in a day for sitting on the mat while keeping their hands and feet to themselves (i.e., focused on one behaviour goal). If seven stickers were earned during a day, the family gave the child a Pokémon collectible game card. **School-wide incentive scheme** An example of a school-wide incentive scheme included: • Five goody slips = Juicie iceblock. A goody slip has the student's name and what they did written on it. • Ten goody slip = prize, certificate or trophy • Once the school has x goody slips = fun day. Examples of fun days include hiring a bouncy castle or rock wall. **Ring parents/caregivers** to let them know their child will be receiving a certificate and invite their attendance at assembly.

	Adaption of Mosley and Sonnet's (2005) Golden Time Children earn a weekly session of special activities or Golden Time. Golden Time is premised on all children starting the week with a Golden Time allocation, and losing Golden Time for not following the Golden Rules (i.e., we are gentle, helpful, kind, honest, we listen, work hard, and look after property). Whereas, the adaptation starts all children with no Golden Time at the beginning of the week and they earn it for following the Golden Rules.
Behaviour Planning	**Goal sheet** As well as writing a behaviour plan for teachers and parents, write a goal sheet for the child. **Buddies** Use older children to support incentive programmes. For example, if a child has special learning goal of coming in to class when the bell goes, a buddy from a bigger room could come in and do a tick chart. "At the moment, we've got one for a kid who loves gorillas so he gets to choose a new gorilla every day for his goal sheet and then if he achieves the goal, he gets to take it home and that's the extrinsic reward, is taking the sheet home."
Leadership, coaching and review	**Post-IYT presentation** Ask teachers who have completed IYT to present to staff what they learnt. **Staff meetings to model techniques** Use staff meetings as an opportunity to model IYT techniques. For example, hold a circle time with teachers to discuss their issues. **Professional inquiry** Support teachers to undertake professional inquiries about IYT strategies, e.g., circle time, connecting with whānau. **Policy around participating in IYT** Encourage all junior teachers to complete IYT. **Peer coaches** Establish teacher peer coaches within school.

Walk-around

Undertake whole staff walk-around of classrooms with a particular focus, for example, classroom layout, maths or literacy. The teacher of each classroom presents for 3–5 minutes.

TAT chats (Teachers Assisting Teachers)

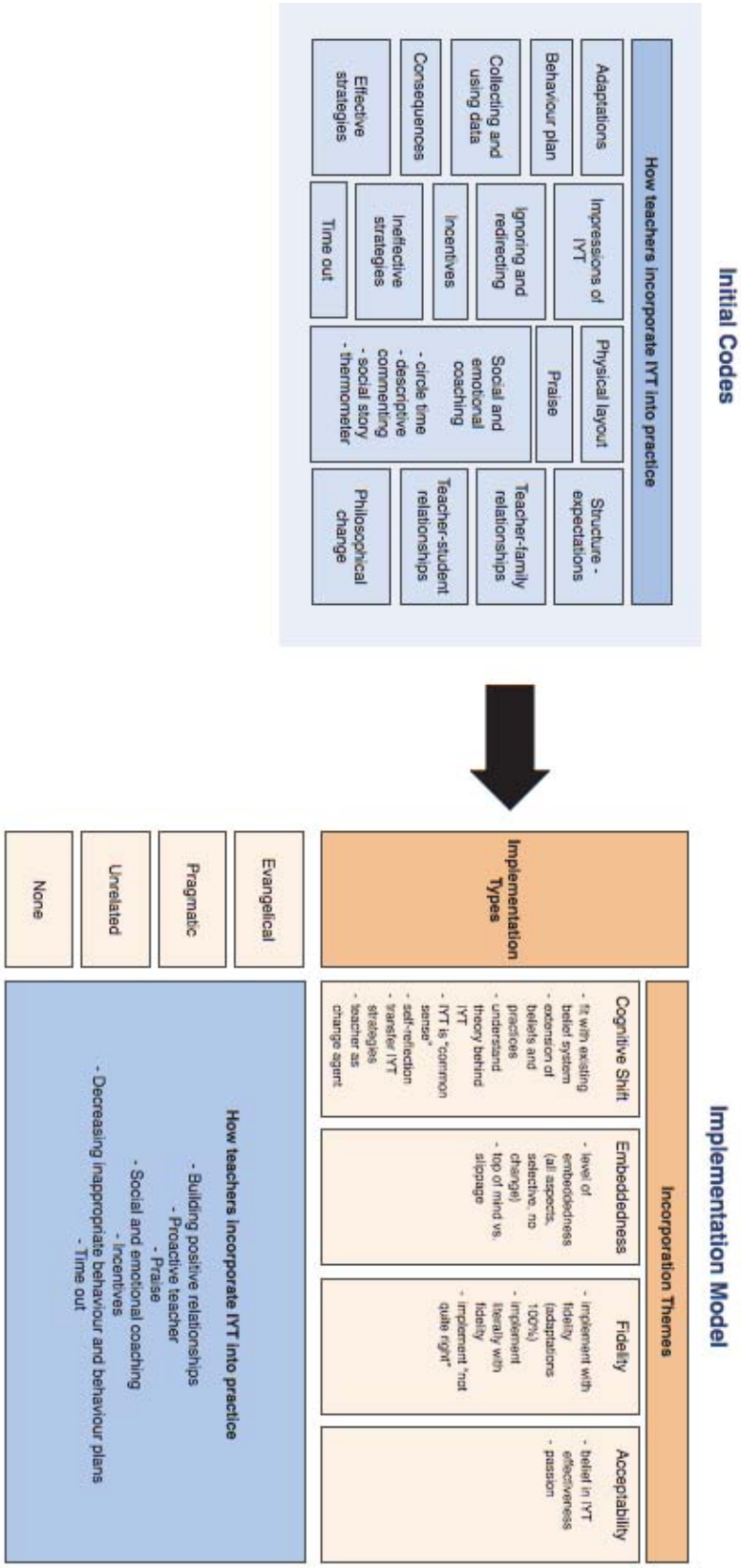
Structured meetings of approximately 30 minutes for teachers to assist each other in thinking through approaches to problems.

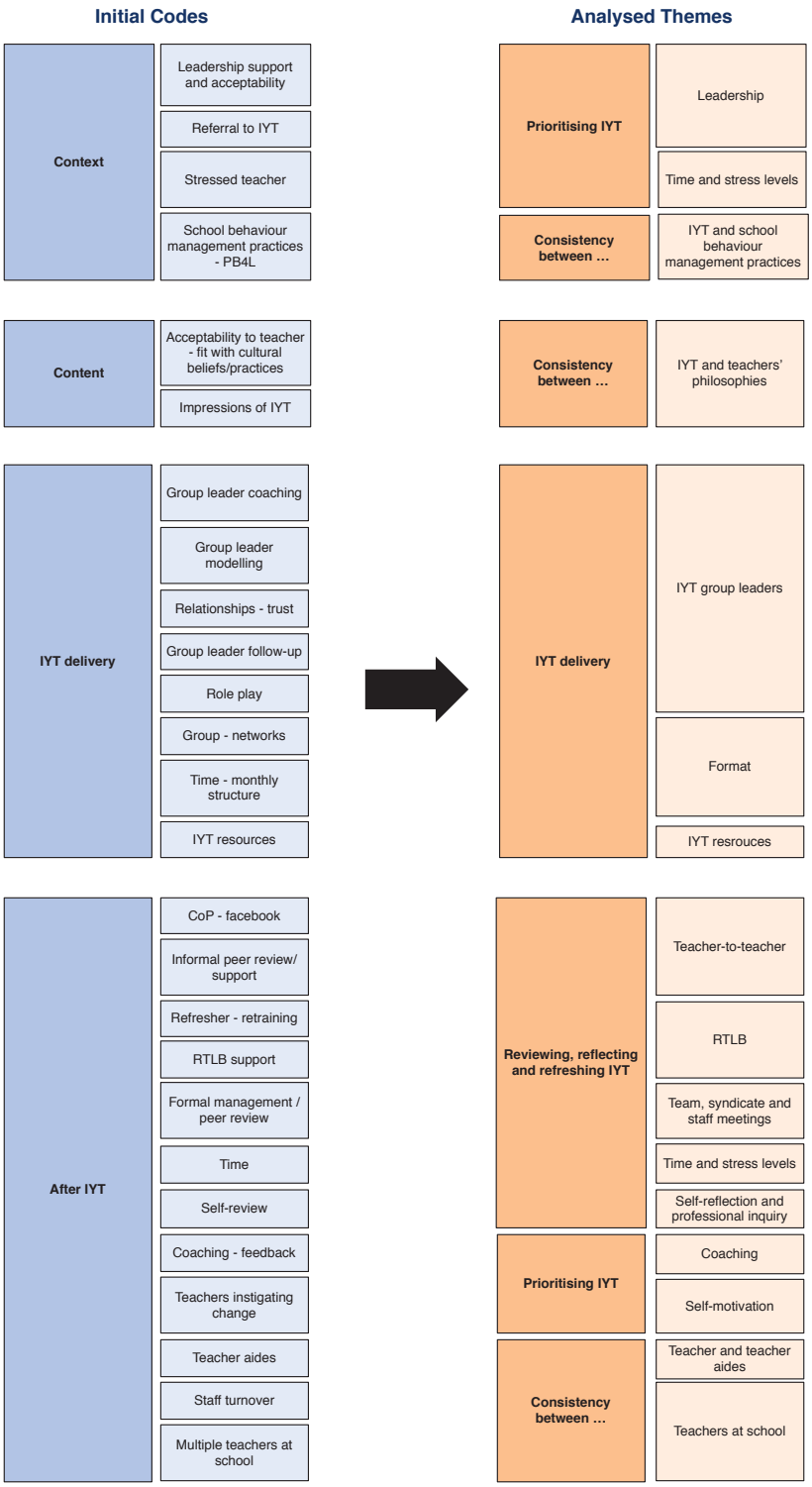
Include IYT pyramid and discipline hierarchy in school policy documents

Teacher only day around IYT strategies and Positive Behaviour for Learning implementation.

Appendix K

Transition from Initial Thematic Coding to Implementation Model



Appendix L

Transition from Initial Thematic Coding to Analysed Themes Regarding Barriers and Supports for Incorporation of IYT into Practice