

Readiness Tool: Incredible Years DINA Classroom

During program selection, it is important to research and compare possible evidence-based prevention programs to ensure that you are selecting the program that is the best fit for your community and available resources. This tool is intended to help you plan for the implementation of an evidence-based program with a commitment to quality and long-term sustainability.

Program Selection

Is IYS DINA Classroom a good fit for your community? While researching and comparing possible programs, consider the following information to determine if IYS DINA Classroom is the best fit for the community.

- Are these the risk and protective factors identified and/or prioritized by your community?

IYS DINA Classroom Targeted Risk Factors	IYS DINA Classroom Targeted Protective Factors
Child aggressive behavior	Emotional regulation
Low academic readiness (low school commitment & poor academic performance)	Social skills & positive friendships (interaction with prosocial peers)
Poor social skills & emotion literacy	Effective problem solving
Early initiation and persistent conduct problems (Favorable attitudes towards antisocial behavior)	Positive relationships & teaching from parents & teachers (school opportunities & school rewards for prosocial involvement)
Poor problem solving skills	
Poor relationships with parents, teachers, & peers	

- Is IYS DINA Classroom appropriate for the population you plan to target?
 - **IYS DINA Classroom is intended to be taught to children ages 4-8 in preschool or elementary school classrooms.**
- What are the outcomes you intend to change in your targeted population?

IYS DINA Classroom has been shown to have the following outcomes:

Short-term Proven Outcomes:

- Improved Youth Self-Control
- Improved Social Problem Solving
- Reduced youth conduct problems at school & home

Long-term (Hypothesized):

- Less aggressive & destructive behavior
- Less use of drugs & alcohol
- Less likely to become involved with deviant peer groups
- Less likely to drop out of school
- Less criminal activity
- Less pregnancy

Implementation Planning Steps

4. Is it feasible for you to invest in the following key elements **BEFORE** IYS DINA Classroom is implemented?
- **Teacher Buy In:** Education for teachers as to what the program is, how it will be implemented, what the expectations are for implementing, and what type of support they will receive from school administrators, and support staff. This is extremely important and should occur BEFORE teacher training days.
 - **Teacher training days:** It is vital to train all teachers who will be implementing, as well as itinerant teachers, guidance counselors, school psychologists and other professional staff that work with students regularly.
 - **Principal training days:** Principal/Administrators should be trained to be able to understand the program and support students in learning skills as well as support teacher implementation.
 - **Academic Connections:** Being able to help teachers match the lessons and skills they are teaching in IYS DINA Classroom to academic/social goals is helpful. This is beneficial to share with teachers during training to help relieve fears of teaching something other than the academic content they are required to teach.
 - **Curriculum:** Grade appropriate materials need to be provided for each classroom. Curriculum materials can be purchased by contacting the Incredible Years.
 - **Budget:** A budget for annual expenses beyond the initial training and purchase of materials should be developed and incorporated into the school/district annual budget.
 - **Data collection and analysis plan:** Determine the following: When evaluations (pre and post surveys) will be completed by teachers for students receiving IYS DINA Classroom. Who will be responsible for distributing and collecting the surveys? Who will be responsible for data entry? Who will be responsible for analyzing and reporting the data results?

Implementation Steps

5. **Can these expectations for quality and dosage be met within the existing structure and with the existing resources?**
- 3 days of teacher training in Year 1
 - Appropriate time provided for lesson preparation
 - Grade level lessons taught in order 2-3 times per week by classroom teacher(s) for approximately 20-30-minute circle time lessons.
 - Additional small group practice activities by classroom teachers(s)
 - Promotion of skills throughout the school day by classroom teachers(s)
 - Parent engagement through letters sent home to parents and suggestions of activities to reinforce classroom learning to promote parental involvement.

Steps for Assessing Program Impact

6. **Does the school have the capacity to collect outcomes data and to monitor program fidelity?**

Data collection:

- Pre student surveys completed by teachers before curriculum is taught each year.
- Post student surveys completed by teachers at the end of each school year.
- EPISCenter IYS DINA Classroom Annual Teacher survey completed one time per year.

Data entry/analysis and PCCD reporting:

- A person(s) designated to take completed pre and post student surveys and enter them into the Quarterly Reporting Tool.
- A person(s) designated to complete quarterly reporting requirements for PCCD.

Fidelity monitoring:

- A person(s) to complete observations (20% of lessons) and provide feedback on implementation quality using the Teacher Child Group Process Checklist. This can be done by school administrators, a guidance counselor or another teacher. All observers should complete IYS DINA Classroom training.
- School Principals/Administrators should plan for group time to discuss implementation challenges and successes as part of regular monthly staff meetings and/or grade level teacher planning meetings.

Steps for Sustainability

7. Can funds/resources be identified to sustain key implementation elements of the program beyond the initial seed funding? Make sure to carefully consider and designate those responsible for sustainability planning and securing funds/resources.

- Will IYS DINA program supply costs be built into the school/district annual budget?
- Will there be funds to provide annual training to IYS DINA teachers?
- Will there be funds to provide training for new teachers and staff?
- Will there be capacity to purchase/print evaluation tools and analyze outcomes data?
- Will there be capacity to continue to support staff time to conduct observations and monitor implementation quality?

Addressing Challenges during Implementation

8. By carefully pre-planning an IYS DINA implementation you will be addressing most of the common barriers you may encounter. The following list gives you some ideas as to common barriers experienced by IYS Dina Classroom implementations.

- Who will be the main point of contact in each school when a teacher has question related to IYS DINA?
- Who will be the contact person with the IYS DINA trainer to relay questions and answers to teachers and staff?
- How will school administrators address teachers who are struggling with implementation? What resources will be made available to these teachers?

Additional assistance and resources for implementing the Incredible Years DINA Classroom curriculum can be obtained by contacting the EPISCenter at 814-865-2649.

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