



The Incredible Years® Parent, Teacher and Child Programs Fact Sheet

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Implemented: Widely within Canada, Denmark, England, Finland, Ireland, Australia, New Zealand, Norway, Portugal, Russia, Wales, Scotland, Northern Ireland, Sweden, the Netherlands, and USA. Currently there are 8 accredited trainers, 63 mentors and 52 peer coaches providing training and support in 15 countries.

The Incredible Years (IY) Training Series is a set of three comprehensive, multifaceted, and developmentally based curricula for parents, teachers, and children. The program is designed to promote emotional and social competence and to prevent, reduce, and treat aggression and emotional problems in young children 0 to 12 years old.

Young children with high rates of aggressive behavioral problems have been shown to be at great risk for developing substance abuse problems, becoming involved with deviant peer groups, dropping out of school, and engaging in delinquency and violence. Ultimately, the aim of the IY teacher, parent, and child training programs is to prevent and reduce the occurrence of aggressive and oppositional behavior, thus reducing the chance of developing later delinquent behaviors.

Target Population

Incredible Years Series has been tested in multiple randomized control studies with 2- to 12-year-old children diagnosed with conduct problems (i.e., having high rates of aggression, defiance, oppositional, and impulsive behaviors) and attention deficit disorder. It has also been evaluated as a prevention program with children 2 to 7 years old, who are at high risk because of family or demographic factors such as poverty, parental mental health problems, or poor parenting skills. The new baby program (6 weeks to 18 months) is currently undergoing evaluations.

The Incredible Years curricula may be implemented by schools, school districts, and related programs (including Head Start, day care, and kindergarten) as early prevention programs for teachers, parents and children. Additionally, the child and parent programs may be used in mental health centers as a treatment for families with children who are diagnosed with Oppositional Defiant Disorder/Conduct Disorder (ODD/CD) and Attention Deficit Hyperactivity Disorder or for high risk families.

Proven Results for Children Diagnosed with ODD/CD

Multiple (over 9) randomized control group studies with diagnosed children have been conducted by the investigator and by independent investigators which have indicated:

- At least 66% of children previously diagnosed with Oppositional Defiant Disorder/Conduct Disorder (ODD/CD) whose parents received the parenting program were in the normal range at both the 1-year, 3-year and 10-year follow-up assessments.

- The addition of the teacher and/or child training programs significantly enhanced the results for diagnosed children, resulting in significant improvements in peer interactions and behavior at school.

Proven Results for Selective and Indicated Prevention Programs

Multiple (over 4) randomized trials have been conducted with high risk populations including Head Start (preschool) and schools with a high percentage of children living in poverty. These programs have shown success with culturally diverse groups, including Hispanic/Latino, Asian American, African American and new migrant families from many different countries. The programs have also been evaluated by independent investigators in many countries including United Kingdom, Canada, Norway, Holland, Russia and Portugal.

- Parent programs have resulted in increased nurturing parenting, decreased harsh discipline, more parent/school involvement and decreased behavior problems.
- The Classroom social skills and problem solving curriculum resulted in increased children's school readiness (defined as social competence, emotional regulation and parent involvement), increased problem-solving and decreased conduct problems.
- The Teacher classroom management program resulted in increased proactive teaching strategies including positive discipline and more focus on students' social and emotional competence. In turn, children in classrooms where teacher received training were more cooperative, on task, and showed fewer behavior problems.

How It Works – Program Content

This series of programs addresses multiple risk factors across settings known to be related to the development of conduct disorders in children. In all three types of training programs, trained facilitators use video scenes to encourage group discussion, problem-solving, and sharing of ideas. The BASIC parent series has three versions: baby/toddler (1 month to 2 years), preschool (3-5 years) and school age (6-12 years). The BASIC is "core" and a necessary component of the prevention program delivery. The other parent training components and the teacher and child components are strongly recommended with particular high risk populations.



Incredible Years Training for Parents. The toddler and preschool BASIC series emphasizes parenting skills known to promote children's social competence and reduce behavior problems such as: how to play with children, social, emotional, academic and persistence skills coaching, effective praise and use of incentives, establishing predictable routines and rules and promoting responsibility, effective limit-setting, strategies to manage misbehavior and teaching children to problem solve. The ADVANCE parent series emphasizes parent interpersonal skills such as: effective communication skills, anger and depression management, problem-solving between adults, ways to give and get support, and family meetings. The School Age BASIC series emphasizes many of the same skills as for the younger version of BASIC programs but also focuses on teaching children (6-12 years) more complex

problem-solving, the importance of taking responsibility, how to implement logical consequences for misbehavior and parenting approaches designed to promote children's academic skills such as: reading skills, parental involvement in setting up predictable homework routines, and building collaborative relationships with teachers. The Attentive Parenting series is a universal prevention program for parents with children (4-6 years) without significant developmental or behavior problems and the Autism Program is for parents of children with Autism Spectrum Disorder or language delays (ages 2-6 years).

Incredible Years Classroom Management Training (TCM) for Teachers. The TCM series emphasizes effective classroom management skills for children ages 4-8 years such as: the effective use of teacher coaching skills, attention, praise and encouragement, use of incentives for difficult behavior problems, proactive teaching strategies, how to manage inappropriate classroom behaviors with discipline hierarchies, the importance of building positive relationships with students and with parents, and how to teach empathy, social skills and problem-solving in the classroom. The Incredible Beginnings Program is for day care providers and preschool teachers of children ages 1-5 years and focuses on managing separation anxiety as well as promoting language development, social and emotional development and managing misbehavior.

Incredible Years Training for Children. The Dinosaur Curriculum emphasizes training children in skills such as emotional literacy, empathy or perspective taking, friendship skills, anger management, interpersonal problem-solving, school rules and how to be successful at school. There are two versions of this curriculum, one is a "pull out" treatment program for small groups of children (4-6 per group) presenting with conduct problems. The other is a classroom-based preventive program designed to be delivered to all students two to three times a week. For this program there are lesson plans for three grade levels.

Implementation Essentials

To successfully implement Incredible Years, the organization or school must be committed to excellence, evident in good administrative support and provide support for facilitator certification by certified trainers, as well as ongoing technical support and consultant workshops.



Each of the programs consists of DVDs, comprehensive facilitator manuals, books, take-home assignments, and handouts. It is recommended that all group participants (parents, teachers, children) have their own individual books and that facilitators have their own manuals. DVD equipment is necessary.

Each group should have two group leaders. Group leaders complete a certification / accreditation process that involves attendance at a certified training workshop, peer review, videotape feedback, and consultation.

Training and Materials

Certified trainers are available to train therapists, counselors, teachers, and others to run

parent, teacher, and child groups. Training sessions can accommodate 25 people, and run 3 days for group leaders of the Parenting Program, 3 days for treatment and classroom version for leaders of the Dinosaur Child Program, and 3 days for the Teacher Classroom Management Program.

The ADVANCE, Baby and Autism Programs are an additional 2 days of training.

Program Developer

Carolyn Webster-Stratton, Ph.D.

Dr. Webster-Stratton, is a clinical psychologist, pediatric nurse practitioner and Professor Emeritus at the University of Washington She developed and produced The Incredible Years Series. Her mission is to develop cost-effective interventions for parents and teachers to prevent and treat conduct problems and promote social and emotional competence in young children that can be widely disseminated. Dr. Webster-Stratton's programs have been extensively researched over the past 30 years in a series of randomized studies funded by the National Institute for Nursing Research, Head Start Partnerships Grants, and various agencies of the U.S. Department of Health and Human Services, including the National Institute of Mental Health, the National Institute on Drug Abuse, and the Substance Abuse and Mental Health Services Administration's Center for Substance Abuse Prevention. Independent replications of the programs have been conducted in England, Wales, Norway and Holland.

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Recognition

Model Program—Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services

Model Program—Office of Juvenile Justice and Delinquency Prevention (OJJDP), U.S. Department of Justice – a “Blueprints” program

National Registry of Evidence-Based Programs and Practices (NREPP)

U.S. Leila Rowland National Mental Health Award

U.S. Department of Education What Works Clearinghouse (WWC)

Effective Social and Emotional Learning Programs Guide (CASEL)