



**Incredible Years**  
**Parent Program Satisfaction Questionnaire**  
**BASIC Parent Program (1-4)**

(Hand out at end of the program)

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

The following questionnaire is part of our evaluation of the Incredible Years parenting program that you have received. It is important that you answer as honestly as possible. The information obtained will help us to evaluate and continually improve the program we offer. Your cooperation is greatly appreciated. All responses will be strictly confidential.

**A. The Overall Program**

Please circle the response that best expresses how you honestly feel at this point.

1. The bonding/attachment that I feel with my preschooler since I took this program is

|                    |       |                |          |                   |          |                  |
|--------------------|-------|----------------|----------|-------------------|----------|------------------|
| considerably worse | worse | slightly worse | the same | slightly improved | improved | greatly improved |
|--------------------|-------|----------------|----------|-------------------|----------|------------------|

2. My child's behavior problems which I/we have tried to change using the methods presented in this program are

|                    |       |                |          |                   |          |                  |
|--------------------|-------|----------------|----------|-------------------|----------|------------------|
| considerably worse | worse | slightly worse | the same | slightly improved | improved | greatly improved |
|--------------------|-------|----------------|----------|-------------------|----------|------------------|

3. My feelings about my child's social, emotional and academic developmental progress are that I am

|                   |              |                       |         |                    |           |                   |
|-------------------|--------------|-----------------------|---------|--------------------|-----------|-------------------|
| very dissatisfied | dissatisfied | slightly dissatisfied | neutral | slightly satisfied | satisfied | greatly satisfied |
|-------------------|--------------|-----------------------|---------|--------------------|-----------|-------------------|

4. To what degree has the Incredible Years parenting program helped with other personal or family problems not directly related to your child (for example, your marriage, your feelings of support in general)?

|                                |          |                   |                             |                 |        |                  |
|--------------------------------|----------|-------------------|-----------------------------|-----------------|--------|------------------|
| hindered much more than helped | hindered | hindered slightly | neither helped nor hindered | helped slightly | helped | helped very much |
|--------------------------------|----------|-------------------|-----------------------------|-----------------|--------|------------------|

5. My expectation for good results from the Incredible Years program is

|                  |             |                      |         |                     |            |                 |
|------------------|-------------|----------------------|---------|---------------------|------------|-----------------|
| very pessimistic | pessimistic | slightly pessimistic | neutral | slightly optimistic | optimistic | very optimistic |
|------------------|-------------|----------------------|---------|---------------------|------------|-----------------|

6. I feel that the approach used to enhance my child's social behavior in this program is

|                    |               |                        |         |                      |             |                     |
|--------------------|---------------|------------------------|---------|----------------------|-------------|---------------------|
| very inappropriate | inappropriate | slightly inappropriate | neutral | slightly appropriate | appropriate | greatly appropriate |
|--------------------|---------------|------------------------|---------|----------------------|-------------|---------------------|

7. Would you recommend the program to a friend or relative?

strongly not recommend    not recommend    slightly not recommend    neutral    slightly recommend    recommend    strongly recommend

8. How confident are you in parenting at this time?

very unconfident    unconfident    slightly unconfident    neutral    slightly confident    confident    very confident

9. How confident are you in your ability to manage *future* behavior problems in the home using what you learned from this program?

very unconfident    unconfident    slightly unconfident    neutral    slightly confident    confident    very confident

10. My overall feeling about achieving my goal in this program for my child and family is

very negative    negative    slightly negative    neutral    slightly positive    positive    very positive

## ***B. Teaching Format***

### ***Usefulness***

In this section, we would like you to indicate how useful each of the following types of teaching is for you *now*. Please circle the response that most clearly describes your opinion.

1. Content of information presented was

extremely useless    useless    slightly useless    neutral    somewhat useful    useful    extremely useful

2. Demonstration of parenting skills through the use of video vignettes was

extremely useless    useless    slightly useless    neutral    somewhat useful    useful    extremely useful

3. Group discussion of parenting skills was

extremely useless    useless    slightly useless    neutral    somewhat useful    useful    extremely useful

4. Use of practice/role play during group sessions was

extremely useless    useless    slightly useless    neutral    somewhat useful    useful    extremely useful

5. I found the “buddy calls” to be

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

7. Reading chapters from the Incredible Years book or listening to the CD was

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

8. Practicing skills at home with my child was

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

9. Weekly handouts (e.g., refrigerator notes) were

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

10. Phone calls from the group leaders were

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

### ***C. Specific Parenting Techniques***

#### ***Usefulness***

In this section, we would like you to indicate how useful each of the following techniques is in improving your interactions with your child and decreasing his or her “inappropriate” behaviors *now*. Please circle the response that most accurately describes the usefulness of the technique.

1. Child-Directed Play

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

2. Descriptive Commenting/Social, Emotion, Academic, and Persistence Coaching

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

3. Praise and Encouragement

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

#### 4. Tangible Rewards (charts)

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

#### 5. Routines, Responsibilities, Rules

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

#### 6. Ignoring

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

#### 7. Positive Commands (e.g., “when-thens”)

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

#### 8. Time Out to Calm Down

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

#### 9. Loss of Privileges, Logical Consequences

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

#### 10. Helping My Children Learn to Problem Solve

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

#### 11. Adult Problem-Solving Strategies

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

#### 12. This Overall Group of Techniques

|                      |         |                     |         |                    |        |                     |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|
| extremely<br>useless | useless | slightly<br>useless | neutral | somewhat<br>useful | useful | extremely<br>useful |
|----------------------|---------|---------------------|---------|--------------------|--------|---------------------|

### **D. Evaluation of Parent Group Leader(s)**

In this section we would like you to express your opinions about your group leader(s). Please circle the response to each question that best describes how you feel.

Group Leader #1 \_\_\_\_\_

(name)

1. I feel that the group leader's teaching was

|              |      |                  |         |                  |          |           |
|--------------|------|------------------|---------|------------------|----------|-----------|
| very<br>poor | poor | below<br>average | average | above<br>average | superior | excellent |
|--------------|------|------------------|---------|------------------|----------|-----------|

2. The group leader's preparation was

|              |      |                  |         |                  |          |           |
|--------------|------|------------------|---------|------------------|----------|-----------|
| very<br>poor | poor | below<br>average | average | above<br>average | superior | excellent |
|--------------|------|------------------|---------|------------------|----------|-----------|

3. Concerning the group leader's interest and concern in me and my problems with my child, I was

|                      |              |                          |         |                       |           |                      |
|----------------------|--------------|--------------------------|---------|-----------------------|-----------|----------------------|
| very<br>dissatisfied | dissatisfied | slightly<br>dissatisfied | neutral | slightly<br>satisfied | satisfied | greatly<br>satisfied |
|----------------------|--------------|--------------------------|---------|-----------------------|-----------|----------------------|

4. At this point, I feel that the group leader in the program was

|                        |           |                       |         |                     |         |                      |
|------------------------|-----------|-----------------------|---------|---------------------|---------|----------------------|
| extremely<br>unhelpful | unhelpful | slightly<br>unhelpful | neutral | slightly<br>helpful | helpful | extremely<br>helpful |
|------------------------|-----------|-----------------------|---------|---------------------|---------|----------------------|

5. Concerning my personal feelings toward the group leader, I

|                                 |                    |                                |  |                             |                 |                              |
|---------------------------------|--------------------|--------------------------------|--|-----------------------------|-----------------|------------------------------|
| dislike<br>him/her<br>very much | dislike<br>him/her | dislike<br>him/her<br>slightly | have a<br>neutral attitude<br>toward him/her | like<br>him/her<br>slightly | like<br>him/her | like<br>him/her<br>very much |
|---------------------------------|--------------------|--------------------------------|--|-----------------------------|-----------------|------------------------------|

If more than one group leader was involved in your program, please fill in the following. (Go to Section E if only one leader was involved.)

Group Leader #2 \_\_\_\_\_

(name)

1. I feel that the group leader's teaching was

|              |      |                  |         |                  |          |           |
|--------------|------|------------------|---------|------------------|----------|-----------|
| very<br>poor | poor | below<br>average | average | above<br>average | superior | excellent |
|--------------|------|------------------|---------|------------------|----------|-----------|

2. The group leader's preparation was

|              |      |                  |         |                  |          |           |
|--------------|------|------------------|---------|------------------|----------|-----------|
| very<br>poor | poor | below<br>average | average | above<br>average | superior | excellent |
|--------------|------|------------------|---------|------------------|----------|-----------|

3. Concerning the group leader's interest and concern in me and my problems with my child, I was

|                      |              |                          |         |                       |           |                      |
|----------------------|--------------|--------------------------|---------|-----------------------|-----------|----------------------|
| very<br>dissatisfied | dissatisfied | slightly<br>dissatisfied | neutral | slightly<br>satisfied | satisfied | greatly<br>satisfied |
|----------------------|--------------|--------------------------|---------|-----------------------|-----------|----------------------|

4. At this point, I feel that the group leader in the program was

|                        |           |                       |         |                     |         |                      |
|------------------------|-----------|-----------------------|---------|---------------------|---------|----------------------|
| extremely<br>unhelpful | unhelpful | slightly<br>unhelpful | neutral | slightly<br>helpful | helpful | extremely<br>helpful |
|------------------------|-----------|-----------------------|---------|---------------------|---------|----------------------|

5. Concerning my personal feelings toward the group leader, I

|                                 |                    |                                |  |                             |                 |                              |
|---------------------------------|--------------------|--------------------------------|--|-----------------------------|-----------------|------------------------------|
| dislike<br>him/her<br>very much | dislike<br>him/her | dislike<br>him/her<br>slightly | have a<br>neutral attitude<br>toward him/her | like<br>him/her<br>slightly | like<br>him/her | like<br>him/her<br>very much |
|---------------------------------|--------------------|--------------------------------|--|-----------------------------|-----------------|------------------------------|

### ***E. Overall Program Evaluation***

1. What part of the program was most helpful to you?

2. What did you like most about the program?

3. What did you like least about the program?

4. How could the program have been improved to help you more?