

The Incredible Years® Program Series: Evaluation Methods

Parenting Program Claims	Evaluation Methods	Evidence of Efficacy
<p>4-8 year old children diagnosed with conduct problems whose parents received The Incredible Years BASIC with and without the ADVANCE Parenting Program showed reduction in aggressive and destructive behavior compared to a waiting list control group on report and observational measures.</p> <p>Effects are maintained 3 years later.</p>	<p>Random assignment to intervention conditions or control groups in multiple studies by multiple investigators.</p> <p>Measures include:</p> <ul style="list-style-type: none"> • Parent and teacher reports* • Home observations of parent-child* • Laboratory observations parent-child* • Observations of peer interactions (1997 study) • Child social skills, attribution and self-esteem testing* • Marital problem-solving observations (1994 & 1997 study) • Classroom observations (1999 study) <p>* all studies included these measures</p>	<p>(Beauchaine, et al., 2005)</p> <p>(Reid, et al., 2003)</p> <p>(Webster-Stratton, et al., 2004)</p> <p>(Webster-Stratton, 1984) (BASIC)</p> <p>(Webster-Stratton, Kolpacoff, & Hollinsworth, 1988) (BASIC)</p> <p>(Webster-Stratton, Hollinsworth, & Kolpacoff, 1989) (BASIC)</p> <p>(Webster-Stratton, 1990a; Webster-Stratton, 1990b) (Self-administered BASIC version)</p> <p>(Webster-Stratton, 1992) (self-admin)</p> <p>(Webster-Stratton, 1994) (BASIC + ADVANCE)</p> <p>(Webster-Stratton & Hammond, 1997) (BASIC + ADVANCE)</p> <p>(Webster-Stratton & Reid, 1999a) (BASIC + ADVANCE + EDUCATION)</p> <p>Replication:</p> <p>(Scott, 1999) (BASIC)</p> <p>(Scott, 2001)</p> <p>(Spaccarelli, Cotler, & Penman, 1992) (BASIC)</p> <p>(Taylor, Schmidt, Pepler, & Hodgins, 1998) (BASIC)</p>
<p>4-8 year old children diagnosed with conduct problems whose parents received The Incredible Years BASIC + ADVANCE Parenting Program showed increases in prosocial behaviors compared to a waiting-list control group</p>	<p>Random assignment to intervention conditions or control groups in multiple studies by multiple investigators.</p> <p>*Measures as noted above</p>	<p>(Beauchaine, et al., 2005)</p> <p>(Reid, et al., 2003)</p> <p>(Webster-Stratton, et al., 2004)</p> <p>(Webster-Stratton, 1994) (BASIC + ADVANCE)</p> <p>(Webster-Stratton & Hammond, 1997) (BASIC + ADVANCE)</p>
<p>High-risk undiagnosed 4-year olds in Head Start showed increases in social competence compared to children in control schools when their parents participated in The Incredible Years BASIC Parenting Program with Teacher Training. Effects maintained 1-year later.</p>	<p>Random assignment by classroom to intervention or control conditions in two separate studies.</p> <p>* Measures as above plus school observations</p>	<p>(Webster-Stratton & Hammond, 1998) (BASIC)</p> <p>(Webster-Stratton & Reid, 1999b)(BASIC + EDUCATION + TEACHER)</p>

Parents who participated in The Incredible Years BASIC Parenting Program showed reductions in spanking, use of corporal punishment, critical statements, and other negative discipline compared to an untreated control group on report and observational measures.

Random assignment to intervention or control groups in multiple studies by multiple investigators.

* Measures noted above

All the studies using BASIC with or without ADVANCE with clinic-based treatments with children with conduct problems or as prevention interventions with undiagnosed children showed these changes. References include those outlined in first three columns, plus the following: (Gross et al., 2003; Webster-Stratton, 1981; Webster-Stratton, 1982a)

Replication: as above plus the following: Prevention trial with day teachers and parents with toddlers in day care: (Gross, Fogg, Webster-Stratton, & Grady, 1999)

Parents who participated in The Incredible Years BASIC Parenting Program showed increases in observed effective discipline and praise compared to an untreated control group.

Random assignment to intervention or control groups in multiple studies by multiple investigators.

*Measures noted above

All the studies using BASIC with or without ADVANCE as treatment for children diagnosed with conduct problems or as prevention for undiagnosed children showed these changes. References include those outlined in first three columns, plus the following: (Beauchaine, 2005; Reid, 2003; Webster-Stratton, 2004; Webster-Stratton, 1981; Webster-Stratton, 1982a)

Replication: as above plus the following: (Gross et al., 1999)

Parents who participated in The Incredible Years ADVANCE Parenting Program showed increases in observed marital problem solving and children showed increases in social problem solving compared to untreated control and those who received BASIC only.

*Measures noted above

(Gross, 2003; Webster-Stratton, 1994)

Average-risk undiagnosed 2-5 year olds in a community sample showed decreases in oppositional and defiant behaviors compared to control group

Random assignment to intervention condition or control group.

*Measures noted above

(Reid et al., 2004)
(Gross, 2003)
(Webster-Stratton, 1982b)
(Gross et al., 1999)
(Webster-Stratton and Reid, 199b)

Interventions have long-term effects and are not differentially affected by child's gender, ethnicity of parent, education or social class of parent. Interventions are cost effective.

All studies with BASIC and ADVANCE Programs have been shown to have results lasting 1-3 years follow-up. (Webster-Stratton, 1982a) (Webster-Stratton, 1990b; Webster-Stratton et al., 1989) (Scott, 1999; Gross et al., 1999) Data concerning predictors of outcome can be obtained. (Webster-Stratton, 1985) (Webster-Stratton & Hammond, 1990)

Child Training Program Claims	Evaluation Methods	Evidence of Efficacy
<p>4-8 year old children with conduct problems who participated in Dinosaur School showed reductions in aggressive and disruptive behavior in interactions with parents, teachers and peers compared to an untreated control group.</p>	<p>Random assignment to intervention or control group.</p> <p>Measures include:</p> <ul style="list-style-type: none"> • Parent and teacher reports* • Home observations of parent-child* • Laboratory observations parent-child* • Observations of peer interactions (1997 study) • Child social skills, attribution and self-esteem testing* • School Observations (1999a study) 	<p>(Webster-Stratton & Hammond, 1997)</p> <p>Randomized study suggest that child findings are replicated and show effects of teacher training vs. parent and child training programs. (Webster-Stratton, 2004; Webster-Stratton & Reid, 1999a)</p>
<p>4-8 year old children with conduct problems who participated in Dinosaur School showed increases in prosocial behavior and positive conflict management skills compared to an untreated control group.</p>	<p>Random assignment to intervention or control group. Measures noted above (Webster-Stratton & Reid, 1999)</p>	<p>(Webster-Stratton & Hammond, 1997)</p> <p>Randomized study suggest that child findings are replicated and show added effects of teacher training vs parent and child training programs. (Webster-Stratton et al., 2004; Webster-Stratton & Reid, 1999a)</p>
Teacher Training Program Claims	Evaluation Methods	Evidence of Efficacy
<p>Teachers who participated in The Incredible Years Teacher Training Program showed higher rates of praise and lower rates of criticism in the classroom than control teachers as measured by independent classroom observations.</p>	<p>Random assignment by classroom to intervention or control. Random assignment by individual child to parent and child training conditions with and without teacher training.</p> <p>Measures include:</p> <p>Parent and teacher reports</p> <p>Home observations of parent-child</p> <p>School Observations (1999a,b studies)</p>	<p>(Webster-Stratton & Reid, 1999b)</p> <p>(Webster-Stratton & Reid, 1999a)</p> <p>(Webster-Stratton et al., 2004; Webster-Stratton et al., 2001)</p>
<p>On independent observations classroom atmosphere was rated more positively in classrooms where teachers received The Incredible Years Teacher Training Program than in classrooms with no teacher training.</p>	<p>Random assignment by classroom to intervention or control.</p> <p>Random assignment by child to parent and child training conditions with and without teacher training.</p> <p>*Measures noted above</p>	<p>(Webster-Stratton & Reid, 1999a,b)</p> <p>(Webster-Stratton et al., 2004)</p>
<p>On independent observations children's school readiness was rated higher in classrooms where teachers received the IY Teacher Training than in classrooms without teacher training.</p>	<p>Random assignment by classroom to intervention or control. Random assignment by child to parent and child training conditions with and without teacher training.</p> <p>*Measures noted above</p>	<p>(Webster-Stratton & Reid, 1999 a,b)</p> <p>(Webster-Stratton et al., 2004)</p>
<p>Rates of child noncompliance and aggression were lower in IY Teacher Training classrooms than in classrooms without teacher training as measured by independent observations.</p>	<p>Random assignment by classroom to intervention or control.</p> <p>Random assignment by child to parent and child training conditions with and without teacher training.</p>	<p>(Webster-Stratton & Reid, 1999 a,b)</p> <p>(Webster-Stratton et al., 2004)</p>

Child engagement was higher in Incredible Years Teacher Training classrooms than in classrooms without teacher training as measured by independent observations.	Random assignment by classroom to intervention or control. Random assignment by child to parent and child training conditions with and without teacher training.	(Webster-Stratton & Reid, 1999 a,b) (Webster-Stratton et al., 2004)
Teachers in Incredible Years Teacher Training classrooms reported that children showed higher levels of social competence than children did in classrooms without teacher training.	Random assignment by classroom to intervention or control. Random assignment by child to parent and child training conditions with and without teacher training.	(Webster-Stratton & Reid, 1999 a,b) (Webster-Stratton et al., 2004)
Parent involvement in school and parental bonding with teachers was higher in Incredible Years Teacher Training classrooms than in classroom: without teacher training according to teacher report.	Random assignment by classroom to intervention or control. Random assignment by child to parent and child training conditions with and without teacher training.	(Webster-Stratton & Reid, 1999 a,b) Note: Randomized study with diagnosed children with ODD/CD currently being completed where families assigned to child training + teacher training; BASIC, ADVANCE + EDUCATION parent training + teacher training; child training + teacher + BASIC, ADVANCE + EDUCATION parent training; child training only; parent training only; and control. Preliminary results suggests the added benefits of combining teacher training with child and parent training interventions in terms of classroom behavior changes.

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