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

IY Child Program aka Dinosaur School (Classroom and Small Group Treatment)

IY Parent Program (BASIC and ADVANCE)

IY Teacher Program (Classroom Management)

Targets

Decrease Risk Factors

Increase Protective Factors

Proximal (Short-term) Outcomes

Increased School Readiness, Emotion Regulation, Social Competence

Improved Parenting Interactions and Relationships

Improved Teaching and Relationships with Students and Parents

Distal (Long-term) Outcomes

Reduced Youth School Drop Out

Increased Academic Achievement

Reduced Youth Conduct Disorders & Criminal Activity

Reduced Youth Drug and Alcohol Problems

Increased Academic Achievement
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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

**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

**Proximal (Short-term) Outcomes**
Targeted outcomes that the program has been shown in research to impact immediately and 1-3 years following program completion.

**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