



# The Incredible Years Parent, Teacher and Child Programs

## Overview of Program Details

<b>Developer:</b>	Carolyn Webster-Stratton, Ph.D.
<b>Country of Origin:</b>	USA; Seattle, Washington.
<b>First published:</b>	1984.
<b>Implemented:</b>	Widely within the USA, UK, Canada, Ireland, Norway, Denmark, Sweden, Russia, Portugal, New Zealand and Australia. Currently there are 9 accredited trainers and 50 mentors in USA, UK, Ireland, Norway, Denmark, Canada, Australia and New Zealand.
<b>Child Age Range:</b>	1 month - 12 years. (five programs for parents with children; two versions of child programs ages 3-8; teacher programs for ages 3-8).

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### General Aims/Goals:

- Treatment of child aggressive behaviour problems and ADHD.
- Prevention of conduct problems, delinquency, violence and drug abuse.
- Promotion of child social competence, emotional regulation, positive attributions, academic readiness and problem solving.
- Improved parent-child interactions, building positive parent-child relationships and attachment, improved parental functioning, less harsh and more nurturing parenting, and increased parental social support and problem solving.
- Improved teacher classroom management skills and teacher-parent partnerships.

### Theoretical Background:

- Cognitive social learning theory and particularly Patterson's coercion hypothesis of negative reinforcement developing and maintaining deviant behaviour, Bandura's notions of modelling and self-efficacy and Piaget's developmental interactive learning methods.
- Cognitive strategies for challenging angry, negative and depressive self-talk and increasing parenting self-esteem and confidence.

### Programme in Action:

- The Incredible Years Series is part of a series of 3 interlocking training programmes for parents, children and teachers. The parenting programs span the age range of 0-12 years. The child and teacher programs span the age range of 3 – 8 years.

- The BASIC parent training has 5 curriculae: Baby Program (8-9 sessions), Toddler Program (12 sessions), Preschool or Early Childhood Program (18-20 sessions) and Early School-Age Program or Preadolescent Program (12-16 sessions).
- The ADVANCE parent program (9-12 sessions) focusing on more interpersonal skills, anger and depression management and problem solving can follow the BASIC program for high risk populations and families with diagnosed children.
- Each parent group session is 2 to 2.5 hours long and conducted at weekly intervals. Involves 2 group leaders and 10-14 participants.
- Typically food, child care and transportation are provided for each session. For the baby program parents bring their babies to the groups.
- Training set in a problem solving format with parents identified goals, assessments of barriers, and potential solutions.
- The teacher program is six full day workshops, spread out every three to four weeks. Topics include proactive strategies, building positive relationships with students and families, praise and encouragement, incentives, proactive discipline and teaching emotional literacy, social skills and problem solving.

**Group methods include:**

- Discussions;
- Goal setting and problem solving;
- Values exercises on benefits and barriers;
- Principles training;
- Buddy calls (building support networks);
- Paired buzzes with partners;
- Skills training and practice;
- Cognitive thought training;
- Group brainstorming to identify social learning principles and effective behaviour management strategies;
- DVD vignettes of parents, teachers and their children;
- Role play practice or behavioural rehearsal;
- Homework assignments including practice and reading;
- Weekly leader phone calls to parents.

**Materials include:**

- The Incredible Years book or CD for each parent; books for teachers and children;
- 9-14 DVDs to show vignettes during the course;
- Handouts and home activities assignments;
- Group buzz exercises;
- Refrigerator Notes.

**Parent Program Content (depending on age range) includes:**

- Respect and understanding children and their developmental abilities, modelling social skills, child-directed play, balancing power, descriptive commenting, academic, social, emotion and persistence coaching, differential attention, ignoring, modelling principle, having fun.
- Having developmentally appropriate expectations for child – depending on child’s age, temperament and developmental abilities.
- Positive parenting, controlling emotions and improving relationships, effective communication skills, family problem solving, enhancing children’s learning, anger management, and managing conflict.
- Establishing rules, predictable routines and children’s responsibilities as well as ongoing monitoring and supporting children’s academic achievement through by coaching children’s homework and partnering with teachers.

**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 parents.
- Reduction of risk factors and increased protective factors through increasing parent, teacher and child competencies.

**Training for group leaders/facilitators to run the program:**

- Group leaders ideally assumed to be drawn from professionals with masters, higher degrees or diplomas in fields such as psychology, psychiatry, social work, nursing, or counselling, with knowledge of child development and social learning theory and experience of working with parents and children.
- 3 or 5-day workshops in groups up to 25.
- Facilitator materials include: manual; other reading; sets of video-vignettes to show to parent, teacher or child participants; sample group session videos for self-study; handouts; books or CDs and sample group sessions for leaders.

**Training methods involve:**

- Participants “act” as parents, teachers or children and course methods are modelled, followed by discussion, self-reflection and analysis;

- Role play practices as parents or teachers and group leaders;
- Collaborative processes modelled implicitly with extensive discussion and practice in workshops plus consultation based on collaborative model;
- Videos of actual courses;
- Brainstorming;
- Homework.

**Supervision includes:**

- Peer support meetings and coaching to review session tapes using Peer and Self-evaluation checklists;
- Monthly telephone consultations;
- Feedback on a mid-course videos;
- Consultation workshops sharing videos of sessions with other groupleaders.

**Accredited by:**

- Attending accredited group leader training;
- Conducting a minimum of two full sets of group programmes;
- Receiving satisfactory mentor/trainer review of a session video, all documentation and evaluations of the programmes;
- Attend consultation from a mentor/trainer, which involves submitting videos of group sessions.

**Evaluation:**

- Following session fidelity protocols;
- Weekly session and final course participant evaluations;
- Group leader checklist review of all sessions;
- Group leader self, peer and/or trainer evaluation forms of a video of sessions;
- Pre and post questionnaires such as:
  - Demographics;
  - Beck Depression or Parenting Stress Index;
  - Eyberg or parent & teacher SDQ;
  - Parenting Practices Inventory PPI, or Parenting Scale;
  - Post consumer satisfaction evaluations.

### **Costs:**

- The cost to train a group leader averages \$290 (USD), but will depend upon whether there are existing group leaders in the organization/LA and whether the training is done by a mentor or trainer.
- The initial costs of materials for running a parent course is \$1595 (USD) for the Basic program, and \$1995 (USD) for the School Age Basic plus Advance programs. Other programs are available; prices vary. Additionally the group leaders provide books (available in the UK for £16) for parents. However, the DVDs once purchased can be used repeatedly on any number of further courses.
- Costs of supervision/consultation to enable trainee group leaders to become accredited is approximately £455, or \$600 - 800. The fee itself is \$400, and other costs relate to preliminary consultation and equipment. \*the amount in GB pounds will depend on the exchange rate current at the time of invoicing.

### **Trainers:**

- The programme has designated and accredited mentors and trainers.
- Mentors are permitted to train within their own agency or defined geographic district and are funded by their agencies; whereas trainers are contracted with by IY and may conduct training more widely and assist with program roll out and evaluation.

### **Peer Coach accreditation includes:**

- Accreditation first as an IY group leader;
- Nomination by an existing IY mentor or trainer;
- Successful completion of at least 6 BASIC programmes with submission of feedback documentation and DVDs;
- Participation in consultation led by a certified IY mentor;
- Positively evaluated group video and review by an IY mentor post group leader accreditation;
- 2-day training in coaching process and methods.
- Completed competent video reviews for coaching new group leaders (3 sets of dyads).
- Positive coaching evaluations from new group leaders coached.

### **Mentor accreditation includes:**

- Accreditation first as an IY group leader;
- Nomination by an existing IY mentor or trainer;
- Successful completion of at least 8 BASIC programmes with submission of feedback documentation and DVDs;
- Participation in consultation led by a certified IY trainer;

- Positively evaluated group video and review by an IY trainer post group leader accreditation;
- Training in supervision process and workshop delivery protocol.
- Positively evaluated workshop video and supervision session by IY trainer;
- Completed competent video reviews for group leader certification and submitted supervisory reports; achieved reliability with an accredited mentor.
- Positive evaluations from 6 group leaders mentored.
- Completed numerous evaluated mentor workshops.
- Co-trained with other Incredible Years trainers.

**Trainer accreditation includes for example:**

- Accreditation as a mentor;
- Research training, experience and knowledge-based related to evidence-based interventions, research and evaluation methods;
- Understanding and experience regarding dissemination and implementation strategies to promote fidelity of program delivery by practitioners and organizations;
- Masters or preferably doctoral level education;
- Ongoing close relationship with Incredible Years organization in Seattle and with developer;

## Research:

### Parent Program Evaluations

- 12 randomized trials of the parenting programmes by Webster-Stratton and colleagues (e.g. C. Webster-Stratton, 2006; C. Webster-Stratton & Reid, 2003) and six independent replications (including those in UK) have shown:
  - Increased parental positive affect (e.g. praise and reduced criticism and negative commands).
  - Increased effective parental limit-setting, replacing spanking and harsh discipline with non-violent discipline techniques and increased monitoring of children.
  - Reductions in parental depression and increases in parental self-confidence.
  - Increased positive family communication and problem-solving.

- Reduced conduct problems in children’s interactions with parents and increases in positive affect, social competence and compliance.
- Numerous independent randomised trials have also been conducted in US, Norway, Canada, New Zealand, UK (e.g., Patterson et al, 2002; Scott et al, 2001; Hutchings et al, 2007; Gardner et al, 2006) indicating
  - benefits for externalising behaviour of children from 2-9;
  - maintained up to 2 years after the programme;
  - benefits for parenting and parent mental health;
  - using health visitors, child mental health specialists, social workers, nursery nurses, teachers and people from adult education, and the child and family voluntary sector.
- Recruitment rates ranged from 65-78%;
- Attrition ranging from 11-43%.

## Child Program Evaluations

- 3 randomized trials of the child treatment programme with diagnosed children by Webster-Stratton and colleagues and one independent randomized replication in Norway and one randomized trial of the prevention programme by Webster-Stratton have shown according to classroom observations, teacher and parent reports:
  - Increased social and emotional competence with peers in classroom.
  - Increased problem solving skills.
  - Reductions in behavior problems.
  - Increased academic readiness and cooperation with teachers.

## Teacher Program Evaluations

- 1 randomized trial of the teacher classroom management program with teachers of diagnosed children by Webster-Stratton and colleagues and two randomized trials of the prevention program with high risk populations (Head Start and high risk schools) by Webster-Stratton and colleagues and one independent replication (Chicago) have shown according to classroom observations and teacher reports:
  - Increased social and emotional competence with peers in classroom.
  - Reduced behavior problems in the classroom
  - Increased proactive teacher classroom management skills.

*See attached table on next page.*

Table 1

*Summary of Treatment Results for Studies Evaluating the Incredible Years Programs*

Study Information			
Program Evaluated	Number of Studies <sup>1</sup>	Investigator: Program Developer or Independent Replication	Population: Prevention or Treatment
Parent	6	Developer	Treatment
Parent	4	Developer	Prevention
Child	2	Developer	Treatment
Child	1	Developer	Prevention
Teacher	1	Developer	Treatment
Teacher	2	Developer	Prevention
Parent	5	Replication	Treatment
Parent	5	Replication	Prevention
Child	1	Replication	Treatment
Child	1	Replication	Prevention
Teacher	2	Replication	Prevention
Outcomes			
Variable Measured (Observation and Report)	Effect Size <sup>2</sup> Cohen's <i>d</i>		Most Effective Program
Positive Parenting Increased	<i>d</i> =.46-.51		Parent
Harsh Parenting Decreased	<i>d</i> =.74-.81		Parent
Child Home Behavior Problems Decreased	<i>d</i> =.41-.67		Parent
Child Social Competence	<i>d</i> =.69-.79		Child
School Readiness and Engagement	<i>d</i> =.82-2.87		Child and Teacher
Child School Behavior Problems	<i>d</i> =.71-1.23		Child and Teacher
Parent-School Bonding	<i>d</i> =.57		Teacher
Teacher Positive Management	<i>d</i> =1.24		Teacher
Teacher Critical Teaching	<i>d</i> =.32-1.37		Teacher

<sup>1</sup>All studies used randomized control group design and are cited in the reference list.

<sup>2</sup>Effect sizes include both treatment and prevention studies conducted by the program developer. The range of effect sizes represents the range for a particular outcome across all studies that included that outcome measure. The information to calculate effect sizes for independent replications was not