The Incredible Years Teacher Classroom Management Programs have been shown to affect the following malleable risk and protective factors:

**Teacher Program Components & Goals**

- **Component:** IY Teacher Classroom Management Program
  - **Goals:**
    - Enhance teacher classroom management skills, proactive discipline, positive teacher-student relationships
    - Effective behavior plans & teaching regarding social & emotional regulation skills
    - Positive teacher-parent partnerships

**Program Modalities**

- Specific strategies, methods, and techniques are used to accomplish the program goals.
  - Goal Setting & Self-Reflective Learning
  - Video Modeling
  - Role Play & Behavioral Practice
  - Group Support, Discussion & Problem Solving
  - Cognitive & Emotional Self-Regulation Training
  - Classroom Assignments & Individualized Behavior Plan
  - Teacher Plans Parent Home Activities to Enhance Child’s Learning 
  - Involvement in Home Activities
  - Peer Teacher Coaching

**Targeted Risk and Protective Factors**

- **School Risk Factors:**
  - Poor teacher classroom management skills
  - Lack of social and emotional curriculum or focus
  - Teacher stress & lack of support
  - Number of children in classroom with conduct problems & deviant peer groups
  - Poor parent involvement with schools and with children’s learning goals

- **School Protective Factors:**
  - Positive classroom management strategies
  - Focus on student social and emotional learning and problem solving
  - Predictable proactive discipline hierarchies
  - Positive teacher-student relationships
  - Positive teacher-parent partnerships
  - Support for teachers

**Proximal (Short-term) Outcomes**

- Targeted outcomes that the program is designed to impact immediately following program completion.

**Improved Teacher Classroom Management:**

- Proactive classroom management strategies
- Positive teacher relationships with students and parents
- Successfully implemented and tailored behavior plans
- Focus on social, emotional and persistence coaching and teaching
- Reduced teacher stress and more support
- Home parent activities to enhance child’s classroom learning

**Hypothesized Distal (Long-term) Outcomes**

- Outcomes impacted by the program years following program completion that are hypothesized but follow-up data are not yet available.

**Improved Student Behaviors:**

- Increased social and emotional competence with peers in classroom
- Increased child problem solving skills
- Reductions in behavior problems
- Increased academic readiness, on task, focused behaviors and cooperation with teachers and peers

**Hypothesized – Reduced Youth Antisocial Behavior:**

- Less aggressive & destructive behavior & conduct problems
- Less likely to become involved with deviant peer groups
- Less likely to drop out of school
- Greater academic achievement
- Less likely to engage in criminal activities
- Less use of drug and alcohol use