

The Incredible Years Child Program (aka Dinosaur Curriculum)

Program developed by Carolyn Webster-Stratton, Professor and Director of the Parenting Clinic at the University of Washington.

Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University and Carolyn Webster-Stratton, Professor, University of Washington



Child Program Components & Goals

Program Modalities

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

Component:

IYS Dinosaur Curriculum Child Program (Classroom)

Goal: Strengthen children's emotional, persistence, social and academic competencies for all children. Prevent behavior problems.

Component:

IYS Dinosaur Curriculum Child Program (Small Group)

Goal: Increase children's emotional, persistence, social and academic competencies for children with behavior problems and ADHD. Reduce behavior problems.

- Video Modeling
- Role Play & Behavioral Practice
- Group Support and Problem Solving
- Snacks
- Take Home Activities with Parents
- Group Art, Activities, Games and Songs
- Puppet and Imaginary Play Activities
- Positive Self-Talk and Self-Regulation Activities
- Peer Academic, Persistence, Social, and Emotion Coaching

Targeted Risk and Protective Factors

Risk Factors:

Child:

- Child aggressive behavior
- Poor problem solving skills
- Poor social skills & emotion literacy
- Early initiation and persistent conduct problems
- Low academic readiness
- Poor relationships with parents, teachers and peers

Protective Factors:

Child:

- Emotional regulation
- Social skills & positive friendships
- Effective problem solving
- Positive relationships and teaching from parents and teachers

Proximal (Short-term) Outcomes

Targeted outcomes that the program has been shown in research to impact immediately and 1-2 years following program completion.

Increased Social Competence and Emotional Regulation and School Readiness:

- Increased social and emotional competence with peers in classroom
- Increased problem solving skills
- Reductions in aggressive behavior problems
- Increased academic readiness such as on task behavior and cooperation with teachers
- Parent involvement in child's academic, persistence, social and emotional coaching

Hypothesized (Long-term) Distal Outcomes

Outcomes that the program is designed to impact at long term follow-up during adolescence. (Long term follow-up data have not been conducted.)

Hypothesized Reduced Youth Antisocial Behavior:

- Less aggressive & destructive behavior
- Less use of drug and alcohol use
- Less likely to become involved with deviant peer groups
- Less likely to drop out of school
- Less criminal activity
- Less pregnancy