

The Incredible Years® Babies and Toddlers Programs

Programmes developed by Carolyn Webster-Stratton, Ph.D., M.S.N., M.P.H., Professor Emeritus University of Washington.



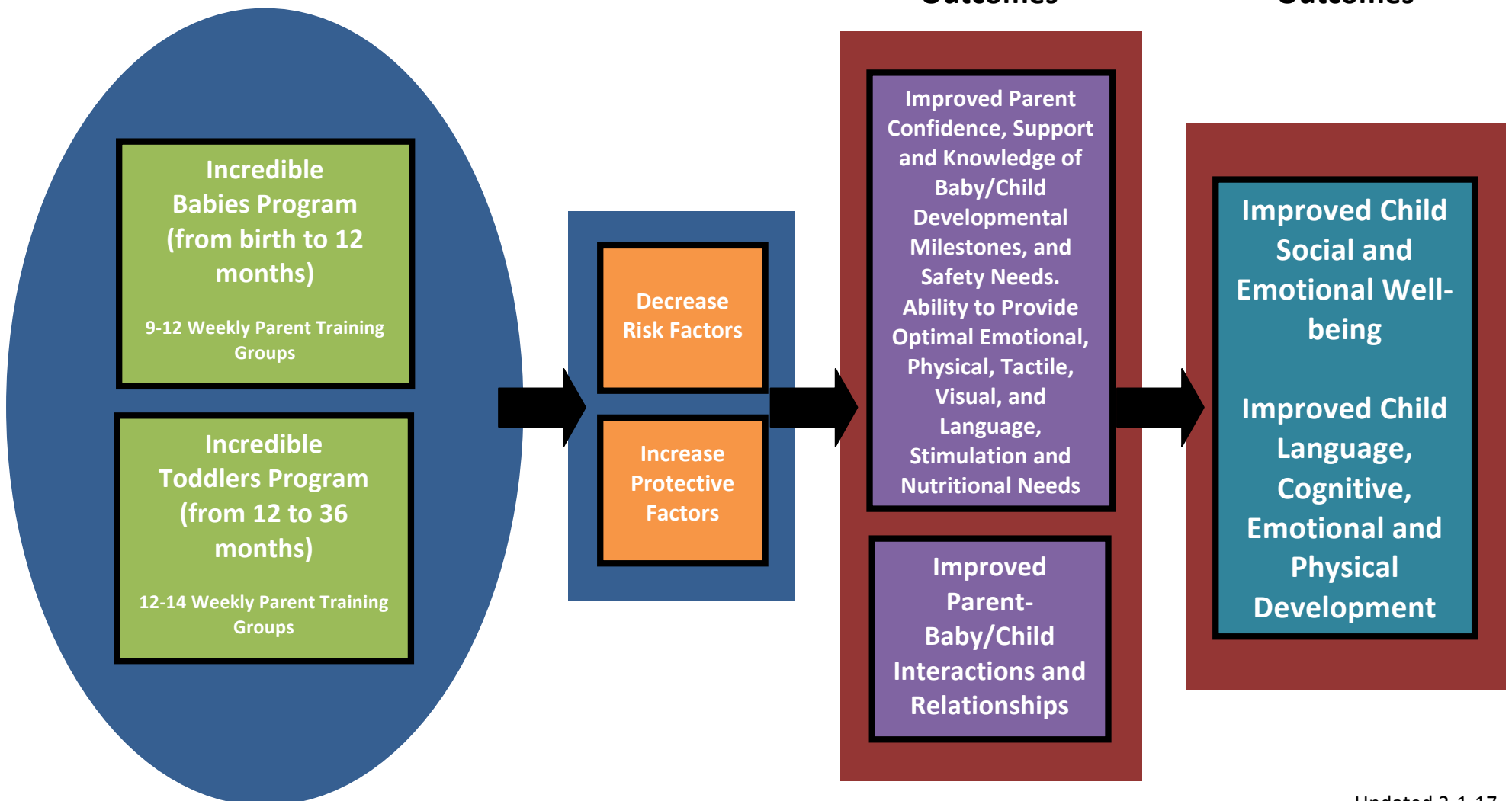
Logic Model created by the E-SEE Study process evaluation team and Prof Carolyn Webster-Stratton

Program Components

Targets

Proximal (Short-term) Outcomes

Distal (Long-term) Outcomes



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Program Description and Goals

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

Targeted Risk and Protective Factors
Malleable risk factors are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

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

Distal (Long-term) Outcomes
Outcomes that the program is hypothesised to impact at long term follow-up.

Training
Facilitators attend 3-day training

Frequency and Duration (Dose)
9-12 weekly 2-hour sessions delivered to groups of 6-10 parents of babies – beginning at one to six months of age

Goals
To enhance:

- Positive, responsive, confident parent-baby interactions
- Secure attachment with children
- Optimal growth and development

- IY collaborative process and principles
- Goal Setting and Self-Monitoring
- Narrative commentary, social and emotional coaching
- Video Modelling (mediated)
- Role Play and Behavioral Practice with baby in session
- Group Support, Discussion and Problem Solving
- Take home Practice and Reading Assignments

Risk Factors

- Ineffective, neglectful and harsh parenting skills
- Low sensitivity and responsiveness
- Lack of appropriate physical, tactile, visual and language stimulation for baby
- Numerous stressors (negative life events, socio-economic disadvantage, marital conflict and social isolation)
- Child biological factors (e.g. developmental language delays)

Protective Factors

- Positive, nurturing, and developmentally appropriate parenting skills
- Parent support for child social, emotional, physical and language development
- Parent support networks
- Parent effective communication skills, anger management, and problem solving
- Safe home environment

Improved Parenting

- Increased positive interactions and positive attachment with child (e.g. nurturing, responsive, with appropriate physical, tactile, visual and positive language interactions)
- Increased monitoring of children, flexible routines and safety proofing
- Reductions in parental stress, depression and anger
- Increased parent confidence
- Increased parent support systems
- Increased positive family communication and problem solving

Improved child emotions/behavior at home

- Enhanced emotional self-regulation (reduced crying/fussiness)
- Developing sense of self: greater exploration and discovery
- Increased language, cognitive and social development, and responsiveness to parent
- Reduced separation anxiety

Improved Physical, Social, Emotional, Language and Cognitive Development

- Secure attachment
- Language and cognitive development
- Social competence
- Decreased Attachment Disorder