
The Incredible Years Preschool/ Early Childhood & School Age BASIC Parent Series

FY 2012-2013

North Carolina Outcomes Evaluation

Prepared for Prevent Child Abuse North Carolina

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The Incredible Years Preschool/Early Childhood & School Age BASIC Parent Series

FY 2012-2013 North Carolina Outcomes Evaluation

Introduction

The Incredible Years BASIC Parent Program

The Incredible Years (IY) BASIC Parent Program is an evidence-based parent training program focused on the healthy development of young children by strengthening parenting competencies and promoting effective strategies for managing children's challenging behaviors. There are four curricula of the Parent Program grouped according to children's ages starting in infancy. The two curricula being implemented in local communities across the state and supported by Prevent Child Abuse North Carolina are:

- Preschool/Early Childhood BASIC Series (for parents of children ages 3-6 years)
- School Age BASIC Series (for parents of children ages 6-12 years)

Preschool/Early Childhood BASIC Series (for parents of children ages 3-6 years)

The Preschool/Early Childhood BASIC Series focuses on strengthening parenting skills and consists of components which build upon one another. The series includes:

1. Strengthening Children's Social Skills, Emotional Regulation and School Readiness Skills
2. Using Praise and Incentives to Encourage Cooperative Behavior
3. Positive Discipline-Rules, Routines and Effective Limit Setting
4. Positive Discipline-Handling Misbehavior

School Age BASIC Series (for parents of children ages 6-12 years)

The School Age BASIC Series focuses on the importance of promoting positive behaviors, building social skills, and effective praise. The components of this series include:

1. Promoting Positive Behaviors in School Age Children
2. Reducing Inappropriate Behaviors in School Age Children
3. Supporting Your Child's Education

Lead by trained facilitators, parents and caregivers attend weekly group sessions for 14 to 16 weeks to practice skills that promote children's academic, social, and emotional development.

Program Goals

Parent Program goals include:

1. Increase positive and nurturing parenting

2. Reduce parents' use of criticism and harsh discipline
3. Increase parents' use of effective limit-setting
4. Improve parents' problem-solving skills, anger management, and communication skills
5. Increase family support networks and school involvement
6. Help parents and teachers work collaboratively to ensure consistency across settings
7. Reduce aggressive and disruptive behavior in children

Evidence-based

Numerous evaluations of The Incredible Years BASIC Parent Program have been conducted over the course of more than 25 years, many involving randomized trials, providing evidence that clearly indicates that IY is an effective program for parents and has been shown to:

- Reduce aggressive and disruptive behavior in children
- Reduce conduct problems in children's interactions with parents
- Increase parents' positive affective response
- Decrease parents' use of harsh discipline, criticism, and negative commands
- Increase parents' use of effective limit-setting and non-violent discipline
- Reduce parental depression and increase parental self-confidence
- Increase positive family communication and problem-solving
- Increase parental involvement with teachers and classrooms

More information about research that has been conducted and implementation of The Incredible Years interventions worldwide can be found on their website at: <http://www.incredibleyears.com/library>.

Prevent Child Abuse North Carolina

Prevent Child Abuse North Carolina (PCANC) is the only statewide organization dedicated to the prevention of child abuse and neglect. Through investment in innovative programs proven to prevent child maltreatment before it occurs, PCANC works with North Carolina's communities to help build safe, stable, nurturing, and healthy relationships for all children. PCANC provides training, technical assistance, and coaching to community organizations implementing family-strengthening programs, and works in partnership with state agencies and private organizations such as The North Carolina Partnership for Children, the North Carolina Division of Social Services, and The Duke Endowment to support implementation of evidence-based prevention programs.

North Carolina Incredible Years Program Network

In order for an evidence-based program to obtain similar results to those published, the program must be delivered with the highest degree of fidelity, meaning the program must be delivered consistently and as the developer intended. PCANC is dedicated to providing the infrastructure support for quality implementation of The Incredible Years BASIC Parent Program.

PCANC provides local communities and organizations with ongoing support in implementing The Incredible Years Preschool/ Early Childhood and School Age BASIC Parent Series curricula through coaching and consultation services to members of the NC Incredible Years Network. PCANC Incredible Years coaches offer technical assistance, phone consultation, video clip reviews, and coaching sessions in support of facilitators' goals for improving practice and enhancing model fidelity. Additionally, PCANC hosts pre-service training for IY facilitators each year. These three-day training sessions are provided through the Incredible Years program developer's office by nationally certified trainers. Network members also have opportunities to connect with IY agencies across the state, have access to consultation sessions, and participate in statewide evaluation, including evaluation training and assistance with administration of pre- and post-tests of the Parent Practices Interview (PPI) and the Eyberg Child Behavior Inventory (ECBI), and submission of data for entry in agency and statewide reports.

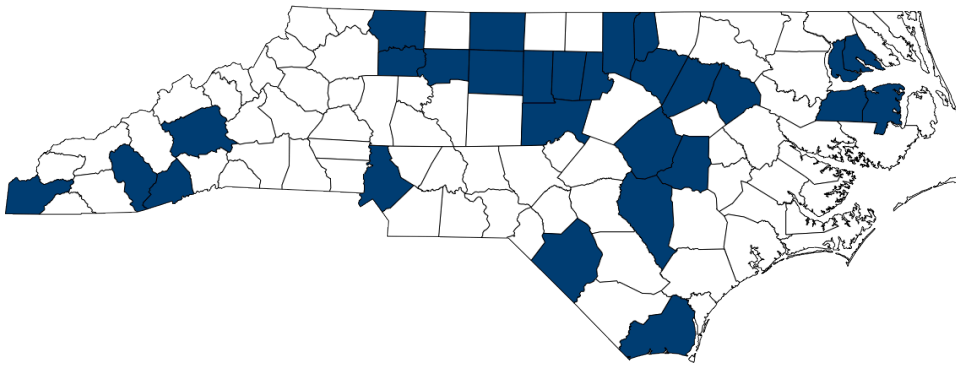
Scope of Evaluation

PCANC contracted with Harman & Associates, LLC, an independent education research consulting firm, to evaluate the 2012-2013 outcomes of The Incredible Years BASIC Parent Program in North Carolina. Outcomes were measured across the state using a self-reported, pre-test/post-test model for the following evaluation instruments :

- Parent Practices Interview (PPI), with subscales for Harsh Discipline, Inconsistent Discipline, Appropriate Discipline, Positive Parenting, and Clear Expectations
- Eyberg Child Behavior Inventory (ECBI), with subscales for Intensity (frequency of behavior) and Problem (the degree to which parents find the behavior problematic)

The 2012-2013 statewide evaluation includes data from 22 IY-Network member sites serving 28 of North Carolina's 100 counties. These sites conducted 59 program groups (series), serving 672 parents/caregivers, representing 563 families.

Figure 1. Counties represented by IY-Network participant organizations



County	Organization	County	Organization
Alamance	<i>Alamance Partnership for Children</i>	Johnston	<i>Partnership for Children of Johnston County</i>
Brunswick	<i>Communities in Schools of Brunswick County</i>	Mecklenburg	<i>Thompson Child & Family Focus</i>
Buncombe	<i>FIRST</i>	Nash	<i>Down East Partnership for Children</i>
Chatham	<i>KidSCOpe</i>	Orange	<i>KidSCOpe</i>
Cherokee	<i>Family Resources of Cherokee County</i>	Perquimans	<i>Chowan/Perquimans Smart Start Partnership</i>
Chowan	<i>Chowan/Perquimans Smart Start Partnership</i>	Robeson	<i>Southeastern Family Violence Center</i>
Durham	<i>Communities in Schools of Durham</i>	Rockingham	<i>HELP, Incorporated: Center Against Violence</i>
Durham	<i>Welcome Baby Family Resource Center</i>	Sampson	<i>Sampson County Partnership for Children</i>
Edgecombe	<i>Down East Partnership for Children</i>	Surry	<i>Children's Center of Surry and Yadkin</i>
Forsyth	<i>Forsyth County Department of Public Health</i>	Transylvania	<i>The Family Place of Transylvania County</i>
Franklin	<i>Vance County Cooperative Extension</i>	Tyrrell	<i>Tyrrell-Washington Partnership for Children</i>
Granville	<i>Vance County Cooperative Extension</i>	Vance	<i>Vance County Cooperative Extension</i>
Guilford	<i>Fairview Family Resource Center/Family Service of the Piedmont</i>	Washington	<i>Tyrrell-Washington Partnership for Children</i>
Jackson	<i>Jackson County Family Resource Center</i>	Wayne	<i>Partnership for Children of Wayne County</i>
		Yadkin	<i>Children's Center of Surry and Yadkin</i>

Evaluation Design

Methodology

Participant Base

The 2012-2013 Incredible Years BASIC Parent Program was delivered at 22 sites across North Carolina through funding by the North Carolina Partnership for Children (NCPC) and the North Carolina Division of Social Services (DSS) with the target audience being families experiencing challenges with their children's behavior. Prospective participants were custodial parents and supportive adults who helped parent the identified child and voluntarily sought enrollment based on fliers and information shared in their community, such as doctors' offices, newspaper articles, postings in community settings, letters from school counselors, and mailings to a parent education listserv. Once the families made contact with the providing agency, the agency used a screening questionnaire to help determine if a parent was a good match for the group. Considerations for participation included attendance commitment, willingness to complete home practice, ages of children in the home, and type of behavioral challenges that were of concern to the parent(s). Groups of 8 to 12 adults plus two trained IY group facilitators were considered optimal. Groups of fewer than six or more than 14 were discouraged.

Parent/caregiver participation in this outcomes evaluation was entirely voluntary. Group facilitators were provided a script to use as a guideline to explain the purpose of the evaluation and collected signed consent forms from those who agreed to participate. The consent form and the measurement tools described below were offered in both English and Spanish.

Measurement

Program outcomes were measured by a self-reported pre-test/post-test model using the instruments described below.

Parent Practices Interview (PPI) - The Parent Practices Interview (PPI) is a 72-item questionnaire adapted from the Oregon Social Learning Center's Discipline Questionnaire and revised for young children. It can be administered as an interview or a self-report questionnaire completed by the child's primary caregiver(s) and is composed of seven subscales—Harsh Discipline (14 items), Harsh for Age (9 items), Inconsistent Discipline (6 items), Appropriate Discipline (16 items), Positive Parenting (15 items), Clear Expectations (3 items), and Monitoring (9 items)—rated on a 7-point scale ranging from 1 (never) to 7 (always). It should be noted that although the PPI subscales were revised in 2006 to six subscales, North Carolina continues to use the 1998, 7-subscale format and associated scoring for comparison consistency year-to-year. Five subscales of interest for this report are: Harsh Discipline, Inconsistent Discipline, Appropriate Discipline, Positive Parenting, and Clear Expectations.

Eyberg Child Behavior Inventory (ECBI) - The Eyberg Child Behavior Inventory (ECBI) is a 36-item questionnaire from PAR, Inc. It can be administered as an interview or a self-report questionnaire completed by the child's primary caregiver(s) and is composed of two subscales used to assess children's behavior problems. It includes an Intensity Scale, which measures the frequency of each problem behavior and a Problem Scale which reflects parents' tolerance of the behaviors and the distress caused. The ECBI is intended to assess both the type of behavior problems and the degree to which parents find them problematic.

Facilitators administered the PPI and the ECBI to voluntary participants both prior to the start of curriculum delivery (pre-test) and again at the completion of the curriculum (post-test). If more than one parent or caregiver from a single family attended the series, each completed the instruments independently but was asked to consider the same one child in their responses, as verified by the coded Child ID on each form.

Although the outcomes evaluation is based on parent self-report, Rosenbalm & Christopoulos found a "substantial correlation" between independent observer ratings and PPI/ECBI scores, recommending that North Carolina continue to use this method as a cost-effective, reliable means of assessing program quality at the state and local level. (Rosenbalm, K., & Christopoulos, C.,

2011. Incredible Years: Expected Effects and Recommendations for Monitoring Outcomes. Retrieved from http://www.childandfamilypolicy.duke.edu/pdfs/projects/IY_Eval_Review_final.pdf

The IY Data Coordinator for each program delivery site was provided addressed, postage paid return labels to return the completed PPI and ECBI questionnaires directly to the evaluator, Harman & Associates, immediately upon completion of each pre/post test cycle. The participant demographics in this report include all program participants; however, the data analyses include only pre-test/post-test matched questionnaires.

NC Statewide In-Network Outcomes Report

Snap Shot

For the period of July 2012 through June 2013, across 22 program sites, 59 IY series (groups) were conducted with a total enrollment of 672 parents/caregivers, representing 563 families. These series (groups) provided 489 (72.8%) sets of matched pre-test/post-test evaluation instruments for this report. Individual data sets met analysis criteria for one or more scales, but did not necessarily meet analysis criteria for every scale.

Summary of Key Demographics

Figure 2. Child Race/Ethnicity

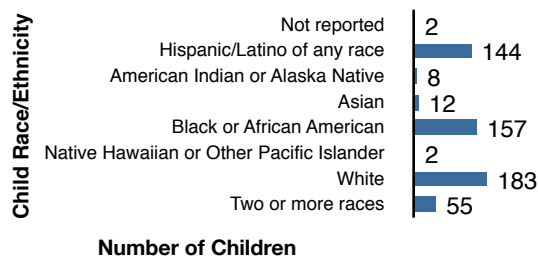


Figure 3. Child Age Groups

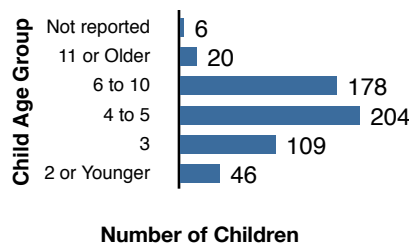
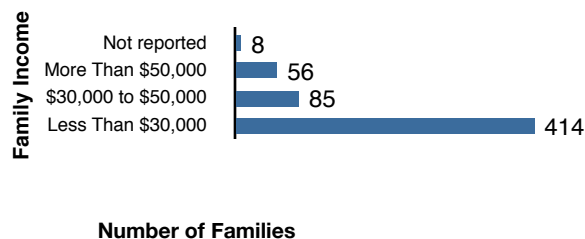


Figure 4. Family Income



Summary of Outcomes Results

Figure 5. PPI Negative Parenting Behaviors

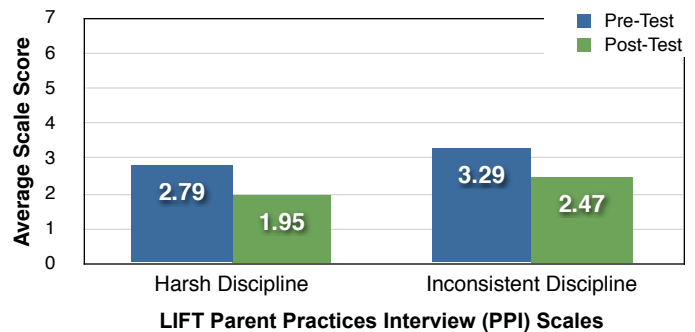


Figure 6. PPI Positive Parenting Behaviors

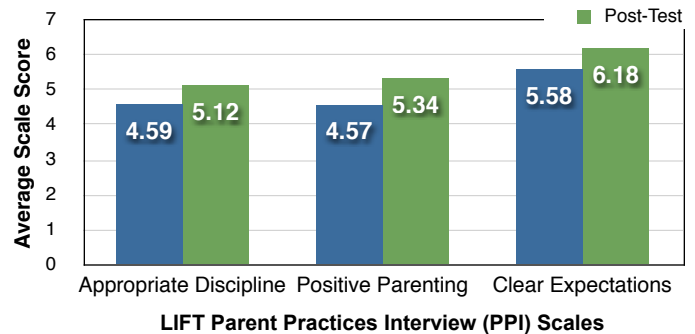
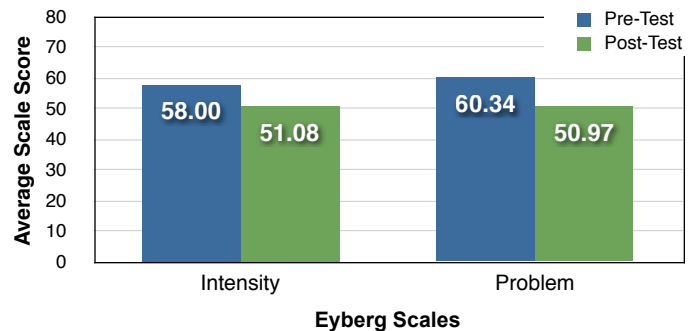


Figure 7. Eyberg Child Behavior Inventory (ECBI)



Participant Highlights:

- Parental relationship to child: 71% Mother, 14% Father, 12% Other Relative, 3% Other Non-Relative
- Highest level of education: 29% high school diploma/GED, 27% some college, 23% college graduate, 19% less than high school
- Primary language spoken at home: 74% English, 21% Spanish
- Target child gender: 61% male, 39% female

Parent Practices Interview (PPI)

The analyses of the changes reported by parents across each of the five subscales of the PPI used to evaluate the Incredible Years Program are presented below.

Harsh Discipline Scale

A total of 468 parents completed all 14 items included on the Harsh Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific harsh discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of harsh discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their use of harsh discipline practices with their children.

The average pre-program Harsh Discipline scale score for these 468 parents was 2.79; the average post-program scale score was 1.95. **This decrease in parents' reported use of harsh discipline practices with their young children is statistically significant and represents a large program effect** ($t_{(467)}=-19.455$, $p<0.001$; $d=-1.06$).

Table 1. PPI Harsh Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	468	2.79	0.93022	-19.455	0.000	-1.06
Post-program	468	1.95	0.62708			

Inconsistent Discipline Scale

A total of 472 parents completed all 6 items included on the Inconsistent Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how inconsistent they were when addressing discipline issues with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate greater inconsistency by parents when addressing discipline issues with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their inconsistency in addressing discipline issues with their children.

The average pre-program Inconsistent Discipline scale score for these 472 parents was 3.29; the average post-program scale score was 2.47. **This decrease in parents' reported inconsistent use of discipline practices with their young children is statistically significant and represents a large program effect** ($t_{(471)}=-18.300$, $p<0.001$; $d=-0.94$).

Table 2. PPI Inconsistent Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	472	3.29	0.96224	-18.300	0.000	-0.94
Post-program	472	2.47	0.79173			

Appropriate Discipline Scale

A total of 464 parents completed all 16 items included on the Appropriate Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific appropriate discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of appropriate discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the appropriate discipline practices they use with their children.

The average pre-program Appropriate Discipline scale score for these 464 parents was 4.59; the average post-program scale score was 5.12. **This increase in parents' reported use of appropriate discipline practices with their young children is statistically significant and represents a moderate program effect** ($t_{(463)}=11.188$, $p<0.001$; $d=0.55$).

Table 3. PPI Appropriate Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	464	4.59	0.98079	11.188	0.000	0.55
Post-program	464	5.12	0.93424			

Positive Parenting Scale

A total of 462 parents completed all 15 items included on the Positive Parenting scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific positive discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of positive parenting practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the positive parenting practices they use with their children.

The average pre-program Positive Parenting scale score for these 462 parents was 4.57; the average post-program was 5.34. **This increase in parents' reported use of positive parenting practices with their young children is statistically significant and represents a large program effect** ($t_{(461)}=18.770$, $p<0.001$; $d=1.01$).

Table 4. PPI Positive Parenting Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	462	4.57	0.76508	18.770	0.000	1.01
Post-program	462	5.34	0.75966			

Clear Expectations Scale

A total of 475 parents completed all 3 items included on the Clear Expectations scale of the PPI and were included in the analysis. For each of these 3 items parents were asked to rate how frequently they clearly communicated their expectations to their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate that parents more frequently communicate clear expectations to their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in the frequency with which they clearly communicate their expectations to their children.

The average pre-program Clear Expectations scale score for these 475 parents was 5.58; the average post-program scale score was 6.18. **This increase in parents' reported use of clear expectations with their young children is statistically significant and represents a moderate program effect** ($t_{(464)}=9.336, p<0.001; d=0.53$).

Table 5. PPI Clear Expectations Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	475	5.58	1.24094	9.336	0.000	0.53
Post-program	475	6.18	0.97280			

Eyberg Child Behavior Inventory (ECBI)

The analyses of the changes reported by parents across each of the two subscales of the ECBI used to evaluate the Incredible Years Program are presented below.

Intensity Scale

A total of 450 parents completed 33 or more of the 36 items included on the Intensity scale of the ECBI and were included in the analysis. For each of these items parents were asked to rate how often the 36 problem behaviors currently occurs with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). For the ECBI Intensity scale parents' raw scores are converted to a T-score, which has a mean of 50 and a standard deviation of 10. ECBI Intensity scores of 60 or higher, i.e., one standard deviation or more above the mean, are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Intensity scale indicates severe conduct problems that should be further evaluated for potentially significant psychopathology. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the frequency with which their child displays these problem behaviors.

The average pre-program Intensity T-scale score for these 450 parents was 58.00; the average post-program T-scale score was 51.08. **This decrease in parents' reported frequency of problem behaviors by their children is statistically significant and represents a large program effect** ($t_{(449)}=-16.452, p<0.001; d=-0.71$).

Table 6. ECBI Intensity Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	450	58.00	10.221	-16.452	0.000	-0.71
Post-program	450	51.08	9.294			

In addition, 203 parents (45.1%) had an Intensity scale T-score of 60 or higher at pre-program compared to 93 parents (20.7%) at post-program. This decrease in the number of parents with clinically significant Intensity scale scores is statistically significant ($\chi^2=52.76$, d.f.=1, $p<0.000$).

Problem Scale

A total of 408 parents completed 33 or more of the 36 items included on the Problem scale of the ECBI and were included in the analysis. For each of the 36 problem behaviors rated in the previous question parents were asked to indicate whether the behavior was a problem for them using a dichotomous Yes (1) or No (0) scale. For the ECBI Problem scale parents' raw scores are converted to a T-score and ECBI Problem scores of 60 or higher are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Problem scale identifies a parent who is significantly bothered by the problem behaviors of their child. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the number of problem behaviors that are a problem for them.

The average pre-program Problem T-scale score for these 408 parents was 60.34; the average post-program T-scale score was 50.97. **This decrease in number of behaviors that parents' reported as being a problem for them is statistically significant and represents a large program effect** ($t_{(407)}=-16.565$, $p<0.001$; $d=-0.89$).

Table 7. ECBI Problem Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	408	60.34	11.248	-16.565	0.000	-0.89
Post-program	408	50.97	9.843			

Dosage Effect

For curriculum-based educational programs like the Incredible Years, the level of exposure that participants have to the program's elements is often thought of as dosage. The program "dosage" to which a participant has been exposed is typically measured by the number of program sessions that participants have attended. In turn, the effect that more frequent participation in the program has on participants is thought of as the dosage effect. For the IY program, two questions were explored regarding dosage effect. First, is attending the second session in the IY program series significantly correlated with change in participants' PPI and ECBI scale scores? Second, is attending more program sessions in the IY program series significantly correlated with change in participants' PPI and ECBI scale scores?

Second session attendance

Agencies informed potential participants that they were expected to attend session 2. IY content is designed to be additive in nature with each session building upon the prior sessions' content and learning. The second session in the series is considered by the program's developers to be foundational because it is the first full content session on child-directed play/special time. The program developers postulate that parents that are present for this foundational session on child-directed

play/special time are more likely to have success in the program. Of the 489 paired pre-test/post-test data sets, 455 participants attended the second IY session and 34 did not.

The dosage effect of participating in the second session of the IY program was analyzed by calculating the correlation between second session attendance and change in scale score (post-pre) for each PPI and ECBI scale. Table 8 below shows the Pearson correlation coefficient (r) for each PPI and ECBI scale, as well as the p-value associates with each correlation coefficient. Of the five PPI scales only the Clear Expectations Scale showed a statistically significant increase ($r=0.118$, $p=0.005$) in mean scale score from pre-test to post-test for participants that attended the second session compared to those that did not.

Table 8. Dosage Effect: Session Two Attendance

	N	Mean Change in Scale Score (Post - Pre)	Pearson Correlation Coefficient (r)	p-value
Harsh Discipline Scale	468	-0.837	-0.027	0.282
Inconsistent Discipline Scale	472	-0.826	-0.014	0.384
Appropriate Discipline Scale	464	0.525	-0.004	0.470
Positive Parenting Scale	462	0.766	0.022	0.317
Clear Expectations Scale	475	0.596	0.118	0.005
ECBI Intensity Scale	450	-6.922	-0.019	0.347
ECBI Problem Scale	408	-9.363	-0.055	0.135

Total session attendance

Parents/caregivers attended weekly group sessions for 14 to 16 weeks. Individual groups had the flexibility to extend sessions based on the needs of the group, but in order to successfully graduate from the program, participants were required to miss no more than three sessions. **Of the 489 paired pre-test/post-test data sets, 33 participants attended fewer than the minimum of 11 sessions. 93% of participants attended 11-16 sessions with an average of 13 sessions attended.**

The dosage effect of the IY program was analyzed by calculating the correlation between total number of sessions attended and change in scale score (post-pre) for each PPI and ECBI scale. Table 9 below shows the Pearson correlation coefficient (r) for each PPI and ECBI scale, as well as the p-value associates with each correlation coefficient. Of the five PPI scales only Inconsistent Discipline Scale showed a statistically significant change ($r=-0.088$, $p=0.029$) in mean scale score from pre-test to post-test for participants that attended more sessions compared to those that attended fewer.

Table 9. Dosage Effect: Total Session Attendance

	N	Mean Change in Scale Score (Post - Pre)	Pearson Correlation Coefficient (r)	p-value
Harsh Discipline Scale	468	-0.837	-0.012	0.400
Inconsistent Discipline Scale	472	-0.826	-0.088	0.029
Appropriate Discipline Scale	464	0.525	0.061	0.096
Positive Parenting Scale	462	0.766	0.025	0.297
Clear Expectations Scale	475	0.596	-0.690	0.066
ECBI Intensity Scale	450	-6.922	-0.033	0.243
ECBI Problem Scale	408	-9.363	-0.073	0.071

Conclusion

Statistically significant improvements in parenting practices and child behavior were calculated across all evaluation scales. These outcomes are consistent with those reported in numerous evaluations of The Incredible Years BASIC Parent Program over the last 25 years and contribute further evidence to the effectiveness of the program. The lack of statistically significant findings for dosage effect should be interpreted with caution. Nearly all participants (93%) attended the second IY session and over two-thirds (67%) attended between 12 and 14 sessions in total. The variation in both of these measures was extremely small and may be masking any dosage effects associated with the IY program.

It should be noted that program effectiveness is dependent on fidelity of implementation and the program must continue to be delivered across all provider sites consistently and as the developer intended. Via its IY Network, Prevent Child Abuse North Carolina, in partnership with committed state and private funders, provides the ongoing supports and training necessary to ensure the continued quality of program delivery.

Appendix A:

FY 2012-2013 IY Funder Report

North Carolina Partnership for Children (NCPC)

Snap Shot

For the period of July 2012 through June 2013, across 12 program sites, 33 IY series (groups) were conducted with a total enrollment of 389 parents/caregivers, representing 331 families. These series (groups) provided 279 (71.7%) sets of matched pre-test/post-test evaluation instruments for this report. Individual data sets met analysis criteria for one or more scales, but did not necessarily meet analysis criteria for every scale.

Summary of Key Demographics

Figure A1. Child Race/Ethnicity

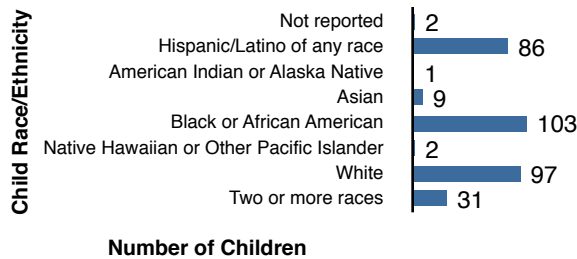


Figure A2. Child Age Groups

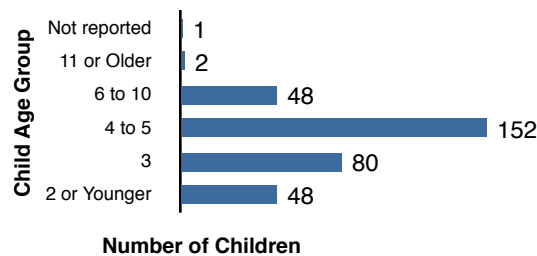
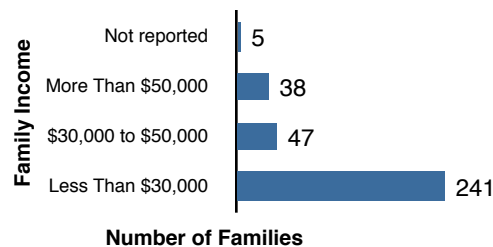


Figure A3. Family Income



Summary of Outcomes Results

Figure A4. PPI Negative Parenting Behaviors

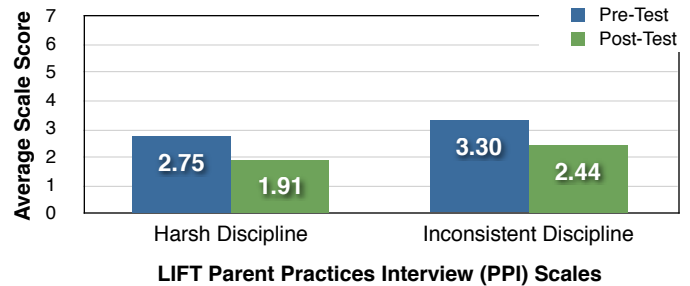


Figure A5. PPI Positive Parenting Behaviors

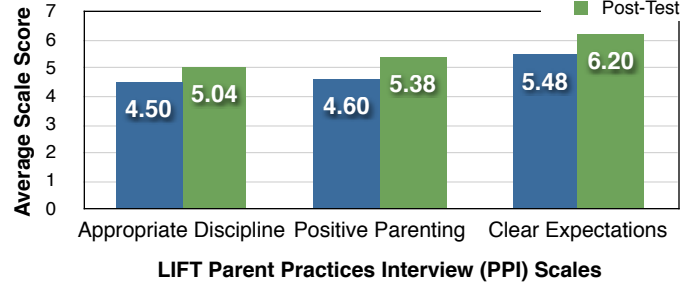
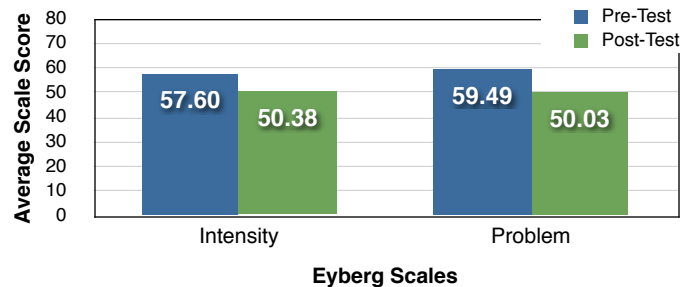


Figure A6. Eyberg Child Behavior Inventory (ECBI)



Participant Highlights:

- Parental relationship to child: 71% Mother, 16% Father, 10% Other Relative, 3% Other Non-Relative
- Highest level of education: 30% high school diploma/GED, 26% some college, 24% college graduate, 19% less than high school
- Primary language spoken at home: 74% English, 21% Spanish
- Target child gender: 59% male, 41% female

Parent Practices Interview (PPI)

The analyses of the changes reported by parents across each of the five subscales of the PPI used to evaluate the Incredible Years Program are presented below.

Harsh Discipline Scale

A total of 268 parents completed all 14 items included on the Harsh Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific harsh discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of harsh discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their use of harsh discipline practices with their children.

The average pre-program Harsh Discipline scale score for these 268 parents was 2.75; the average post-program scale score was 1.91. **This decrease in parents’ reported use of harsh discipline practices with their young children is statistically significant and represents a large program effect** ($t_{(267)}=-14.143, p<0.001; d=-1.01$).

Table A1. PPI Harsh Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	268	2.75	0.96517	-14.143	0.000	-1.01
Post-program	268	1.91	0.66340			

Inconsistent Discipline Scale

A total of 270 parents completed all 6 items included on the Inconsistent Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how inconsistent they were when addressing discipline issues with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate greater inconsistency by parents when addressing discipline issues with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their inconsistency in addressing discipline issues with their children.

The average pre-program Inconsistent Discipline scale score for these 270 parents was 3.30; the average post-program scale score was 2.44. **This decrease in parents' reported inconsistent use of discipline practices with their young children is statistically significant and represents a large program effect** ($t_{(269)}=-14.843$, $p<0.001$; $d=-0.97$).

Table A2. PPI Inconsistent Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	270	3.30	0.94165	-14.843	0.000	-0.97
Post-program	270	2.44	0.83022			

Appropriate Discipline Scale

A total of 266 parents completed all 16 items included on the Appropriate Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific appropriate discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of appropriate discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the appropriate discipline practices they use with their children.

The average pre-program Appropriate Discipline scale score for these 266 parents was 4.50; the average post-program scale score was 5.04. **This increase in parents' reported use of appropriate discipline practices with their young children is statistically significant and represents a moderate program effect** ($t_{(265)}=8.931$, $p<0.001$; $d=0.56$).

Table A3. PPI Appropriate Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	266	4.50	0.96593	8.931	0.000	0.56
Post-program	266	5.04	0.96154			

Positive Parenting Scale

A total of 258 parents completed all 15 items included on the Positive Parenting scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific positive discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of positive parenting practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the positive parenting practices they use with their children.

The average pre-program Positive Parenting scale score for these 258 parents was 4.60; the average post-program was 5.38. **This increase in parents' reported use of positive parenting practices with their young children is statistically significant and represents a large program effect** ($t_{(257)}=14.485$, $p<0.001$; $d=1.00$).

Table A4. PPI Positive Parenting Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	258	4.60	0.80852	14.485	0.000	1.00
Post-program	258	5.38	0.74895			

Clear Expectations Scale

A total of 271 parents completed all 3 items included on the Clear Expectations scale of the PPI and were included in the analysis. For each of these 3 items parents were asked to rate how frequently they clearly communicated their expectations to their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate that parents more frequently communicate clear expectations to their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in the frequency with which they clearly communicate their expectations to their children.

The average pre-program Clear Expectations scale score for these 271 parents was 5.48; the average post-program scale score was 6.20. **This increase in parents' reported use of clear expectations with their young children is statistically significant and represents a moderate program effect** ($t_{(270)}=8.485$, $p<0.001$; $d=0.65$).

Table A5. PPI Clear Expectations Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	271	5.48	1.27373	8.485	0.000	0.65
Post-program	271	6.20	0.89429			

Eyberg Child Behavior Inventory (ECBI)

The analyses of the changes reported by parents across each of the two subscales of the ECBI used to evaluate the Incredible Years Program are presented below.

Intensity Scale

A total of 260 parents completed 33 or more of the 36 items included on the Intensity scale of the ECBI and were included in the analysis. For each of these items parents were asked to rate how often the 36 problem behaviors currently occurs with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). For the ECBI Intensity scale parents' raw scores are converted to a T-score, which has a mean of 50 and a standard deviation of 10. ECBI Intensity scores of 60 or higher, i.e., one standard deviation or more above the mean, are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Intensity scale indicates severe conduct problems that should be further evaluated for potentially significant psychopathology. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the frequency with which their child displays these problem behaviors.

The average pre-program Intensity T-scale score for these 260 parents was 57.60; the average post-program T-scale score was 50.38. **This decrease in parents' reported frequency of problem behaviors by their children is statistically significant and represents a large program effect** ($t_{(259)}=-13.166$, $p<0.001$; $d=-0.76$).

Table A6. ECBI Intensity Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	260	57.60	10.064	-13.166	0.000	-0.76
Post-program	260	50.38	8.966			

In addition, 106 parents (40.6%) had an Intensity scale T-score of 60 or higher at pre-program compared to 45 parents (17.2%) at post-program. This decrease in the number of parents with clinically significant Intensity scale scores is statistically significant ($\chi^2=31.1$, d.f.=1, $p<0.000$).

Problem Scale

A total of 237 parents completed 33 or more of the 36 items included on the Problem scale of the ECBI and were included in the analysis. For each of the 36 problem behaviors rated in the previous question parents were asked to indicate whether the behavior was a problem for them using a dichotomous Yes (1) or No (0) scale. For the ECBI Problem scale parents' raw scores are converted to a T-score and ECBI Problem scores of 60 or higher are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Problem scale identifies a parent who is significantly bothered by the problem behaviors of their child. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the number of problem behaviors that are a problem for them.

The average pre-program Problem T-scale score for these 237 parents was 59.49; the average post-program T-scale score was 50.03. **This decrease in number of behaviors that parents' reported as being a problem for them is statistically significant and represents a large program effect** ($t_{(236)}=-13.253$, $p<0.001$; $d=-0.90$).

Table A7. ECBI Problem Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	237	59.49	11.311	-13.253	0.000	-0.90
Post-program	237	50.03	9.732			

Program sites

This report includes outcomes from the following 12 program sites:

- Alamance Partnership for Children
- Chowan/Perquimans Smart Start Partnership
- Down East Partnership for Children
- Partnership for Children of Johnston County
- Partnership for Children of Wayne County
- PEERS Family Development Center*
- Sampson County Partnership for Children
- The Children's Council of Watauga County, Inc.*
- Thompson Child & Family Focus

- Tyrrell-Washington Partnership for Children
- Vance County Cooperative Extension
- Welcome Baby Family Resource Center

* Non-network sites. Outcomes are included in the NCPC Funder Report only.

Appendix B:

FY 2012-2013 IY Funder Report

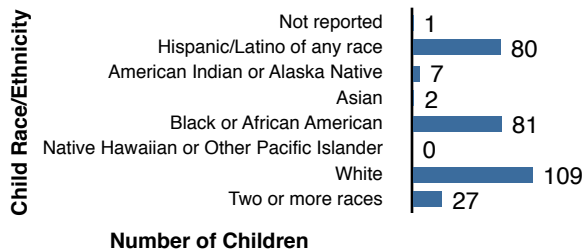
North Carolina Division of Social Services (DSS)

Snap Shot

For the period of July 2012 through June 2013, across 11 program sites, 35 IY series (groups) were conducted with a total enrollment of 367 parents/caregivers, representing 307 families. These series (groups) provided 276 (75.2%) sets of matched pre-test/post-test evaluation instruments for this report. Individual data sets met analysis criteria for one or more scales, but did not necessarily meet analysis criteria for every scale.

Summary of Key Demographics

Figure B1. Child Race/Ethnicity



Summary of Outcomes Results

Figure B4. Negative Parenting Behaviors

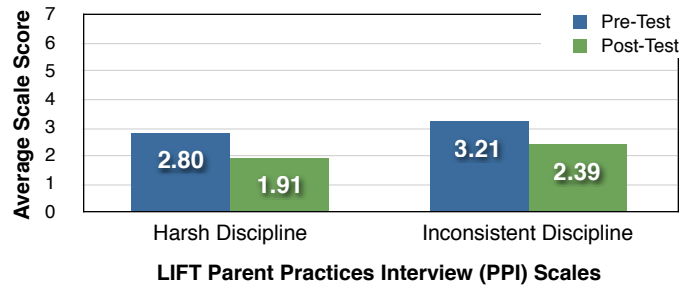


Figure B2. Child Age Groups

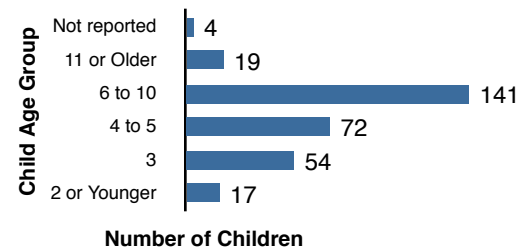


Figure B5. PPI Positive Parenting Behaviors

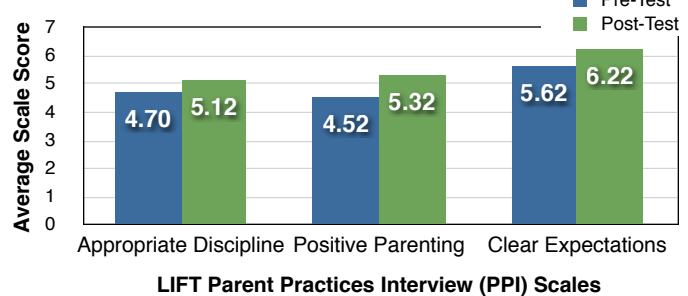


Figure B3. Family Income

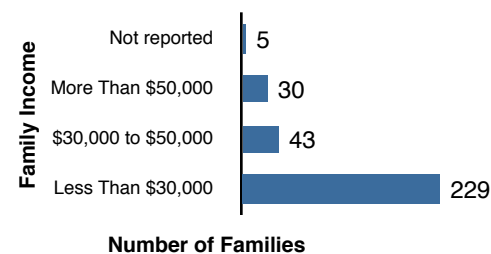
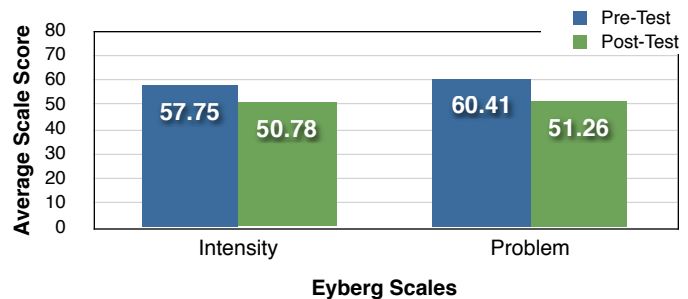


Figure B6. Eyberg Child Behavior Inventory (ECBI)



Participant Highlights:

- Parental relationship to child: 73% Mother, 14% Father, 11% Other Relative, 2% Other Non-Relative
- Highest level of education: 27% high school diploma/GED, 26% some college, 24% college graduate, 21% less than high school
- Primary language spoken at home: 73% English, 21% Spanish
- Target child gender: 59% male, 41% female

Parent Practices Interview (PPI)

The analyses of the changes reported by parents across each of the five subscales of the PPI used to evaluate the Incredible Years Program are presented below.

Harsh Discipline Scale

A total of 263 parents completed all 14 items included on the Harsh Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific harsh discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of harsh discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their use of harsh discipline practices with their children.

The average pre-program Harsh Discipline scale score for these 227 parents was 2.80; the average post-program scale score was 1.91. **This decrease in parents’ reported use of harsh discipline practices with their young children is statistically significant and represents a large program effect** ($t_{(226)}=-15.333$, $p<0.001$; $d=-1.17$).

Table B1. PPI Harsh Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	263	2.80	0.89418	-15.333	0.000	-1.17
Post-program	263	1.91	0.60146			

Inconsistent Discipline Scale

A total of 265 parents completed all 6 items included on the Inconsistent Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how inconsistent they were when addressing discipline issues with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate greater inconsistency by parents when addressing discipline issues with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their inconsistency in addressing discipline issues with their children.

The average pre-program Inconsistent Discipline scale score for these 228 parents was 3.21; the average post-program scale score was 2.39. **This decrease in parents' reported inconsistent use of discipline practices with their young children is statistically significant and represents a large program effect** ($t_{(227)}=-12.991$, $p<0.001$; $d=-0.97$).

Table B2. PPI Inconsistent Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	265	3.21	0.9391	-12.991	0.000	-0.97
Post-program	265	2.39	0.73924			

Appropriate Discipline Scale

A total of 261 parents completed all 16 items included on the Appropriate Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific appropriate discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of appropriate discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the appropriate discipline practices they use with their children.

The average pre-program Appropriate Discipline scale score for these 227 parents was 4.70; the average post-program scale score was 5.12. **This increase in parents' reported use of appropriate discipline practices with their young children is statistically significant and represents a moderate program effect** ($t_{(226)}=6.233$, $p<0.001$; $d=0.44$).

Table B3. PPI Appropriate Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	261	4.70	0.99203	6.233	0.000	0.44
Post-program	261	5.12	0.90155			

Positive Parenting Scale

A total of 266 parents completed all 15 items included on the Positive Parenting scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific positive discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of positive parenting practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the positive parenting practices they use with their children.

The average pre-program Positive Parenting scale score for these 230 parents was 4.52; the average post-program was 5.32. **This increase in parents' reported use of positive parenting practices with their young children is statistically significant and represents a large program effect** ($t_{(229)}=12.809$, $p<0.001$; $d=1.07$).

Table B4. PPI Positive Parenting Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	266	4.52	0.71342	12.809	0.000	1.07
Post-program	266	5.32	0.77419			

Clear Expectations Scale

A total of 270 parents completed all 3 items included on the Clear Expectations scale of the PPI and were included in the analysis. For each of these 3 items parents were asked to rate how frequently they clearly communicated their expectations to their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate that parents more frequently communicate clear expectations to their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in the frequency with which they clearly communicate their expectations to their children.

The average pre-program Clear Expectations scale score for these 231 parents was 5.62; the average post-program scale score was 6.22. **This increase in parents' reported use of clear expectations with their young children is statistically significant and represents a moderate program effect** ($t_{(230)}=6.966, p<0.001; d=0.55$).

Table B5. PPI Clear Expectations Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	270	5.62	1.18875	6.966	0.000	0.55
Post-program	270	6.22	0.97840			

Eyberg Child Behavior Inventory (ECBI)

The analyses of the changes reported by parents across each of the two subscales of the ECBI used to evaluate the Incredible Years Program are presented below.

Intensity Scale

A total of 250 parents completed 33 or more of the 36 items included on the Intensity scale of the ECBI and were included in the analysis. For each of these items parents were asked to rate how often the 36 problem behaviors currently occurs with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). For the ECBI Intensity scale parents' raw scores are converted to a T-score, which has a mean of 50 and a standard deviation of 10. ECBI Intensity scores of 60 or higher, i.e., one standard deviation or more above the mean, are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Intensity scale indicates severe conduct problems that should be further evaluated for potentially significant psychopathology. A T-score of 60 or higher on the Problem scale identifies a parent who is significantly bothered by the conduct problems of their child. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the frequency with which their child displays these problem behaviors.

The average pre-program Intensity T-scale score for these 221 parents was 57.75; the average post-program T-scale score was 50.78. **This decrease in parents' reported frequency of problem behaviors by their children is statistically significant and represents a large program effect** ($t_{(220)}=-11.630$, $p<0.001$; $d=-0.73$).

Table B6. ECBI Intensity Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	250	57.75	9.920	-11.630	0.000	-0.73
Post-program	250	50.78	9.223			

In addition, 117 parents (46.8%) had an Intensity scale T-score of 60 or higher at pre-program compared to 48 parents (19.2%) at post-program. This decrease in the number of parents with clinically significant Intensity scale scores is statistically significant ($\chi^2=28.3$, $d.f.=1$, $p<0.000$).

Problem Scale

A total of 224 parents completed 33 or more of the 36 items included on the Problem scale of the ECBI and were included in the analysis. For each of the 36 problem behaviors rated in the previous question parents were asked to indicate whether the behavior was a problem for them using a dichotomous Yes (1) or No (0) scale. For the ECBI Problem scale parents' raw scores are converted to a T-score and ECBI Problem scores of 60 or higher are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Problem scale identifies a parent who is significantly bothered by the problem behaviors of their child. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the number of problem behaviors that are a problem for them.

The average pre-program Problem T-scale score for these 196 parents was 60.41; the average post-program T-scale score was 51.26. **This decrease in number of behaviors that parents' reported as being a problem for them is statistically significant and represents a large program effect** ($t_{(195)}=-11.209$, $p<0.001$; $d=-0.90$).

Table B7. ECBI Problem Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	224	60.41	10.849	-11.209	0.000	-0.90
Post-program	224	51.26	9.522			

Program sites

This report includes outcomes from the following 11 program sites:

- Children's Center of Surry
- Communities in Schools of Brunswick County
- Communities in Schools of Durham
- Down East Partnership for Children
- Fairview Family Resource Center/Family Service of the Piedmont
- Family Resources of Cherokee County
- HELP Incorporated: Center Against Violence
- KidSCOpe
- Southeastern Family Violence Center
- The Family Place of Transylvania County
- Welcome Baby Family Resource Center

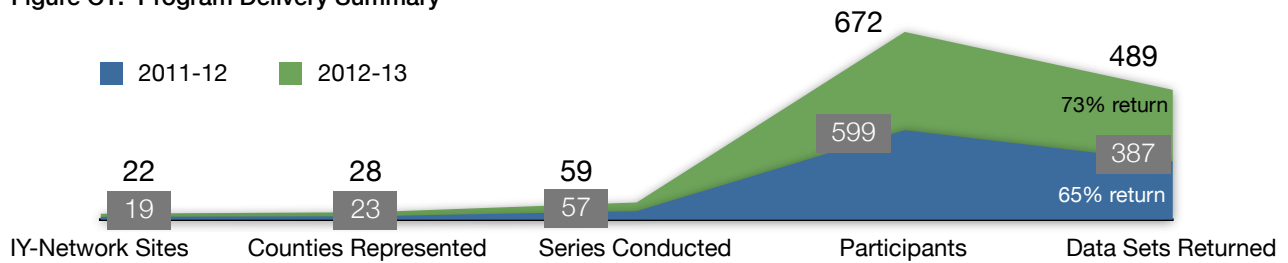
Appendix C:

Statewide IY-Network Year-on-Year Comparisons

Program Delivery

Figure C1. compares key program delivery statistics for program years 2011-12 and 2012-13.

Figure C1. Program Delivery Summary



Program Effect

Figure C2 below illustrates the change in program effect based on the Cohen's *d* values. All scales with the exception of Clear Expectations demonstrate increased program effect in 2012-13 as compared to 2011-12. This clearly indicates that the Incredible Years program is having the desired effect of decreasing negative parenting practices while increasing positive parenting practices.

Figure C2. Program Effect - PPI

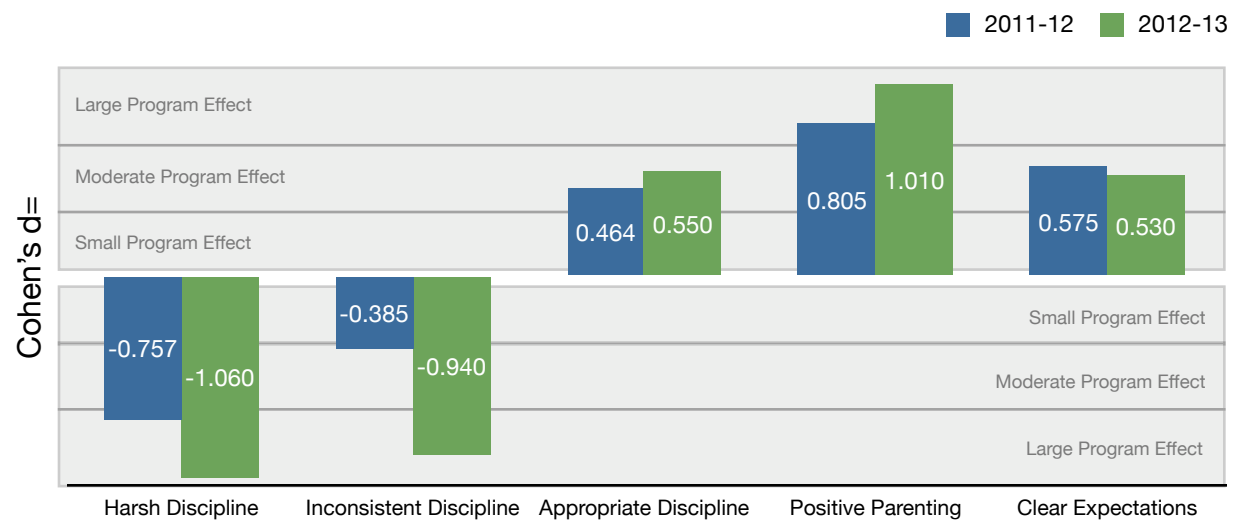


Figure C3 below shows the change in program effect based on the change in Cohen's *d* values for the Intensity and Problem Scales of the ECBI. This clearly indicates that the Incredible Years program is having the desired effect of decreasing the frequency of the target child's problem behavior as well as decreasing the degree to which the behavior is deemed problematic by the parent.

Figure C3. Program Effect - ECBI

