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

FY 2011-2012

North Carolina Outcomes Evaluation
Executive Summary

Prepared for Prevent Child Abuse North Carolina
September 2012

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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.

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 North Carolina Partnership for Children, the North Carolina Division of Social Services, and the North Carolina Department of Public Health, to implement and assure the success of evidence-based prevention programs, proven to prevent abuse before it occurs.

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



NC IY-Network (23)

Out-of-Network (2)

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. The IY Data Coordinator 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.

Summary of Program Results

Participant Demographics

Parent Participant Demographic 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
- Annual family income: 77% less than \$30,000; 14% \$30,000 to \$50,000; 7% more than \$50,000

Target Child Demographic Highlights

- Gender: 57% male, 43% female
- Race/ethnicity: 37% Black or African American; 30% White, not-Hispanic; 19% Hispanic
- Age group:* 37% (4 to 5 years), 31% (6 to 10 years), 19% (3 years)

*Age reflects the target child's age on the first day of the parent's IY group.

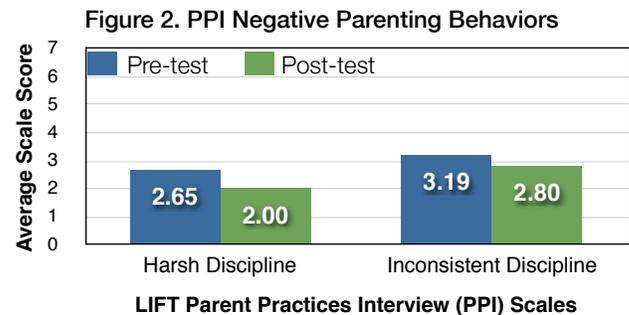
Outcomes Evaluation

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.

Parent Practices Interview (PPI)

Negative Parenting Behaviors

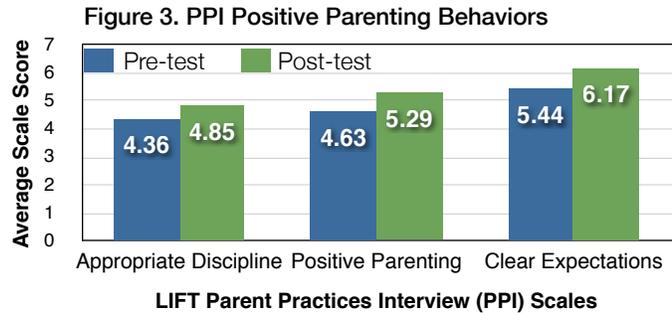
- Parents significantly decreased their use of harsh discipline practices with their children. The average pre-program Harsh Discipline scale score on the PPI was 2.65 before participating in the program compared to 2.00 after. **This decrease in parents' reported use of harsh discipline practices with their young children is statistically significant and represents a large program effect** ($t(319)=-13.842$, $p<0.001$; $d=-0.757$).
- Parents significantly decreased their use of inconsistent discipline practices 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** ($t(374)=-7.063$, $p<0.001$; $d=-0.385$).



Positive Parenting Behaviors

- Parents significantly increased their use of **appropriate discipline** practices 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** ($t(318)=8.768$, $p<0.001$; $d=0.464$).

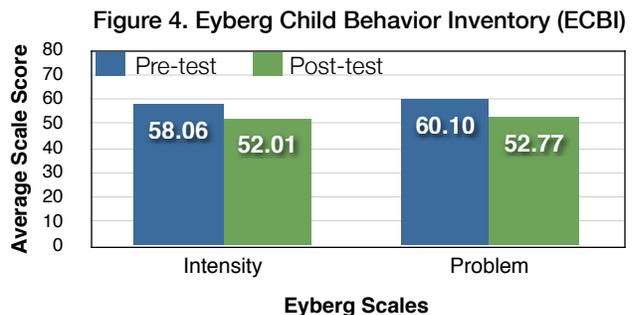
- Parents significantly increased their use of **positive parenting** practices with their children. The average pre-program Positive Parenting scale score for these 315 parents was 4.63; the average post-program was 5.29. **This increase in parents’ reported use of positive parenting practices with their young children is statistically significant and represents a large program effect** ($t_{(314)}=14.505$, $p<0.001$; $d=0.805$).
- Parents significantly increased their communication of **clear 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** ($t_{(374)}=10.595$, $p<0.001$; $d=0.575$).



Eyberg Child Behavior Inventory (ECBI)

Child Behavior

- Parents reported a significant decrease in the frequency (intensity scale) with which their children displayed 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** ($t_{(362)}=-12.411$, $p<0.001$; $d=-0.548$).
- Parents reported a significant decrease in the number of problem behaviors (problem scale) displayed by their children that were 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** ($t_{(313)}=-11.088$, $p<0.001$; $d=-0.597$).
- **The number of parents reporting clinically significant conduct problems with their children decreased significantly.**



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.