#### The Incredible Years Child Program (aka Dinosaur Curriculum)

Program developed by Carolyn Webster-Stratton, Professor and Director of the Parenting Clinic at the University of Washington.

Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University and Carolyn Webster-Stratton, Professor, University of Washington

Incredible

**Child Program Components & Goals** 

**Component:** 

IYS Dinosaur Curriculum

**Child Program** 

(Classroom)

Goal: Strengthen

children's emotional,

persistence, social and

academic competencies

for all children. Prevent

behavior problems.

Specific strategies, methods, and techniques are used to accomplish the program goals.

# Video Modeling Role Play & Behavioral Practice **Group Support** and Problem Solving Snacks Take Home Activities with Parents Group Art,

Activities.

Games and

Songs

Puppet and

**Imaginary Play** 

Activities

Positive Self-

Talk and Self-

Regulation

Activities

Peer Academic, Persistence,

> Social, and Emotion Coaching

## **Component:**

IYS Dinosaur Curriculum Child Program (Small Group)

Goal: Increase children's emotional, persistence, social and academic competencies for children with behavior problems and ADHD. Reduce behavior problems.

### **Program Modalities**

## **Risk Factors:**

**Targeted Risk and Protective** 

**Factors** 

#### Child:

- -Child aggressive behavior
- -Poor problem solving skills
- -Poor social skills & emotion
- -Early initiation and persistent conduct problems
- -Low academic readiness
- -Poor relationships with parents, teaches and peers

### **Protective Factors:**

### Child:

- -Social skills & positive friendships
- -Positive relationships and teaching from parents and

## **Proximal (Short-term) Outcomes**

Targeted outcomes that the program has been shown in research to impact immediately and 1-2 years following program completion.

## **Increased Social** Competence and **Emotional Regulation and** School Readiness:

- -Increased social and emotional competence with peers in classroom
- -Increased problem solving skills
- -Reductions in aggressive behavior problems
- -Increased academic readiness such as on task behavior and cooperation with teachers
- -Parent involvement in child's academic, persistence, social and emotional coaching

## **Hypothesized** (Long-term) Distal **Outcomes**

Outcomes that the program is designed to impact at long term follow-up during adolescence. (Long term follow-up data have not been conducted.)

### **Hypothesized Reduced** Youth **Antisocial Behavior:**

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

- -Effective problem solving