



OJJDP

John J. Wilson, Acting Administrator

June 2000

JUVENILE JUSTICE BULLETIN

The Incredible Years Training Series



Carolyn Webster-Stratton

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) is dedicated to preventing and reversing trends of increased delinquency and violence among adolescents. These trends have alarmed the public during the past decade and challenged the juvenile justice system. It is widely accepted that increases in delinquency and violence over the past decade are rooted in a number of interrelated social problems—child abuse and neglect, alcohol and drug abuse, youth conflict and aggression, and early sexual involvement—that may originate within the family structure. The focus of OJJDP's Family Strengthening Series is to provide assistance to ongoing efforts across the country to strengthen the family unit by discussing the effectiveness of family intervention programs and providing resources to families and communities.

Research points out that aggression in children is escalating—and at younger ages (Campbell, 1990; Webster-Stratton, 1991). These studies also indicate that anywhere from 7 to 25 percent of preschool and early school-age children meet the diagnostic criteria for oppositional defiant disorder (ODD) and/or conduct disorder (CD), referred to generically in this paper as “conduct problems” (defined as high rates of aggression, noncompliance, and defiance). These trends have disturbing implications because the early onset of these problems in young children, in the

form of high rates of oppositional defiant aggression and noncompliance, is predictive of substance abuse, depression, juvenile delinquency, antisocial behavior, and violence in adolescence and adulthood (Loeber, 1985). People with histories of chronic aggression beginning in childhood are more likely than others to commit murder, rape, robbery, arson, and driving under the influence (DUI) offenses and to engage in substance abuse (Kazdin, 1995). The problem of escalating aggression in young children is thus a universal concern.

The Incredible Years Parents, Teachers, and Children Training Series, developed by Dr. Carolyn Webster-Stratton, uses group discussion, videotape modeling, and rehearsal intervention techniques to assist adults living and working with children ages 2 to 10. The series is designed to prevent, reduce, and treat conduct problems among these children and to increase their social competence. This Bulletin presents an overview of the series' program designs, goals, and target populations; an extended discussion of each program's rationale, content, process, and methods; the findings of several research evaluations of the programs; and a summary of the series' effectiveness. The Incredible Years Training Series was selected as the 1997 winner of the United States Leila Rowland National Mental Health Award for outstanding prevention programs and has been identified as an

From the Administrator

A growing number of children are experiencing conduct problems—aggression, noncompliance, and defiance—and at earlier ages. Because these problems may be predictive of delinquency, violence, and other antisocial behavior, escalating aggression in preschool and elementary school children is a particular cause for concern.

The Incredible Years Parents, Teachers, and Children Training Series, described in this Bulletin, is designed to prevent, reduce, and treat conduct problems among children ages 2 to 10 and to increase their social competence.

OJJDP's Family Strengthening Project has designated the Incredible Years Training Series as an exemplary best practices program. As such, the series has been subject to a quality evaluation, evidenced excellent effectiveness, and attained high overall ratings.

The Bulletin provides an overview of the Incredible Years Training Series, describes its methodologies, and summarizes program effectiveness, noting pertinent evaluations.

The programs in the Incredible Years Training Series have been adopted by hundreds of youth-serving agencies in 43 States. The information that this Bulletin provides will assist you in assessing their potential for your community.

John J. Wilson
Acting Administrator

OJJDP's Family Strengthening Project's Evaluation Criteria

The Incredible Years Parents, Teachers, and Children Training Series was identified as an exemplary "best practices" program by OJJDP's Family Strengthening Project. A panel of national experts selected the OJJDP-identified "best practices" programs based primarily on the programs' focus on family, strength of theoretical foundation, program content, capacity for dissemination (e.g., availability of curriculum manuals, etc.), and the training capacity of the program developer. Critical to selection was the quality of the program evaluation, research design, and outcome results in relation to family and youth change. There were three categories of programs: exemplary, model, and promising approaches. The exemplary category indicates the program has an evaluation of the highest quality (experimental with random assignment, quasi-experimental design with matched controls, etc.), excellent effectiveness results, and overall high ratings by the national review committee for its category. Reviewers independently rated the 14 dimensions listed and then were required to come to consensus regarding the quality of the program in question. Programs rated as "exemplary" were those that were well implemented, were rigorously evaluated, and had consistently positive find-

ings (integrity ratings of "A4" or "A5" on the assessment scale):

- ◆ **Theory.** The degree to which the project findings are based in clear and well-articulated theory, clearly stated hypotheses, and clear operational relevance.
- ◆ **Fidelity of interventions.** The degree to which there is clear evidence of high fidelity implementation, which may include dosage data.
- ◆ **Sampling strategy and implementation.** The quality of sampling design and implementation.
- ◆ **Attrition.** Evidence of sample quality based on information about attrition.
- ◆ **Measures.** The operational relevance and psychometric quality of measures used in the evaluation and the quality of supporting evidence.
- ◆ **Missing data.** The quality of implementation of data collection (e.g., amount of missing data).
- ◆ **Data collection.** The method(s) by which data were collected (in terms of bias or demand characteristics and haphazard manner).
- ◆ **Analysis.** The appropriateness and technical adequacy of techniques of analysis, primarily statistical.

- ◆ **Other plausible threats to validity (excluding attrition).** The degree to which the evaluation design and implementation address and eliminate plausible alternative hypotheses concerning program effects. The degree to which the study design and implementation warrant strong causal attributions concerning program effects.
- ◆ **Replications.** The exact or conceptual reproduction of both the intervention implementation and evaluation.
- ◆ **Dissemination capability.** Program materials developed including training in program implementation, technical assistance, standardized curriculum and evaluation materials, manuals, fidelity instrumentation, videos, recruitment forms, etc.
- ◆ **Cultural and age appropriateness.** The degree to which the project is culturally and age appropriate.
- ◆ **Integrity.** The overall level of confidence that the reviewer can place in project findings based on research design and implementation.
- ◆ **Utility.** The overall usefulness of project findings for informing prevention theory and practice.

exemplary "best practices" program by OJJDP's Family Strengthening Project.

Overview

For the past 20 years, Dr. Webster-Stratton and her colleagues at the University of Washington's Parenting Clinic have worked to develop and evaluate training programs for parents, teachers, children, and families with children ages 3 to 8 with conduct problems. These programs, which have been adapted for use with children ages 2 to 10, are briefly described in this overview and expanded upon throughout this Bulletin. Table 1 provides an overview of the Incredible Years Parent, Teacher, and Child Training Programs.

Program Designs

Parent Training. The Incredible Years BASIC Parent Training Program has early

childhood and school-age components. The Incredible Years Early Childhood BASIC Parent Training Program (ages 2–7), the original 12-week program for parents, involves group discussion of a series of 250 video vignettes. The program, whose development was guided by cognitive social learning literature, teaches parents interactive play and reinforcement skills (Hanf, 1970; Eyberg and Matarazzo, 1980); nonviolent discipline techniques, including "timeout" and "ignore" (Patterson, 1982; Forehand and McMahon, 1981); logical and natural consequences; and problem-solving strategies (D'Zurilla and Goldfried, 1971; D'Zurilla and Nezu, 1982).

The Incredible Years School-Age BASIC Parent Training Program (ages 5–12) is a multicultural program similar to the early childhood program in content but aimed at a somewhat older age group. It gives greater emphasis to strategies for older

children, including logical consequences, monitoring, problem solving with children, and family problem solving. Approximately 40 percent of the people featured on the videotapes for this version of the BASIC program are people of color.

The Incredible Years ADVANCE Parent Training Program (ages 4–10) is a 10- to 12-week supplement to the BASIC program that addresses other family risk factors such as depression, marital discord, poor coping skills, poor anger management, and lack of support.

Finally, the Incredible Years EDUCATION Parent Training Program (Supporting Your Child's Education) supplements either the early childhood or school-age BASIC program by focusing on ways to foster children's academic competence. It was designed to teach parents to strengthen their children's reading and academic

Table 1: Overview of the Incredible Years Parent, Teacher, and Child Training Programs

Interventions	Skills Targeted	Person Trained	Settings Targeted
Incredible Years BASIC Parent Training Program	Parenting skills <ul style="list-style-type: none"> • Play/Involvement. • Praise/Rewards. • Limit setting. • Discipline. 	Parent	Home
Incredible Years ADVANCE Parent Training Program	Interpersonal skills <ul style="list-style-type: none"> • Problem solving. • Anger management. • Communication. • Depression control. • Giving and getting support. 	Parent	Home, work, and community
Incredible Years EDUCATION Parent Training Program (also known as Supporting Your Child’s Education)	Academic skills <ul style="list-style-type: none"> • Academic stimulation. • Learning routine after school. • Homework support. • Reading. • Limit setting. • Involvement at school. • Teacher conferences. 	Parent	Home-school connection
Incredible Years Teacher Training Program	Classroom management skills <ul style="list-style-type: none"> • Encouragement/Praise. • Incentives. • Proactive teaching. • Discipline. • Positive relationships. • Social skills training. • Problem-solving training. Promoting parent involvement	Teacher	School
Incredible Years Child Training Program (also known as Dina Dinosaur Social Skills and Problem-Solving Curriculum)	Social skills <ul style="list-style-type: none"> • Friendship. • Teamwork. • Cooperation/Helping. • Communication. • Understanding feelings/Feeling language. • Rules. Problem solving <ul style="list-style-type: none"> • Anger management. • Steps of problem solving. Classroom behavior <ul style="list-style-type: none"> • Quiet hand up. • Compliance. • Listening. • Stop-look-think-check. • Concentrating. 	Child	Home and school

readiness and promote strong connections between home and school.

All of the Incredible Years parent training programs include videotapes, extensive group leader manuals, books for parents, home activities, and refrigerator notes and are offered in parent group discussions facilitated by trained leaders.

Teacher Training. The Incredible Years Teacher Training Program was designed to train teachers in classroom management skills such as how to encourage and motivate students, strengthen social competence, decrease inappropriate behavior, and teach social skills, anger management, and problem solving in the

classroom. Teacher training is offered to groups of teachers and may be delivered in six day-long workshops offered monthly or in 2-hour sessions offered once a week for 24 weeks. Videotaped vignettes of teachers managing common and difficult situations in the classroom are used to stimulate group discussion and problem solving.

Incredible Years Training Materials

Parent Training

The Incredible Years parent training materials include:

- ◆ Twelve videotapes for the early childhood BASIC program.
- ◆ Three videotapes for the school-age BASIC program.
- ◆ Six videotapes for the ADVANCE program.
- ◆ Two videotapes for the EDUCATION program.
- ◆ A self-administered manual for the BASIC programs.
- ◆ Comprehensive leader manuals for each program (consisting of more than 500 pages of “how to” information, including leader questions for discussion, home activities, and interpretation of videotapes).
- ◆ Weekly “refrigerator notes” (brief points to remember) for parents.
- ◆ Assignments for parents’ home activities.
- ◆ Copies of a book for parents titled *The Incredible Years: A Trouble-Shooting Guide for Parents of Children Ages 3–8* (also available on audiotape).
- ◆ Refrigerator magnets that remind parents to do their weekly homework activities and deliver special messages, such as “Build up your bank account with children.” (The illustration on the magnet shows “coins” labeled love, play, caring, and support going into a piggybank.)
- ◆ Pyramid posters (see figure on page 5). The pyramids show how the programs first build a positive foundation emphasizing relationship skills before beginning to discuss discipline strategies.

Teacher Training

The Incredible Years teacher training materials include:

- ◆ Twelve videotapes.
- ◆ Comprehensive leader manuals (including leader questions for discussions, classroom activities, suggested readings, and handouts).
- ◆ Self-administered manuals.
- ◆ Teacher blackboard notes (key points to remember for each program).
- ◆ Teacher classroom practice assignments.
- ◆ Copies of the book for teachers entitled *How to Promote Social and Emotional Competence in the Classroom*.

Child Training

The Incredible Years child training materials include:

- ◆ Thirteen videotapes.
- ◆ A comprehensive leader manual (including leader questions for discussion, home activities, teacher notes, suggested practice activities, and suggested readings).
- ◆ Weekly cue pictures of key concepts for children.
- ◆ Homework detective activities.
- ◆ Refrigerator magnets for children (reminding them to do their homework).
- ◆ A feeling-wheel game.
- ◆ Thirty-nine laminated cue cards.
- ◆ Six sets of different stickers (reviewing main concepts).
- ◆ Children’s books.

Child Training. The Incredible Years Child Training Program, Dina Dinosaur’s Social Skills and Problem-Solving Curriculum, was designed to teach groups of children friendship skills, appropriate conflict management strategies, successful classroom behaviors, and empathy skills. In addition, it teaches children cognitive strategies to cope with negative attributions (i.e., hostile thoughts about others’ intentions) and situations that incite anger. There are two versions of this curriculum. It can be used as a “pull out” treatment program for small groups of children with conduct problems or as a classroom-based preventive program designed to be delivered to all students two to three times a week in 20- to 30-minute circle time discussions followed by 20-minute practice activities during the day. Videotaped vignettes are used to stimulate children’s discussions, demonstrate problem solving, and prompt role-playing and practice activities.

Series Goals

The Incredible Years Parents, Teachers, and Children Training Series has two long-range goals. The first goal is to develop comprehensive treatment programs for young children with early onset conduct problems. The second goal is the development of cost-effective, community-based, universal prevention programs that all families and teachers of young children can use to promote social competence and to prevent children from developing conduct problems in the first place.

The purpose of the series is to prevent delinquency, drug abuse, and violence. The short-term goals of the series are to:

- ◆ Reduce conduct problems in children:
 - ❖ Decrease negative behaviors and noncompliance with parents at home.
 - ❖ Decrease peer aggression and disruptive behaviors in the classroom.
- ◆ Promote social, emotional, and academic competence in children:
 - ❖ Increase children’s social skills.
 - ❖ Increase children’s understanding of feelings.
 - ❖ Increase children’s conflict management skills and decrease negative attributions.
 - ❖ Increase academic engagement, school readiness, and cooperation with teachers.

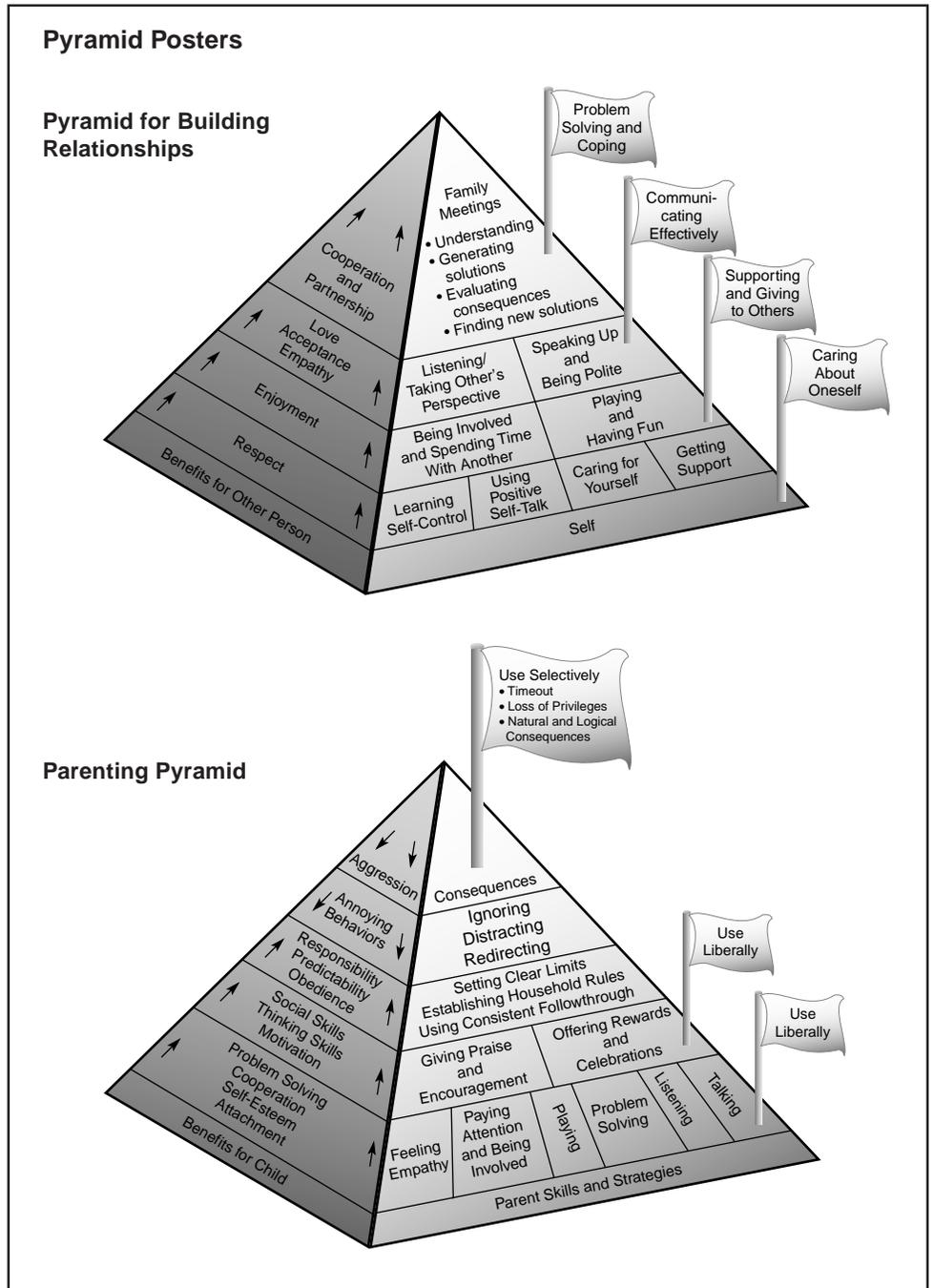
- ◆ Promote parental competence and strengthen families:
 - ❖ Increase parents' positive communication skills, such as the use of praise and positive feedback to children, and reduce the use of criticism and unnecessary commands.
 - ❖ Improve parents' limit-setting skills by replacing spanking and other negative physical behaviors with nonviolent discipline techniques and by promoting positive strategies such as ignoring the child's behavior, allowing for logical consequences, providing redirection, and developing problem-solving and empathy skills.
 - ❖ Improve parents' problem-solving skills and anger management.
 - ❖ Increase family support networks and school involvement.
- ◆ Promote teacher competence and strengthen school-home connections:
 - ❖ Strengthen teachers' classroom management strategies by using proactive and positive teaching approaches (e.g., clearly delineated classroom rules and use of strategies such as redirection, nonverbal warning signs, proximity praise, etc.).
 - ❖ Increase teachers' collaborative efforts in promoting parents' school involvement and developing plans for behavior modification that connect home and school environments.
 - ❖ Increase teachers' ability to offer social skills and problem-solving training in the classroom.

Target Populations

The Incredible Years Parents, Teachers, and Children Training Series is a practical and versatile set of programs used to teach effective child management skills to different types of participants.

Parents of Children Ages 2 to 10 Without Conduct Problems. The parenting series can be used to teach parents of children without conduct problems to foster positive social behaviors in their children and to give parents effective discipline techniques for dealing with common behavior problems. Used as a prevention program, this series can help prevent child abuse and help parents avoid the development of serious child behavior problems through early intervention.

The series is effective with parents of all educational and socioeconomic levels (Webster-Stratton, 1998, 1990a). The video-



taped vignettes show mothers and fathers of African American, Asian, Caucasian, and Hispanic backgrounds. The series is available in English and Spanish, and some parts are available in Vietnamese.

Parents of Children Ages 3 to 10 Who Have Conduct Problems. The research for the series involved more than 800 families with children having conduct problems, which are not usually evident until the age of 3. After completing the BASIC and ADVANCE programs, the parents in these

families helped their children improve their behavior significantly. The children in the studies displayed conduct problems that included aggressive behaviors such as hitting and kicking; destructive acts; negative and defiant attitudes; whining, yelling, talking back, and interrupting; and non-compliance with parental requests. Although the research did not include developmentally delayed, psychotic, or autistic children, the series could be adapted for parents of such children.

Parents at Risk for Abusing or Neglecting Their Children. Additional research for the parenting series was based on two studies with more than 600 families enrolled in 14 Head Start centers. These families were randomly assigned to the BASIC parent training program or to the usual Head Start center services. The BASIC program was well received, with more than 85 percent of parents attending more than two-thirds of the sessions. Some of these parents were at risk for abusing or neglecting their children because of their own childhood experiences of abuse or because of a lack of social and economic support. The BASIC program is also appropriate for parents who have been reported for child abuse. Parents of highly aggressive and noncompliant children have an increased risk of abusive behavior or feeling “out of control” when they discipline their children and thus have a higher risk of becoming involved with child protective services. Head Start parents who participated in the BASIC program were significantly less likely to verbally attack or criticize their children or to use physical punishment such as spanking and hitting, compared with Head Start parents from centers that did not offer the parenting program (Webster-Stratton, 1998).

Teenagers Taking Babysitting Classes or Family Life Courses. Sections of the parenting series could be used to teach adolescents how to play with and read to children and how to discipline them appropriately. The series could also serve as an educational resource for teenagers studying the normal growth and development of preschool and early school-age children.

Child Service and Childcare Providers and Teachers. The teacher training series has been used to teach classroom management strategies to childcare workers, teachers, therapists, and other professionals working with children (e.g., nurses, social workers). The parenting series has also been used to illustrate play therapy skills, behavior management principles, and cognitive problem-solving strategies in early childhood programs for teachers, nurses, and psychology students.

Children Ages 4 to 8 With Diagnosed Conduct Problems. The treatment version of the child training series can be used by therapists to work with small groups of children (six children per group) exhibiting high rates of aggression and noncompliance. It has been proven effective in decreasing peer aggression and promoting appropriate conflict management skills, inducing more cooperative behavior, and increasing children’s self-confidence.

Table 2: Content and Objectives of the Incredible Years Early Childhood BASIC Parent Training Programs (Ages 2–7)

Content	Objectives
Program 1: Play	
Part 1: How To Play With a Child	<ul style="list-style-type: none"> • Recognizing children’s capabilities and needs. • Providing positive support for children’s play. • Helping children develop imaginative and creative play. • Building children’s self-esteem and self-concept. • Handling children’s boredom. • Avoiding power struggles with children. • Understanding the importance of adult attention.
Part 2: Helping Children Learn	<ul style="list-style-type: none"> • Talking with children. • Understanding ways to create faster language development. • Building children’s confidence in their learning ability. • Helping children learn to solve problems. • Helping children deal with frustration. • Avoiding the criticism trap. • Making learning enjoyable through play.
Program 2: Praise and Rewards	
Part 1: The Art of Effective Praising	<ul style="list-style-type: none"> • Understanding ways to praise more effectively. • Avoiding praise of perfection only. • Recognizing common traps. • Handling children who reject praise. • Providing physical warmth. • Recognizing child behaviors that need praise. • Understanding the effects of social rewards on children. • Doubling the impact of praise. • Building children’s self-esteem.
Part 2: Tangible Rewards	<ul style="list-style-type: none"> • Providing unexpected rewards. • Understanding the difference between rewards and bribes. • Recognizing when to use the “first-then” rule. • Providing ways to set up star and chart systems with children. • Recognizing ways to carry out point programs. • Understanding how to develop programs that are age appropriate. • Understanding ways to use tangible rewards for reducing or eliminating problems such as dawdling, not dressing, noncompliance, not sharing, fighting with siblings, picky eating, messy rooms, not going to bed, and messy diapers.
Program 3: Effective Limit Setting	
Part 1: How To Set Limits	<ul style="list-style-type: none"> • Identifying important household rules. • Understanding ways to give more effective commands. • Avoiding unnecessary commands. • Avoiding unclear, vague, and negative commands. • Providing children with positive alternatives. • Understanding when to use the “when-then” command. • Recognizing the importance of warnings and helpful reminders. • Understanding ways to use problem-solving approaches.

Incredible Years Parent and Teacher Training Programs

Gerald R. Patterson’s theoretical work on childhood aggression strongly influenced

the development of the Incredible Years parent and teacher training programs (Patterson, 1982). Patterson’s social learning model emphasizes the importance of the family and teacher socialization processes, especially those affecting young

Table 2 (cont.): Content and Objectives of the Incredible Years Early Childhood BASIC Parent Training Programs (Ages 2–7)

Content	Objectives
Program 3: Effective Limit Setting (cont.)	
Part 2: Helping Children Learn To Accept Limits	<ul style="list-style-type: none"> • Dealing with children who test the limits. • Understanding when to divert and distract children. • Avoiding arguments and “why games.” • Recognizing traps children set for parents. • Ignoring inappropriate responses. • Following through with commands effectively. • Helping children to be more compliant.
Part 3: Dealing With Noncompliance	<ul style="list-style-type: none"> • Understanding how to implement timeouts for noncompliance. • Understanding ways to explain timeouts to children. • Avoiding power struggles. • Dealing with children who refuse to go to timeout or refuse to stay in timeout. • Ignoring children’s inappropriate responses. • Following through effectively and consistently. • Avoiding common mistakes concerning timeouts.
Program 4: Handling Misbehavior	
Part 1: Avoiding and Ignoring Misbehavior	<ul style="list-style-type: none"> • Anticipating and avoiding frustration. • Showing disapproval. • Ignoring and distracting. • Handling noncompliance, screaming, arguing, pleading, and tantrums. • Handling crying, grabbing, not eating, and refusing to go to bed.
Part 2: Timeout and Other Penalties	<ul style="list-style-type: none"> • Explaining timeout to a school-age child. • Using timeout for hitting behaviors. • Using the timeout chair with a toddler. • Explaining timeout to a toddler. • Using a timeout room with a toddler. • Using timeout to help stop sibling fights. • Following through when a child refuses to go to timeout. • Dealing with spitting. • Dealing with threats. • Understanding and establishing logical consequences. • Coping when discipline does not work. • Dealing with the telephone syndrome. • Dealing with the TV syndrome.
Part 3: Preventive Strategies	<ul style="list-style-type: none"> • Encouraging sharing and cooperation between children. • Using puppets and story books to teach children social skills. • Talking and listening effectively. • Problem solving with children. • Reviewing points to remember when using timeouts.

children. His “coercion hypothesis” states that negative reinforcement develops and maintains children’s deviant behaviors and the parents’ and teachers’ critical or coercive behaviors. The parents’ or teachers’ behaviors must therefore be changed so that the children’s social interactions can be altered. If parents and teachers can learn to deal effectively with children’s misbehavior and to model positive and

appropriate problem-solving and discipline strategies, children can develop social competence and reduce aggressive behavior at home and at school.

Children with behavior problems often have low academic achievement and low intellectual functioning during the elementary grades and throughout high school. Reading disabilities are also associated with con-

duct disorders. Despite the documented links between underachievement, language delays, reading disabilities, and conduct disorders, few attempts have been made to increase the effectiveness of parent training programs by providing parents with academic skills training. Parents, however, need to know how to give their children academic help, especially in reading and writing. Parents must also learn how to work with teachers and schools to foster supportive relationships between home and school.¹

Contents and Program Mechanics

Early Childhood BASIC Parent Training Programs (Ages 2–7). The four early childhood BASIC parent training programs—Play, Praise and Rewards, Effective Limit Setting, and Handling Misbehavior—employ a leader’s manual, participants’ books, and 10 videotapes. It is ideal to have two leaders for each group (preferably a male leader and a female leader). The leader’s manual contains the video narration, an edited recap of each parent-child interaction, a concise statement of important points, discussion topics and questions, homework assignments, handouts, and a list of recommended readings. Brief videotaped vignettes of parents interacting with children in family life situations illustrate childrearing concepts. Group leaders use these scenes to facilitate group discussion and problem solving. Participants discuss the principles of childrearing and practice new skills through role-playing and home practice activities. The BASIC programs, which can be self-administered or offered for groups of 10 to 14 participants, can be covered in twelve to fourteen 2-hour sessions. See table 2 for the content and objectives of the early childhood BASIC parent training programs.

ADVANCE Parent Training Programs (Ages 4–10). ADVANCE, a broader-based family intervention, has the same theoretical

¹ A family’s ability to benefit from parent training is influenced by factors such as parental depression, marital discord, negative life stressors, and poverty (Webster-Stratton, 1985, 1990b; Webster-Stratton and Hammond, 1990). For some parents, ongoing expanded therapy focusing on the parents’ needs, including life-crisis management, depression management, problem-solving strategies, and marital therapy may be needed. Trainers should be prepared to refer parents to these services in conjunction with parent training. Training in social skills, problem solving, and stress management should also be provided for some children. Although therapy cannot change the stressful situations a family must face, it can help teach parents and children to cope with them more effectively.

foundation as the BASIC programs. Based on cognitive social learning theory, the ADVANCE programs—How To Communicate Effectively With Adults and Children, Problem Solving for Parents, and Problem Solving With Young Children—consist of a leader’s manual and six videotapes. Offered to groups of parents who have completed the BASIC programs, the ADVANCE programs take ten to twelve 2-hour sessions to complete. They review the material covered in the BASIC programs and help parents understand how to apply the principles of communication and problem solving to other relationships. See table 3 for the content and objectives presented in the ADVANCE programs.

Supporting Your Child’s Education Parent Training Program (Ages 5–10). The EDUCATION Parent Training Program supplements the BASIC parenting programs by focusing on ways to foster children’s academic competence, such as offering parents strategies for reading and doing homework with their children, fostering supportive relationships with teachers, and setting up coordinated plans between home and school when necessary. It consists of two videotapes and a manual. This program is implemented after the completion of the BASIC programs because it builds on the behavioral principles regarding social skills that were introduced in BASIC and applies them to academic skills. See table 4 for the content and objectives of the Supporting Your Child’s Education parent training program.

School-Age BASIC Parent Training Programs (Ages 5–12). This multicultural series gives greater emphasis to strategies for older children, including logical consequences, monitoring, problem solving, and specific reference to problems such as lying and stealing. There are two programs—Promoting Positive Behaviors in School-Age Children and Reducing Inappropriate Behaviors in School-Age Children—consisting of a leader’s manual and three videotapes. See table 5 for the content and objectives of the school-age BASIC parent training programs.

Teacher Training Programs. The Incredible Years teacher training programs, developed in 1995, are six comprehensive group discussion and intervention programs for teachers, school counselors, and psychologists who work with children ages 4 to 10. The six programs are The Importance of Teacher Attention, Encouragement, and Praise; Motivating Children Through Incentives; Preventing Problems—The Proactive Teacher; Decreasing Students’

Table 3: Content and Objectives of the Incredible Years ADVANCE Parent Training Programs (Ages 4–10)

Content	Objectives
Program 5: How To Communicate Effectively With Adults and Children	
Part 1: Active Listening and Speaking Up	<ul style="list-style-type: none"> • Understanding the importance of active listening skills. • Learning how to speak up effectively about problems. • Recognizing how to validate another’s feelings. • Knowing how and when to express one’s own feelings. • Avoiding communication blocks such as not listening, storing up grievances, and angry explosions.
Part 2: Communicating More Positively to Oneself and to Others	<ul style="list-style-type: none"> • Understanding the importance of recognizing self-talk. • Understanding how angry and depressive emotions and thoughts can affect behaviors with others. • Learning coping strategies to stop negative self-talk. • Learning coping strategies to increase positive self-talk. • Increasing positive and polite communication with others. • Avoiding communication blocks such as put-downs, blaming, and denials. • Understanding the importance of seeing a problem from the other person’s point of view.
Part 3: Giving and Getting Support	<ul style="list-style-type: none"> • Understanding the importance of support for a family or an individual. • Recognizing communication styles or beliefs that block support. • Fostering self-care and positive self-reinforcement strategies in adults and children. • Avoiding communication blocks such as defensiveness, denials, cross complaints, and inconsistent or mixed messages. • Knowing how to get feedback from others. • Understanding how to turn a complaint into a positive recommendation. • Promoting consistent verbal and nonverbal messages. • Knowing how to make positive requests of adults and children. • Understanding why compliance with another’s request is essential in any relationship. • Learning how to be more supportive of others.
Program 6: Problem Solving for Parents	
Part 1: Adult Problem-Solving Meetings	<ul style="list-style-type: none"> • Recognizing when to use spontaneous problem-solving skills. • Understanding the important steps to problem solving. • Learning how and when to collaborate effectively. • Avoiding blocks to effective problem solving such as blaming, attacking, anger, sidetracking, lengthy problem definition, missed steps, and criticizing solutions. • Recognizing how to use problem-solving strategies to get more support. • Learning how to express feelings about a problem without blaming.
Part 2: Family Problem-Solving Meetings	<ul style="list-style-type: none"> • Understanding how to use the problem-solving steps with school-age children. • Recognizing the importance of evaluating plans during each problem-solving session. • Understanding the importance of rotating the leader for each family meeting. • Learning how to help children express their feelings about an issue. • Reinforcing the problem-solving process.

Table 3 (cont.): Content and Objectives of the Incredible Years ADVANCE Parent Training Programs (Ages 4–10)

Content	Objectives
Program 7: Problem Solving With Young Children	
Part 1: Teaching Children To Problem Solve Through Stories and Games	<ul style="list-style-type: none"> • Understanding that games and stories can be used to help children begin to learn problem-solving skills. • Appreciating the developmental nature and process of problem solving and learning how to enhance these skills in children. • Strengthening a child’s beginning empathy skills or ability to understand a problem from another person’s viewpoint. • Recognizing why aggressive and shy children need to learn these skills. • Learning how to help children think about the emotional and behavioral consequences of proposed solutions. • Knowing how to help older children evaluate their proposed solutions. • Understanding the importance of validating children’s feelings. • Learning how to help children make more positive attributions about another person’s intentions. • Recognizing the value of adults’ modeling their ability to solve problems for children to observe.
Part 2: Teaching Children To Problem Solve in the Midst of Conflict	<ul style="list-style-type: none"> • Understanding the importance of not imposing solutions upon children but of fostering a thinking process about conflict. • Recognizing how and when to use guided solutions for very young children or for children who have no positive solutions in their repertoire. • Discovering the value of obtaining the child’s feelings and view of the problem before attempting to solve the problem. • Learning how to foster children’s skills to empathize and perceive another’s point of view. • Recognizing when children may be ready to solve the problem on their own. • Avoiding “blocks” to effective problem solving with children, such as lectures, negative or quick judgments about solutions, exclusive focus on the “right” answer, and the failure to validate a child’s feelings.

Inappropriate Behavior; Building Positive Relationships With Students; and How To Teach Social Skills, Problem Solving, and Anger Management in the Classroom. The teaching concepts are illustrated with brief videotaped vignettes of teachers interacting with children in classrooms. The settings include large classrooms with 28 children and 1 teacher and smaller special education classrooms with multiple teachers. Group leaders use the videotaped scenes (of teachers handling problem situations effectively and ineffectively) to facilitate discussion, solve problems, and share ideas among teachers. Group leaders help teachers discuss important principles and practice new skills through role-playing and

homework assignments. The teacher training programs consist of 12 videotapes. The leader’s manual contains the complete text of the video narration, an edited recap of the teacher-child interaction for each vignette, a concise statement of important points, discussion topics and questions, readings and handouts, suggested classroom activities, and a list of recommended readings. See table 6 for the content and objectives presented during the teacher training programs.

Training Methods

The parent programs are designed as group discussions with 12 to 14 parents per group and 1 group leader (2 leaders if resources

permit). The group format fosters a sense of community support, reduces isolation, and normalizes parents’ experiences and situations. This cost-effective approach also allows for diverse problem-solving experiences in a variety of family situations. Each parent is encouraged to have a partner or close friend participate in the program.

In this collaborative, nonblaming, and non-hierarchical training model, the leader is not an “expert” who dispenses advice to parents. Rather, the leader is a collaborator. Collaboration, meaning “to labor together,” implies a reciprocal relationship that uses the leader’s and parents’ knowledge, strengths, and perspectives equally. The leader promotes collaboration through reflection, summary of points made by parents, reframing, reinforcement, support and acceptance, humor and optimism, encouragement of each member’s participation, teaching of important concepts, and role-playing exercises. The collaborative process is described extensively in *Troubled Families—Problem Children* (Webster-Stratton and Herbert, 1994), which is a required text for the group leader training.

Approximately 60 percent of each session is group discussion, problem solving, and support; 25 percent is videotape modeling (25 to 30 minutes of videotape); and 15 percent is teaching (Webster-Stratton and Herbert, 1994). The Incredible Years parent training programs make use of the following instructional approaches:

◆ **Videotape modeling.** Because the extent of conduct problems has created a need for services that exceeds available personnel and resources, this intervention had to be cost-effective, widely applicable, and sustaining. Videotape modeling promised to be effective and cost efficient. Modeling theories of learning suggest that parents can improve parenting skills by watching videotaped examples of parents interacting with their children in ways that promote prosocial behaviors and decrease inappropriate behaviors (Bandura, 1977). This method of training is more accessible, especially to less verbally oriented parents, than other methods such as didactic instruction, written handouts, or a sole reliance on group or individual discussion. It promotes generalization and long-term maintenance of positive behaviors by portraying a variety of models in many situations. Furthermore,

videotape modeling is cost effective because it can be widely disseminated.

The programs show parents and children of different sexes, ages, cultures, socioeconomic backgrounds, and temperaments interacting with each other in common family situations, such as eating dinner, getting dressed in the morning, and playing. The leader uses these vignettes to trigger group discussion. Participants identify key principles for managing children's behavior by watching examples of interaction that are positive, negative, or neither. By showing negative examples, the notion of "perfect parenting" is disproved and parents are given the chance to think about and practice alternative strategies that are more effective. The videotapes stimulate group discussion and problem solving, and the leader ensures that the discussion addresses the topic and is understood by all parents. After each vignette, the leader stops the videotape and asks open-ended questions about the scenes. Parents react to and discuss the episodes and develop alternative responses to the incidents portrayed.

◆ **Role-playing and rehearsal.** Role-playing and rehearsal of unfamiliar or newly acquired behaviors are commonly used in parent training programs and are effective in changing behavior (Eisler, Hersen, and Agras, 1973; Twentyman and McFall, 1975). Role-playing helps parents anticipate situations more clearly and dramatizes possible consequences of interactions. There are at least four or five brief role-plays during each session. The leader manual and leader training provide helpful strategies for making the role-playing comfortable and useful for parents and leaders.

◆ **Weekly homework activities.** Every session also involves a home assignment or activity, which is presented as an integral part of the learning process. The home activities help transfer the learning that takes place in group sessions to real life at home and stimulate discussion at later sessions. Home activities also convey the message that passive involvement in the group will not work magic; parents must work at home to make changes. Parents are provided with *The Incredible Years* (Webster-Stratton, 1992) and asked to read a chapter each week to prepare for the next session. Audiotapes are provided for those who cannot read. Parents are also asked to observe behaviors at home, record their thoughts and feelings, or

Table 4: Content and Objectives of the Incredible Years Supporting Your Child's Education Parent Training Program (Ages 5–12)

Content	Objectives
Program 8: How To Support Your Child's Education	
Part 1: Promoting Your Child's Self-Confidence	<ul style="list-style-type: none"> • Recognizing the capabilities of young children. • Providing positive support for children's play. • Helping children develop imaginative and creative play. • Building children's self-esteem and self-confidence in their learning ability. • Making learning enjoyable through play. • Teaching children to solve problems. • Understanding the importance of adult attention and listening skills for children. • Fostering children's reading skills and story telling through "interactive dialogue," praise, and open-ended questions.
Part 2: Fostering Good Learning Habits	<ul style="list-style-type: none"> • Setting up a predictable routine. • Understanding how television interferes with learning. • Incorporating effective limit setting regarding homework. • Understanding how to follow through with limits. • Understanding the importance of parental monitoring. • Avoiding the criticism trap.
Part 3: Dealing With Children's Discouragement	<ul style="list-style-type: none"> • Helping children avoid a sense of failure when they cannot do something. • Recognizing the importance of children learning according to their developmental ability and learning style. • Understanding how to build on children's strengths. • Knowing how to set up tangible reward programs to help motivate children in difficult areas. • Understanding how to motivate children through praise and encouragement.
Part 4: Participating in Children's Homework	<ul style="list-style-type: none"> • Understanding the importance of parental attention, praise, and encouragement for children's homework activities. • Recognizing that every child learns different skills at different rates according to her or his developmental ability. • Understanding how to build on children's strengths. • Understanding how to show "active interest" in children's learning at home and at school.
Part 5: Using Parent-Teacher Conferences To Advocate for Your Child	<ul style="list-style-type: none"> • Understanding the importance of parental advocacy for children in school. • Understanding how to focus on finding solutions to children's school difficulties (rather than blame). • Recognizing effective communication and problem-solving strategies in talking with teachers. • Knowing ways to support teachers in their teaching efforts. • Recognizing strategies to motivate children at school. • Understanding the importance of continuity from home to school.

try out a parenting strategy. At the start of each session, the leader asks parents to share their experiences with their home activities and reading. The leader can then assess whether parents are integrating the material into their daily lives.

◆ **Weekly evaluations.** Parents evaluate each group session by completing a brief weekly evaluation form, which gives the

leader immediate feedback about participants' responses to the leader's style, the group discussions, and the content presented in the session. If a parent is dissatisfied or is having trouble with a concept, the leader may want to call that parent to resolve the issue. If the difficulty is shared by others, the leader can bring it up at the next session.

◆ **Phone calls and makeup sessions.** The leader calls the parents every 2 weeks to ask how things are going and whether they are having any difficulty with the home assignments. These calls allow the leader and parents to get to know one another outside the group, which is particularly useful in the case of quiet or reluctant parents. These calls also reveal how well parents are assimilating the material presented.

◆ **Buddy calls.** The leader creates a group support system by assigning everyone a parent “buddy” in the second session. Buddies are asked to call each other during the week to share progress in home assignments. This assignment is carried out every few weeks throughout the program with different buddies each time. Parents are often initially hesitant about making these calls, but as they experience the support they receive from these phone conversations, they usually express a desire to continue the calls. Many fathers say that this is the first time they have ever talked to another father about parenting. If parents miss a session, buddies call them right away to let them know they were missed and to fill them in on the week’s material.

The collaborative training methods and processes used with teacher training groups are similar to those used with parent groups. Teachers come together in groups of 15 to 25 to discuss a series of vignettes. The facilitator encourages teachers to share their ideas. It takes six full-day workshops to complete all six components of the training. This training may be offered 1 day a month or in weekly 2-hour sessions (lasting 18 to 20 weeks). Whether these programs are offered weekly or monthly will depend on the school’s ability to release teachers from class to do the training.

Teachers use videotape modeling, role-playing, and practicing of key points just as parent groups do. For example, teachers are given classroom assignments to practice, such as praising a difficult student, using “proximity praise” during circle time, or setting up a home/school incentive program for an aggressive student. Assignments also include readings from *How to Promote Children’s Social and Emotional Competence* (Webster-Stratton, 1999). During the training, teachers develop behavior plans for targeted students and, by the end of the school year, develop a “transition plan” for students to take to the next grade. The leader supports teach-

ers by calling them regularly and meeting with them individually at the school.

Training and Qualifications of Group Leaders

Group leaders for the parent training programs may come from many disciplines, including nursing, psychology, counseling, social work, education, and psychiatry. Group leaders should have taken university courses in child development and behavior management principles and have experience working with families and young children. Leader effectiveness, however, is determined not so much by educational or professional background as by the individual’s degree of comfort with the collaborative process and the ability to promote intimacy and assume a role of friendship with the families. A leader must be like a friend who listens, asks for clarification, is reflective and nonjudgmental, understands the parent through empathy, and helps solve problems but does not command, instruct, or tell participants how to parent. At the same time, the leader must also be able to take charge, teach, and confront—to explain behavioral principles and provide a clear rationale for them, challenge families to see new perspectives, elicit the strengths of the parent group, and provide clear limits within the group when necessary. This requires effective group leadership skills.

Group leader certification by the developer of the Incredible Years Training Series is highly recommended and is required if the program is to be evaluated as part of a research program. This certification as a group leader requires successful completion of the following components:

- ◆ Application form.
- ◆ Three-day training from a certified trainer.
- ◆ Successful completion of a minimum of two parent groups (each group lasting 12 sessions).
- ◆ Peer review of groups by coleader.
- ◆ Satisfactory completion of group leader self-evaluations for each group.
- ◆ Satisfactory completion of two coleader peer evaluations for each group.
- ◆ Submission of parent weekly evaluations from two groups and final cumulative parent evaluations. (Evaluation materials are provided with program materials.)

◆ Trainer review of groups by a certified leader who observes onsite or by a certification committee that reviews a videotape of the group.

Parents can also receive training as co-leaders to help certified leaders facilitate groups. Parent coleaders first participate as members of a parent group and then apply to become coleaders. Selection is based on natural group leadership skills, interest in working with fellow parents, and interpersonal skills. Once selected, these parents receive leader training followed by an apprenticeship with two certified group leaders. Finally, they colead with a certified leader.

Once a person has become certified as a group leader, he or she is then eligible to become certified as a mentor of group leaders. Certification as a mentor requires completion of the following components:

- ◆ Application form.
- ◆ Successful completion of a minimum of three groups. (It is expected that certified mentors will have ongoing groups.)
- ◆ Completion of mentor training workshops.
- ◆ Completion of leader training groups under the supervision of a certified trainer (or submission of 2-hour videotape of training and evaluations).
- ◆ Submission of evaluations from group leaders who are mentored.
- ◆ Submission of leader training evaluations.

Certified parent group leaders or teachers who have completed the teacher training program are qualified to offer the teacher training program. Trainers should have a background in school psychology, experience teaching young children, and practice working with parents.

Incredible Years Child Training Program—Dina Dinosaur Social Skills and Problem-Solving Curriculum

The preschool and early grades are a strategic time to intervene directly with children and an optimal time to facilitate social competence. Research has shown that a significant relationship exists between poor peer relationships in early childhood and long-term social and emotional maladjustment (Loeber, 1985). In the absence of

treatment, child conduct problems intensify after the child begins school, putting the child at increased risk for peer rejection and poor social skill development (Loeber and Dishion, 1983). Before the middle grades, most children already have had at least 5 to 6 years of experience with peer groups because they have participated in daycare centers and preschools since they were toddlers. Young aggressive children may have already established a pattern of social difficulty in the preschool years that continues and becomes fairly stable by the middle school years. Many children with conduct problems have already been asked to leave four or five schools by the time they are 6 years old, and by the middle school grades, the aggressive child's negative reputation and peer group and parental rejection may be well established (Coie, 1990). Even if the child learns appropriate and effective social skills during the middle grades, this pattern of rejection may make it difficult for the child to use these skills to change his or her image (Bierman and Furman, 1984). Thus, intervening at a young age can help children develop effective social skills early and reduce their aggressive behaviors before these behaviors and reputations develop into permanent patterns. Moreover, even though parent training is likely to affect parent-child relationships at home, it is less likely to impact peer relationships. To address peer problems, children must receive small-group training in problem-solving and social skills, and trained teachers must monitor and reinforce the use of such skills at school (Webster-Stratton and Hammond, 1997).

Content and Program Mechanics

The Incredible Years Child Training Program—Dina Dinosaur Social Skills and Problem-Solving Curriculum—was developed in 1990 to teach positive interaction skills to 4- to 8-year-olds who have conduct problems. This intervention is designed to enhance children's school behaviors, promote social competence and positive peer interactions, develop appropriate conflict management strategies, enhance emotional literacy, and reduce conduct problems. In addition, the programs in the child training series teach children ways to integrate into the classroom and develop positive friendships. Finally, the programs are organized to dovetail with the parent training programs.

There are six child training programs (seven units) in the series: Making Friends and

Table 5: Content and Objectives of the Incredible Years School-Age BASIC Parent Training Programs (Ages 5–12)

Content	Objectives
Program 9: Promoting Positive Behaviors in School-Age Children	
Part 1: The Importance of Parental Attention	<ul style="list-style-type: none"> • Providing positive support for children's play. • Helping children develop imaginative and creative play. • Building children's self-esteem and self-confidence through supportive parental attention. • Understanding the importance of adult attention for promoting positive child behaviors. • Understanding how lack of attention and interest can lead to child misbehaviors.
Part 2: Effective Praise	<ul style="list-style-type: none"> • Knowing how to use praise effectively. • Avoiding praise of perfection only. • Recognizing common traps. • Handling children who reject praise. • Providing physical warmth. • Recognizing child behaviors that need praise. • Understanding the effects of social rewards on children. • Doubling the impact of praise. • Building children's self-esteem.
Part 3: Tangible Rewards	<ul style="list-style-type: none"> • Understanding the difference between rewards and bribes. • Recognizing when to use the "first-then" rule. • Providing ways to set up star and point systems with children. • Understanding how to develop programs that are age-appropriate. • Understanding ways to use tangible rewards for reducing or eliminating problems such as dawdling, not dressing, noncompliance, not sharing, fighting with siblings, picky eating, messy rooms, and not going to bed and for promoting toilet training.
Program 10: Reducing Inappropriate Behaviors in School-Age Children	
Part 1: Clear Limit Setting	<ul style="list-style-type: none"> • Understanding the importance of household rules. • Learning guidelines for giving effective commands. • Avoiding the use of unnecessary commands. • Identifying unclear, vague, and negative commands. • Providing children with positive alternatives. • Using "when-then" commands effectively. • Understanding the importance of warnings and helpful reminders.
Part 2: Ignoring Misbehavior	<ul style="list-style-type: none"> • Dealing effectively with children who test the limits. • Knowing when to divert and distract children. • Avoiding arguments and "why games." • Understanding why it is important to ignore children's inappropriate responses. • Following through with commands effectively. • Recognizing how to help children be more compliant.
Part 3: Timeout Consequences	<ul style="list-style-type: none"> • Implementing timeout guidelines for noncompliance, hitting, and destructive behaviors. • Learning how to explain timeout to children. • Avoiding power struggles. • Implementing techniques for dealing with children who refuse to go to timeout or will not stay in timeout. • Recognizing common mistakes in using timeout. • Understanding the importance of strengthening positive behaviors.

Table 5 (cont.): Content and Objectives of the Incredible Years School-Age BASIC Parent Training Programs (Ages 5–12)

Content	Objectives
Program 10: Reducing Inappropriate Behaviors in School-Age Children (cont.)	
Part 4: Consequences, Extra Chores, and Startup Commands	<ul style="list-style-type: none"> • Implementing guidelines for avoiding power struggles. • Recognizing when to use logical consequences, privilege removal, or startup commands. • Understanding what to do when discipline does not seem to work. • Recognizing when to ignore children's inappropriate responses and how to avoid power struggles. • Understanding how natural and logical consequences increase children's sense of responsibility. • Understanding when to use work chores with children. • Understanding the importance of parental monitoring at all ages.
Part 5: Problem Solving With Children	<ul style="list-style-type: none"> • Understanding the importance of adults not imposing solutions on children but rather fostering a "thinking process" about conflict. • Recognizing how and when to use "guided solutions" for young children. • Recognizing how to foster children's empathy skills. • Understanding ways to encourage children's generation of solutions to problems. • Learning how to help children think about and evaluate consequences to proposed solutions. • Recognizing when children may be ready to solve problems on their own. • Understanding how to use the problem-solving strategies in a family meeting.
Part 6: Special Problems: Lying, Stealing, and Hitting	<ul style="list-style-type: none"> • Promoting open communication between adults and children. • Understanding the problem steps: (1) problem definition, (2) brainstorming, (3) evaluating, and (4) planning and followup. • Avoiding "blocks" to effective problem solving with children, such as lectures, negative or quick judgments about solutions, excessive focus on the "right" answer, and the failure to validate a child's feelings. • Exploring the advantages and disadvantages of spanking versus grounding, timeout, and loss of privileges.

Learning School Rules, Understanding and Detecting Feelings, Detective Wally Teaches Problem-Solving Steps (which includes a unit on anger management), Molly Manners Teaches How To Be Friendly, Molly Explains How To Talk With Friends, and Dina Dinosaur Teaches How To Do Your Best in School. The series consists of a leader's manual, children's and parents' handouts, children's books, detective home activities manuals, games and activities, and nine videotapes.

Treatment model. For treatment of children with conduct problems, the first five programs are offered to groups of five or six children in 2-hour sessions held once a week for 22 weeks. If the series is se-

quenced beginning with the onset of the school year, then program number 6 (Dina Dinosaur Teaches How To Do Your Best in School) should be offered right after program 1 (Making Friends and Learning School Rules) and followed by the other four programs in the order listed above.

Prevention model. The series can also be offered as a classroomwide curriculum to promote social and emotional competence in all children (preschool through grade three). It is implemented two to three times a week in 20- to 30-minute circle time discussions accompanied by 20-minute practice activities during the day. The sixth program of the teacher

training series, developed in 1998, consists of five videotapes and manuals that show teachers how to use the Dinosaur curriculum as a prevention program with large groups of students. See table 7 for a list of the content and objectives of these child training programs.

Training Methods

Methods for teaching social skills to young children must be commensurate with the children's learning styles, temperaments, and cognitive abilities. Approaches used with elementary school children are not likely to work with preschoolers. Training programs for older children often require verbal and cognitive skills that preschool children do not have (Ladd, 1981). The child training programs make use of the following instructional approaches.

◆ **Videotape modeling.** Younger children usually benefit more from a concrete performance-based approach, such as videotape modeling, than they do from a purely cognitive or verbal approach. Although no comprehensive videotape modeling treatments have been designed to train aggressive children in prosocial skills, research attests to the effects of television on children's behaviors (Singer, 1982; Singer and Singer, 1983). Reviews of research show convincingly that children learn a great deal from television. Unfortunately, this learning may be harmful without adult mediation, especially in the case of aggressive cartoons and violent news programs (Singer, 1985; Singer and Singer, 1983). Few age-specific television programs are designed to enhance prosocial behavior in children, with the exception of *Mister Rogers*, which was designed for preschoolers. Available data suggest that children show a significant increase in positive behaviors after watching this program (Singer and Singer, 1983). Young children learn best from programs that are paced slowly at comprehensible levels and include adult voice-overs or "real" adults who explain visual action sequences (Singer, 1982).

The Dina Dinosaur curriculum uses videotape modeling in every session. The scenes selected for each unit are based on interactions that occur naturally between children at home, at school, or in the University of Washington's Parenting Clinic's laboratory playroom. In addition, the leader and puppets serve as coping models (as opposed to expert models) who self-disclose and share mistakes

with the children in problem-solving discussions.

- ◆ **Fantasy play and instruction.** Fantasy play provides the context for this program because a high level of sociodramatic play in preschool children is associated with sustained and reciprocal verbal interaction and high levels of affective role-taking (Connolly and Doyle, 1984). Fantasy play gives children the opportunity to develop intimacy (Gottman and Parkhurst, 1980) and work out emotional issues (Gottman, 1987). For children of preschool age, sociodramatic play is an important context for the development of perspective taking, social participation, group cooperation, and intimacy skills. It is also a skill to be fostered.

In this curriculum, the children are instructed by using near life-sized human puppets and a variety of animal puppets. These puppets narrate the videotaped scenes and give information about key concepts. For example, when the children first come to “Dinosaur School,” Dina the Dinosaur teaches them about the school’s “dinosaur rules.” The children learn how to earn tangible rewards (“dinosaur chips”) for good behaviors. They learn which behaviors are prohibited and what the consequences are for breaking a rule. Tiny, the turtle puppet, teaches children how to control anger by using their “shells” as protection when they become angry. Wally Problem-Solver and Molly Manners teach them how to solve problems such as being teased or bullied by others, feeling left out, lying and stealing, coping with disappointment, being afraid and anxious, and making new friends.

- ◆ **Role-playing.** Role-playing activities provide opportunities to practice new skills and experience different perspectives. For example, a difficult situation may be role-played with the child as the parent and the leader as the child. A regular activity in the classes is to play the “let’s suppose” game. The children role-play a situation such as “Suppose your mother was angry at you for breaking her best vase. What would you do?” With children ages 4 to 6, the role-playing can be acted out by a child and a leader while the second leader sits with the remaining children and helps them think of alternative responses. Older children put on skits in pairs with one leader acting as coach.

Table 6: Content and Objectives of the Incredible Years Teacher Training Programs (Ages 4–10)

Program 1: The Importance of Teacher Attention, Encouragement, and Praise

- Using praise and encouragement more effectively.
- Building children’s self-esteem and self-confidence by teaching children how to praise themselves.
- Understanding the importance of general praise to the whole group as well as individual praise.
- Knowing the importance of praising social and academic behaviors.
- Recognizing common traps.
- Using physical warmth as a reinforcer.
- Providing nonverbal cues of appreciation.
- Doubling the impact of praise by involving other school personnel and parents.
- Helping children learn how to praise others and enjoy others’ achievements.

Program 2: Motivating Children Through Incentives

- Understanding why incentives are valuable teaching strategies for children with behavior problems.
- Understanding ways to use an incentive program for social problems such as noncompliance, inattentiveness, uncooperativeness, and hyperactivity and for academic problems.
- Setting up individual incentive programs for particular children.
- Using group or classroom incentives.
- Designing programs that have variety and build on the positive relationship between the teacher, child, and parent.
- Using incentives in a way that fosters the child’s internal motivation and focuses on the process of learning rather than the end product.
- Providing unexpected rewards.
- Appreciating the importance of involving parents in incentive programs.

Program 3: Preventing Behavior Problems—The Proactive Teacher

- Preparing children for transitions.
- Establishing clear, predictable classroom rules.
- Using guidelines for giving effective commands or instructions.
- Identifying unclear, vague, and negative commands.
- Understanding the value of warnings and helpful reminders, especially for distractible and impulsive children.
- Engaging children’s attention.
- Using nonverbal signals and cues for communication.
- Recognizing the need for ongoing monitoring and positive attention.

Themes for the role-plays are based on the leader’s knowledge of each child’s unique family situation and particular needs. For example, children who have experienced traumas such as physical or sexual abuse will have role-plays initiated by the puppets demonstrating what to do when confronted with an angry parent or a situation involving personal safety. Children who have experienced loss such as the death of a parent or divorce will engage in role-plays that center around the fear of abandonment or anger at a parent for disappearing. In addition, children’s ongoing and current problems such as being teased or rejected at school by peers, being sent home with a note

from the teacher, being sent to timeout, or running away from school are also the scripts for role-plays and for practicing appropriate solutions. Programs are tailored to help children with their individual needs and to teach them a common set of appropriate social skills and conflict management strategies.

- ◆ **Activities.** Targeted play skills are practiced through cooperative art projects; guessing games; creative activities with blocks and clay; feeling, “let’s suppose,” and bingo games; and plays. There are also four children’s books specifically written to promote effective problem solving around common conflict situations that occur at home or at school

Table 6 (cont.): Content and Objectives of the Incredible Years Teacher Training Programs (Ages 4–10)

Program 4: Decreasing Students' Inappropriate Behavior

- Knowing how to redirect and engage children.
- Knowing how and when to ignore inappropriate responses from children.
- Using verbal and nonverbal cues to reengage off-task children.
- Understanding the importance of reminders and warnings.
- Using guidelines for setting up timeout in the classroom.
- Avoiding common mistakes in using timeout.
- Handling common misbehaviors such as impulsivity, disengagement, noncompliance, tantrums, and disruptive behaviors.
- Using the color cards system.
- Recognizing when to use logical consequences or removal of privileges as discipline.

Program 5: Building Positive Relationships With Students

- Building positive relationships with difficult students.
- Showing students you trust and believe in them.
- Fostering students' sense of responsibility for the classroom and their involvement in other students' learning in addition to their own.
- Giving students choices when possible.
- Teaching students how to ask for what they want in appropriate ways.
- Fostering listening and speaking skills between students.
- Fostering "feeling talk" between students.
- Teaching students how to solve problems through role-plays and examples.
- Promoting positive self-talk.
- Implementing strategies to counter students' negative attributions and reputations within the classroom and in the community of parents.
- Promoting positive relationships with students' parents.

Program 6: How To Teach Social Skills, Problem Solving, and Anger Management in the Classroom

- Helping increase children's awareness of different feelings and perspectives in social situations.
- Building children's emotional vocabulary.
- Understanding how to help children identify a problem and to generate possible solutions.
- Helping children learn to anticipate different consequences and to evaluate the most effective solutions.
- Helping children recognize their anger and learn ways to manage it successfully.
- Using puppets to present hypothetical problem situations such as being teased, bullied, or isolated by other children.
- Providing small-group activities to practice friendship, group entry, play, and problem-solving skills.
- Helping children learn how to use friendly talk such as giving compliments, providing suggestions, offering apologies, asking for help, and sharing ideas and feelings.
- Helping children learn classroom behavior such as listening, quiet hand up, cooperating, and following the teacher's directions.

work for a reward by staying seated and not interrupting the leader, while another works to find three positive solutions to a problem. Toward the end of the curriculum, leaders give out tangible rewards less frequently and maintain behaviors with praise and attention.

- ◆ **Fostering skills maintenance and generalization.** The children are encouraged to use their new skills outside the training environment. Because preschoolers find this difficult, leaders make great efforts to help children apply the skills learned in training to their homes, classrooms, and playgrounds. Parents and teachers are also asked to reinforce the concepts taught. For each session, letters are sent to parents and teachers explaining the children's behaviors that should be reinforced at home and at school. For each unit, children are given a detective home activities manual that they are asked to do at home and to have parents sign off when completed. When a certain number of activities are completed for each unit, the children receive the dinosaur button for that unit. Ideally, parents are also given training in social skills so they can reinforce the concepts at home.

Training and Qualifications of Child Group Leaders

Group leaders for the child training programs may come from many disciplines, including nursing, psychology, counseling, social work, education, and psychiatry. Group leaders should have taken university courses in child development and classroom management principles and have experience working with families and young children. Leader effectiveness, however, is determined not so much by educational or professional background as by the individual's degree of comfort with children and enjoyment in working with them. Group leaders are playful, creative, flexible people who have good interpersonal skills and who can set clear limits. It is highly preferable if group leaders have participated in the teacher training workshops (or at least have completed the training exercises as a self-administered program) before beginning to implement this series.

As for parent group leaders, child group leader certification by the developer of the Incredible Years Training Series is highly recommended and is required if the program is to be evaluated as part of a research program. This certification process is identical to the process required for certified parent group leaders and mentors.

(see list on page 23). Activities designed for this curriculum not only address social and emotional issues, but they also address academic skills such as reading, writing, school readiness, fine and gross motor, language and communication, cognitive and creative, following direction, and listening.

- ◆ **Feedback and reinforcement.** During the sessions, the leader rewards each child's appropriate behaviors and ability to follow the rules by labeling the behavior, praising it, and giving tangible rewards. Midway through the curriculum, the behavior goals are individualized according to each child's specific needs. For example, one child might

Research Studies and Results

Over the past 17 years, a series of studies evaluated the Incredible Years Parents, Teachers, and Children Training Series.²

Studies of the BASIC Parent Training Programs

In the first study, 35 nonclinic families were randomly assigned to BASIC parent training or to a waiting-list control group. Results indicated that the BASIC programs caused highly significant attitudinal and behavioral changes in participating middle-class, nonclinic mothers and children (ages 3 to 6) compared with control groups. Nearly all the changes were maintained at the 1-year followup (Webster-Stratton, 1981, 1982a, 1982b).

A second study randomly assigned 35 clinic families (with children having conduct problems) to one of three groups:

- ◆ One-on-one personalized parent therapy.
- ◆ Videotape-based group therapy (BASIC).
- ◆ Waiting-list control group.

These clinic families were at high risk because of the large number of single parents, low socioeconomic status, low mean education level, high prevalence of child abuse, and the deviant nature of the children. BASIC training was as effective as high-cost, one-on-one therapy, and both treatments were superior to the control group in regard to attitudinal and behavioral changes. Moreover, at the 1-year followup, no differences were noted between the two treatment groups, and most of the children continued to improve. BASIC training was five times more cost effective than one-on-one therapy, using 48 hours of therapist time versus 251 hours of therapist time. Approximately 70 percent of both treatment groups maintained significant positive behavioral changes at the 1-year followup. Families who had little or no social support were most likely to relapse following treatment (Webster-Stratton, 1984, 1985).

A third study was conducted to ascertain the most efficient and effective component of BASIC training. Parents of 114 conduct-problem children, ages 3 to 8, were randomly assigned to one of four groups:

² Sources marked by an asterisk in the lists of References and Related Readings at the end of this Bulletin provide descriptions and evaluations of the Incredible Years Parents, Teachers, and Children Training Series.

Table 7: Content and Objectives of the Incredible Years Child Training Programs (a.k.a. Dina Dinosaur Social Skills and Problem-Solving Curriculum) (Ages 4–8)

Content	Objectives
Program 1: Making Friends and Learning School Rules	
Introduction to Dinosaur School	<ul style="list-style-type: none"> • Understanding the importance of rules. • Participating in the process of rulemaking. • Understanding what will happen if rules are broken. • Learning how to earn rewards for good behaviors. • Learning to build friendships.
Program 2: Understanding and Detecting Feelings	
Parts 1 and 2: Wally Teaches Clues to Detecting Feelings and Wally Teaches Clues to Understanding Feelings	<ul style="list-style-type: none"> • Learning words for different feelings. • Learning how to tell how someone is feeling from verbal and nonverbal expressions. • Increasing awareness of nonverbal facial communication used to portray feelings. • Learning different ways to relax. • Understanding why different feelings occur. • Understanding feelings from different perspectives. • Practicing talking about feelings.
Program 3: Detective Wally Teaches Problem-Solving Steps	
Parts 1–3: Identifying Problems and Solutions, Finding More Solutions, and Thinking of Consequences	<ul style="list-style-type: none"> • Learning how to identify a problem. • Thinking of solutions to hypothetical problems. • Learning verbal assertive skills. • Learning how to inhibit impulsive reactions. • Understanding what an apology means. • Thinking of alternative solutions to problem situations such as being teased and hit. • Learning to understand that solutions have different consequences. • Learning how to critically evaluate solutions—one’s own and others.
Parts 4 and 5: Detective Wally Teaches How To Control Anger and Problem Solving Step 7 and Review	<ul style="list-style-type: none"> • Recognizing that anger can interfere with good problem solving. • Understanding Tiny Turtle’s story about managing anger and getting help. • Understanding when apologies are helpful. • Recognizing anger in selves and others. • Understanding that anger is okay to feel “inside” but not to act out by hitting or hurting someone else. • Learning how to control angry reactions. • Understanding that things that happen are not necessarily hostile or deliberate attempts to hurt. • Practicing alternative responses to being teased, bullied, or yelled at by an angry adult. • Learning skills to cope with another person’s anger.
<ul style="list-style-type: none"> ◆ Individually (or self-) administered videotape modeling (IVM). ◆ Videotape-based group therapy (BASIC). ◆ Group therapy alone (GD). ◆ Waiting-list control group. 	<p>Compared with the control group, mothers in all three treatment groups reported significantly fewer child behavior problems, more prosocial behaviors, and less use of spanking following treatment. Fathers in the IVM and BASIC groups and teachers of children whose parents were in the BASIC and GD groups also reported significant reductions in behavior problems compared with control subjects. Data collected from home visits indicated that, for all treatment</p>

Table 7 (cont.): Content and Objectives of the Incredible Years Child Training Programs (a.k.a. Dina Dinosaur Social Skills and Problem-Solving Curriculum) (Ages 4–8)

Content	Objectives
Program 4: Molly Manners Teaches How To Be Friendly	
Parts 1–4: Helping, Sharing, Teamwork at School, and Teamwork at Home	<ul style="list-style-type: none"> • Learning what friendship means and how to be friendly. • Understanding ways to help others. • Learning the concept of sharing and the relationship between sharing and helping. • Learning what teamwork means. • Understanding the benefits of sharing, helping, and teamwork. • Practicing friendship skills.
Program 5: Molly Explains How To Talk With Friends	
	<ul style="list-style-type: none"> • Learning how to ask questions and tell something to a friend. • Learning how to listen carefully to what a friend is saying. • Understanding why it is important to speak up about something that is bothering one. • Understanding how and when to give an apology or compliment. • Learning how to enter into a group of children who are already playing. • Learning how to make suggestions rather than give commands. • Practicing friendship skills.
Program 6: Dina Dinosaur Teaches How To Do Your Best in School	
Parts 1 and 2: Listening, Waiting, Quiet, Hands Up; and Concentrating, Checking, and Cooperating	<ul style="list-style-type: none"> • Learning how to listen, wait, avoid interruptions, and put up a quiet hand to ask questions in class. • Learning how to handle other children who poke fun and interfere with one’s ability to work at school. • Learning how to stop, think, and check work first. • Learning the importance of cooperation with the teacher and other children. • Practicing concentration and good classroom skills.

groups, mothers, fathers, and children exhibited significant behavioral changes. Relatively few differences were noted between treatment groups on most outcome measures, but these differences consistently favored BASIC training. Cost effectiveness, however, was the major advantage of the IVM treatment (Webster-Stratton, Kolpacoff, and Hollinsworth, 1988; Webster-Stratton, 1990b).

At the 1-year followup, 93.1 percent of families were assessed. All significant behavioral changes reported immediately after treatment were maintained 1 year later. Moreover, parent report data indicated that both mothers and fathers perceived a further reduction in child behavior problems. Few differences were found among the three treatment groups except for the differences in consumer satisfaction, which indicated that BASIC training was superior. With each

of the treatment programs, 70 percent of the sample showed clinically significant improvement to within normal ranges (Webster-Stratton, Kolpacoff, and Hollinsworth, 1988).

A fourth study was conducted to determine how to enhance the effectiveness of the self-administered videotape therapy while maintaining its cost effectiveness. Parents of 43 conduct-problem children were assigned to one of three groups:

- ◆ Individually administered videotape modeling (IVM) program.
- ◆ IVM plus therapist consultation (IVMC).
- ◆ Waiting-list control group.

In comparison with the control group, both groups of mothers receiving treatment reported significantly fewer child behavior problems, reduced stress levels, and less

use of spanking after intervention. Data from home visits indicated that both treatment groups exhibited significant behavioral changes. Relatively few differences on the outcome measures were found between the two treatment conditions, but children in the IVMC group were significantly less deviant than the children in the individually administered videotape program, suggesting that combined treatment was superior (Webster-Stratton, 1990a).

A fifth study examined the effectiveness of BASIC training as a universal prevention intervention with a sample of 362 Head Start mothers and their 4-year-old children. Eight Head Start centers were randomly assigned to two groups:

- ◆ An experimental group in which parents, teachers, and family service workers participated in the intervention.
- ◆ A control group in which parents, teachers, and family service workers participated in the regular center-based Head Start program.

The results from observations at the post-intervention assessment indicated that mothers in the intervention group made significantly fewer critical remarks and commands, used less harsh discipline, and were more nurturing, reinforcing, and competent in their parenting when compared with mothers in the control group. Intervention mothers reported that their discipline was more consistent and that they used fewer physically and verbally negative discipline techniques. They also used more appropriate limit-setting techniques. In turn, the children of mothers in the intervention group exhibited significantly fewer negative behaviors and conduct problems, less noncompliance, less negative affect and more positive affect, and more prosocial behaviors than children in the control group. One year later, most of the improvements noted in the intervention mothers’ parenting skills and in their children’s affect and behavior were maintained, including increased contacts with new teachers, as compared with mothers in the control group (Webster-Stratton, 1998). These results were recently replicated in a seventh study (discussed on page 18) that offered a longer parent program spanning the Head Start and kindergarten years.

Study of the ADVANCE Parent Training Programs

A sixth study (Webster-Stratton, 1994) examined the effects of adding the ADVANCE intervention component to the BASIC

intervention. Parents of 78 families with children with ODD/CD received the BASIC parent training and then were randomly assigned to either ADVANCE training for 12 weeks or no further contact. Families were assessed at 1 month, 1 year, and 2 years after treatment through parent and teacher reports of child adjustment and parent distress (i.e., depression, anger, and stress) and direct observations of parent-child interactions and marital interactions such as discussing a problem. For both treatment groups, child adjustment and parent-child interactions significantly improved and parent distress and child behavior problems decreased. These changes were maintained at followup. In comparison with their counterparts, ADVANCE children showed significant increases in the total number of solutions generated during problem solving, most notably in prosocial solutions as compared with aggressive solutions. Observations of parents' marital interactions indicated significant improvements in ADVANCE parents' communication, problem solving, and collaboration when compared with parents who did not receive ADVANCE training. Only one family dropped out of ADVANCE training, which attests to its perceived usefulness by families. All the families attended more than two-thirds of the sessions, with the majority attending more than 90 percent of the sessions.

Study of the Teacher Training Programs With the BASIC Plus ADVANCE Parent Training Programs

A seventh study examined the effectiveness of the BASIC plus ADVANCE programs and the teacher training programs with a sample of 272 Head Start mothers and 61 teachers. Fourteen Head Start centers were randomly assigned to two groups:

- ◆ An experimental condition in which parents, teachers, and family service workers participated in the prevention programs (BASIC plus ADVANCE plus EDUCATION and teacher training).
- ◆ A control condition in which parents, teachers, and family service workers participated in the regular center-based Head Start program (control).

The combined BASIC plus ADVANCE plus EDUCATION program was a 16-week, 2-hour weekly parent program offered by Family Service Workers. The 12-week BASIC program was offered to parents in the Head Start year and a 4-week abbreviated version of ADVANCE plus EDUCATION program

was offered in the kindergarten year (based on problem solving with partners and teachers, promoting reading and academic skills, and peer coaching). All teachers and aides received 6-day workshops sequenced over the year (monthly), which focused on classroom management skills, relationship building with students and parents, and ways to promote social and emotional competence in the classroom. Those in the control Head Start centers received their usual services.

Home observations indicated that mothers in the intervention group were significantly less harsh and critical in their discipline approaches and significantly more positive and nurturing and that they used more problem-solving approaches in their interactions with their children than mothers in the control group. Intervention mothers reported that their discipline was more positive and less harsh or punitive, that they used more monitoring, and that they were more involved in activities with their children than control mothers. Teachers reported that mothers in the intervention group were more involved in their children's education. Children of mothers who attended six or more intervention sessions received lower ratings on independent observations of inappropriate behavior than children in the control group and were observed to exhibit significantly fewer negative behaviors and conduct problems, less noncompliance, and less negative affect than children in the control group.

Results of classroom observations indicated that teachers in the intervention group were significantly less critical in their discipline approaches and more positive in their interactions with their students than teachers in the control group. Teachers from the intervention condition reported making significantly more effort to involve parents in their classrooms than control teachers. Students in the intervention classrooms were observed to exhibit significantly fewer negative behaviors, less noncompliance with teachers, and less physical aggression with peers than students in control classrooms. Intervention children were more engaged or on task in the classroom and had higher school readiness scores (e.g., friendly, self-reliant, on task, low disruption) than control children. Overall classroom atmosphere was significantly more positive for intervention classrooms than control classrooms. Teachers also reported the intervention students to be more socially competent than the control students.

One year later, most of the improvements noted in the intervention mothers' parenting skills and in their children's affect and behavior were maintained. Two-year followups are currently being conducted. (Webster-Stratton and Reid, 1999a, 1999b).

Study of the Child Training Programs (Dina Dinosaur Curriculum)

The Dina Dinosaur curriculum for children was evaluated in a randomized trial with 4- to 7-year-olds who had conduct disorders. Families of 97 children with early-onset conduct problems were randomly assigned to one of four groups:

- ◆ Child training only.
- ◆ Parent training only (BASIC plus ADVANCE).
- ◆ Combined parent and child training intervention.
- ◆ Waiting-list control group.

Results showed that the combined parent and child training was more effective than parent training alone and that both were superior to the control group. The child training programs resulted in significant improvements in observed peer interactions. Children who had gone through the Dinosaur curriculum were significantly more positive in their social skills and conflict management strategies with peers than either children whose parents received parent training only or children in the control group. One year later, the combined parent and child intervention showed the most sustained effects (Webster-Stratton and Hammond, 1997).

Analyses of the clinical significance (measured by reduction in total child deviant behaviors at home) revealed that the combined parent and child intervention showed the most sustained effects on child behavior, with a 95-percent decrease in deviant behaviors since baseline (compared with reduction of 74 percent for the child-only condition and 60 percent for the BASIC plus ADVANCE parent condition) (Webster-Stratton and Reid, 1999c).

Study of the Teacher Training Programs With the BASIC Plus ADVANCE Plus EDUCATION Parent Training Programs and the Child Training Programs

The Incredible Years Teacher Training Program was evaluated in a randomized

trial with 133 children with early onset conduct problems. Families were randomly assigned to one of six groups:

- ◆ Parent training (BASIC plus ADVANCE) only.
- ◆ Child training (Dina Dinosaur Curriculum) only.
- ◆ Parent training (BASIC plus ADVANCE plus EDUCATION) and teacher training.
- ◆ Parent training (BASIC plus ADVANCE plus EDUCATION), teacher training, and child training.
- ◆ Child training and teacher training.
- ◆ Waiting-list control group.

The BASIC plus ADVANCE parent training consisted of twenty-two 2-hour weekly sessions as described above. The parent training condition that included teacher training also included the EDUCATION program, a parent training component related to helping parents promote children's academic skills through effective reading skills, homework routines, and enhanced collaboration with teachers. The 20- to 22-week child training program is described above. The teacher training component consisted of four full-day workshops offered monthly and a minimum of two school consultations in which the parent and group leader met with the teacher at school to plan an individual behavior plan. Regular calls were made to teachers to support their efforts and to inform them of the progress of the child at home.

Results immediately posttreatment suggest that combining EDUCATION training for parents with training for teachers improves children's outcomes in terms of strengthening both academic and social skills in the classroom, promoting more positive peer relationships, and ensuring that behavior problems are reduced at school and at home (Webster-Stratton and Reid, 1999c).

Summary of Incredible Years Training Series' Effectiveness

As noted above, the BASIC program appears highly effective in reducing child conduct problems by promoting social competence, reducing parents' violent methods of discipline, and improving their child management skills. For clinic children with conduct problems, the cycle of aggression appears to have been halted for approximately two-thirds of the treated families. (This includes both clinic and prevention

studies.) For the Head Start children, many of whom are at high risk because of extreme poverty, protective factors such as positive parenting and children's social competence were enhanced.

The BASIC program was evaluated first as a treatment program in a series of 4 randomized studies with more than 800 children ages 3 to 8 who were referred for conduct problems. The BASIC program significantly improved parental attitudes and parent-child interactions, reduced parents' use of violent forms of discipline, and reduced child conduct problems (Webster-Stratton, 1982a, 1984, 1989, 1990b, 1994; Webster-Stratton, Hollinsworth, and Kolpacoff, 1989). The BASIC program was then evaluated as a selective prevention program in two randomized trials with more than 500 Head Start families with preschool children. This population was considered to be at high risk for conduct disorder because of the increased number of risk factors associated with poverty (Webster-Stratton, 1998). Results indicated that the parenting skills of Head Start parents who received BASIC training and the social competence of their children significantly improved compared with the control group. These data supported the hypothesis that strengthening parenting competence and increasing the involvement of high-risk mothers in children's school-related activities would help prevent children's conduct problems and promote social competence (Webster-Stratton, 1998). In a second randomized study with Head Start families, parent training was offered to parents of children in the Head Start and kindergarten years. In the kindergarten year, parents were offered the Supporting Your Child's Education program, which focuses on reading skills, and the ADVANCE program, which focuses on problem solving and peer coaching. The results, which replicated those of the first study, included increased parental involvement in schools and enhanced school readiness scores among the children (Webster-Stratton and Reid, 1999b).

The ADVANCE program has been shown to be a highly productive treatment for promoting parents' use of effective problem-solving and communication skills, reducing maternal depression, and increasing children's social and problem-solving skills (Webster-Stratton, 1994). Users have been highly satisfied with both programs, and the dropout rates have been low regardless of the family's socioeconomic status. Improvements in child conduct problems and parenting

interactions have been sustained up to 4 years after intervention (Webster-Stratton, 1990b).

The effectiveness of the teacher training program has been tested by more than 200 Head Start teachers and 140 kindergarten through third grade teachers, with excellent teacher satisfaction. A randomized study with 4- to 8-year-olds who have been diagnosed with ODD/CD has recently been completed comparing groups receiving BASIC parent training and teacher training; child training and teacher training; BASIC parent training, teacher training, and child training; and the waiting-list control group. Results indicate that teacher-trained classrooms, when compared with classrooms in the control condition, had significantly fewer students who were misbehaving, off task, disruptive, or aggressive with peers and teachers. Teachers and parents from the combined intervention conditions reported a significantly higher level of collaboration, stronger home-school connections, and children with fewer behavior problems. In a second randomized study, the teacher training program was evaluated with more than 200 Head Start teachers. Results showed that in classrooms where teachers received the 6-day training, children were significantly less aggressive, more socially competent, and more on task and had higher school readiness scores than children in control Head Start classrooms where teachers did not receive the program (Webster-Stratton and Reid, 1999a).

Finally, in a randomized study, the Dina Dinosaur program was compared with BASIC parent training, BASIC parent training plus child training, child training alone, and a waiting-list control group. The results showed that the combined parent and child training was more effective than parent training alone and that both were superior to the control group. The child training program resulted in significantly improved social skills and positive conflict management strategies with peers (Webster-Stratton and Hammond, 1997).

Implementing the Programs in Applied Settings

At present, the Incredible Years parent training has been adopted by several hundred service agencies in 43 States of the United States and in Canada, the United Kingdom, Norway, and Australia. These

agencies include children's mental health agencies, family support services, child protection services, Head Start programs, health management organizations, national health services, and school systems. Experience suggests that agencies that have had the greatest success in integrating the Incredible Years Training Series as an ongoing part of their regular service have shared certain common elements. These include:

- ◆ **Administrative support and championing of the program.** Administrative championing involves not merely authorizing the adoption of the new program, but showing active, continued interest. It also includes a willingness to authorize changes in the way services are usually offered to facilitate the new program (e.g., allowing staff to take leave time in exchange for leading evening groups, paying for childcare for the group).
- ◆ **Training and ongoing consultation through the initial groups so providers can become "certified" as group leaders.** Service agencies that have arranged for staff to attend an authorized introductory workshop in the program, along with additional consultation through the initial groups (often including sending videotapes of group workshops for feedback), are more likely to offer higher quality workshops and to have more committed leaders.

Funding to purchase the Incredible Years programs may be obtained from local PTA groups in schools or from charitable organizations such as the Rotary Club, Kiwanas, and so forth. Once the initial costs of the materials and leader training have been assumed, these programs can be offered at minimal cost (which can be calculated based on the hourly rate of paying the group leader/therapist to conduct groups plus additional costs for books for participants and food and daycare for meetings). Incredible Years parent training has achieved favorable outcomes at cost savings in comparison with traditional mental health services. Its focus on a group-based approach and extensive use of videotapes makes it a cost-effective method of both training facilitators to deliver the program with high fidelity and reaching more families than the usual one-to-one approach.

Service agencies interested in communicating with other service providers who are already implementing the program in similar service settings should e-mail incredibleyears@seanet.com.

Program Diffusion

Components of the Incredible Years Parents, Teachers, and Children Training Series have been used in a number of prevention studies:

The United States

- ◆ Columbia University, Laurie Miller, Principal Investigator (PI). The BASIC programs and Dina Dinosaur curriculum are being used with depressed and drug-abusing mothers who are living in shelters with their preschool children.
- ◆ Delaware State Department of Services for Children, Youth and Families—Kindergarten to Grade 3, Early Intervention Program, Nancy Pearsall, Program Manager, and Julien Taplin, Director, Department of Services for Children, Youth and Families. The early childhood and school-age BASIC programs, Dina Dinosaur curriculum, and teacher training programs are being evaluated as school-based interventions with volunteer high-risk families whose children show signs of aggression.
- ◆ Fast Track Prevention Program, John Coie, PI. Approximately 40 percent of the videotapes from BASIC were used as part of the parent training for the first- and second-grade curriculums.
- ◆ Johns Hopkins Prevention Center, Shep Kellam, PI. The school-age BASIC program was abbreviated and used as a brief 4-session prevention intervention for parents in 10 schools.
- ◆ Oregon Research Institute, Toni Biglan, PI. The BASIC programs were translated into Spanish and are being used as a 12-session prevention intervention for Spanish-speaking migrant workers in Hood River. Ted Taylor, of the Oregon Research Institute, is undertaking a randomized study whereby he is comparing classrooms that deliver the parent, teacher, and child training programs with control classrooms. All children in the classrooms received the Dinosaur classroom curriculum whereas children with high-risk behaviors (high rates of aggression) will be identified and their parents will be offered the parent program.
- ◆ Rush University, School of Nursing, Debra Gross, PI. The BASIC programs have been evaluated as a 12-session prevention intervention for training high-risk parents of toddlers and daycare providers in Chicago daycare centers (see Gross, Fogg, and Tucker, 1995; Gross et al., 1999).

- ◆ University of Massachusetts, David Arnold, PI. The BASIC and teacher training programs are being used as part of a prevention training program for Head Start parents and teachers.
- ◆ University of Minnesota, Michael Bloomquist, PI. The school-age BASIC program and Dina Dinosaur curriculum are being researched as a drug abuse prevention program for high-risk children ages 6 to 8.
- ◆ University of Minnesota, Tom Kratchowell, PI. The BASIC programs are being used as a self-administered prevention training program for parents and teachers.

Canada, Norway, and United Kingdom

- ◆ Lakehead Regional Family Center, Ontario, Canada, Ted Taylor, PI. The BASIC programs were compared with traditional mental health services in a randomized trial (Taylor et al., 1998).
- ◆ Tromsø and Trondheim, Norway, Professor Willy Tore March, PI. March and colleagues are undertaking a randomized study in which children who have been diagnosed as having oppositional defiant disorder or conduct disorder will be identified and offered the "pull out" Dina Dinosaur child treatment program and the parent intervention.
- ◆ Alder Hey Children's Hospital, Liverpool, England, Jonathan Hill, Professor. The BASIC programs are being used as a treatment program for low-income families with children diagnosed with conduct disorders.
- ◆ C'Mon Everybody, Sheffield, England, John Rylance and Geoff Evans, Directors. The BASIC programs and Dina Dinosaur curriculum are being offered in schools for families with children with conduct problems.
- ◆ Family Nurturing Network, Oxford, England, Ivanna Klimes, Director. The BASIC programs and Dinosaur curriculum are being researched for use with high-risk parents and children.
- ◆ Maudsley Psychiatric Hospital, London, England, Stephen Scott, PI. The BASIC programs have been evaluated as a treatment program for low-income mothers with children diagnosed with conduct disorders and have replicated program effects (Scott, 1999). A study is currently under way to evaluate the training program as part of a schoolwide prevention intervention.

For Further Information

Incredible Years Parents, Teachers, and Children Training Series

Carolyn Webster-Stratton
1411 Eighth Avenue West
Seattle, WA 98119

206-285-7565 (phone and fax)

888-506-3562 (toll-free phone and fax)

E-mail: incredibleyears@seanet.com

Internet: www.incredibleyears.com

References

Bandura, A. 1977. *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Bierman, K.L., and Furman, W. 1984. The effects of social skills training and peer involvement on the social adjustment of preadolescents. *Child Development* 55(1):151-62.

Campbell, S.B. 1990. *Behavior Problems in Preschool Children: Clinical and Developmental Issues*. New York, NY: Guilford Press.

Coie, J.D. 1990. Toward a theory of peer rejection. In *Peer Rejection in Childhood (Cambridge Studies in Social and Emotional Development)*, edited by S.R. Asher and J.D. Coie. New York, NY: Cambridge University Press, pp. 365-398.

Connolly, J.A., and Doyle, A.B. 1984. Relation of social fantasy play to social competence in preschoolers. *Developmental Psychology* 20:797-806.

D'Zurilla, T.J., and Goldfried, M.R. 1971. Problem solving and behavior modification. *Journal of Abnormal Psychology* 78:107-126.

D'Zurilla, T.J., and Nezu, A. 1982. Social problem-solving in adults. In *Advances in Cognitive Behavioral Research and Therapy*, vol. 1, edited by P.C. Kendall. New York, NY: Academic Press.

Eisler, R.M., Hersen, M., and Agras, W.S. 1973. Effects of videotape and instructional feedback on nonverbal marital interactions: An analogue study. *Behavior Therapy* 4:5510-5558.

Eyberg, S.M., and Matarazzo, R.G. 1980. Training parents as therapists: A comparison between individual parent-child interaction training and parent group didactic training. *Journal of Clinical Child Psychology* 36(2):492-499.

Forehand, R.L., and McMahon, R.J. 1981. *Helping the Noncompliant Child: A Clinician's Guide to Parent Training*. New York, NY: Guilford Press.

Gottman, J.M. 1987. The world of coordinated play: Same- and cross-sex friendship in young children. In *The Conversations of Friends: Speculations on Affective Development*, edited by J.M. Gottman and J.G. Parker. New York, NY: Cambridge University Press, pp. 139-191.

Gottman, J.M., and Parkhurst, J.T. 1980. A developmental theory of friendship and acquaintanceship processes. In *Minnesota Symposia on Child Psychology*, vol. 13, edited by W.A. Collins. Hillsdale, NJ: Lawrence Erlbaum, pp. 197-253.

Gross, D., Fogg, L., and Tucker, S. 1995. The efficacy of parent training for promoting positive parent-toddler relationships. *Research in Nursing and Health* 18(1):489-499.

Gross, D., Fogg, L., Webster-Stratton, C., and Grady, J. 1999. Parent training with low-income multi-ethnic parents of toddlers. Paper presented at the Society for Research in Child Development, Albuquerque, NM.

Hanf, C. 1970. Shaping mothers to shape their children's behavior. Unpublished manuscript. Portland, OR: University of Oregon Medical School.

Kazdin, A.E. 1995. *Conduct Disorders in Childhood and Adolescence*. Thousand Oaks, CA: Sage Publications.

Ladd, G.W. 1981. Effectiveness of a social learning method for enhancing children's social interaction and peer acceptance. *Child Development* 52(1):171-178.

Loeber, R. 1985. Patterns and development of antisocial child behavior. In *Annals of Child Development*, vol. 2, edited by G.J. Whitehurst. New York, NY: JAI Press, pp. 77-116.

Loeber, R., and Dishion, T. 1983. Early predictors of male delinquency: A review. *Psychological Bulletin* 94(1):68-99.

Patterson, G.R. 1982. *Coercive Family Process*. Eugene, OR: Castalia.

Scott, S. 1999. Parent training groups for childhood conduct disorder. Paper presented at the National Center for Child and Adolescent Psychiatry, Oslo, Norway.

Singer, D.G. 1982. Television and the developing imagination of the child. In *Television and Behavior: Ten Years of Scientific Progress and Implications for the Eighties*, vol. 2, edited by D. Pearl. Washington, DC: National Institute of Mental Health.

Singer, D.G. 1985. Does violent television produce aggressive children? *Pediatric Annals* 14(12):807-810.

Singer, J.L., and Singer, D.G. 1983. Implications of childhood television viewing for cognition, imagination, and emotion. In *Children's Understanding of Television*, edited by J. Bryant and D.R. Anderson. New York, NY: Academic Press, pp. 265-298.

Taylor, T.K., Schmidt, F., Pepler, D., and Hodgins, H. 1998. A comparison of eclectic treatment with Webster-Stratton's Parents and Children Series in a children's mental health center: A randomized control trial. *Behavior Therapy* 29:221-40.

Twentyman, C.T., and McFall, R.M. 1975. Behavioral training of social skills in shy males. *Journal of Consulting and Clinical Psychology* 43:384-395.

Webster-Stratton, C. 1981. Modification of mothers' behaviors and attitudes through videotape modeling group discussion program. *Behavior Therapy* 12:634-642.*

Webster-Stratton, C. 1982a. The long-term effects of a videotape modeling parent training program: Comparison of immediate and 1-year followup results. *Behavior Therapy* 13:702-714.*

Webster-Stratton, C. 1982b. Teaching mothers through videotape modeling to change their children's behaviors. *Journal of Pediatric Psychology* 7(3):279-294.*

Webster-Stratton, C. 1984. A randomized trial of two parent training programs for families with conduct-disordered children. *Journal of Consulting and Clinical Psychology* 52(4):666-678.*

Webster-Stratton, C. 1985. Predictors of treatment outcome in parent training for conduct-disordered children. *Behavior Therapy* 16:223-243.*

Webster-Stratton, C. 1989. Systematic comparison of consumer satisfaction of three cost-effective parent training programs for conduct-problem children. *Behavior Therapy* 20:103-115.*

Webster-Stratton, C. 1990a. Enhancing the effectiveness of self-administered videotape parent training for families with conduct-problem children. *Journal of Abnormal Child Psychology* 18(5):479-492.*

Webster-Stratton, C. 1990b. Long-term followup of families with young conduct-problem children: From preschool to grade school. *Journal of Clinical Child Psychology* 19(2):144-149.*

Webster-Stratton, C. 1991. Annotation: Strategies for working with families of conduct-disordered children. *British Journal of*

Child Psychiatry and Psychology 32(7):1047–1062.*

Webster-Stratton, C. 1992. *The Incredible Years: A Trouble-Shooting Guide for Parents of Children Ages 3–8 Years*. Toronto, Canada: Umbrella Press.*

Webster-Stratton, C. 1994. Advancing videotape parent training: A comparison study. *Journal of Consulting and Clinical Psychology* 62(3):583–593.*

Webster-Stratton, C. 1997. Early intervention for families of preschool children with conduct problems. In *The Effectiveness of Early Intervention: Second Generation Research*, edited by M.J. Guralnick. Baltimore, MD: Paul H. Brookes Company, pp. 429–454.

Webster-Stratton, C. 1998. Preventing conduct problems in Head Start children: Strengthening parent competencies. *Journal of Consulting and Clinical Psychology* 66:715–730.*

Webster-Stratton, C. 1999. *How To Promote Children's Social and Emotional Competence*. London, England: Paul Chapman Publishing.

Webster-Stratton, C., and Hammond, M. 1990. Predictors of treatment outcome in parent training for families with conduct-problem children. *Behavior Therapy* 21:319–337.*

Webster-Stratton, C., and Hammond, M. 1997. Treating children with early-onset conduct problems: A comparison of child and parent training interventions. *Journal of Consulting and Clinical Psychology* 65(1):93–109.*

Webster-Stratton, C., and Hammond, M. 1998. Conduct problems and level of social competence in Head Start children: Prevalence, pervasiveness and associated risk factors. *Clinical Child Psychology and Family Psychology Review* 1:101–124.

Webster-Stratton, C., and Herbert, M. 1994. *Troubled Families—Problem Children: Working With Parents: A Collaborative Process*. Chichester, England: Wiley and Sons.*

Webster-Stratton, C., Hollinsworth, T., and Kolpacoff, M. 1989. The long-term effectiveness and clinical significance of three cost-effective training programs for families with conduct-problem children. *Journal of Consulting and Clinical Psychology* 57(4):550–553.*

Webster-Stratton, C., Kolpacoff, M., and Hollinsworth, T. 1988. Self-administered videotape therapy for families with

conduct-problem children: Comparison with two cost-effective treatments and a control group. *Journal of Consulting and Clinical Psychology* 56(4):558–566.*

Webster-Stratton, C. and Reid, M.J. 1999a. Effects of parent and teacher training in Head Start. Paper presented at the Advances in Substance Abuse Research, Washington, DC, December 6–8, 1999.

Webster-Stratton, C. and Reid, M.J. 1999b. Effects of teacher training in Head Start classrooms: Results of a randomized controlled evaluation. Paper presented at the Society for Prevention Research, New Orleans, LA, June 1999.

Webster-Stratton, C. and Reid, M.J. 1999c. Treating children with early-onset conduct problems: The importance of teacher training. Paper presented at the Association for the Advancement of Behavior Therapy, Toronto, Canada, November 1999.

* Indicates articles related to the description and evaluation of the Incredible Years Parents, Teachers, and Children Training Series.

Related Readings

Spitzer, A., Webster-Stratton, C., and Hollinsworth, T. 1991. Coping with conduct-problem children: Parents gaining knowledge and control. *Journal of Clinical Child Psychology* 20:413–427.*

Webster-Stratton, C. 1983. Conduct-disordered children: Recognition and assessment. *Maternal and Child Nursing* 8:330–335.

Webster-Stratton, C. 1983. Conduct disorders: Intervention approaches. *Nurse Practitioner* 8(5):23–34.

Webster-Stratton, C. 1985. Comparison of abusive and nonabusive families with conduct-disordered children. *American Journal of Orthopsychiatry* 55:59–69.

Webster-Stratton, C. 1985. Comparisons of behavior transactions between conduct-disordered children and their mothers in the clinic and at home. *Journal of Abnormal Child Psychology* 13:169–184.

Webster-Stratton, C. 1985. Mother perceptions and mother-child interactions: Comparison of a clinic-referred and a nonclinic group. *Journal of Clinical Child Psychology* 14(4):334–339.

Webster-Stratton, C. 1988. Mothers' and fathers' perceptions of child deviance: Roles of parent and child behaviors and

parent adjustment. *Journal of Consulting and Clinical Psychology* 56(6):909–915.

Webster-Stratton, C. 1989. The relationship of marital support, conflict and divorce to parent perceptions, behaviors and childhood conduct problems. *Journal of Marriage and the Family* 51:417–430.

Webster-Stratton, C. 1990. Predictors of treatment outcome in parent training for families with conduct-problem children. *Behavior Therapy* 21:319–337.*

Webster-Stratton, C. 1990. Stress: A potential disruption of parent perceptions and family interactions. *Journal of Clinical Child Psychology* 19(4):302–312.

Webster-Stratton, C. 1992. Individually administered videotape parent training: "Who benefits?" *Cognitive Therapy and Research* 16(1):31–35.*

Webster-Stratton, C. 1993. Strategies for helping families with young oppositional defiant or conduct-disordered children: The importance of home and school collaboration. *School Psychology Review* 22:437–457.

Webster-Stratton, C. 1993. What really happens in parent training? *Behavior Modification* 17(4):407–456.

Webster-Stratton, C. 1995. Preventing conduct problems in Head Start children: Short-term results of intervention. Paper presented at the Society for Research and Child Development.

Webster-Stratton, C. 1996. Early-onset conduct problems: Does gender make a difference? *Journal of Consulting and Clinical Psychology* 64(3):540–551.

Webster-Stratton, C. 1996. Videotape modeling intervention programs for families of young children with oppositional defiant disorder or conduct disorder. In *Psychosocial Treatment Research of Child and Adolescent Disorders: Empirically Based Strategies for Clinical Practice*, edited by E.D. Hibbs and P.S. Jensen. Washington, DC: American Psychological Association.*

Webster-Stratton, C. 1997. From parent training to community building. *The Journal of Contemporary Human Services* 78:156–171.*

Webster-Stratton, C. 1998. Parent training with low-income clients: Promoting parental engagement through a collaborative approach. In *Child Abuse: A Handbook of Theory, Research and Treatment*, edited by J.R. Lutzker. New York, NY: Plenum Press, pp. 183–210.*

Webster-Stratton, C., and Dahl, R. 1995. Conduct disorder. In *Advanced Abnormal Child Psychology*, edited by M. Herson and R.T. Ammerman. Hillsdale, NJ: Lawrence Erlbaum Associates, pp. 333–335.

Webster-Stratton, C., and Eyberg, S.M. 1982. Child temperament: Relationships with child behavior problems and parent-child interactions. *Journal of Clinical Child Psychology* 11(2):123–129.

Webster-Stratton, C., and Fjone, A. 1989. Interactions of mothers and fathers with conduct-problem children: Comparison with a nonclinic group. *Public Health Nursing* 6(4):218–223.

Webster-Stratton, C., and Hammond, M. 1988. Maternal depression and its relationship to life stress, perceptions of child behavior problems, parenting behaviors, and child conduct problems. *Journal of Abnormal Child Psychology* 16(3):299–315.

Webster-Stratton, C., and Hammond, M. 1998. Conduct problems and level of social competence in Head Start children: Prevalence, pervasiveness, and associated risk factors. *Clinical Child and Family Psychology Review* 1:101–124.

Webster-Stratton, C., and Hammond, M. 1999. Marital conflict management skills, parenting style, and early-onset conflict problems: Processes and pathways. *Journal of Child Psychology and Psychiatry*, 40(6):917–927.

Webster-Stratton, C., and Hancock, L. 1998. Parent training for young children with conduct problems: Content, methods, and therapeutic processes. In *Handbook of Parent Training*, edited by C.E. Schaefer. New York, NY: John Wiley & Sons.*

Webster-Stratton, C., and Hooven, C. 1998. Parent training for child conduct problems. In *Comprehensive Clinical Psychology*, edited by T. Ollendick. Oxford, England: Elsevier Science. pp. 186–219.

Webster-Stratton, C., and Spitzer, A. 1991. Development, reliability, and validity of the daily telephone discipline interview. *Behavioral Assessment* 13:221–239.

Webster-Stratton, C., and Taylor, E.T. 1998. Adopting and disseminating empirically validated intervention: A recipe for success. In *Parenting, Schooling, and Children's Behavior*, edited by A. Buchanan. Aldershot, England: Ashgate.

Webster-Stratton, C., and Woolley, D. 1999. Social competence and early-onset conduct problems: Issues in assessment. *Journal of Clinical Child Psychology* 28:25–93.

Whipple, E., and Webster-Stratton, C. 1991. The role of parental stress in physically abusive families. *Child Abuse and Neglect* 15:279–291.

* Indicates articles related to the description and evaluation of the Incredible Years Parents, Teachers, and Children Training Series.

Children's Books in the Incredible Years Parents, Teachers, and Children Training Series

Webster-Stratton, C. 1998. *Wally Learns a Lesson from Tiny Turtle*. Incredible Years Parents, Teachers, and Children Training Series. Seattle, WA: Seth Enterprises.

Webster-Stratton, C. 1998. *Wally Meets Dina Dinosaur*. Incredible Years Parents, Teachers, and Children Training Series. Seattle, WA: Seth Enterprises.

Webster-Stratton, C. 1998. *Wally's Detective Manual for Solving Problems at Home*. Incredible Years Parents, Teachers, and Children Training Series. Seattle, WA: Seth Enterprises.

Webster-Stratton, C. 1998. *Wally's Detective Manual for Solving Problems at School*. Incredible Years Parents, Teachers, and Children Training Series. Seattle, WA: Seth Enterprises.

Points of view or opinions expressed in this document are those of the author and do not necessarily represent the official position or policies of OJJDP or the U.S. Department of Justice.

The Office of Juvenile Justice and Delinquency Prevention is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice, and the Office for Victims of Crime.

Acknowledgments

This Bulletin was written by Carolyn Webster-Stratton, Ph.D., Director of the Parenting Clinic and Professor at the University of Washington, Seattle. She is a licensed clinical psychologist and nurse-practitioner and has published numerous scientific articles evaluating interventions for helping families and teachers with children who are highly aggressive, disobedient, hyperactive, and inattentive. In 1997, she was the recipient of the National Mental Health Association Award for Excellence in Prevention.

Currently, she is conducting a study evaluating a partnership that combines teacher training with parent and child treatment for young children who are highly aggressive and noncompliant. In addition, she has a second study evaluating a prevention program within Head Start which focuses on teacher-parent partnerships and training. She has written books for therapists and parents and recently published four books for children about problem solving and a book for teachers entitled *How to Promote Children's Social and Emotional Competence*. She is a recipient of the prestigious Research Scientist Award from the National Institute of Mental Health.

The studies reported in this Bulletin have been supported by several grants, including a grant from the Prevention Research Branch of the National Institute of Mental Health (NIMH) (5R01MH/NR50516); a Research Scientist Award from NIMH (MH00988–05); a Head Start Partnership Grant from the Administration for Children and Families; and a grant from the National Center for Nursing Research (R01NR01075).

U.S. Department of Justice

Office of Justice Programs

Office of Juvenile Justice and Delinquency Prevention

Washington, DC 20531

Official Business

Penalty for Private Use \$300

PRESORTED STANDARD
POSTAGE & FEES PAID
DOJ/OJJDP
PERMIT NO. G-91

