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

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

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