



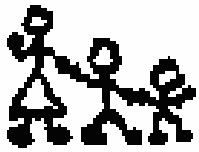
Blueprints Conference 2008

**The Incredible Years
Parent, Child, & Teacher Training Programs**

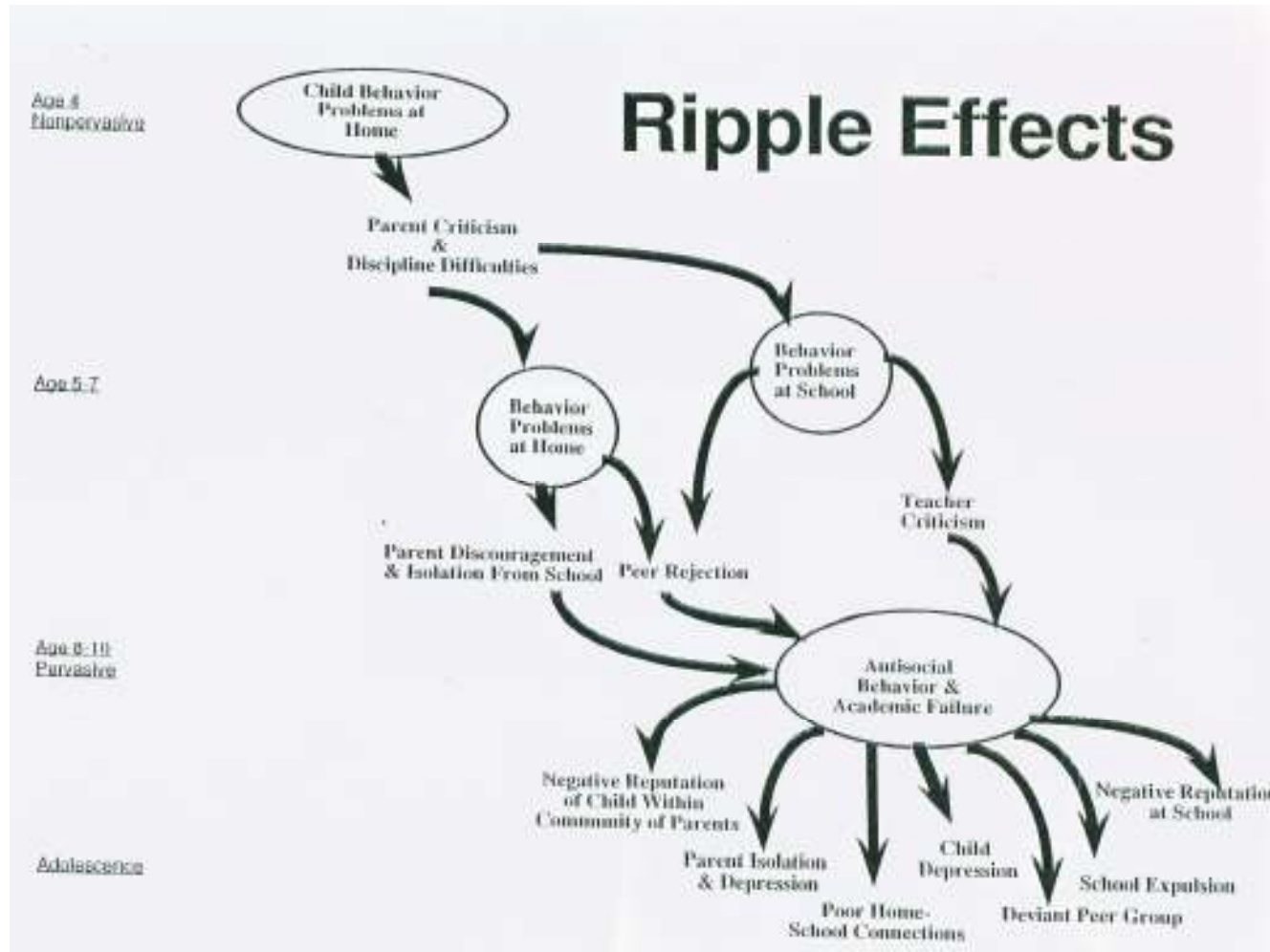
Developed by Carolyn Webster-Stratton, Ph.D.

**Presented by:
Kristy Johnson, M.A.Ed.
Cathy Morrissey, M.Ed.
Invest in Kids
Denver, Colorado**





Risk Factors: Child, Family, School



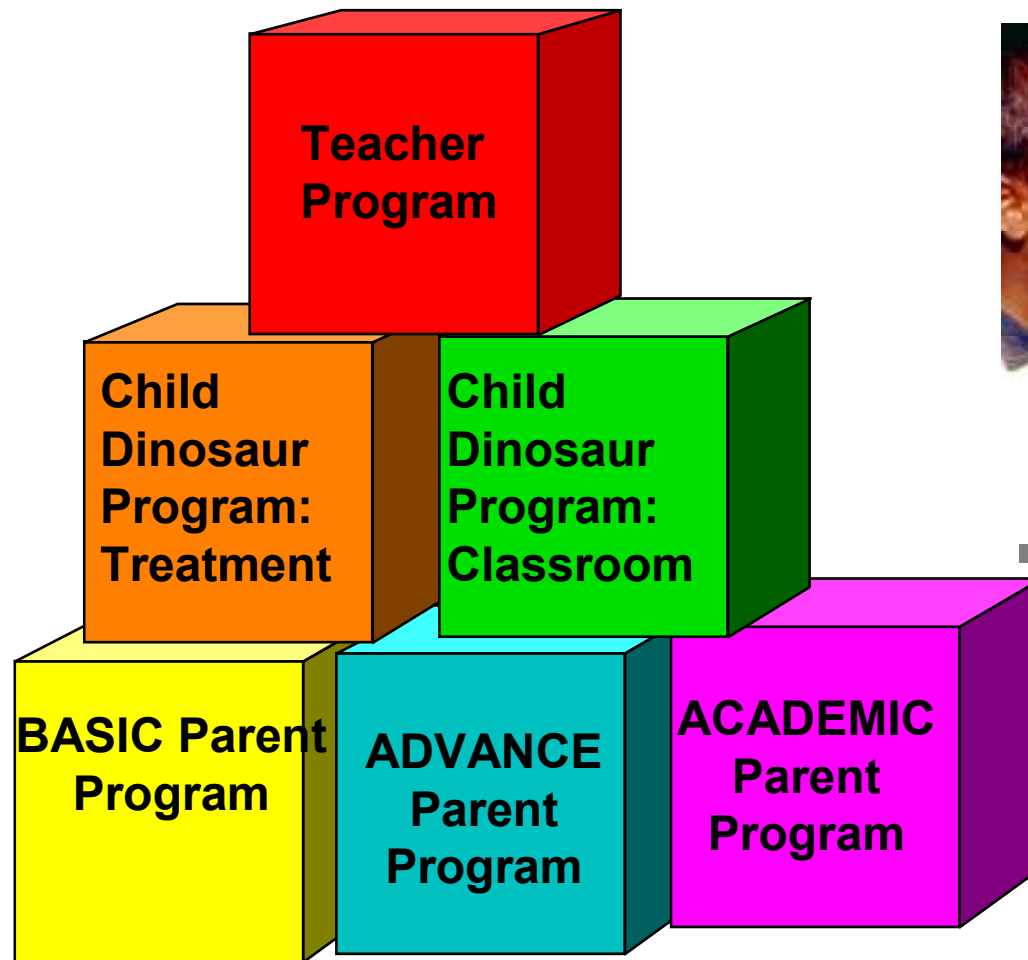
Goals for Promoting Mental Health in Young Children - Parent and School Domains

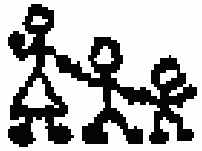


- Increase positive and nurturing parenting and teaching styles
- Decrease negative or harsh parenting and teaching style
- Promote parent-teacher collaboration
- Promote supportive school environment - with focus on social-emotional development



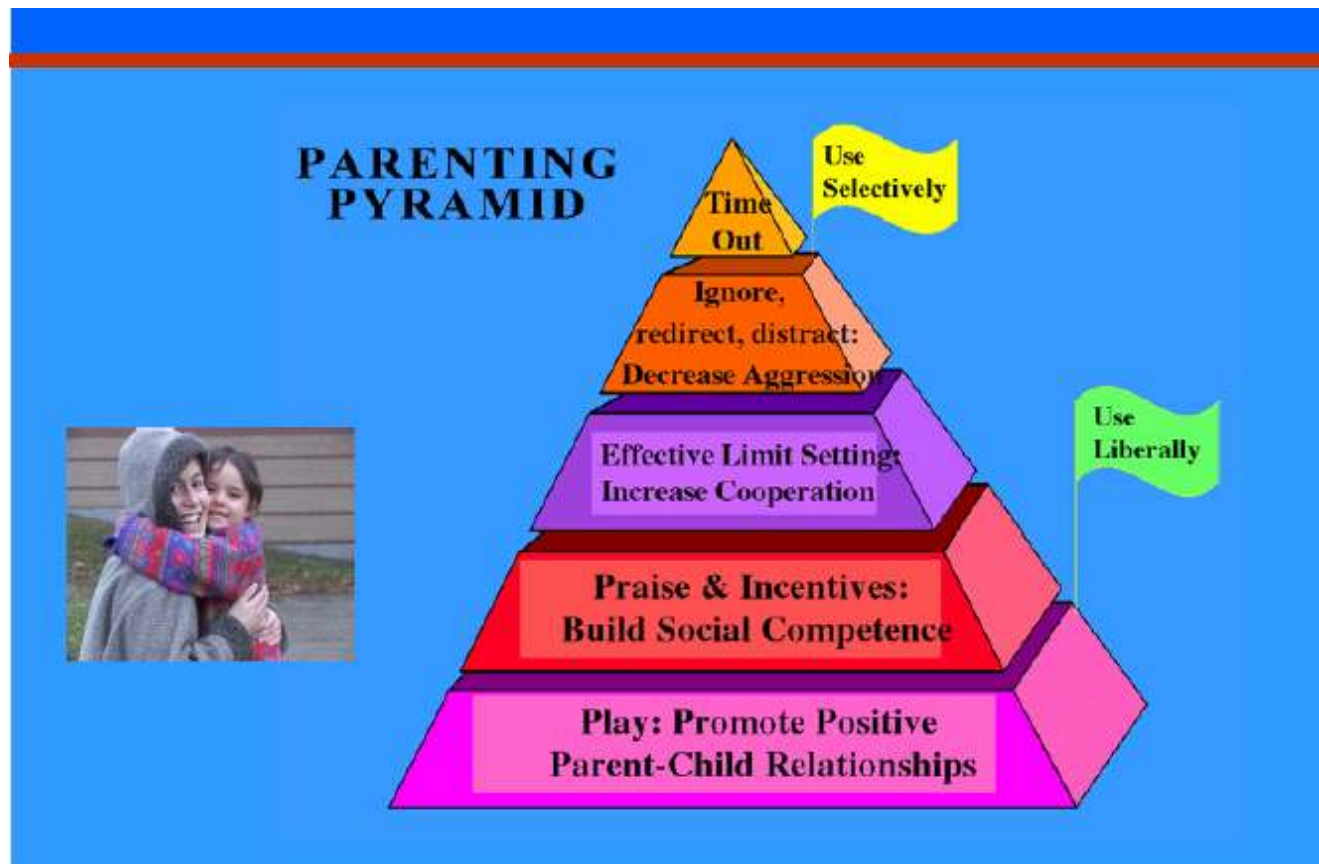
● ● ● | **The Incredible Years Training Series**

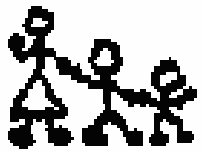




The Incredible Years Parent Training Program

The Incredible Years *Basic* Parenting Program: Content





The Incredible Years

Parent Program: Implementation

Planning

- Selection of potential parent group leaders
- Training – 3 consecutive days

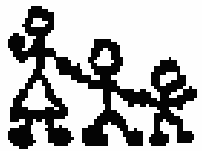
Promoting Parent Engagement

- Partners encouraged, multi-level families
- Day & evening groups
- Food & childcare

Presenting

- Lead by two trained group leaders
- 10-14 participants
- 12-14 weeks in a community setting
- 2 ½ hours per week





The Incredible Years Parenting Program Methods

- Developmentally based, culturally competent
 - Emphasis on the therapeutic relationship: “collaborative process”
 - Coping (vs. Mastery) model
 - Multiple learning modalities
 - Group discussion and support
 - Video vignettes
 - Role Play rehearsal
 - ABC’s
 - Key Concepts and Principles
 - Emphasis on home/school connection
 - Parental self care woven through out
- Home Assignments
 - Weekly self-monitoring checklist

● ● ● | **Incredible Years *Advance* Parent Program: Building Supportive Families**

- Adult Communication Skills
- How to Give and Get Support
- Anger Management
- Depression Management
- Problem-solving for Parents
- Problem-solving with Children



Incredible Years *School* Parent Program:

Building Strong Home-School Connections

- Promoting child self confidence
- Fostering good learning habits
- Coping with child discouragement
- Doing homework
- Reading with your child
- Talking with your child's teacher
- Discussing school problems with your child





Dina Dinosaur's Social Skills and Problem Solving in the Classroom





The Incredible Years Classroom Training Program



The Incredible Years *Child* Program

Dinosaur School Content

- New friends and school rules
- Succeeding in school
- Understanding feelings
- Problem solving
- Anger management
- Talking with friends and being friendly





The Incredible Years *Child* Program Dinosaur School Implementation

- **Planning**
 - Taught 2-3 times per week, 60 lesson plans
 - Training—3 days
- **Presenting**
 - 15-20 minutes large group circle time
- **Practicing**
 - 20 minute small group activities
- **Promoting**
 - Lunch, recess, choice time
- **Parent Involvement**
 - Parent group, letters home, home activities



The Incredible Years *Child* Program

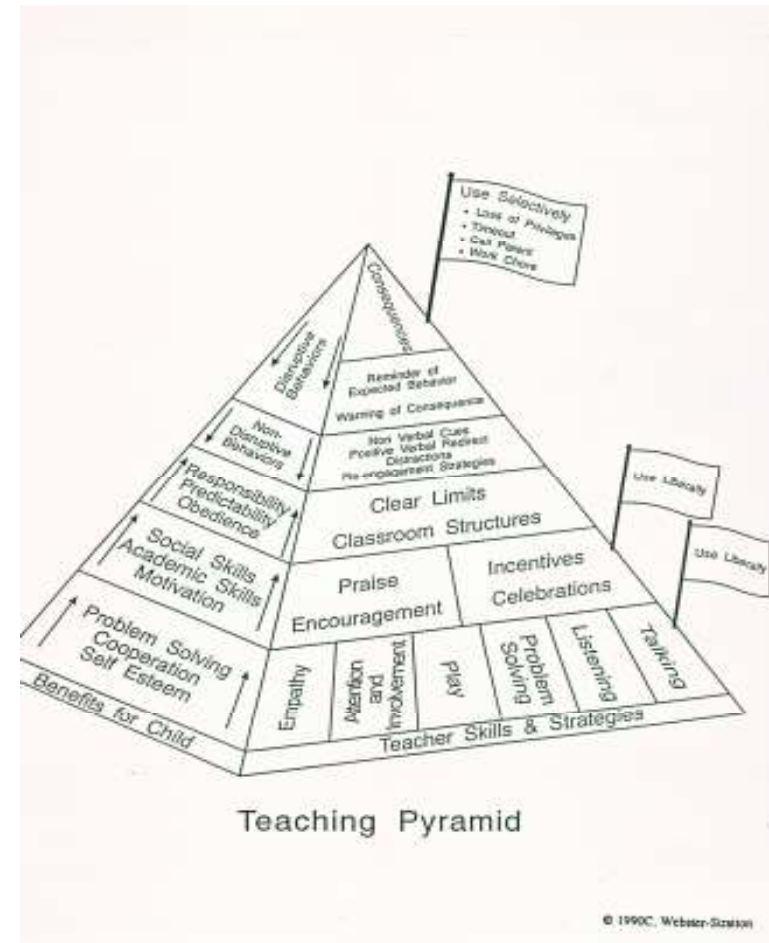
Dinosaur School Methods

- Focus on cognition, behavior and affect
- Developmentally based
- Empirically validated
- Videotaped modeling
- Role play and rehearsal
- Child size puppets, colorful cue cards
- Small group practice activities
- Home assignments
- Targeting children ages 3-8 years



The Incredible Years *Teacher Training Content*

- Working with parents
- Building positive relationships
- Proactive Teaching
- Using Incentives
- Managing Misbehavior
- Social Emotional Curriculum (e.g., Dinosaur School)





The Incredible Years Adaptations and Innovations

- Babies & Toddlers
- 8-12 year old youth
- Child welfare population
- Day treatment/Summer camp

Incredible Years Babies' Parent Program: *Promoting Sensitive and Responsive Parenting and Strong Attachments*

- Learning how to read baby's signals & cues
- Speaking "parent-ese" to babies
- Providing visual, physical, and tactile stimulation to babies
- Learning how to "babyproof" a home
- Helping babies feel secure and loved
- Responding to crying
- Developing supportive networks



Incredible Years Toddlers' Parent

Program: *Promoting Sensitive and Responsive Parenting*

- Child-directed play promotes positive relationships
- Promoting toddlers' language development
- Promoting toddlers' social and emotional competence through coaching
- The art of praise and encouragement
- Handling Separations and Reunions
- Positive discipline - effective limit setting
- Helping toddlers learn to self-regulate





The Incredible Years Program Evaluation/Research

Incredible Years Parent Program Effectiveness:

Prevention of Conduct Problems

**3 randomized control evaluations by developer
5 independent replications**

Miller (2002) Parents with older child incarcerated

Rojas-Flores (2001) Latino families (Head Start)

Gross (2002) African-American parents

Scott (2003) London Schools

Linares (2006) Foster & Biological Parents

Found:

- **Increases in positive parenting**
- **Decreases in harsh discipline**
- **Reductions in conduct problems**
- **Increases in child social competence**



Incredible Years Parent Program Effectiveness: *Treatment of Conduct Problems*

8 randomized control group evaluations by developer

5 independent replications

*Spaccarelli (1992) (USA); Scott (2001) (UK); Taylor (1998) (Canada);
Morsch (2005) (Norway); Hutchings (2006) (Wales); Mathys (ongoing) (Holland);*

Found:

- Increases in positive parenting
- Decreases in harsh discipline
- Reductions in conduct problems
- 2/3 of children in normal range at 3-year follow-up



Incredible Years Dinosaur Classroom Program Effectiveness: *Prevention* of Conduct Problems

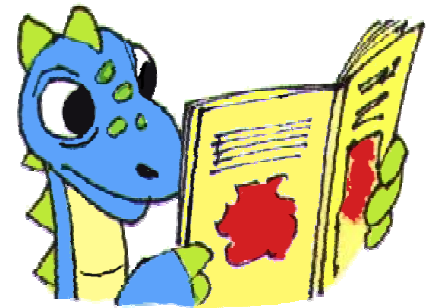
**2 randomized control group evaluations by developer
(Head Start, Kindergarten, Grade 1)**

2 independent replications

Taylor (2004), Hutchings (on-going) Wales

Found:

- **Decreases in aggression in classroom**
- **Increases in school readiness (friendly, follows directions, on task, engaged).**



Dinosaur Child Program

Effectiveness:

Prevention of Conduct Problems

2 randomized control group evaluations

(children ages 4-8 years)

1 Independent replications

Moersch (2005)

Found:

- **Decreases in harsh discipline**
- **Reductions in conduct problems**
- **Increases in social skills**
- **Increases in problem-solving with peers**



Incredible Years Teacher Program Effectiveness

● ● ● | *Treatment* of Conduct Problems

1 randomized control group evaluation by developer

2 independent replications

Morsch (2005) (Norway); Hutchings (ongoing) (Wales)

Found:

- Decreases in teachers' harsh and critical discipline
- Increases in teachers' positive discipline and classroom management skills
- Increases in social competence
- Decreases in aggressive behavior





The Incredible Years Summary of Results

Teacher Satisfaction

- **83.9% easy to integrate into curriculum**
- **91% met social/emotional goals for children**
- **73% felt content and activities developmentally appropriate**
- **75% continue program/ 53% wanted ongoing training**

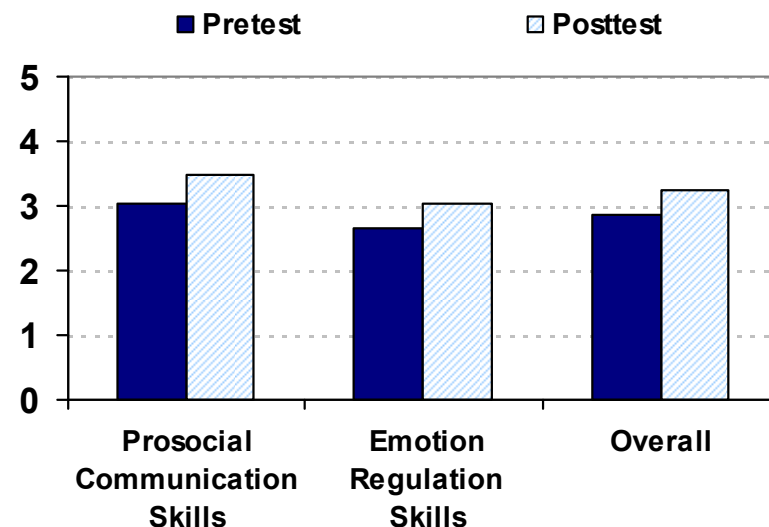
Parent Satisfaction

- **94% very positive evaluation**
- **90% would recommend**
- **85% found homework useful**
- **67% said children used Dina strategies at home**

Colorado Findings: Parent Program

- Over 90% of parents who participated said that the behaviors that prompted them taking the class had “improved” or “greatly improved.”
- 97% of participants would “recommend” or “strongly recommend” the parent program to a friend or relative.
- 93% of the parents reported that they were “confident” to “very confident” in managing future behavior problems.

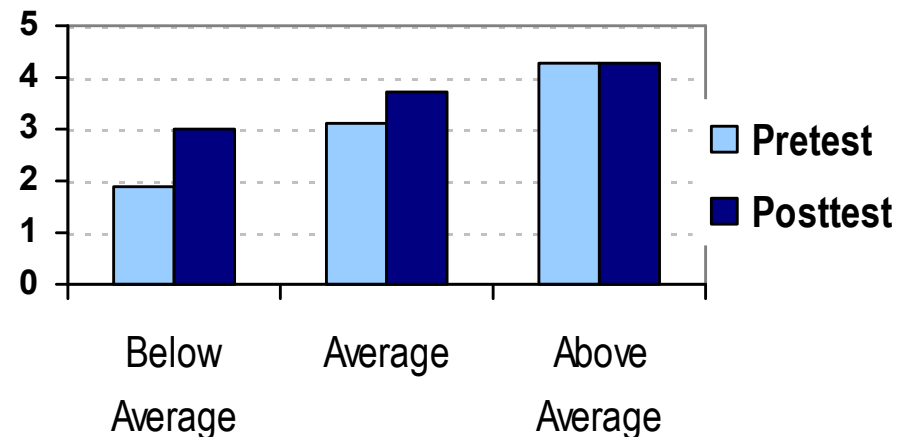
**Social Competence Scale Parent
Results (pre n=168, post n=121)**



Colorado Findings: Classroom Program

- 79% of children showed an increase in overall social competence from pretest to posttest.
- The largest changes were seen in those children who rated “below average” in overall social competence at pretest. On a 5-point test, they went from a 1.91 to a 2.97—over a full point improvement.
- 79% of teachers said IY met their goals for social and emotional development “well” or “very well.”

Child Skills Level to Outcomes





Research & Evaluation: Implications for Practice

- Formal training in the model
- Program fidelity during implementation process
- Technical support/consultation and evaluation
- Agency infrastructure of support through certification process

● ● ● | **Agency Support of Quality Control**

- Promote Group Leader Certification
- Promote Internal Champion “Mentor”
- Administrative Understanding of Program Elements
- On-going Process Evaluations/Internal Audit
- On-going Peer Review and Support
- On-going Consultation and Updates with Incredible Years
- Realistic Goals - Quality Growth



Six Keys to Disseminating IY Programs in the “Real World” with Fidelity

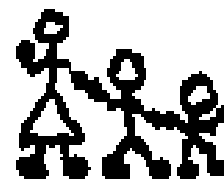
1. Standardized Treatment Materials - manuals, videos
2. Certified Training Workshops for Group Leaders
3. Ongoing Supervision & Consultation by Certified Trainers/Mentors
4. Certification of Group Leaders
5. Organizational Readiness
6. Supportive Infrastructure-
internal advocates





Wrap Up

**The
Incredible
Years**



Parents, teachers, and children training series

For more information:

The Incredible Years

www.incredibleyears.com

1-888-506-3562