

The Incredible Years Parent, Child, and Teacher Programs

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



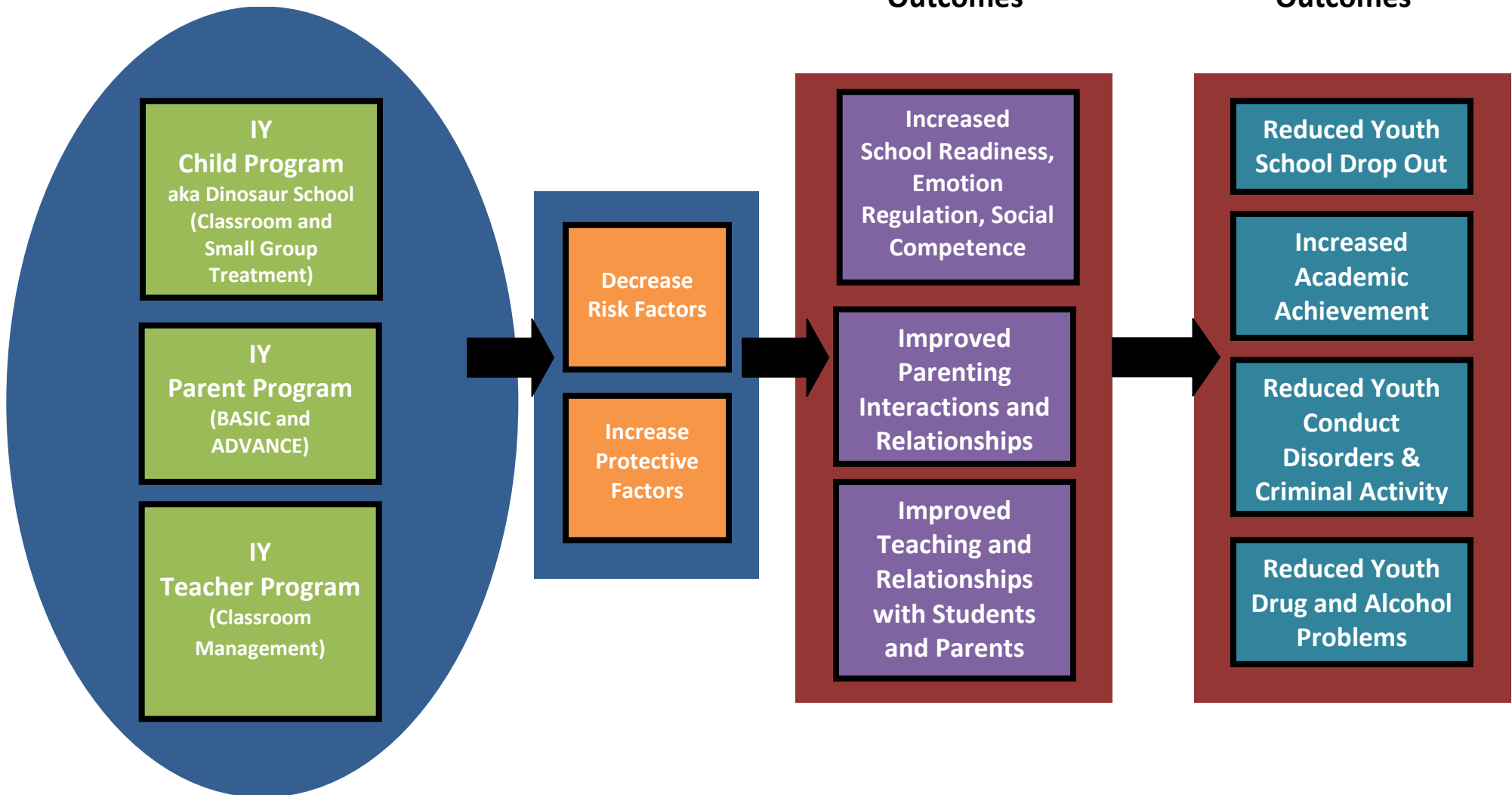
Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University and Carolyn Webster-Stratton, Professor, University of Washington

Program Components

Targets

Proximal (Short-term) Outcomes

Distal (Long-term) Outcomes



The Incredible Years Parent Programs

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Program Components & Goals

Component:
IY BASIC
Parent Program
(Toddler, Preschool and School Age versions)

Goal: Enhance positive parenting interactions, coaching & attachment with children and proactive discipline.

Component:
IY ADVANCE
Parent Program

Goal: Enhance effective family communication, anger and depression management, problem solving, support networks & partnerships with teachers.

Program Modalities

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

- Goal Setting & Self-Monitoring
- Video Modeling
- Role Play & Behavioral Practice
- Group Support, Discussion & Problem Solving
- Cognitive Emotional-Regulation Training
- Take home Practice and Reading Assignments
- Family Meal & Day Care
- Parent-Teacher Collaboration

Targeted Risk and Protective Factors

Risk Factors:
Parent, Child and Family:

- Parent personal/interpersonal problems
- Ineffective parenting skills
- Low monitoring
- Numerous stressors (negative life events, socio-economic disadvantage, and isolation)
- Low parent involvement with schools/teachers
- Child biological factors (developmental delays, ADHD, cognitive, language)

Protective Factors:
Parent:

- Positive, nurturing, developmentally appropriate parenting skills
- Parent support for child social, emotional and academic development
- Parent support networks
- Parent partnerships with teachers/schools
- Parent effective communication skills, anger management, problem solving

Proximal (Short-term) Outcomes

Targeted outcomes that the program has been shown in research to impact immediately and 1-3 years following program completion .

Improved Parenting and Interpersonal Skills:

- Increased parent positive interactions with child (e.g. nurturing, praise, coaching, and attachment)
- Increased effective parental limit-setting, replacing spanking and harsh discipline with non-violent, proactive discipline
- Increased monitoring of children, predictable routines & safety proofing households
- Reductions in parental depression & anger
- Increased parent support systems
- Increased positive family communication & problem solving & collaboration with teachers

Improved child behavior at home:

- Reduced behavior problems in child interactions with parents
- Increases in emotional regulation, social competence, problem solving and compliance with parents

Improved child behavior at school:

- Increased social and emotional competence with peers in classroom
- increased problem solving
- reduced behavior problems
- increased academic readiness, affect, social competence and compliance

Distal (Long-term) Outcomes

Outcomes that the program is designed to impact at long term follow-up during adolescence. One 10-year follow-up study is available.

Reduced Youth Antisocial Behavior:

- Less aggressive, destructive behavior & conduct disorders
- Less depression
- Less use of drug and alcohol use
- Less likely to drop out of school
- Less criminal activity
- Less pregnancy