
The Incredible Years Preschool/ Early Childhood & School Age BASIC Parent Series

FY 2011-2012

North Carolina Outcomes Evaluation

Prepared for Prevent Child Abuse North Carolina

September 2012

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The Incredible Years Preschool/Early Childhood & School Age BASIC Parent Series

FY 2011-2012 North Carolina Outcomes Evaluation

Introduction

The Incredible Years BASIC Parent Program

The Incredible Years (IY) BASIC Parent Program is an evidence-based parent training intervention focused on the healthy development of young children by strengthening parenting competencies and promoting effective strategies for managing children's challenging behaviors. There are four curricula of the Parent Program grouped according to children's ages starting in infancy. The two curricula implemented across North Carolina and supported by Prevent Child Abuse North Carolina are:

- Preschool/Early Childhood BASIC Series (for parents of children ages 3-6 years)
- School Age BASIC Series (for parents of children ages 6-12 years)

Preschool/Early Childhood BASIC Series (for parents of children ages 3-6 years)

The Preschool/Early Childhood BASIC Series focuses on strengthening parenting skills and consists of components which build upon one another. The series includes:

1. Strengthening Children's Social Skills, Emotional Regulation and School Readiness Skills
2. Using Praise and Incentives to Encourage Cooperative Behavior
3. Positive Discipline-Rules, Routines and Effective Limit Setting
4. Positive Discipline-Handling Misbehavior

School Age BASIC Series (for parents of children ages 6-12 years)

The School Age BASIC Series focuses on the importance of promoting positive behaviors, building social skills, and effective praise. The components of this series include:

1. Promoting Positive Behaviors in School Age Children
2. Reducing Inappropriate Behaviors in School Age Children

Lead by trained facilitators, parents and caregivers attend weekly group sessions for 14 to 16 weeks to practice skills that promote children's academic, social, and emotional development.

Program Goals

Parent Program goals include:

1. Increase positive and nurturing parenting
2. Reduce critical and violent discipline approaches and replace with positive strategies
3. Improve parents' problem-solving skills, anger management, and communication skills

4. Increase family support networks and school involvement
5. Help parents and teachers work collaboratively to ensure consistency across settings
6. Increase parents' involvement in children's academic-related activities at home

Evidence-based

Numerous evaluations of The Incredible Years BASIC Parent Program have been conducted over the course of more than 25 years, many involving randomized trials, providing evidence that clearly indicates that IY is an effective program for parents and has been shown to:

- Reduce aggressive and disruptive behavior in children
- Reduce conduct problems in children's interactions with parents
- Increase parents' positive affective response
- Decrease parents' use of harsh discipline, criticism, and negative commands
- Increase parents' use of effective limit-setting and non-violent discipline
- Reduce parental depression and increase parental self-confidence
- Increase positive family communication and problem-solving
- Increase parental involvement with teachers and classrooms

More information about research that has been conducted and implementation of The Incredible Years interventions worldwide can be found on their website at: <http://www.incredibleyears.com/library>.

Prevent Child Abuse North Carolina

Prevent Child Abuse North Carolina is the state Chapter in a network of 47 statewide Chapters of Prevent Child Abuse America. Since 1979, Prevent Child Abuse North Carolina (PCANC) has focused its work in two key areas: raising public awareness about child abuse and neglect, and helping communities respond to abuse and prevent a second occurrence. PCANC works in partnership with local communities and other state organizations such as The Duke Endowment, the North Carolina Partnership for Children, the North Carolina Division of Social Services to assure the success of evidence-based prevention programs, proven to prevent abuse before it occurs.

North Carolina Incredible Years Program Network

In order for an evidence-based program to obtain similar results to those published, the program must be delivered with the highest degree of fidelity, meaning the program must be delivered consistently and as the developer intended. PCANC is dedicated to providing the infrastructure support for quality implementation of The Incredible Years BASIC Parent Program.

PCANC provides local communities and organizations with ongoing support in implementing The Incredible Years Preschool/ Early Childhood and School Age BASIC Parent Series curricula through coaching and consultation services to members of the NC Incredible Years Network. PCANC Incredible Years coaches offer technical assistance, phone consultation, video clip reviews, and coaching sessions in support of facilitators' goals for improving practice and enhancing model fidelity. Additionally, PCANC hosts pre-service training for IY facilitators two times per year. These three-day training sessions are provided through Prevent Child Abuse America by nationally certified trainers. Network members also have opportunities to connect with IY agencies across the state, have access to consultation sessions, and participate in statewide evaluation, including evaluation training and assistance with administration of pre- and post-tests of the Parent Practices Interview (PPI) and the Eyberg Child Behavior Inventory (ECBI), and submission of data for entry in agency and statewide reports.

Scope of Evaluation

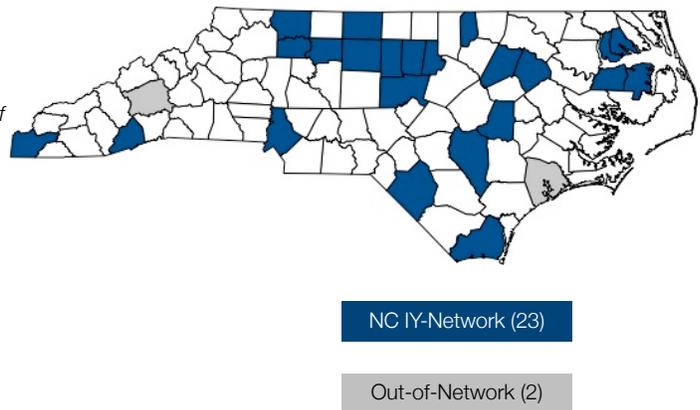
PCANC contracted with Harman & Associates, LLC, an independent education research consulting firm, to evaluate the 2011-2012 outcomes of The Incredible Years BASIC Parent Program in North Carolina. Outcomes were measured across the state using a self-reported, pre-test/post-test model for the following evaluation instruments :

- Parent Practices Interview (PPI), with subscales for Harsh Discipline, Inconsistent Discipline, Appropriate Discipline, Positive Parenting, and Clear Expectations
- Eyberg Child Behavior Inventory (ECBI), with subscales for Intensity (frequency of behavior) and Problem (the degree to which parents find the behavior problematic)

The 2011-2012 statewide evaluation includes data from 19 IY-Network member sites serving 23 of North Carolina's 100 counties. These sites conducted 57 program groups, providing parent training to 599 parents/caregivers, representing 522 families. *This statewide evaluation includes results only for programs within the PCANC IY Network. Appendices A and B (funder reports) include out-of-network outcomes evaluation for sites funded by North Carolina Partnership for Children and North Carolina Division of Social Services respectively.*

Figure 1. Counties represented by IY-Network participant organizations

County	Organization
Alamance	<i>Alamance Partnership for Children</i>
Brunswick	<i>Communities in Schools of Brunswick</i>
Chatham	<i>KidSCOpe</i>
Cherokee	<i>Family Resources of Cherokee County</i>
Chowan	<i>Chowan/Perquimans Smart Start Partnership</i>
Durham	<i>Communities in Schools of Durham County</i>
Edgecombe	<i>Down East Partnership for Children</i>
Forsyth	<i>Forsyth County Department of Public Health</i>
Guilford	<i>Fairview Family Resource Center/Family Service of</i>
Mecklenburg	<i>Thompson Child & Family Focus</i>
Nash	<i>Down East Partnership for Children</i>
Orange	<i>KidSCOpe</i>
Perquimans	<i>Chowan/Perquimans Smart Start Partnership</i>
Robeson	<i>Southeastern Family Violence Center</i>
Rockingham	<i>HELP, Incorporated: Center Against Violence</i>
Surry	<i>Children's Center of Surry and Yadkin</i>
Sampson	<i>Sampson County Partnership for Children</i>
Transylvania	<i>The Family Place of Transylvania County</i>
Tyrrell	<i>Tyrrell-Washington Partnership for Children</i>
Vance	<i>Vance County Cooperative Extension</i>
Washington	<i>Tyrrell-Washington Partnership for Children</i>
Wayne	<i>Partnership for Children of Wayne County</i>
Wayne	<i>Wayne Action Group for Economic Solvency (WAGES)</i>
Yadkin	<i>Children's Center of Surry and Yadkin</i>



Evaluation Design

Methodology

Participant Base

The 2011-2012 Incredible Years BASIC Parent Program was delivered at 19 sites across North Carolina through funding by the North Carolina Partnership for Children (NCPC), the North Carolina Division of Social Services (DSS) and local community funders with the target audience being families experiencing challenges with their children's behavior. Prospective participants were custodial parents and supportive adults who helped parent the identified child and voluntarily sought enrollment based on fliers and information shared in their community, such as doctors' offices, newspaper articles, postings in community settings, letters from school counselors, and mailings to a parent education listserv. Once the families made contact with the providing agency, the agency used a screening questionnaire to help determine if a parent was a good match for the group. Considerations for participation included attendance commitment, willingness to complete home practice, ages of children in the home, and type of behavioral challenges that were of concern to the parent(s). Groups of 8 to 12 adults plus two trained IY group facilitators were considered optimal. Groups of fewer than six or more than 14 were discouraged.

Parent/caregiver participation in this outcomes evaluation was entirely voluntary. Group facilitators were provided a script to use as a guideline to explain the purpose of the evaluation and collected signed consent forms from those who agreed to participate. The consent form and the measurement tools described below were offered in both English and Spanish.

Measurement

Program outcomes were measured by a self-reported pre-test/post-test model using the instruments described below.

Parent Practices Interview (PPI) - The Parent Practices Interview (PPI) is a 72-item questionnaire adapted from the Oregon Social Learning Center's Discipline Questionnaire and revised for young children. It can be administered as an interview or a self-report questionnaire completed by the child's primary caregiver(s) and is composed of seven subscales—Harsh Discipline (14 items), Harsh for Age (9 items), Inconsistent Discipline (6 items), Appropriate Discipline (16 items), Positive Parenting (15 items), Clear Expectations (3 items), and Monitoring (9 items)—rated on a 7-point scale ranging from 1 (never) to 7 (always). It should be noted that although the PPI subscales were revised in 2006 to six subscales, North Carolina continues to use the 1998, 7-subscale format and associated scoring for comparison consistency year-to-year. Five subscales of interest for this report are: Harsh Discipline, Inconsistent Discipline, Appropriate Discipline, Positive Parenting, and Clear Expectations.

Eyberg Child Behavior Inventory (ECBI) - The Eyberg Child Behavior Inventory (ECBI) is a 36-item questionnaire from PAR, Inc. It can be administered as an interview or a self-report questionnaire completed by the child's primary caregiver(s) and is composed of two subscales used to assess children's behavior problems. It includes an Intensity Scale, which measures the frequency of each problem behavior and a Problem Scale which reflects parents' tolerance of the behaviors and the distress caused. The ECBI is intended to assess both the type of behavior problems and the degree to which parents find them problematic.

Facilitators administered the PPI and the ECBI to voluntary participants both prior to the start of curriculum delivery (pre-test) and again at the completion of the curriculum (post-test). If more than one parent or caregiver from a single family attended the series, each completed the instruments independently but was asked to consider the same one child in their responses, as verified by the coded Child ID on each form. Although the outcomes evaluation is based on parent self-report, Rosenbalm & Christopoulos found a "substantial correlation" between independent observer ratings and PPI/ECBI scores, recommending that North Carolina continue to use this method as a cost-effective, reliable means of assessing program quality at the state and local level. (Rosenbalm, K., & Christopoulos, C., 2011. Incredible Years: Expected Effects and Recommendations for Monitoring Outcomes. Retrieved from http://www.childandfamilypolicy.duke.edu/pdfs/projects/IY_Eval_Review_final.pdf)

The IY Data Point of Contact for each program delivery site was provided addressed, postage paid return labels to return the completed PPI and ECBI questionnaires directly to the evaluator, Harman & Associates, immediately upon completion of each pre/post test cycle. The participant demographics in this report include all program participants; however, the data analyses include only pre-test/post-test matched questionnaires.

NC Statewide In-Network Results Report

Snap Shot

For the period of July 2011 through June 2012, across 19 program sites, 57 IY series (groups) were conducted with a total enrollment of 599 parents/caregivers, representing 522 families. These series (groups) provided 387 (64.6%) sets of matched pre-test/post-test evaluation instruments for this report.

Summary of Key Demographics

Figure 2. Child Race/Ethnicity

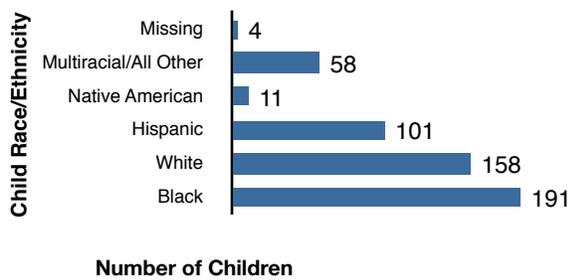


Figure 3. Child Age Groups

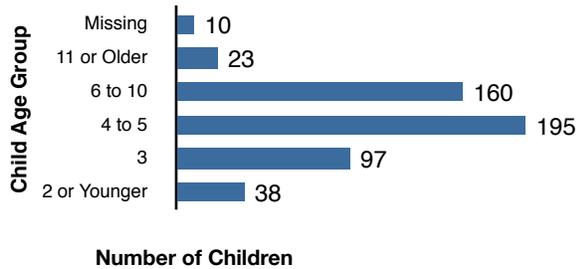
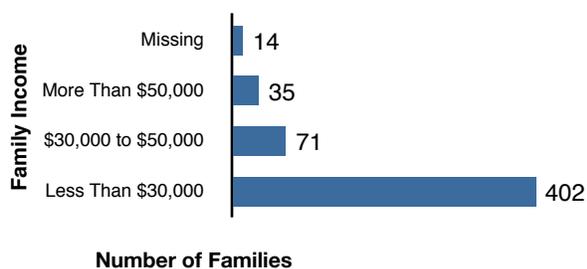


Figure 4. Family Income



Summary of Outcomes Results

Figure 5. PPI Negative Parenting Behaviors

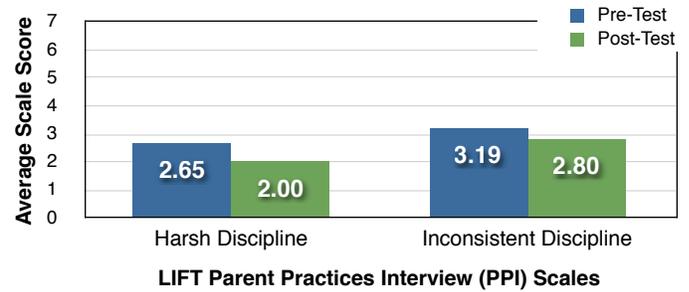


Figure 6. PPI Positive Parenting Behaviors

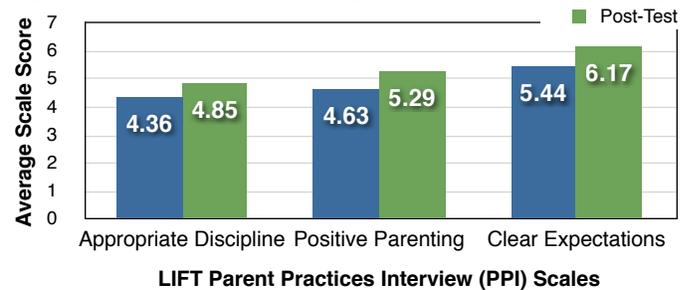
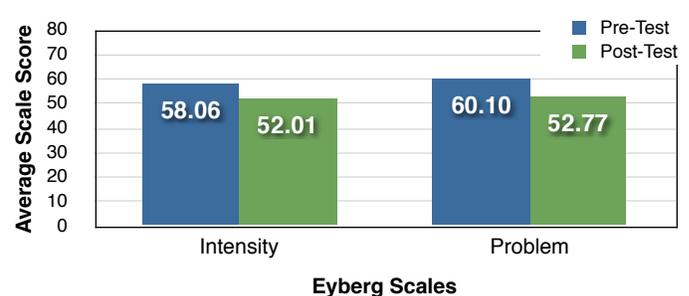


Figure 7. Eyberg Child Behavior Inventory (ECBI)



Participant Highlights:

- Parental relationship to child: 71% Mother, 16% Father, 11% Other Relative, 2% Other Non-Relative
- Highest level of education: 31% high school diploma/GED, 29% some college, 21% less than high school
- Primary language spoken at home: 81% English, 17% Spanish
- Child gender: 57% male, 43% female

Parent Practices Interview (PPI)

The analyses of the changes reported by parents across each of the five subscales of the PPI used to evaluate the Incredible Years Program are presented below.

Harsh Discipline Scale

A total of 320 parents completed all 14 items included on the Harsh Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific harsh discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of harsh discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their use of harsh discipline practices with their children.

The average pre-program Harsh Discipline scale score for these 320 parents was 2.65; the average post-program scale score was 2.00. **This decrease in parents’ reported use of harsh discipline practices with their young children is statistically significant and represents a large program effect** ($t_{(319)}=-13.842, p<0.001; d=-0.757$).

Table 1. PPI Harsh Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	320	2.65	0.85871	-13.842	0.000	-0.757
Post-program	320	2.00	0.67960			

Inconsistent Discipline Scale

A total of 375 parents completed all 6 items included on the Inconsistent Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how inconsistent they were when addressing discipline issues with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate greater inconsistency by parents when addressing discipline issues with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their inconsistency in addressing discipline issues with their children.

The average pre-program Inconsistent Discipline scale score for these 375 parents was 3.19; the average post-program scale score was 2.80. **This decrease in parents' reported inconsistent use of discipline practices with their young children is statistically significant and represents a moderate program effect** ($t_{(374)}=-7.063$, $p<0.001$; $d=-0.385$).

Table 2. PPI Inconsistent Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	375	3.19	1.01180	-7.063	0.000	-0.385
Post-program	375	2.80	0.68396			

Appropriate Discipline Scale

A total of 319 parents completed all 16 items included on the Appropriate Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific appropriate discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of appropriate discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the appropriate discipline practices they use with their children.

The average pre-program Appropriate Discipline scale score for these 319 parents was 4.36; the average post-program scale score was 4.85. **This increase in parents' reported use of appropriate discipline practices with their young children is statistically significant and represents a moderate program effect** ($t_{(318)}=8.768$, $p<0.001$; $d=0.464$).

Table 3. PPI Appropriate Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	319	4.36	1.05600	8.768	0.000	0.464
Post-program	319	4.85	0.93101			

Positive Parenting Scale

A total of 315 parents completed all 15 items included on the Positive Parenting scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific positive discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of positive parenting practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the positive parenting practices they use with their children.

The average pre-program Positive Parenting scale score for these 315 parents was 4.63; the average post-program was 5.29. **This increase in parents' reported use of positive parenting practices with their young children is statistically significant and represents a large program effect** ($t_{(314)}=14.505$, $p<0.001$; $d=0.805$).

Table 4. PPI Positive Parenting Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	315	4.63	0.82028	14.505	0.000	0.805
Post-program	315	5.29	0.76396			

Clear Expectations Scale

A total of 375 parents completed all 3 items included on the Clear Expectations scale of the PPI and were included in the analysis. For each of these 3 items parents were asked to rate how frequently they clearly communicated their expectations to their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate that parents more frequently communicate clear expectations to their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in the frequency with which they clearly communicate their expectations to their children.

The average pre-program Clear Expectations scale score for these 375 parents was 5.44; the average post-program scale score was 6.17. **This increase in parents' reported use of clear expectations with their young children is statistically significant and represents a moderate program effect** ($t_{(374)}=10.595$, $p<0.001$; $d=0.575$).

Table 5. PPI Clear Expectations Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	375	5.44	1.26850	10.595	0.000	0.575
Post-program	375	6.17	0.92118			

Eyberg Child Behavior Inventory (ECBI)

The analyses of the changes reported by parents across each of the two subscales of the ECBI used to evaluate the Incredible Years Program are presented below.

Intensity Scale

A total of 363 parents completed 33 or more of the 36 items included on the Intensity scale of the ECBI and were included in the analysis. For each of these items parents were asked to rate how often the 36 problem behaviors currently occur with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). For the ECBI Intensity scale parents' raw scores are converted to a T-score, which has a mean of 50 and a standard deviation of 10. ECBI Intensity scores of 60 or higher, i.e., one standard deviation or more above the mean, are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Intensity scale indicates severe conduct problems that should be further evaluated for potentially significant psychopathology. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the frequency with which their child displays these problem behaviors.

The average pre-program Intensity T-scale score for these 363 parents was 58.06; the average post-program T-scale score was 52.01. **This decrease in parents' reported frequency of problem behaviors by their children is statistically significant and represents a moderate program effect** ($t_{(362)}=-12.411$, $p<0.001$; $d=-0.548$).

Table 6. ECBI Intensity Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	363	58.06	10.798	-12.411	0.000	-0.548
Post-program	363	52.01	9.782			

In addition, 157 parents (43.2%) had an Intensity scale T-score of 60 or higher at pre-program compared to 76 parents (20.9%) at post-program. This decrease in the number of parents with clinically significant Intensity scale scores is statistically significant ($\chi^2=27.5$, d.f.=1, $p<0.001$).

Problem Scale

A total of 314 parents completed 33 or more of the 36 items included on the Problem scale of the ECBI and were included in the analysis. For each of the 36 problem behaviors rated in the previous question parents were asked to indicate whether the behavior was a problem for them using a dichotomous Yes (1) or No (0) scale. For the ECBI Problem scale parents' raw scores are converted to a T-score and ECBI Problem scores of 60 or higher are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Problem scale identifies a parent who is significantly bothered by the problem behaviors of their child. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the number of problem behaviors that are a problem for them.

The average pre-program Problem T-scale score for these 314 parents was 60.10; the average post-program T-scale score was 52.77. **This decrease in number of behaviors that parents' reported as being a problem for them is statistically significant and represents a moderate program effect** ($t_{(313)}=-11.088$, $p<0.001$; $d=-0.597$).

Table 7. ECBI Problem Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	314	60.10	12.203	-11.088	0.000	-0.597
Post-program	314	52.77	11.265			

Conclusion

Statistically significant improvements in parenting practices and child behavior were calculated across all evaluation scales. These outcomes are consistent with those reported in numerous evaluations of The Incredible Years BASIC Parent Program over the last 25 years and contribute further evidence to the effectiveness of the program in North Carolina. It should be noted that program effectiveness is dependent on fidelity of implementation and the program must continue to be delivered across all provider sites consistently and as the developer intended. Via its IY Network, Prevent Child Abuse North Carolina has invested in the ongoing supports and training necessary to ensure the continued quality of program delivery.

Appendix A:

FY 2011-2012 IY Funder Report

North Carolina Partnership for Children (NCPC)

Snap Shot

For the period of July 2011 through June 2012, across 11 program sites, 28 IY series (groups) were conducted with a total enrollment of 350 parents/caregivers, representing 305 families. These series (groups) provided 237 (67.7%) sets of matched pre-test/post-test evaluation instruments for this report.

Summary of Key Demographics

Figure 1. Child Race/Ethnicity

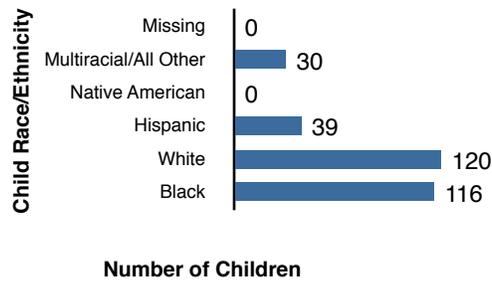


Figure 2. Child Age Groups

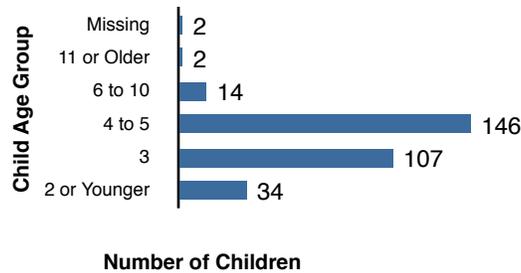


Figure 3. Family Income



Summary of Outcomes Results

Figure 4. PPI Negative Parenting Behaviors

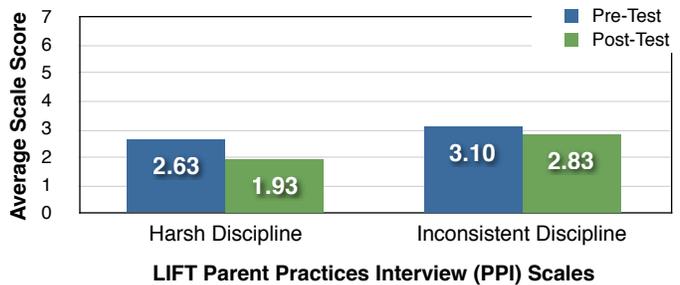


Figure 5. PPI Positive Parenting Behaviors

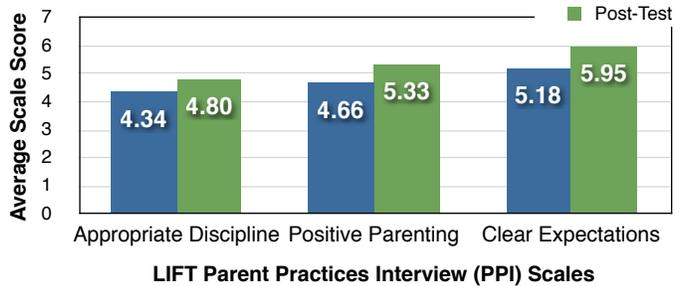
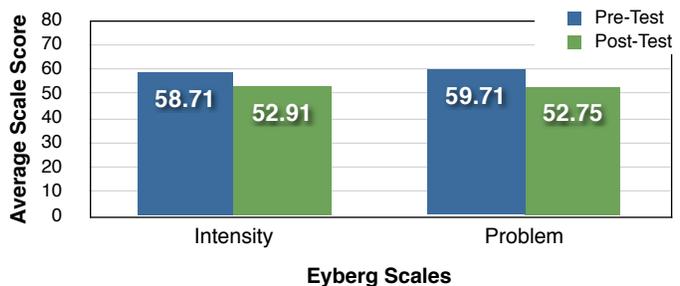


Figure 6. Eyberg Child Behavior Inventory (ECBI)



Participant Highlights:

- Parental relationship to child: 67% Mother, 20% Father, 11% Other Relative, 2% Other Non-Relative
- Highest level of education: 31% some college, 29% high school diploma/GED, 13% less than high school
- Primary language spoken at home: 88% English, 10% Spanish
- Child gender: 56% male, 44% female

Parent Practices Interview (PPI)

The analyses of the changes reported by parents across each of the five subscales of the PPI used to evaluate the Incredible Years Program are presented below.

Harsh Discipline Scale

A total of 207 parents completed all 14 items included on the Harsh Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific harsh discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of harsh discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their use of harsh discipline practices with their children.

The average pre-program Harsh Discipline scale score for these 207 parents was 2.63; the average post-program scale score was 1.93. **This decrease in parents’ reported use of harsh discipline practices with their young children is statistically significant and represents a large program effect** ($t_{(206)}=-13.657, p<0.001; d=-0.823$).

Table 1. PPI Harsh Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	207	2.63	0.85043	-13.657	0.000	-0.823
Post-program	207	1.93	0.61254			

Inconsistent Discipline Scale

A total of 228 parents completed all 6 items included on the Inconsistent Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how inconsistent they were when addressing discipline issues with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate greater inconsistency by parents when addressing discipline issues with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their inconsistency in addressing discipline issues with their children.

The average pre-program Inconsistent Discipline scale score for these 228 parents was 3.10; the average post-program scale score was 2.83. **This decrease in parents’ reported inconsistent use of discipline practices with their young children is statistically significant and represents a moderate program effect** ($t_{(227)}=-4.073, p<0.001; d=-0.269$).

Table 2. PPI Inconsistent Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	228	3.10	1.00385	-4.073	0.000	-0.269
Post-program	228	2.83	0.59686			

Appropriate Discipline Scale

A total of 193 parents completed all 16 items included on the Appropriate Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific appropriate discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of appropriate discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the appropriate discipline practices they use with their children.

The average pre-program Appropriate Discipline scale score for these 193 parents was 4.34; the average post-program scale score was 4.80. **This increase in parents' reported use of appropriate discipline practices with their young children is statistically significant and represents a moderate program effect** ($t_{(192)}=6.430$, $p<0.001$; $d=0.458$).

Table 3. PPI Appropriate Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	193	4.34	1.00465	6.430	0.000	0.458
Post-program	193	4.80	0.88375			

Positive Parenting Scale

A total of 210 parents completed all 15 items included on the Positive Parenting scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific positive discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of positive parenting practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the positive parenting practices they use with their children.

The average pre-program Positive Parenting scale score for these 210 parents was 4.66; the average post-program was 5.33. **This increase in parents' reported use of positive parenting practices with their young children is statistically significant and represents a large program effect** ($t_{(209)}=13.389$, $p<0.001$; $d=0.902$).

Table 4. PPI Positive Parenting Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	210	4.66	0.74317	13.389	0.000	0.902
Post-program	210	5.33	0.68358			

Clear Expectations Scale

A total of 231 parents completed all 3 items included on the Clear Expectations scale of the PPI and were included in the analysis. For each of these 3 items parents were asked to rate how frequently they clearly communicated their expectations to their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate that parents more frequently communicate clear expectations to their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in the frequency with which they clearly communicate their expectations to their children.

The average pre-program Clear Expectations scale score for these 231 parents was 5.18; the average post-program scale score was 5.95. **This increase in parents' reported use of clear expectations with their young children is statistically significant and represents a moderate program effect** ($t_{(230)}=9.817, p<0.001; d=0.608$).

Table 5. PPI Clear Expectations Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	231	5.18	1.26664	9.817	0.000	0.608
Post-program	231	5.95	1.06966			

Eyberg Child Behavior Inventory (ECBI)

The analyses of the changes reported by parents across each of the two subscales of the ECBI used to evaluate the Incredible Years Program are presented below.

Intensity Scale

A total of 229 parents completed 33 or more of the 36 items included on the Intensity scale of the ECBI and were included in the analysis. For each of these items parents were asked to rate how often the 36 problem behaviors currently occur with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). For the ECBI Intensity scale parents' raw scores are converted to a T-score, which has a mean of 50 and a standard deviation of 10. ECBI Intensity scores of 60 or higher, i.e., one standard deviation or more above the mean, are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Intensity scale indicates severe conduct problems that should be further evaluated for potentially significant psychopathology. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the frequency with which their child displays these problem behaviors.

The average pre-program Intensity T-scale score for these 229 parents was 58.71; the average post-program T-scale score was 52.91. **This decrease in parents' reported frequency of problem behaviors by their children is statistically significant and represents a moderate program effect** ($t_{(228)}=-10.081, p<0.001; d=-0.564$).

Table 6. ECBI Intensity Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	229	58.71	10.287	-10.081	0.000	-0.564
Post-program	229	52.91	9.090			

In addition, 94 parents (41.0%) had an Intensity scale T-score of 60 or higher at pre-program compared to 48 parents (21.0%) at post-program. This decrease in the number of parents with clinically significant Intensity scale scores is statistically significant ($\chi^2=14.3$, d.f.=1, $p<0.001$).

Problem Scale

A total of 213 parents completed 33 or more of the 36 items included on the Problem scale of the ECBI and were included in the analysis. For each of the 36 problem behaviors rated in the previous question parents were asked to indicate whether the behavior was a problem for them using a dichotomous Yes (1) or No (0) scale. For the ECBI Problem scale parents' raw scores are converted to a T-score and ECBI Problem scores of 60 or higher are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Problem scale identifies a parent who is significantly bothered by the problem behaviors of their child. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the number of problem behaviors that are a problem for them.

The average pre-program Problem T-scale score for these 213 parents was 59.71; the average post-program T-scale score was 52.75. **This decrease in number of behaviors that parents' reported as being a problem for them is statistically significant and represents a moderate program effect** ($t_{(212)}=-8.296$, $p<0.001$; $d=-0.573$).

Table 7. ECBI Problem Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	213	59.71	10.495	-8.296	0.000	-0.573
Post-program	213	52.75	12.140			

Appendix B:

FY 2011-2012 IY Funder Report

North Carolina Division of Social Services (DSS)

Snap Shot

For the period of July 2011 through June 2012, across 13 program sites, 42 IY series (groups) were conducted with a total enrollment of 413 parents/caregivers, representing 368 families (369 children). These series (groups) provided 286 (69.2%) sets of matched pre-test/post-test evaluation instruments for this report.

Summary of Key Demographics

Figure 2. Child Race/Ethnicity

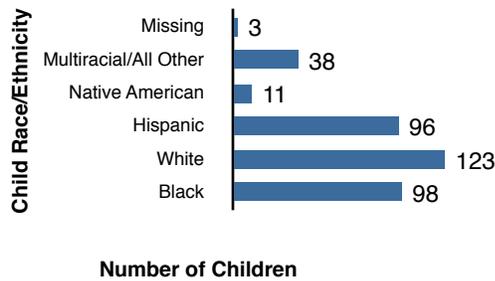


Figure 3. Child Age Groups

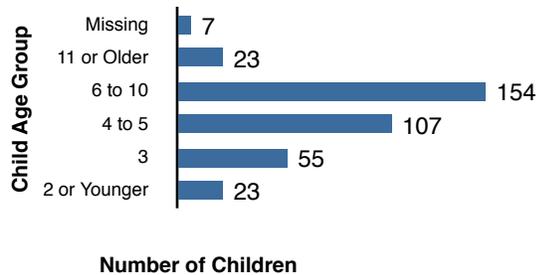
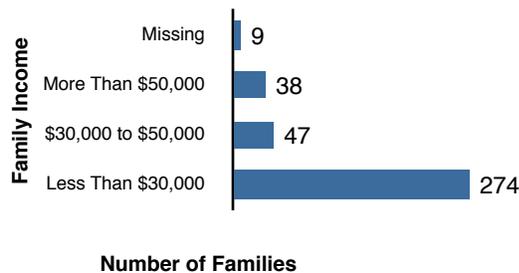


Figure 4. Family Income



Summary of Outcomes Results

Figure 5. Negative Parenting Behaviors

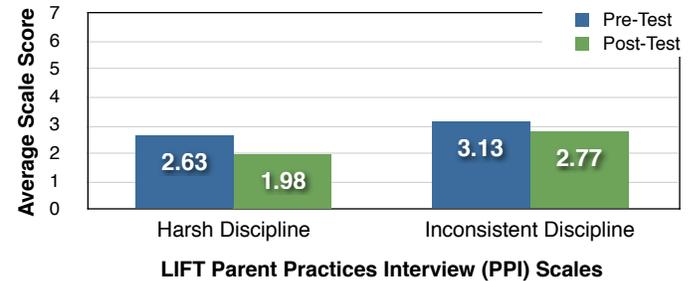


Figure 6. PPI Positive Parenting Behaviors

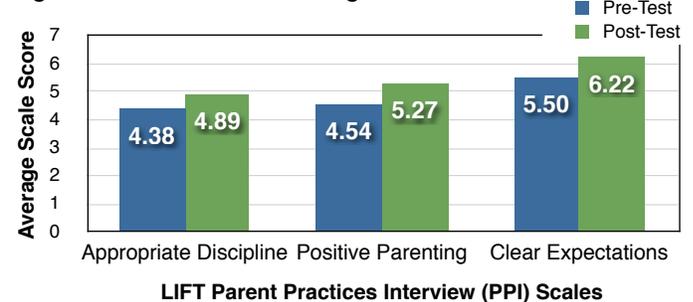
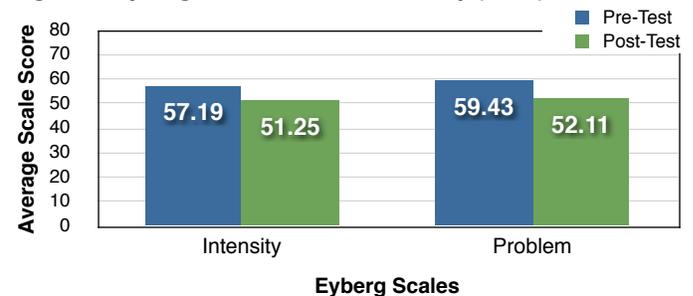


Figure 7. Eyberg Child Behavior Inventory (ECBI)



Participant Highlights:

- Parental relationship to child: 74% Mother, 16% Father, 9% Other Relative, 1% Other Non-Relative
- Highest level of education: 30% high school diploma/GED, 25% less than high school, 23% some college
- Primary language spoken at home: 74% English, 25% Spanish
- Child gender: 59% male, 41% female

Parent Practices Interview (PPI)

The analyses of the changes reported by parents across each of the five subscales of the PPI used to evaluate the Incredible Years Program are presented below.

Harsh Discipline Scale

A total of 222 parents completed all 14 items included on the Harsh Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific harsh discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of harsh discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their use of harsh discipline practices with their children.

The average pre-program Harsh Discipline scale score for these 222 parents was 2.63; the average post-program scale score was 1.98. **This decrease in parents’ reported use of harsh discipline practices with their young children is statistically significant and represents a large program effect** ($t_{(221)}=-11.414$, $p<0.001$; $d=-0.746$).

Table 1. PPI Harsh Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	222	2.63	0.87072	-11.414	0.000	-0.746
Post-program	222	1.98	0.72081			

Inconsistent Discipline Scale

A total of 276 parents completed all 6 items included on the Inconsistent Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how inconsistent they were when addressing discipline issues with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate greater inconsistency by parents when addressing discipline issues with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in their inconsistency in addressing discipline issues with their children.

The average pre-program Inconsistent Discipline scale score for these 276 parents was 3.13; the average post-program scale score was 2.77. **This decrease in parents' reported inconsistent use of discipline practices with their young children is statistically significant and represents a moderate program effect** ($t_{(275)}=-5.595$, $p<0.001$; $d=-0.361$).

Table 2. PPI Inconsistent Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	276	3.13	0.99601	-5.595	0.000	-0.361
Post-program	276	2.77	0.70919			

Appropriate Discipline Scale

A total of 234 parents completed all 16 items included on the Appropriate Discipline scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific appropriate discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of appropriate discipline practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the appropriate discipline practices they use with their children.

The average pre-program Appropriate Discipline scale score for these 234 parents was 4.38; the average post-program scale score was 4.89. **This increase in parents' reported use of appropriate discipline practices with their young children is statistically significant and represents a moderate program effect** ($t_{(233)}=8.190$, $p<0.001$; $d=0.487$).

Table 3. PPI Appropriate Discipline Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	234	4.38	1.04746	8.190	0.000	0.487
Post-program	234	4.89	0.91695			

Positive Parenting Scale

A total of 224 parents completed all 15 items included on the Positive Parenting scale of the PPI and were included in the analysis. For each of the items included on this scale parents were asked to rate how frequently they used specific positive discipline practices with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate more frequent use of positive parenting practices by parents with their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in their use of the positive parenting practices they use with their children.

The average pre-program Positive Parenting scale score for these 224 parents was 4.54; the average post-program was 5.27. **This increase in parents' reported use of positive parenting practices with their young children is statistically significant and represents a large program effect** ($t_{(223)}=12.755$, $p<0.001$; $d=0.854$).

Table 4. PPI Positive Parenting Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	224	4.54	0.85461	12.755	0.000	0.854
Post-program	224	5.27	0.76780			

Clear Expectations Scale

A total of 278 parents completed all 3 items included on the Clear Expectations scale of the PPI and were included in the analysis. For each of these 3 items parents were asked to rate how frequently they clearly communicated their expectations to their child using a 7-point Likert scale that ranged from Never (1) to Always (7). Higher average scores on this scale indicate that parents more frequently communicate clear expectations to their young children. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report an increase in the frequency with which they clearly communicate their expectations to their children.

The average pre-program Clear Expectations scale score for these 278 parents was 5.50; the average post-program scale score was 6.22. **This increase in parents' reported use of clear expectations with their young children is statistically significant and represents a moderate program effect** ($t_{(277)}=8.644$, $p<0.001$; $d=0.561$).

Table 5. PPI Clear Expectations Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's d)
Pre-program	278	5.50	1.28383	8.644	0.000	0.561
Post-program	278	6.22	0.92568			

Eyberg Child Behavior Inventory (ECBI)

The analyses of the changes reported by parents across each of the two subscales of the ECBI used to evaluate the Incredible Years Program are presented below.

Intensity Scale

A total of 261 parents completed 33 or more of the 36 items included on the Intensity scale of the ECBI and were included in the analysis. For each of these items parents were asked to rate how often the 36 problem behaviors currently occur with their child using a 7-point Likert scale that ranged from Never (1) to Always (7). For the ECBI Intensity scale parents' raw scores are converted to a T-score, which has a mean of 50 and a standard deviation of 10. ECBI Intensity scores of 60 or higher, i.e., one standard deviation or more above the mean, are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Intensity scale indicates severe conduct problems that should be further evaluated for potentially significant psychopathology. A T-score of 60 or higher on the Problem scale identifies a parent who is significantly bothered by the conduct problems of their child. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the frequency with which their child displays these problem behaviors.

The average pre-program Intensity T-scale score for these 261 parents was 57.19; the average post-program T-scale score was 51.25. **This decrease in parents' reported frequency of problem behaviors by their children is statistically significant and represents a moderate program effect** ($t_{(260)}=-10.575$, $p<0.001$; $d=-0.559$).

Table 6. ECBI Intensity Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's <i>d</i>)
Pre-program	261	57.19	10.633	-10.575	0.000	-0.559
Post-program	261	51.25	9.575			

In addition, 105 parents (40.2%) had an Intensity scale T-score of 60 or higher at pre-program compared to 48 parents (18.4%) at post-program. This decrease in the number of parents with clinically significant Intensity scale scores is statistically significant ($\chi^2=20.5$, $d.f.=1$, $p<0.001$).

Problem Scale

A total of 215 parents completed 33 or more of the 36 items included on the Problem scale of the ECBI and were included in the analysis. For each of the 36 problem behaviors rated in the previous question parents were asked to indicate whether the behavior was a problem for them using a dichotomous Yes (1) or No (0) scale. For the ECBI Problem scale parents' raw scores are converted to a T-score and ECBI Problem scores of 60 or higher are considered clinically significant; scores below 60 are within the normal range. A T-score of 60 or higher on the Problem scale identifies a parent who is significantly bothered by the problem behaviors of their child. As a result of participating in the Incredible Years BASIC Program it is expected that parents will report a decrease in the number of problem behaviors that are a problem for them.

The average pre-program Problem T-scale score for these 215 parents was 59.43; the average post-program T-scale score was 52.11. **This decrease in number of behaviors that parents' reported as being a problem for them is statistically significant and represents a moderate program effect** ($t_{(214)}=-9.345$, $p<0.001$; $d=-0.616$).

Table 7. ECBI Problem Scale

	N	Mean	s.d.	t	p	Effect Size (Cohen's <i>d</i>)
Pre-program	215	59.43	11.876	-9.345	0.000	-0.616
Post-program	215	52.11	11.405			