



Tailoring the Incredible Years Basic Parenting Programs to the Parent Population

Early Childhood Version

The nature of the parent population will determine the length of the program and number of vignettes shown.

Prevention Program

For group leaders who are offering the Incredible Years BASIC parenting program as a prevention program, it is recommended that you follow the unit protocols as outlined here for a minimum of 12, 2-hour, weekly sessions. A subset of the total number of vignettes have been recommended in these protocols that are applicable for parents of children ages 3-7 years. For parents of toddlers (2-3 years) follow the toddler protocols and recommended vignettes (page 63). For ethnically diverse groups, substitute some of the vignettes from the BASIC school-age program as recommended on the next page.

Depending on whether the group leader is offering the program as a "universal" program to all parents regardless of risk status, or, as a "selected prevention" program, (that is, parents who are at higher risk for having children with problems either due to socio-economic disadvantage or other family risk factors), minor adjustments in the vignettes shown will need to be made according to the following criteria:

- **Parents of typically developing young preschool children** who readily grasp the child-directed play concepts will be able to complete these programs as outlined in the 12 session protocols. Moreover, if the group leader determines that the parents do not have children with oppositional behavior problems, s/he may opt to omit Limit Setting Part 3 on Time Out for non-compliance (Vignettes 2-8) and spend more time on Time Out for aggression, natural and logical consequences and problem solving. For this group of parents Time Out will be reserved for aggressive or destructive behavior, and other discipline strategies such as ignore, distractions, consequences and problem solving will be emphasized.
- **For parents for whom child directed play concepts are new** and unfamiliar, it is recommended that group leaders spend 1-2 additional sessions practicing these skills in small groups and showing most, if not all, of the play vignettes on the videotapes (not just the selected ones on the protocols). You may do this by returning to the play material after covering praise or before you start limit setting. This will likely make the length of your parent program 14 sessions rather than 12 sessions.
- **For parents who have children with some oppositional defiant behavior problems** the group leader will most certainly want to include the session on Time Out for noncompliance. Highly oppositional children cannot be socialized unless the parents can get some compliance first and this is the cornerstone of many behavior problems. For parents who usually resort to spanking and hitting, or, who have difficulty with the notion of Time Out, it may be necessary to add 1 or 2 sessions to cover the discipline material adequately.

Note: It is important to remember when making these adjustments in the protocol, that parent groups always end with the material on problem-solving and natural and logical consequences rather than Time Out.

Treatment Program

If the group leader is offering the program as a treatment program to parents of diagnosed children with Oppositional Defiant Disorder (ODD), Conduct Disorder or Attention Hyperactivity Deficit Disorder (ADHD), it will be important to include most of the vignettes on the videotapes and not just the selected vignettes on the protocols. For parents of these children the BASIC program will take 14 sessions to complete. Additionally, it is recommended that the ADVANCE program be included for these parents as well as for parents who are experiencing anger management problems, depression or marital conflict. This will make the entire treatment 22-23 sessions in total. For parents of children with conduct problems who are school age (6-8 years) or with ADHD it is recommended that the SCHOOL age version of the BASIC program be shown instead of this early childhood version. The SCHOOL age version is outlined in a different manual.

Making Programs More Ethnically Diverse

We recommend that where possible group leaders represent the ethnicity of the parents in the group. However, most groups will be culturally diverse with parents of differing ethnicities, cultural and language backgrounds. Diversity can be enhanced by training translators from these groups to translate the groups so that parents of differing languages can communicate with each other in the same groups. The individual parent goal-setting and collaborative process will strengthen the cultural sensitivity of the program. It is also possible if group leaders have access to the SCHOOL program to augment or substitute some of the vignettes with examples of African American and Asian families from the SCHOOL program. We would recommend the following:

Session #2: Program 8, Part 1: Vignettes 2,3 (descriptive commenting)

Session #4: Program 9, Part 2: Vignettes 8,9 (praise)

Session #5: Program 9, Part 3: Vignettes 16,18 (incentives)

Session # 7: Program 10, Part 1: Vignettes 1,8,9 (limit setting)

Session # 9: Program 10, Part 3: Vignettes 18, 19, 24 (time out)

Session # 11: Program 10, Part 4: Vignettes 24-31 (consequences) &

Vignettes 32-39 (problem solving)

Working with a translator in your group will add to the time it takes to complete the sessions. It will take 2-3 more sessions to complete the content.