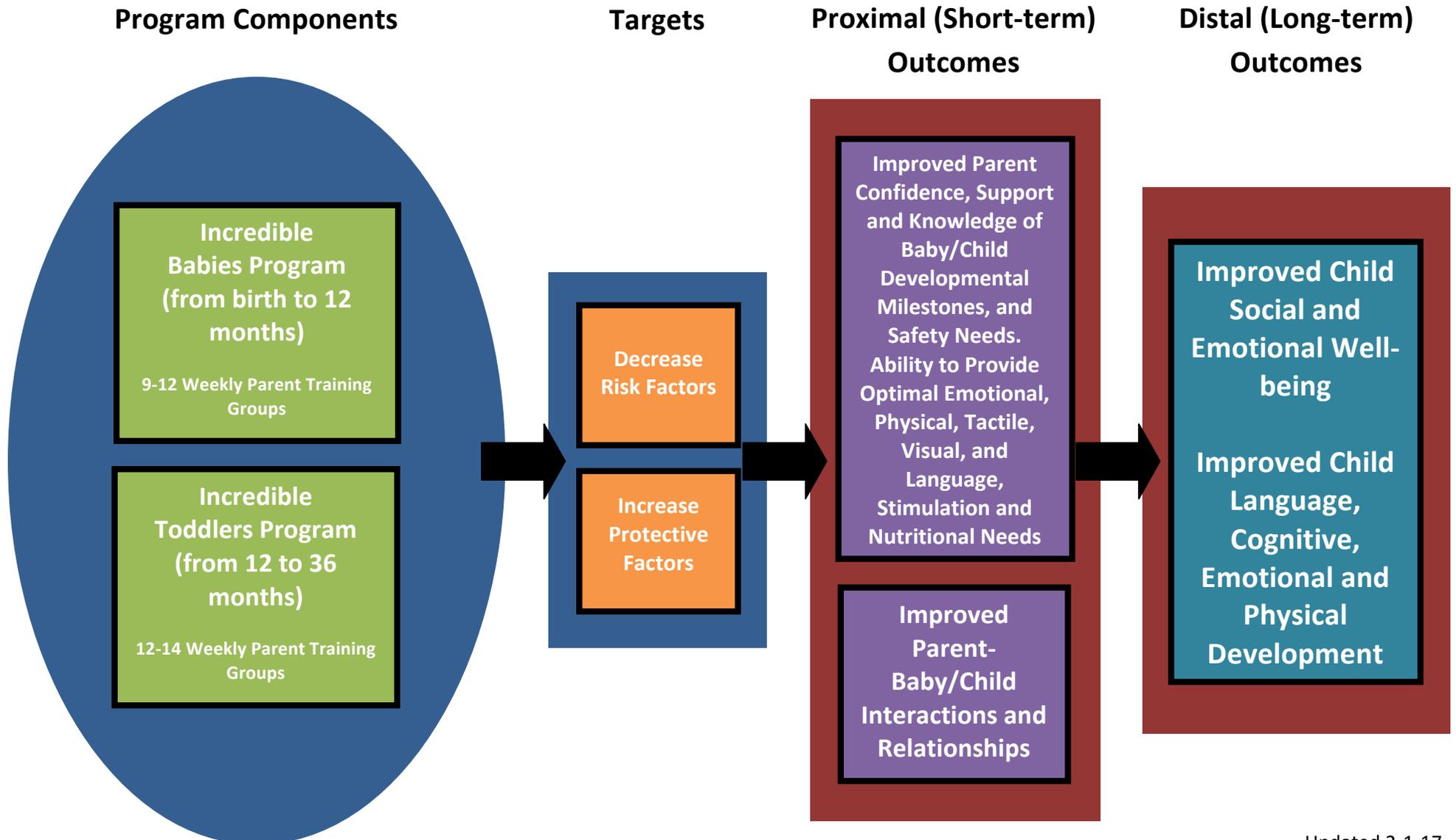


# The Incredible Years® Babies and Toddlers Programs

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



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**Program Description and Goals**

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

**Targeted Risk and Protective Factors**  
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)**  
12-14 weekly 2-hour sessions, delivered to groups of 6-10 parents of toddlers aged 12-36 months

**Goals**  
To enhance:

- Positive, responsive, confident parenting interactions
- Secure attachment with children
- Proactive discipline
- 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
- Group Support, Discussion and Problem Solving
- Take home Practice and Reading Assignments

**Risk Factors**

- Ineffective, neglectful and harsh parenting skills
- Low safety monitoring
- Lack of appropriate physical, tactile, visual and language stimulation
- Poor attachment
- Numerous stressors (negative life events, socio-economic disadvantage, marital conflict isolation)
- Child biological factors (e.g. hyperactivity)

**Protective Factors**

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

**Improved Parenting**

- Increased positive interactions and positive attachment with child (e.g. nurturing, responsive, with appropriate physical, tactile, visual and positive language interactions)
- Increased predictable routines for separations and reunions, effective limit-setting and clear rules (e.g. limited TV and no hitting), replacing spanking and harsh discipline with non-violent, proactive discipline methods (e.g. distractions, redirections, ignoring)
- Increased monitoring of children, predictable home bedtime and mealtime routines, and safety proofing
- Reductions in parental stress, depression and anger
- Increased parent confidence
- Increased parent support systems
- Increased positive family communication, support, and problem solving

**Improved child behaviour at home or at nursery/playgroup**

- Reduced behavior problems in child-parent and peer interactions
- Increased emotional literacy, and social skills
- Reduced separation anxiety
- Increased social and emotional competence with other children

**Improved Social, Emotional and Language Development**

- Reduced child behavior problems
- Improved compliance with parent requests
- Improved prosocial behaviour/social competence
- Improved language and cognitive development and social skills with peers
- Improved school readiness