

Incredible Years®
Child Dinosaur Summary
developed by Carolyn Webster-Stratton, Ph.D.

Title of Program: *Incredible Years: Child Dinosaur Curriculum: Classroom and Treatment Versions*

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Cost to implement form of program used in successful research

Curriculum Costs: The costs for the Incredible Years child program package can be found on our web site <http://www.incredibleyears.com>

The package includes leader manuals, DVDs or USBs, teacher book, stickers, feeling wheels, child books, and Wally’s detective kits which includes laminated feeling, problem solving and rules cards.

One time up front costs for delivering groups include: 3-day training for group leaders, child program package, toys, easel, child size chairs, pocket chart, carpet or mat for play time and puppets. (If delivering in a classroom, some of these supplies will already be available.) Child and dinosaur puppets are purchased separately from package.

On-going costs of running a child group: include venue and therapist or teacher salary as well as handouts for children, art supplies for projects, snacks, and incentives. Ongoing consultation for group leaders is a separate fee as is for accreditation which involves video feedback of sessions via skype or in person consultation day workshops.

The Incredible Years administrative staff works with sites to calculate specific budgets that take into consideration the agency’s implementation and consultation needs. Contact incredibleyears@incredibleyears.com for a customized budget estimate.

Program Description: The Incredible Years® (IY) is a set of teacher, child and parent programs designed to promote children's social, emotional and academic competence including prevention and reduction of behavior problems in children ages 3-12.

The IY child small group and classroom Dinosaur programs are designed for children ages 4-8 years and focus on teaching children emotional literacy and self-regulation, problem solving, anger management and social skills.

Treatment version: Children ages 4-8 years meet in small groups of no more than 6 children, weekly for 2 hours for a minimum of 18 weeks, ideally while their parents are in the parent 2-hour groups. A model exists for offering this small group treatment approach in schools twice weekly for 1 hour.

Classroom prevention version: 60 classroom lessons are delivered 2-3 times a week by teachers for 3 school levels including a curriculum for preschool, kindergarten and grades 1 and 2. Circle time lessons are generally 20-30 minutes and are followed by small group activities designed to practice the skills being taught. Teachers are encouraged to enhance this learning by reinforcing use of social and emotion skills taught throughout the school day and during recess and meal times.



Program Outcomes for Treatment Version: The Incredible Years Dinosaur Social Skills Program was evaluated for children with Oppositional Defiant Disorder ages 4-8 years in three randomized control trials by the developer. In one study families were randomly assigned to 4 conditions including child only training, parent training, parent plus child training and control group. (Webster-Stratton & Hammond 1997) Another randomized control group study included 6 conditions evaluating the addition of teacher program to child program and to parent program (Webster-Stratton, Reid, & Hammond, 2004). There were significant benefits of adding the child and teacher programs to the parent intervention.

Additionally, in a third RCT, children with ADHD were randomly assigned to parent plus child program and waiting list control (Webster-Stratton, Reid, & Beauchaine, 2011). Results were very positive for parent and child improvements. In addition to the developer's studies, there have been other independent RCTs with this program in US, Norway, and Spain. See details of studies on IY web site Incredible Years web site <http://www.incredibleyears.com/research-library/>

Program Outcomes for Classroom Version: The Incredible Years classroom curriculum (combined with the IY Teacher Classroom Management curriculum) was evaluated by Webster-Stratton, Reid and Stoolmiller (2008) with 14 Seattle-area schools including Head Start and primary grade schools in a randomized control trial with a 1-year follow-up. Compared to controls, students scored significantly better than the control group on emotional regulation, prosocial behavior, reduction of anxiety/depression and improved behavior problems.

In addition to the developer's studies there have been other independent RCTs in Wales and US. See details on IY web site library.

Staffing Requirements: Two trained group leaders are needed to conduct each both treatment and classroom versions of the child program.

For the treatment version: At least 2 leaders are needed for each group. For this population leaders should have at least masters level training and should have extensive experience working with children who have behavior problems.

For the classroom version: Classroom teachers may be trained to deliver the program in their own classrooms. If the classroom has an assistant, that person should also be trained. A preferred method of delivery is to have classroom teachers trained alongside another school professional (school counselor or school psychologist) and to have a team of 2 people to deliver the program in each classroom.

Professional Development/Training: Group leaders or teachers participate in a 3-day initial training. Following the initial training, group leaders or teachers begin leading the program and receive consultation from The Incredible Years trainers and mentors. Group leaders/teachers participate in an accreditation process to ensure that they are delivering the program with fidelity. When group leaders/teachers have completed the accreditation process, they are certified in the program.

Technology: video machine

Developer's Studies (further research can be found in library:

<http://www.incredibleyears.com/research-library/>)

Webster-Stratton, C., M.J. Reid, and T.P. Beauchaine, Combining Parent and Child Training for Young Children with ADHD. *Journal of Clinical Child and Adolescent Psychology*, 2011. 40(2): p. 1-13.

Webster-Stratton, C., M.J. Reid, and T.P. Beauchaine, One-Year Follow-Up of Combined Parent and Child Intervention for Young Children with ADHD . *Journal of Clinical Child and Adolescent Psychology*, 2013. 42(2): p. 251-261.

Webster-Stratton, C., M.J. Reid, and M. Hammond, Treating children with early-onset conduct problems: Intervention outcomes for parent, child, and teacher training. *Journal of Clinical Child and Adolescent Psychology*, 2004. 33(1): p. 105-124.

Webster-Stratton, C., & 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, 93-109

LaForett, D. R., Murray, D. W., Reed, J. J., Kurian, J., Mills-Brantley, R. and Webster-Stratton, C. (2019). Delivering the Incredible Years® Dina Treatment Program in Schools for Early Elementary Students with Self-Regulation Difficulties. *Evidence-Based Practice in Child and Adolescent Mental Health*.

Many other RCTs by independent investigators are available. See library on web site.

<http://www.incredibleyears.com/research-library/>