The Incredible Years Social Skills and Problem-Solving Curriculum®, developed by Dr. Carolyn Webster-Stratton, is a comprehensive child training program for use by teachers and counselors in the classroom. There are three sets of lesson plans. Level One lessons are for children ages 3-5 years, Level Two for children ages 5-6 years and Level Three 7-8 years. Level Three lesson plans build on Level Two lesson plans, which must be completed first, regardless of age. This curriculum uses DVDs, puppets, special activities, games, and books to teach young children friendship skills, emotion language, problem solving, and anger management. For more information, see www.incredibleyears.com or contact incredibleyears@incredibleyears.com.

All aspects of the curriculum focus on:

- Using a child-centered, relationship-building teaching philosophy
- Integrating research-based principles of learning
- Valuing the developmental stages and abilities of children (ages 3 to 8 years) as well as acknowledging individual differences in temperament and learning styles
- Opportunities for encouraging cultural diversity
- Regular involvement with parents in all aspects of the curriculum and learning process
- Utilizing learning approaches based on children's active experiences with peers and materials
- Integrating academic competencies (i.e., reading, writing, math, oral language) with social and emotional competencies
- Activities that encourage children's choices and self-direction in learning
- Respect for children's and parents' input and inclusion of adaptable materials to address themes meaningful to children within a particular classroom and community
- Multiple opportunities designed to encourage language, literacy and writing development
- Strengthening children's emotional regulation and problem-solving

Program Targets
This curriculum is designed to be offered to all the students in your classroom. Offering this program to the entire classroom is less stigmatizing than pull-out groups for children with behavior problems and is more likely to result in sustained effects across settings and time. While aggressive and socially withdrawn children learn new skills in pull-out programs, the skills do not necessarily generalize back to the classroom, because peers continue to react negatively to the child with problems because of his or her negative reputation. By offering classroom-wide intervention, you can help to integrate these children into their peer group and create a feeling of “classroom as family”—that is, a feeling that every child is special and everyone helps each other according to individual needs and abilities.

Classroom-wide intervention also provides the opportunity for more prosocial children to model appropriate social skills and emotional regulation for less socially competent children, and provides the classroom with a common vocabulary and problem-solving strategies to use in
resolving everyday conflicts. Thus social and emotional competence and empathy is strengthened for the lower-risk as well as the aggressive children, and the classroom environment generally fosters appropriate behaviors on an ongoing basis. Additionally, with a classroom-based model, the curriculum outcomes are enhanced as the dosage of intervention is magnified by teachers providing coaching and reinforcement of key concepts throughout the day.

**Program Content**
The Dinosaur Curriculum is a comprehensive video- and theme-based social skills, emotional regulation and problem-solving curriculum for use by teachers, school counselors, nurses, psychologists, and other adults who work with young children in preschools, elementary schools (kindergarten through grade 3), and day treatment centers. The purpose of the curriculum is to teach children, ages 3–8 years, positive social skills, conflict and anger management skills, emotional literacy, appropriate school behaviors, and reading, writing and communication skills in order to promote their positive self-esteem and general social, emotional, and academic competence.

There are 7 units:
- Apatosaurus Unit 1: Learning School and Home Rules
- Iguanodon Unit 2: How to Do Your Best in School
- Triceratops Unit 3: Understanding and Detecting Feelings
- Stegosaurus Unit 4: Problem-Solving Training
- Tyrannosaurus Rex Unit 5: Anger Management
- Allosaurus Unit 6: How to Be Friendly
- Brachiosaurus Unit 7: How to Talk With Friends

**Adhere to Program Dosage, Order, and Protocols—Ensuring Implementation Fidelity**

*Program fidelity.* Fidelity is a term used to describe group leader adherence to core program features, including the content and dosage, therapist skill, clinical methods and processes, and the quality and amount of training and consultation received by the group leader (Schoenwald, Garland, Chapman, Frazier, Sheidow, & Southam-Gerow, 2011). There is convincing evidence that program fidelity is predictive of outcomes across a number of different evidence-based practices.

**Accreditation.** A certification or accreditation process allows group facilitators to continue their learning process with IY coaches and mentors after the initial 3-day workshop and to recognize those who strive to become more competent at delivering the programs. Requirements for accreditation include the following:

- Three-day approved training workshop from a certified trainer or mentor for the parent, teacher or child programs.
- Delivery of complete units with minimum recommended number of sessions, vignettes & submission of session or lesson protocols indicating adherence to fidelity delivery.
- Peer review of groups with co-facilitator and Accreditation feedback from peer coach or mentor.
- Satisfactory trainer or mentor review of DVDs of groups (minimum of two sessions). Trainer rates leader’s adherence to the program content and methods, as well as their therapeutic skill.
- Attendance at group consultation workshop, or phone consultation.
- Submission of final cumulative parent or teacher evaluations. (Evaluation materials are
provided with program materials).

- Facilitator self-evaluation of three sessions, group summaries and attendance.
- Application (available in leader’s manual and on website)
- Session protocols, checklists and group process evaluations can be found on website and in leader’s manual.

Satisfactory peer review, video review, evaluations, adherence to protocols and group attendance indicate fidelity or proficiency of program delivery regarding the content and the therapeutic process necessary for accreditation. Group leaders who become accredited can reasonably anticipate to achieve effects similar to those achieved in the published outcome studies evaluating the program.

**Building Sustainability**

To sustain program fidelity and prevent drift away from fidelity, accredited leaders are encouraged to continue to attend ongoing consultation workshops with accredited mentors and to continue participating in peer-review groups within their agency. Client evaluations and completed session protocols are also part of the clinician’s accountability to the agency. From these accredited individuals, agencies or schools may identify one or two individuals for additional training to become accredited IY peer coaches and some of these may eventually proceed to become accredited IY mentors. Such individuals are accredited group leaders with exceptional group leadership skills, mastery of the collaborative process, and desire to provide emotional support to other leaders. Peer coaches receive further training in peer coaching and video review processes. They are expected to co-lead groups with new leaders and to provide them with ongoing support and feedback about the program. They review videos of their sessions and give new leaders feedback.

IY mentors are accredited group leaders and peer coaches who have been selected to receive more extensive training in Child (or Parent or Teacher IY workshop delivery) and are permitted to offer authorized training workshops within their agency or school. Prospective mentors have delivered many groups and received ongoing positive reviews, participated in supervision and consultation workshops, and co-lead training workshops with an accredited IY trainer. Mentors receive ongoing consultation from IY trainers, participate in yearly workshops with other mentors, obtain video feedback on their supervision process, and participate in further training, and updates regarding new program developments and research.
Research References Regarding IY Teacher and Child Programs

*Starred articles are research with prevention, indicated or selective populations; remaining are treatment—diagnosed research trials


Drugli, M. B., & Larsson, B. (2006). Children aged 4-8 years treated with parent training and child therapy because of conduct problems: Generalisation effects to day-care and school settings European Child and Adolescent Psychiatry, 15, 392-399.


Note: Description of these studies and those of IY parent programs may be found in the following book, which is also available on www.incredibleyears.com. Webster-Stratton, C. (2012). The Incredible Years - Parent, Teacher, and Children's Training Series. Seattle, WA Incredible Years Press. Articles may be downloaded from web site: http://www.incredibleyears.com/Library/Searchlist.asp
Clinical and Review Articles and Books Relevant for Therapists/Group Leaders

Using IY Teacher and Child Programs

Set of Books for Use with Children:

Clinical Articles:


