

Goals

The goals of the Incredible Years programs are the following: 1) to provide parents and teachers strategies that reduce children's challenging behaviors (e.g., aggression, acting-out behavior) and 2) to provide parents with strategies to increase children's social and self-control behaviors (e.g. responding appropriately to adult requests)ⁱ.

Program Features

Incredible Years programs were developed to help caregivers meet the needs of children, specifically children with challenging behaviors or conduct problemsⁱⁱ. The components of these programs include the following: (1) strengthening children's social skills, emotional regulation, and school readiness skills; (2) using praise and incentives to encourage cooperative behavior; (3) using positive discipline to respond to inappropriate behavior; and (4) handling misbehavior with positive parenting responses.

Incredible Years includes multiple programs for parents, children, and teachers. Many of these programs include children birth to 5 years of age and their parents or teachers. *Preschool/Early Childhood BASIC* series is for parents of children 3 to 6 years of age. These programs include strengthening children's social, emotional and school readiness skills, and teaching parents to use praise and other positive discipline techniques. The Incredible Years also includes a coach's and parent's manual. This program is evidence-based. Other programs in it that have less evidence include:

- *Advanced Series* is for parents of children 4 to 12 years of age. This series builds on the BASIC School Age Parent Training Program by focusing on parent interpersonal issues such as effective communication and problem solving skills, anger management, and ways to give and get support.
- *Attentive Parenting Program* is for all parents of children 2 to 6 years of age. This program is a brief, six-session, "universal" parenting group-based program that can be offered to all parents to promote their children's social and emotional competence, self-regulation skills, problem solving, reading and academic readiness.
- *Dina Dinosaur Curriculum* is designed for preschool classrooms or small groups. The general prevention program can be offered by teachers to the entire classroom. It consists of 20- to 30- minute circle-time lessons, followed by small-group practice activities and the teacher's promotion of skills throughout the school day.
- *Teacher Classroom Management Program* is designed for all classrooms. This program focuses on classroom management strategies, promoting children's pro-social behavior, and reducing classroom aggression and noncooperation.

Additionally, the intervention focuses on ways teachers can effectively collaborate with parents to support their school involvement and promote consistency from home to school.

- *The Incredible Years Treatment Program* focuses on difficult or highly aggressive children 4 to 6 years of age. This program is delivered in weekly two-hour small-group sessions (six children per group) lasting 18-20 weeks. Ideally it is offered in conjunction with the two-hour weekly parent group sessions. Group leaders explain to parents a variety of ways they can foster their children's learning in their interactions with them at home.
- *The Incredible Years Autism Spectrum and Language Delays* parenting and training program is one of the Incredible Years suite of programs focused on parenting education. It is a 12–16 session program for parents of young children, aged 2-5, on the Autism spectrum or with language delays. Some vignettes in the program can be used to supplement the Toddler or Preschool Basic program vignettes. *Helping Preschool Children with Autism* is a 4 to 6 session program offered to both teachers and parents working with preschool children on the Autism Spectrum. Both programs are designed to promote children's emotional regulation, social competence, language skills, school readiness, and relationships with others (<http://www.incredibleyears.com/programs>).

For more information regarding Incredible Years use this link: www.incredibleyears.com.

Incredible Years® Teacher Classroom Management and Dinosaur School



Target Audience

Early education providers

Documented Outcomes

	Type of Study	Outcomes	
		Improved teacher behavior/practices*	Improved child behavior**
Webster-Stratton et.al. (2008) ⁱⁱⁱ	Experimental	✓	✓
Herman et. al. (2011) ^{iv}	Experimental		✓

This table contains outcomes found to be associated with the program or approach. Individual studies may contain additional outcomes that were tested and not found to be associated with the program or approach.

*Aligned with the Smart Start outcome *Improved teacher/child interaction*

** Aligned with the Smart Start outcome *More children on track for typical and/or enhanced development*

Incredible Years Teacher Classroom Management and Dinosaur School Snapshot

- **EC Profile Indicator:** KEA10-Kindergarten Readiness Assessment
- **Clearinghouse Rating:**
 - Promising Practices Network rating of Proven for IY suite of programs
- **Research supports** use with early childhood professionals
- **Related Smart Start outcomes:**
 - Improved teacher/child interaction
 - More children on track for typical and/or enhanced development
- **Purveyor training required:** Yes
- **Dosage:** 6 full day teacher workshops or 7 self-administered manuals
- **Suggested Assessments:** Child Behavior Checklist
- **Implementation Guidance:** Yes; <http://www.incredibleyears.com/programs/teacher/classroom-mgt-curriculum/>

Research Evidence for Incredible Years Teacher Classroom Management and Dinosaur School

- There is evidence that Incredible Years Teacher Classroom Management, when offered in conjunction with Dinosaur School, is effective at improving teacher skills as well as child-level outcomes.

Review of Experimental and Quasi-Experimental Studies

Citation	Webster-Stratton, C., Reid, M. J., & Stoolmiller, M. (2008). Preventing conduct problems and improving school readiness: evaluation of the Incredible Years Teacher and Child Training Programs in high-risk schools. <i>Journal of Child Psychology and Psychiatry</i>, 49(5), pp. 471–488.
Population and Sample	<p>The study involved 120 classrooms in Seattle Head Start sites. Fourteen elementary schools also were involved in the 4 year, 4 cohort study. Altogether, there were 153 teachers representing 120 classrooms (93 classrooms had one teacher, 21 classrooms had two teachers, and 6 classrooms had three teachers). Of the 120 classrooms, 33 were Head Start, 42 were Kindergarten, and 45 were first grade.</p> <p>Site enrollment encompassed 1,768 children, within 160 classrooms and 119 teachers. Of the 160 classrooms, 42 were Head Start, 59 were Kindergarten and 59 were first grade. Of the 119 teachers, 33 were Head Start, 37 were Kindergarten, 44 were first grade, and 5 were Kindergarten/first grade combined. Participating sites had high rates of poverty.</p>
Methodology	Experimental with random assignment; matched pairs of schools were randomly assigned to treatment or control groups
Purpose	The study's goal was to evaluate the Incredible Years (IY) Teacher Classroom Management and Child Social and Emotion curriculum (Dinosaur School) as a prevention program.
Measures & Assessments	<ul style="list-style-type: none"> • Child and teacher observations • MOOSES • COCA-R
Study Implementation	<ul style="list-style-type: none"> • The Incredible Years (IY) Teacher Classroom Management and Child Social and Emotion curriculum (Dinosaur School) were offered as a universal prevention program. • Teachers were trained in Incredible Years and used the Dinosaur School curriculum bi-weekly. • Weekly "dinosaur homework" was sent home to encourage parent involvement.
Staff Qualifications	<ul style="list-style-type: none"> • Not addressed
Key Findings	<ul style="list-style-type: none"> • Treatment group teachers were observed to use more positive classroom management strategies. • Treatment group teachers used more specific teaching strategies that addressed social and emotional skills, compared to control group teachers. • Treatment group teachers reported more involvement with parents, compared to control group teachers. • Treatment group teachers used fewer critical statements, compared to control group teachers. • There were high levels of program satisfaction. • There were moderate to high effect sizes. • Treatment group children demonstrated improvement in emotional self-regulation, social competence, and conduct problems, compared to control group children. The largest effect sizes were found for children with the lowest pre-assessment scores. • There was no evidence of significant child moderating factors including gender, age, or grade. • There were strong teacher-level effects.

Citation	Herman, K. C., Borden, L. A., & Reinke, W. M. (2011). The Impact of the Incredible Years parent, child, and teacher training programs on children's co-occurring internalizing symptoms. <i>School Psychology Quarterly</i>, 26(3), pp. 189–201.
Population and Sample	The study involved 159 families with children ages 4-8 years old from a population served at the Washington Parenting Clinic. Thirty-one families were randomly assigned to Parent training only; 24 were assigned to Parent training/Teacher training; 30 were assigned to Child training only; 23 were assigned to Child training/Teacher training; 25 were assigned to Child, Parent, and Teacher trainings; and 26 were assigned to the control group.
Methodology	Experimental with random assignment to treatment or control groups
Purpose	The study focused on the impact of various combinations of the IY parent training, child training, and teacher training programs on child internalizing symptoms in a trial originally designed to test

	the programs' effects on conduct problems.
Measures & Assessments	<ul style="list-style-type: none"> • CBCL
Study Implementation	<ul style="list-style-type: none"> • Families were assigned to groups that received one or more of the following: <ul style="list-style-type: none"> ○ IY Child Training: "Dinosaur School" was offered at the parenting clinic for 18-19 weekly two-hour sessions in groups of 6-7 children. ○ IY Parenting Training: Parent training was offered at the parenting clinic for 22-24 weekly two-hour sessions in groups of 10-12 parents. ○ IY Teacher Training: Group training was provided for four full days (32 hours) conducted at the parenting clinic throughout the school year. • CBCL was implemented before and after each training session and at one-year follow up.
Staff Qualifications	<ul style="list-style-type: none"> • Trained therapists
Key Findings	<ul style="list-style-type: none"> • The Child, Parent, and Teacher training model demonstrated improvement, compared to control group participants. Internalizing symptom scores were ten points lower than the control group at post-assessment. • The Parent training/Teacher training model demonstrated a moderate effect that was not statistically significant. • The Child training only and Child training/Parent training model exhibited large effects, compared to the control group. • Children with higher internalizing symptom scores (as reported by teachers) at the pre-assessment, who participated in the Child, Parent, and Teacher training model, demonstrated significant improvement in scores, compared to the Parent training only model. <p>Post Intervention Effects: Mother-Ratings</p> <ul style="list-style-type: none"> • The study team found that there was a significant group effect for mother rating of internalizing symptoms ($d=.44$, $p<.05$). • The study team found that "Post-treatment estimates of <i>T</i> scores for children in the treatment conditions were 3.33 lower than children in the control group (57.89 vs. 54.56)." • The study team found a significant program effect for children with elevated internalizing scores at baseline ($d=.87$, $p<.05$). • The study team found that "Preplanned comparisons indicated treatment benefit for the PT + CT + TT condition compared to the control group ($d = 1.18$; $p < .05$); the mean score estimate for this group was nearly 10 points lower than the control group at posttest (67.24 vs. 57.33). The two other conditions with a child component (CT and CT + PT) also had large effect sizes compared to the control group with mean scores for both of these groups falling seven points lower than the control group at posttest ($d_s = .96$ and 1.06, respectively)." • The study team calculated a Reliable Change Index (RCI) for each child, based on their mother-rated internalizing symptoms and found "24% of children in the treatment groups were deemed improved compared to 0% in the control group. The observed differences between groups was statistically significant" ($p=.005$). • When the study team conducted RCI analyses and restricted the analyses to children who presented with baseline internalizing symptoms, the team found that "39% of children in the treatment groups were improved versus none of the control children" ($p=.029$). <p>One-Year Follow-Up</p> <ul style="list-style-type: none"> • The study team conducted analyses on treatment children, to determine if children changed from the post-intervention assessment to the one-year follow-up. The team found that the condition x time interaction was not statistically significant. • The study team compared the post-assessment to the follow-up scores between conditions and found that the PT x TT group "had significantly lower scores at 1-year follow-up compared to the single component PT group" ($p=.025$). • The study team found that all treatment groups sustained their post-treatment scores at the one-year follow-up. <p>Teacher Ratings</p>

- The study team found that teachers did not report differential improvements for children in the treatment group.
- When the study team restricted analyses to children with elevated baseline internalizing symptoms, the team found that “children with elevated internalizing symptom scores at baseline (by teacher report) who were in the triple component intervention group (PT + CT + TT) had mean estimated posttreatment scores seven points lower than those in the PT condition ($d=.89$; $p < .05$).”

Review of Meta-Analyses

None

Review of Descriptive and Non-Experimental Studies

None

ⁱ Incredible Years. *The Incredible Years parents, teachers, and children training series*. [Website] 2012 Retrieved from <http://www.incredibleyears.com/>.

ⁱⁱ Ibid.

ⁱⁱⁱ Webster-Stratton, C., Reid, M. J., & Stoolmiller, M. (2008). Preventing conduct problems and improving school readiness: evaluation of the Incredible Years Teacher and Child Training Programs in high-risk schools. *Journal of Child Psychology and Psychiatry*, 49(5), pp. 471–488.

^{iv} Herman, K. C., Borden, L. A., & Reinke, W. M. (2011). The Impact of the Incredible Years parent, child, and teacher training programs on children's co-occurring internalizing symptoms. *School Psychology Quarterly*, 26(3), pp. 189–201.