



The Incredible Years® Parent, Teacher and Child Programs Fact Sheet

Developer: Carolyn Webster-Stratton, Ph.D.; Seattle, Washington

Implemented: Widely within Canada, Denmark, England, Finland, Ireland, Australia, New Zealand, Norway, Portugal, Russia, Wales, Scotland, Northern Ireland, Sweden, the Netherlands, and USA. Currently there are 8 accredited trainers, 63 mentors and 52 peer coaches providing training and support in 15 countries.

Brief Overview:

The Incredible Years® (IY) Series is a set of interlocking and comprehensive training programs for parents, teachers and children. There are five “basic” **parenting programs** that target key developmental stages: IY Baby Program (0-12 months), IY Toddler Basic Program (1-3 years), IY Preschool Basic (3-6 years), IY School Age Basic (6-12 years), and Advance Parenting Program (4-12 years) (focuses on parent interpersonal problems such as depression and anger management). Additionally, there are four adjunct parent programs: Well-Baby Prevention Program, Attentive Parenting Prevention Program, Autism Spectrum and Language Delays Program, and the School Readiness Program.

There are two **child programs** using the *Dinosaur School Social, Emotional Skills and Problem Solving Curriculum*: “Small Group Dinosaur” Child Treatment Program (ages 4-8 years) and “Classroom Dinosaur” Prevention Program (ages 3-8 years).

Finally, there are two **teacher programs**: Teacher Classroom Management Program for teachers of children ages 3-8 years, and Incredible Beginnings Program, for teachers and child care providers of children ages 1-5 years.

Short Term Goals:

- Improved parent-child interactions, building positive relationships and attachment
- Improved parental functioning, less harsh and more nurturing parenting, and increased parental social support and problem solving
- Improved teacher-student relationships, proactive classroom management skills and strengthened teacher-parent partnerships
- Prevention, reduction and treatment of early onset conduct behaviors and emotional problems
- Promotion of child social competence, emotional regulation, positive attributions, academic readiness and problem solving

Long Term Goals:

- Prevention of conduct disorders, academic underachievement, delinquency, violence and drug abuse

Program Targets:

- High risk socioeconomically disadvantaged families
- Child protective service referred families and foster parents
- Children with social and emotional behavior problems, including conduct problems, ADHD, and internalizing problems
- Families of children enrolled in preschool or early primary grades
- Preschool and Early Childhood Teachers
- ADHD, internalizing problems and developmental and language delays

Program Delivery Settings:

- Head Start Centers
- Preschools
- Primary Grade Schools
- Mental Health Centers, Social Service Centers
- Community Health Centers
- Foster Parent Agencies
- Homes, Churches, and Housing Centers
- Businesses or Employee Benefits
- Hospitals and Primary Care Practices
- Homeless Shelters, Jails, & YMCAs

Program Process:

- The training, which is based on principles of video modelling, observational and experiential learning, rehearsal and practice, individual goal setting, self management, self-reflection and cognitive self-control.
- Assumes a self-learning model involving self-monitoring and weekly goal setting. Also explicitly assumes a collaborative relationship between group leaders and participants.
- Reduction of risk factors and increased protective factors through increasing parent, teacher and child competencies.

Program Evaluation

Numerous randomized control group trials have been conducted over three decades by the developer and independent investigators with parents and teachers of children diagnosed with Oppositional Defiant Disorder, ADHD and with high risk populations (e.g., Head Start and Sure Start). Outcomes have shown:

- Reductions in parental depression and stress; increases in positive family communication and problem solving, nurturing parenting interactions, and replacing harsh discipline with proactive methods; increases in school involvement
- Increases in proactive teacher classroom management strategies and teacher-parent collaborative partnerships and reductions in stress
- Reductions in child externalizing and internalizing problems at school and at home with mothers and fathers
- Increases in children's emotional literacy, social skills, problem solving, compliance and school readiness



See website for full library of research articles: <http://incredibleyears.com/research-library/>

Menting, A. T. A., Orobio de Castro, B., & Matthys, W. (2013). Effectiveness of the Incredible Years Parent Training to Modify Disruptive and Prosocial Child Behavior: A Meta-Analytic Review. *Clinical Psychology Review*, 33, 901-913.

Program Training Information and Consultation Requests Contact:

Megan Pahl, Director of Operations
Phone: (206) 285-7565
meganp@incredibleyears.com

