



Tailoring the Incredible Years BASIC Parenting Programs to the Parent Population

School-Age Version

The nature of the parent population will determine the length of the program and number of vignettes shown.

Prevention Program

For group leaders who are offering the Incredible Years BASIC parenting program as a prevention program, it is recommended that you follow the protocols as outlined here for a minimum of 9, 2-hour, weekly sessions. The vignettes shown in these protocols are applicable for parents of children ages 5-10 years. For parents of toddlers (2-3 years) and preschoolers (4-6 years) follow the protocols and recommended vignettes in the BASIC manual early childhood version.

Depending on whether the group leader is offering the program as a "universal" program to all parents regardless of risk status, or, as a "selected prevention" program, (that is, parents who are at higher risk for having children with problems either due to socio-economic disadvantage or other family risk factors), minor adjustments in the vignettes shown will need to be made according to the following criteria:

- **Parents of typically developing children** who readily grasp the parental attention and child-directed play concepts will be able to complete these programs as outlined in the 9 session protocols. If children do not have significant behavior problems more time may be spent on logical and natural consequences and problem-solving and less time on Time Out for noncompliance.
- **For parents for whom child directed play concepts are new and unfamiliar**, it is recommended that group leaders spend 1-2 additional sessions practicing these skills in small groups. It is recommended that the Play Programs (Parts 1 & 2) from the early childhood version of the BASIC Parenting program be used to expand this important content area (this program is in a different manual). You may do this by returning to the play and attention material after covering praise or before you start limit setting. This will likely make the length of your parent program 11 sessions rather than 9 sessions.
- **For parents who have children with some oppositional defiant behavior problems** the group leader will most certainly want to include the session on Time Out for noncompliance. Highly oppositional children cannot be socialized unless the parents can get some compliance first and this is the cornerstone of many behavior problems. For parents who usually resort to spanking and hitting, or, who have difficulty with the notion of Time Out, it may be necessary to add 1 or 2 sessions to cover the discipline material adequately.

Note: It is important to remember when making these adjustments in the protocol, that parent groups always end with the material on problem-solving and natural and logical consequences rather than Time Out.

Treatment Program

If the group leader is offering the program as a treatment program to parents of diagnosed children with Oppositional Defiant Disorder (ODD), Conduct Disorder or Attention Hyperactivity Deficit Disorder (ADHD), it is recommended that more time be spent on the relationship-building, child directed play interactions and that the Play programs from the preschool version of BASIC be used to provide this focus. Additionally the SCHOOL program (Program 8) should be offered as well as the BASIC program because of its emphases on academic skills such as reading, setting up a homework routine and working collaboratively with teachers. This will add an additional 4-6 sessions to the total number of sessions offered to parents.

For parents who are experiencing anger management problems, depression or marital conflict it will be beneficial to offer the ADVANCE program in addition to the BASIC program. This will make the entire treatment 22-23 sessions in total. Please see the protocols for the order of presenting these programs.

Making Programs More Ethnically Diverse

We recommend that where possible group leaders represent the ethnicity of the parents in the group. However, most groups will be culturally diverse with parents of differing ethnicities, cultural and language backgrounds. Diversity can be enhanced by training translators from these groups to translate the groups so that parents of differing languages can communicate with each other in the same groups. The individual parent goal-setting and collaborative process will strengthen the cultural sensitivity of the program.

Working with a translator in your group will add to the time it takes to complete the sessions. It will take 2-3 more sessions to complete the content.