

The Incredible Years Teacher Program

Program developed by Carolyn Webster-Stratton, Professor and Director of the Parenting Clinic at the University of Washington.



Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University and Carolyn Webster-Stratton, Professor, University of Washington

Teacher Program Components & Goals

Program Modalities
Specific strategies, methods, and techniques are used to accomplish the program goals.

Targeted Risk and Protective Factors

Proximal (Short-term) Outcomes
Targeted outcomes that the program is designed to impact *immediately following* program completion.

Hypothesized Distal (Long-term) Outcomes
Outcomes impacted by the program *years following* program completion that are hypothesized but follow-up data are not yet available.

Component:
IY Teacher Classroom Management Program

Goals:

- Enhance teacher classroom management skills, proactive discipline, positive teacher-student relationships
- Effective behavior plans & teaching regarding social & emotional regulation skills
- Positive teacher-parent partnerships

- Goal Setting & Self-Reflective Learning
- Video Modeling
- Role Play & Behavioral Practice
- Group Support, Discussion & Problem Solving
- Cognitive & Emotional Self-Regulation Training
- Classroom Assignments & Individualized Behavior Plan
- Teacher Plans Parent Home Activities to Enhance Child's Learning Involvement in Home Activities
- Peer Teacher Coaching

School Risk Factors:

- Poor teacher classroom management skills
- Lack of social and emotional curriculum or focus
- Teacher stress & lack of support
- Number of children in classroom with conduct problems & deviant peer groups
- Poor parent involvement with schools and with children's learning goals

School Protective Factors:

- Positive classroom management strategies
- Focus on student social and emotional learning and problem solving
- Predictable proactive discipline hierarchies
- Positive teacher-student relationships
- Positive teacher-parent partnerships
- Support for teachers

Improved Teacher Classroom Management:

- Proactive classroom management strategies
- Positive teacher relationships with students and parents
- Successfully implemented and tailored behavior plans
- Focus on social, emotional and persistence coaching and teaching
- Reduced teacher stress and more support
- Home parent activities to enhance child's classroom learning

Improved Student Behaviors:

- Increased social and emotional competence with peers in classroom
- Increased child problem solving skills
- Reductions in behavior problems
- Increased academic readiness, on task, focused behaviors and cooperation with teachers and peers

Hypothesized – Reduced Youth Antisocial Behavior:

- Less aggressive & destructive behavior & conduct problems
- Less likely to become involved with deviant peer groups
- Reduce special education referrals
- Less likely to drop out of school
- Greater academic achievement
- Less likely to engage in criminal activities
- Less use of drug and alcohol