The Incredible Years® Babies and Toddlers Programs
Programmes developed by Carolyn Webster-Stratton, Ph.D., M.S.N., M.P.H., Professor Emeritus University of Washington.

Logic Model created by the E-SEE Study process evaluation team and Prof Carolyn Webster-Stratton

Program Components

Incredible Babies Program (from birth to 12 months)
9-12 Weekly Parent Training Groups

Incredible Toddlers Program (from 12 to 36 months)
12-14 Weekly Parent Training Groups

Targets

Decrease Risk Factors
Increase Protective Factors

Proximal (Short-term) Outcomes

Ability to Provide Optimal Emotional, Physical, Tactile, Visual, and Language, Stimulation and Nutritional Needs

Distal (Long-term) Outcomes

Improved Child Social and Emotional Well-being
Improved Child Language, Cognitive, Emotional and Physical Development

Updated 2-1-17
The Incredible Years® Toddlers Program
Program developed by Carolyn Webster-Stratton, Ph.D., M.S.N., M.P.H., Professor Emeritus University of Washington.

**Program Description and Goals**

**Training**
- Facilitators attend a 3-day training

**Frequency and Duration (Dose)**
- 12-14 weekly 2-hour sessions, delivered to groups of 6-10 parents of toddlers aged 12-36 months

**Goals**
- To enhance:
  - Positive, responsive, confident parenting interactions
  - Secure attachment with children
  - Proactive discipline
  - Optimal growth and development

**Program Modalities**
- Specific strategies, methods, and techniques are used to accomplish the program goals.

**Targeted Risk and Protective Factors**
- **Risk Factors**
  - Ineffective, neglectful and harsh parenting skills
  - Low safety monitoring
  - Lack of appropriate physical, tactile, visual and language stimulation
  - Poor attachment
  - Numerous stressors (negative life events, socio-economic disadvantage, marital conflict, isolation)
  - Child biological factors (e.g. hyperactivity)
- **Protective Factors**
  - Positive, nurturant, confident, and developmentally appropriate parenting skills
  - Parent support for child behavioural, social, emotional, cognitive, physical and language development
  - Parent support networks
  - Parent effective communication skills, anger management, and problem solving

**Proximal (Short-term) Outcomes**
- Targeted outcomes that the program is hypothesised to impact immediately following program completion.

**Distal (Long-term) Outcomes**
- Outcomes that the program is hypothesised to impact at long term follow-up.

**Improved Parenting**
- Increased positive interactions and positive attachment with child (e.g. nurturing, responsive, with appropriate physical, tactile, visual and positive language interactions)
- Increased predictable routines for separations and reunions, effective limit-setting and clear rules (e.g. limited TV and no hitting), replacing spanking and harsh discipline with non-violent, proactive discipline methods (e.g. distractions, redirections, ignoring)
- Increased monitoring of children, predictable home bedtime and mealtime routines, and safety proofing
- Reductions in parental stress, depression and anger
- Increased parent confidence
- Increased parent support systems
- Increased positive family communication, support, and problem solving

**Improved Social, Emotional and Language Development**
- Reduced child behavior problems
- Improved compliance with parent requests
- Improved prosocial behaviour/social competence
- Improved language and cognitive development and social skills with peers
- Improved school readiness

**Improved child behaviour at home or at nursery/playgroup**
- Reduced behavior problems in child-parent and peer interactions
- Increased emotional literacy, and social skills
- Reduced separation anxiety
- Increased social and emotional competence with other children