

### 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)<sup>i</sup>.

### Program Features

Incredible Years programs were developed to help caregivers meet the needs of children, specifically children with challenging behaviors or conduct problems<sup>ii</sup>. 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](http://www.incredibleyears.com).

## Incredible Years® Preschool Series



### Target Audience

Parents of children 3 to 6 years of age

### Documented Outcomes

Type of Study		Outcomes	
		Improved parenting practices*	Improved child behavior**
Menting et. al. (2013) <sup>iii</sup>	Meta-analyses		✓
Marcynyszyn et.al. (2011) <sup>iv</sup>	Non-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 *Increase in positive parenting practices*

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

ns: findings not significant

### Research Evidence for Incredible Years Preschool

- Studies examining program use with the most severe and clinically significant forms of child conduct problems showed moderate to large effects on the reduction of child conduct problems.
- The program has also been linked to improved parenting practices.

### Incredible Years Preschool Snapshot

- **EC Profile Indicator:** FS30 - Percent of children age 0-5 with an investigated report of child abuse/neglect
- **Clearinghouse Rating:**
  - Promising Practices Network rating of Proven
  - California Evidence-Based Clearinghouse rating of Well-Supported by Research Evidence
  - What Works Clearinghouse rating of Potentially Positive Effects
- **Research supports** use with parents of children 3 to 6 years of age
- **Related Smart Start outcomes:**
  - Increase in positive parenting practices
  - More children on track for typical and/ or enhanced development
- **Purveyor training required:** Yes
- **Dosage:** 18-20 weekly 2-hour group sessions
- **Suggested Assessments:**
  - Eyberg
  - Parenting Practices Inventory
- **Implementation Guidance:** Yes  
<http://www.incredibleyears.com/program/s/parent/preschool-basic-curriculum/>

## Review of Experimental and Quasi-Experimental Studies

<b>Citation</b>	<b>Hurlburt, M. S., Nguyen, K., Reid, J., Webster-Stratton, C., &amp; Zhang, J. (2013). Efficacy of the Incredible Years group parent program with families in Head Start who self-reported a history of child maltreatment. <i>Child Abuse &amp; Neglect</i>, 37, pp. 531– 543.</b>
<b>Population and Sample</b>	The study included a randomized selection of 64 classrooms in 7 Head Start centers in Seattle Washington, with data collected in 1993 and 1994. The selection allowed the families of 481 children (18.4% African American, 4.6% Hispanic/Latino, 1.0% Asian American, 1.5% Native American, 14.2% multi-racial) to participate, with 335 families in the treatment group and 146 in the control group. Approximately 86.2% of participating families received financial aid (such as welfare) with a median family income of \$10,000/year at the time of the study; 20.8% of families reporting having ever abused their child. The study team noted that the parents involved in the study may express more negative and less positive parenting practices, compared to the general population.
<b>Methodology</b>	Experimental assignment of sites
<b>Purpose</b>	The study’s goal was to assess changes in parenting practices and child behaviors, using both observations and self-report. Data were collected before the program, after the program concluded, and 12-18 months after the study began. A focus of the study was differential impact of a history of child maltreatment on program effects.
<b>Measures &amp; Assessments</b>	<ul style="list-style-type: none"> <li>• In-home observations</li> <li>• Self-report questionnaires</li> <li>• Interviews</li> </ul>
<b>Study Implementation</b>	<ul style="list-style-type: none"> <li>• Baseline assessments were conducted in the fall each year and then parents assigned to intervention centers took part in an 8-9 week version of IY parent-training (a shorter version of the IY curriculum was used for a Head Start setting) and their children attended Head Start.</li> <li>• Following the training, post assessments were conducted in the spring.</li> <li>• Follow up interviews were completed 12-18 months after the baseline assessment when children were in kindergarten.</li> <li>• The program was delivered by trained Family Support Workers in the Head Start programs and by selected parents who emerged as strong group leaders. Leaders took part in a 4-day training workshop and received ongoing weekly supervision.</li> <li>• Groups leaders led their first parenting group in conjunction with a staff member of the University of Washington Parenting Clinic and program delivery was closely monitored to ensure appropriate delivery, including program content, skill-building methods, and use of a collaborative approach.</li> </ul>
<b>Staff Qualifications</b>	<ul style="list-style-type: none"> <li>• Not addressed</li> </ul>
<b>Key Findings</b>	<p>Parenting Behaviors</p> <p>Families Who Did Not Self-Report Referral for Child Maltreatment</p> <ul style="list-style-type: none"> <li>• The study team found that “parents participating in the IY intervention improved more than parents in the control condition on a number of positive parenting characteristics, including praise/positive affect/physical positives, nurturing/supportive parenting, and discipline competence.” More specifically, the study team found that “parents with no self-reported history of child maltreatment in the intervention condition were estimated to be 5.59 points higher (d = 0.35) on the positive parenting measure, 0.09 points higher on nurturing parenting (d = 0.19), and 0.09 points higher on discipline competence (d = 0.21). They also reduced negative parenting behaviors more than parents in the control condition, including total critical statements (d = –0.26) and harsh/critical parenting (d = –0.16).” Differences between treatment and control groups all were statistically significant.</li> </ul> <p>Families With History of Referral for Child Maltreatment (compared to families not reporting a history of child maltreatment)</p> <ul style="list-style-type: none"> <li>• The study team found that “Models showed IY condition effects for these families on positive parenting, nurturing/supportive parenting, and discipline competence. In addition, the estimated effect on total critical statements was larger than among families with no reported maltreatment, but not significant, likely due to issues of sample size. The estimated effect on harsh/critical discipline was in the same direction as for families with no</li> </ul>

reported history of maltreatment, but not significant, the same being true for the estimate of total commands given. In summary, the pattern of effect size estimates was consistent between the two different groups of families, with differences in whether estimates were significant or not potentially affected by differences in sample size.”

Child Behaviors

Families Who Did Not Self-Report Referral for Child Maltreatment

- The study team found that “Children of parents participating in the IY intervention showed reductions in negative nonverbal affect (b = -0.16, d = -0.31) and improvements in positive affect (b = 0.10, d = 0.20) according to observational indicators. Study condition was not related to changes in other observed or parent-reported child behaviors over the follow-up period.”
- The study team found that, in one set of analyses, “an overall change across time indicated that negative nonverbal affect tended to increase somewhat for all children between post and follow-up home observations (b = 0.09).”

Families With History of Referral for Child Maltreatment (compared to families not reporting a history of child maltreatment)

- The study team found that “Among families with a self-reported history of child maltreatment, none of the condition comparisons were significant.” The team noted that this may be “due to the lower power associated with a smaller sample size in this group.”
- The study team found that “the overall pattern of results between the two groups was relatively similar. For example, the condition effect size estimate for child positive affect (b = 0.11, d=.23) was very similar to the estimate for families with no reported history of child maltreatment (b = 0.10, d = 0.20).”
- The study team found that “The two groups did differ with regard to effect size estimates for nonverbal affect, where families with no history of child maltreatment showed an intervention effect, but not families with a report of child maltreatment.”
- The study team did not find evidence of “differential intervention effectiveness” associated with family history of self-reported child maltreatment.

Relationships between the number of sessions attended by parents and parent-child outcomes in the intervention condition.

- The study team found that there were significant improvements in parenting that “were associated with higher attendance at IY sessions for all six parenting indicators, including DPICS positive parenting (b = 1.00 points of improvement per additional session attended), DPICS harsh/critical parenting (b = -0.88), DPICS number of commands (b = -1.46), CII nurturing/supportive parenting (b = 0.02), CII harsh/critical parenting (b = -0.02), and CII discipline competence (b = 0.02).”
- The study team found that improvements in child indicators were not associated with number of sessions attended.
- Similar program effects in parenting and child behavior were observed for parents who did and did not have a history of child maltreatment.
- Study findings suggest programming of longer than 8-9 weeks (and higher intensity than traditional child welfare programs) may be beneficial.

**Review of Meta-Analyses**

<b>Citation</b>	<b>Menting, A. T. A., Orobio de Castro, B., &amp; Matthys, W. (2013). Effectiveness of the Incredible Years parent training to modify disruptive and prosocial child behavior: A meta-analytic review. <i>Clinical Psychology Review</i>. 33, pp. 901–913.</b>
<b>Population and Sample</b>	The study included 39 manuscripts, representing 50 studies, which met inclusion criteria. Studies were experimental or quasi-experimental in design and represented a diverse collection of parents and families.
<b>Methodology</b>	Meta-analysis
<b>Purpose</b>	The study was a meta-analysis with the goal of examining Incredible Years’ effectiveness. In particular, the study examined 1) program effects on child behavior, including prosocial and

	disruptive traits; and 2) the variability in intervention outcomes to determine whether intervention, child, family, and methodological characteristics explain the differences.
<b>Measures &amp; Assessments</b>	<ul style="list-style-type: none"> <li>Varied across study</li> </ul>
<b>Study Implementation</b>	<ul style="list-style-type: none"> <li>A literature search was first completed and resulted in the inclusion of 50 studies.</li> <li>Six coders coded study characteristics using a detailed coding schedule and inter-rater reliabilities were calculated.</li> <li>Coding categories included: <ul style="list-style-type: none"> <li>Differential effectiveness: study context and whether the intervention was considered standard IYPT or a variant IYPT;</li> <li>Descriptive characteristics: Webster-Stratton as author or co-author, publication type, publication year, number of children, number of families, intention-to-treat;</li> <li>Intervention characteristics: training components (i.e., IYPT sessions were delivered in group format, other components of IY were added to IYPT, parents also received intervention elements other than IYPT), number of IYPT sessions offered, total number of sessions offered to parents, number of sessions attended;</li> <li>Child characteristics: age, gender, initial severity of child behavior (ECBI intensity score and Child Behavior checklist externalizing score), extent to which behavior was considered a problem, and clinical symptom levels;</li> <li>Family characteristics: single parenthood, ethnic minority, education, at-risk;</li> <li>Methodological features: whether ECBI was used as a measure of child behavior; assignment to comparison group (non-random, random after blocking or matching, random assignment); nature of comparison group (received nothing, waiting list, attention placebo, alternative treatment); overall study rigor;</li> <li>Effect size statistics</li> <li>Procedure and statistical analysis</li> </ul> </li> </ul>
<b>Staff Qualifications</b>	<ul style="list-style-type: none"> <li>Not addressed because it is difficult to trace information about trainers' individual characteristics in individual studies and quantify this information for meta-analyses.</li> </ul>
<b>Key Findings</b>	<ul style="list-style-type: none"> <li>There was a mean effect size of .27 for disruptive child behavior and a mean effect size of .23 for prosocial behavior.</li> <li>Mean effect sizes varied across assessment type, with observations having a larger mean effect size (<math>d = .37</math>) than parent (<math>d = .30</math>) or teacher (<math>d = .13</math>) report.</li> <li>There were larger effect sizes reported by parents for studies in which the program was considered a treatment (<math>d = .50</math>) as opposed to a preventive measure (<math>d</math> ranged from .13 to .20)</li> <li>Severity of child behavior at the beginning of the program series was the strongest predictor of program effects, explaining 68% of variability in effect sizes.</li> <li>Study context explained a significant amount of variability in findings.</li> <li>There were no significant differences in effect sizes between standard implementation of the program and program variants.</li> <li>The number of sessions attended and the methodological feature assignment were significant predictors of program effects.</li> </ul>

## Review of Descriptive and Non-Experimental Studies

<b>Citation</b>	<b>Marcynyszyn, L. A., Maher, E. J., &amp; Corwin, T. W. (2011). Getting with the (evidence-based) program: An evaluation of the Incredible Years Parenting Training Program in child welfare. <i>Children and Youth Services Review, 33</i>, pp. 747–757.</b>
<b>Population and Sample</b>	The study included data from four Incredible Years Parenting program group sessions (defined as each separate administration of the full IY program), representing two sessions at two welfare agencies and a total of 41 unduplicated caregivers who were mandated by the courts to receive child welfare services. Analyses were conducted on 24 caregivers who completed the program (attended at least 10 groups sessions) and who had both pre- and post-data. The study was conducted in New York State.
<b>Study Team</b>	Team members represented

<b>Methodology</b>	Non-experimental
<b>Purpose</b>	The study's goal was to evaluate four Incredible Years Parenting program sessions as implemented by two child welfare agencies.
<b>Measures &amp; Assessments</b>	<ul style="list-style-type: none"> <li>• Qualitative staff interviews</li> <li>• Five pre/post self-report surveys of parents: <ul style="list-style-type: none"> <li>○ Parenting Stress Index-Short Form</li> <li>○ AAPI-2</li> <li>○ Multidimensional Scale of Perceived Social Support</li> <li>○ Family Support Scale</li> <li>○ Strengths-Based Practices Inventory (post program only)</li> </ul> </li> </ul>
<b>Study Implementation</b>	<ul style="list-style-type: none"> <li>• The program was expanded to 16-17 weeks during the first two sessions and 18-20 weeks during the second two sessions. Newly trained group leaders conducted the program with a smaller number of parent/caregivers included in each group.</li> <li>• All staff at the two agencies involved in the IY implementation participated in 60-75 minute interviews in-person or over the phone at the end of each session. The interviews involved directed open-ended questions about the successes and challenges of program implementation, curriculum tailoring, participant recruitment and retention, participant engagement, cultural sensitivity, and program evaluation.</li> <li>• During the sessions, 45-min to one-hour consultation calls were scheduled between the group leaders from each agency, the IY program developer, and Casey Family Programs researchers for providing real-time feedback on program implementation, content, and group dynamics. Three calls were held with the first agency and two with the second agency during session 1; 11 calls were held with the first agency and six with the second agency during session 2.</li> <li>• Caregivers enrolled in the program completed self- or phone-administered pre and post surveys at the start and end of the program.</li> </ul>
<b>Staff Qualifications</b>	<ul style="list-style-type: none"> <li>• Staff participating in the study included a clinical supervisor, a therapist, a manager of preventative services, and an administrative assistant.</li> </ul>
<b>Key Findings</b>	<ul style="list-style-type: none"> <li>• Program effects included less parental distress, less defensive responding, fewer dysfunctional parent-child interactions, less child difficulty, less total stress, and greater empathy and social support.</li> <li>• Caucasian participants were slightly more likely to complete at least 10 group sessions than African-American or Latino participants.</li> </ul> <p>Parenting Stress Index-Short Form</p> <ul style="list-style-type: none"> <li>• The study team found that: <ul style="list-style-type: none"> <li>○ Mean parental distress decreased from 35.7 to 28.8 (p&lt;.010)</li> <li>○ Mean parent-child dysfunctional interactions decreased from 28.6 to 24.3 (p&lt;.05)</li> <li>○ Mean difficult child decreased from 36.3 to 30.9 (p&lt;.01)</li> <li>○ Mean defensive responding decreased from 21.2 to 17.5 (p&lt;.01)</li> <li>○ Mean total stress decreased from 100.6 to 84 (p&lt;.01)</li> </ul> </li> <li>• The study team found that "56% of caregivers experienced clinically significant levels of parental distress prior to the IY compared to only 25% after it. Likewise, 59% of caregivers reported experiencing child difficulty at clinically high levels prior to the intervention while 42% rated their child as difficult following the intervention. With respect to total stress, 61% of caregivers experienced clinically significant levels of parenting stress prior to the intervention compared to 54% at the intervention's conclusion. These differences were all statistically significant." The team also noted that "Caregivers' ratings of clinical levels of dysfunctional parent-child interactions remained generally constant across both sessions."</li> </ul> <p>Adult-Adolescent Parenting Inventory-2</p> <ul style="list-style-type: none"> <li>• The study team found that: <ul style="list-style-type: none"> <li>○ Mean inappropriate expectations increased from 19.3 to 20.6</li> <li>○ Mean lack of empathy increased from 35.1 to 40.8 (p&lt;.01)</li> <li>○ Mean belief in corporal punishment increased from 40.6 to 42.4</li> <li>○ Mean parent-child role reversal decreased from 24.8 to 24.4</li> </ul> </li> </ul>

- Mean oppressing child's independence increased from 19.3 to 19.5

#### Multidimensional Scale of Perceived Social Support

- The study team found that:
  - Mean family support increased from 16.4 to 18.5 ( $p < .05$ )
  - Mean friend support increased from 15.7 to 18.7
  - Mean significant other support increased from 17.5 to 20
  - Mean total support increased from 49.6 to 57.3 ( $p < .05$ )

#### Family Support Scale

- The study team found that “only one difference for caregivers' ratings on the helpfulness of resources approached significance and that was for parenting groups, in general.”
- The study team also found that “caregivers who rated parenting groups as “helpful” on the FSS at the start of the IY, were significantly more likely to complete the program, which suggests that caregivers' initial orientation to program usefulness may affect participant retention.”



## Incredible Years® Infant/Toddler Series



### Target Audience

Parents of children birth to age 3

### Documented Outcomes

	Type of Study	Outcomes		
		Improved parenting practices/efficacy*	Improved care giver practices/efficacy**	Improved child behavior***
Gross et.al. (2003) <sup>v</sup>	Experimental	✓	✓	✓
Bywater et.al. (2011) <sup>vi</sup>	Non-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 *Increase in positive parenting practices*

\*\*Aligned with the Smart Start outcome *Improved teacher/child interactions*

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

### Incredible Years Infant/Toddler Snapshot

- **EC Profile Indicator:** FS30 - Percent of children age 0-5 with an investigated report of child abuse/neglect
- **Clearinghouse Rating:**
  - Promising Practices Network rating of Proven for IY suite of programs
- **Research supports** use with parents of children birth to 3 years of age
- **Related Smart Start outcomes:**
  - Increase in positive parenting practices
  - Improved teacher/child interactions
  - More children on track for typical and/ or enhanced development
- **Purveyor training required:** Yes
- **Dosage:** 12-13 sessions
- **Suggested Assessments:**
  - Eyberg
  - Parenting Practices Inventory
- **Implementation Guidance:** Yes  
<http://www.incredibleyears.com/programs/parent/toddler-curriculum/>

### Research Evidence for Incredible Years Infant/Toddler

- There is some evidence that participation in the series, either through parent services alone or through a combination of services for parents and teachers, results in improved behaviors of parents and caregivers as well as the expression of problem behaviors by young children.

## Review of Experimental and Quasi-Experimental Studies

<b>Citation</b>	<b>Gross, D., Fogg, L., Webster-Stratton, C., Garvey, C., Julion, W., &amp; Grady, J. (2003). Parent training of toddlers in day care in low-income urban communities. <i>Journal of Consulting and Clinical Psychology</i>, 71(2), pp. 261–278.</b>
<b>Population and Sample</b>	The study involved Chicago low-income parents (n=208) and child care teachers (n=77) of 2-3 year old children. Eleven child care centers were matched on size, ethnicity composition, proportion of single-parent families, median income, and quality. Centers were assigned to one of four conditions: (1) parent training and teacher training, (2) parent training only, (3) teacher training only, or (3) control. Control group sites did not receive any intervention for 1 year, after which they received the parent training.
<b>Methodology</b>	Experimental assignment of centers to one of three study groups
<b>Purpose</b>	The study's goal was to assess the effects of Incredible Years training for parents and child care teachers on parent and child behaviors.
<b>Measures &amp; Assessments</b>	<ul style="list-style-type: none"> <li>• Parenting self-efficacy was measured using the Toddler Care Questionnaire (TCQ).</li> <li>• Parent discipline strategies were measured using the Parenting Scale</li> <li>• Parent behavior was assessed from a 15-min videotaped parent– child free-play session using the Dyadic Parent–Child Interactive Coding System—Revised</li> <li>• Parent stress was analyzed in three sources of parent stress: depression, everyday stress, and neighborhood problems</li> <li>• Depression was measured using the Center for Epidemiological Studies Depression Scale</li> <li>• Everyday stress was measured using the Everyday Stressor Index</li> <li>• Neighborhood stress was measured by the Neighborhood Problem Scale</li> <li>• Children's behavior problems were assessed from parent and teacher reports of child behavior problems at home and in the classroom and an observational rating of aversive child behaviors based on a 15-min videotaped parent– child play session</li> <li>• Parent-reported child behavior problems using the Eyberg Child Behavior Inventory</li> <li>• Teacher-reported child behavior problems using Kohn's Problem Checklist</li> <li>• Observer rated child behavior problems using eight DPICS–R items</li> <li>• Consumer satisfaction was assessed at post-intervention using an end-of-program consumer satisfaction questionnaire</li> </ul>
<b>Study Implementation</b>	<ul style="list-style-type: none"> <li>• A 12-week parent-training program (IY BASIC), which involved weekly meetings at children's day care centers in groups of 8-12 parents for 2-hour evening sessions.</li> <li>• Teachers met for 2-hour sessions weekly during children's naptimes in groups of 4-12 teachers, depending on the size of the center.</li> <li>• Led by two trained group leaders, group members viewed and discussed a series of brief videotaped vignettes of parent and child models engage in a variety of situations. Group leaders used questions contained in the leader's manual to focus attention and group discussions. Weekly homework assignments and handouts were used to enhance learning and generalizability of the principles to the home and classroom settings and to increase collaboration between parents and teachers.</li> <li>• Group leaders completed a 1-day workshop led by the program developer and received ongoing supervision and feedback.</li> <li>• To ensure that key aspects of the program were consistently implemented, group leaders completed weekly protocol checklists.</li> </ul>
<b>Staff Qualifications</b>	<ul style="list-style-type: none"> <li>• Six graduate-degreed nurses led the parent and teacher groups.</li> <li>• Two group leaders were assigned to each group and new group leaders were paired with an experienced group leader. At least one of the group leaders in each group was from the same ethnic background as the majority of parents in the group.</li> </ul>
<b>Key Findings</b>	<ul style="list-style-type: none"> <li>• Parent training/Teacher training and Parent training only groups reported higher self-efficacy and less coercive discipline, after controlling for parental stress.</li> <li>• Parent training/Teacher training and Parent training only groups were observed to have more positive behaviors, after controlling for parental stress.</li> <li>• Toddlers at high-risk for behavior problems demonstrated greater improvements than control group children; program effects were observed 1 year after programming.</li> <li>• Greater benefits in toddlers were observed when parents received programming.</li> </ul>

- Parents associated with children in teacher training only groups demonstrated less use of commands. There also was improved classroom behavior in high-risk children.
- The overall sample sizes of children were very low.

#### Parent Self-Efficacy

- The study team found that:
  - Latino parents had lower parent self-efficacy than non-Latino parents.
  - Parents with lower parent self-efficacy had higher everyday stress and depression.
  - After controlling for the effects of ethnicity, depression, and everyday stress, parents who
  - received parent training reported a 2.1 point greater increase in self-efficacy scores at each time point up to 1-year post-intervention compared with parents who did not receive parent training.
- The study team found that there was a significant improvement in parent self-efficacy among parents who received parent training from baseline to the 1-year follow-up (effect size = .40,  $p < .01$ ).

#### Discipline Strategies

- The study team found that:
  - Latino parents reported using less coercive discipline strategies than non-Latino parents.
  - Parents who used more overreactive discipline with their children reported greater everyday stress and depression.
  - After controlling for the effects of ethnicity, depression, and everyday stress, parents who received parent training reported a 1.0-point linear drop in coercive discipline from baseline to postintervention compared with parents in the C and TT groups.
  - The authors suggested that “the intervention was effective in reducing coercive discipline at post-intervention but the effect disappears by the 6-month follow-up.”
- The study team found that there was “significant improvement in coercive discipline strategies among PT and PT + TT parents from baseline to post-intervention” (effect size=.42,  $p < .01$ ). The team also found that there was a “significant backslide of effects from postintervention to 1-year follow-up” (effect size=.34,  $p < .01$ ).

#### Positive Parent Behavior

- The study team found:
  - Latino parents used more positive parent behaviors with their toddlers than non-Latinos.
- The study team found that there was an immediate post-intervention effect, in that parent training led to more positive parenting behaviors. There was, however, a “small attenuation of effects at the follow-up assessments.”
- The study team found that there was a “significant improvement in observed positive parent behavior among PT and PT + TT parents from baseline to post-intervention” (effect size=.30,  $p < .01$ ). The study did not find statistically significant backsliding between post-intervention and the one-year follow-up.
- The study team found that the program effect was found only when the intervention was offered directly to the parents.

#### Parent Commands

- The study team found that:
  - Non-Latino parents used more commands than Latino parents but demonstrated greater reductions in their use of commands with their children.
  - After controlling for ethnicity, parents in all three experimental conditions demonstrated significant reductions in their use of commands during free play compared with parents in the control condition.

- The study team found a “significant drop in parents’ observed use of commands among PT, TT, and PT + TT parents from baseline to postintervention” (effect size=.44,  $p<.01$ ).
- The study team found a “significant long-term effect from baseline to 1-year postintervention” (effect size=.28,  $p<.01$ ).
- The study team found that the program effect was found when the intervention was delivered directly to the parents or day care teachers.

#### Parent-Report Child Behavior Problems

- The study team found that:
  - Parent everyday stress and depression were positively related to parent-reported child behavior problems (ECBI Problem scores).
  - After controlling for stress and depression, the intervention did not appear to have a meaningful effect on child problem scores.
- The study team found “no significant effects for mean ECBI Problem scores.”
- The study team found that there were “no intervention effects on the toddler’s behavioral intensity based on parent-reported child scores (ECBI)” and that “This result held true for the total ECBI Intensity Scale and for the three ECBI Intensity factors proposed by Burns and Patterson (2000).”

#### Observed negative child behavior.

- The study team found that there were no intervention effects.

#### Classroom behavior problems.

- The study team found that there were significant improvements in high-risk classroom behavior problems in the PT and TT groups, compared to controls (both significant at  $p<.01$ ).
- The study team found that the PT + TT group was not significantly better than the PT or TT alone.
- The study team found that “, 44.4% of the high-risk group children in the PT condition improved (i.e., moved from the high-risk to the low-risk group) and 100% of the high-risk group children in the TT condition improved, whereas only 18.1% of the high-risk children in the control condition improved. The proportion of children in the low-risk group whose classroom behavior got worse (i.e., moved from the low-risk to the high-risk behavior problem group) was 2.2% in the PT conditions, 6.3% in the TT conditions, and 5.9% in the C condition.”
- The study team found that “Most of the sample children’s classroom behavior problems improved from postintervention to the 1-year follow-up.” More specifically, there were significant improvements in the PT and TT groups (both significant at  $p<.01$ ).
- The study team found that children in the PT + TT group “fared significantly worse than children in the single PT and TT conditions” ( $p<.05$ ).
- The study team found that “none of the high-risk group children in the PT \_ TT condition improved whereas 14.3% got worse.”

## ***Review of Meta-Analyses***

None

## Review of Descriptive and Non-Experimental Studies

<b>Citation</b>	<b>Bywater, T. J., Hutchings, J., Gridley, N., &amp; Jones, C. H. (2011). Incredible Years parent training support for nursery staff working within a disadvantaged Flying Start Area in Wales: A feasibility study. <i>Child Care in Practice</i>, 17(3), pp. 285-302.</b>
<b>Population and Sample</b>	The study involved 13 child care works in two centers in Wales. Twenty-eight children (14 males and 14 females) were represented by assessments completed by parents and child care providers. Study children were enrolled in part-day child care services, for approximately 15 hours a week of child care. The two centers participating in the study were in highly disadvantaged areas; children were eligible for free early child care.
<b>Methodology</b>	Non-experimental
<b>Purpose</b>	The study's goal was to determine the feasibility of the Incredible Years Parenting program for Toddlers for training and supporting child care workers responding to challenging child behaviors.
<b>Measures &amp; Assessments</b>	<ul style="list-style-type: none"> <li>• Parenting Sense of Competence, adapted for use with nursery staff</li> <li>• Index of Teaching Stress</li> <li>• Teacher-rated and parent-rated Strengths and Difficulties Questionnaire</li> <li>• Eyberg Child Behavior Inventory</li> <li>• Incredible Years Nursery Staff Programme Satisfaction Questionnaire: Toddler Programme</li> </ul>
<b>Study Implementation</b>	<ul style="list-style-type: none"> <li>• The program occurs over 12-weeks with a two-hour session conducted each week. Caregivers of children ages 1 to 3 participated in the program. The goals of the program were (a) use play and child-centered activities to establish positive relationships between caregivers and children; (b) use praise, rewards, and incentives to affect child behavior; and (c) use limit setting and clear instructions with children.</li> <li>• Training on the Incredible Years Parenting program for Toddlers was provided for nursery staff in 2-hour sessions over twelve weeks.</li> <li>• Measures were completed before and after training.</li> <li>• A detailed facilitator manual, leader training with an accreditation process, and standardized materials and books for parents were used to enhance implementation fidelity.</li> <li>• Access to supervision by the second author of the research</li> </ul>
<b>Staff Qualifications</b>	<ul style="list-style-type: none"> <li>• An experienced Child and Adolescent Mental Health Service child psychologist delivered the program. The group leader was an accredited facilitator and mentor with 7 years of experience delivering the program.</li> </ul>
<b>Key Findings</b>	<ul style="list-style-type: none"> <li>• The study team found statistically significant improvements in provider Sense of Competence. More specifically: <ul style="list-style-type: none"> <li>○ Mean competence increased from 54.27 to 64.36 (d=1.4, p&lt;.05)</li> <li>○ Mean satisfaction increased from 23.91 to 31.73 (d=1.29, p&lt;.05)</li> <li>○ Mean efficacy increased from 30.36 to 32.64 (ns)</li> </ul> </li> <li>• Statistically significant improvements in child behavior (including hyperactivity, peer problems and pro-social behavior). More specifically: <ul style="list-style-type: none"> <li>○ Mean Eyberg Intensity increased from 83.43 to 90.39 (ns)</li> <li>○ Mean Eyberg Problems increased from 3.93 to 4 (ns)</li> <li>○ SDQ ratings by parents and teachers varied, with statistically significant findings for (a) SDQ-Emotion, parent-rated (p&lt;.05); (b) SDQ-Hyperactivity, teacher-rated (p&lt;.05); (c) SDQ-Peer, teacher-rated (p&lt;.05); (d) SDQ-Pro-Social, teacher-rated (p&lt;.05); (e) SDQ-Total Problems, teacher-rated (p&lt;.05).</li> </ul> </li> <li>• Statistically significant improvements in child care provider self-reported stress and sense of competence. More specifically: <ul style="list-style-type: none"> <li>○ Mean ITS ADHD decreased from 37.75 to 25 (d=1.4, p&lt;.001)</li> <li>○ Mean ITS student decreased from 36.04 to 21.36 (d=1.48, p&lt;.001)</li> <li>○ Mean ITS teacher decreased from 23.57 to 6.79 (d=1.58, p&lt;.001)</li> <li>○ Mean ITS Total Stress decreased from 126.71 to 97.57 (d=1.31, p&lt;.001)</li> </ul> </li> <li>• No improvements reported in child behavior at home.</li> <li>• There was no correlation between child care provider and parent reports of child behavior at pre- or post-assessment.</li> <li>• Parents reported more problem behaviors at post-assessment, compared to child care providers who reported fewer problem behaviors at post-assessment.</li> </ul>

## 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) <sup>vii</sup>	Experimental	✓	✓
Herman et. al. (2011) <sup>viii</sup>	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

<b>Citation</b>	<b>Webster-Stratton, C., Reid, M. J., &amp; 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.</b>
<b>Population and Sample</b>	<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>
<b>Methodology</b>	Experimental with random assignment; matched pairs of schools were randomly assigned to treatment or control groups
<b>Purpose</b>	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.
<b>Measures &amp; Assessments</b>	<ul style="list-style-type: none"> <li>• Child and teacher observations</li> <li>• MOOSES</li> <li>• COCA-R</li> </ul>
<b>Study Implementation</b>	<ul style="list-style-type: none"> <li>• The Incredible Years (IY) Teacher Classroom Management and Child Social and Emotion curriculum (Dinosaur School) were offered as a universal prevention program.</li> <li>• Teachers were trained in Incredible Years and used the Dinosaur School curriculum bi-weekly.</li> <li>• Weekly "dinosaur homework" was sent home to encourage parent involvement.</li> </ul>
<b>Staff Qualifications</b>	<ul style="list-style-type: none"> <li>• Not addressed</li> </ul>
<b>Key Findings</b>	<ul style="list-style-type: none"> <li>• Treatment group teachers were observed to use more positive classroom management strategies.</li> <li>• Treatment group teachers used more specific teaching strategies that addressed social and emotional skills, compared to control group teachers.</li> <li>• Treatment group teachers reported more involvement with parents, compared to control group teachers.</li> <li>• Treatment group teachers used fewer critical statements, compared to control group teachers.</li> <li>• There were high levels of program satisfaction.</li> <li>• There were moderate to high effect sizes.</li> <li>• 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.</li> <li>• There was no evidence of significant child moderating factors including gender, age, or grade.</li> <li>• There were strong teacher-level effects.</li> </ul>

<b>Citation</b>	<b>Herman, K. C., Borden, L. A., &amp; 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.</b>
<b>Population and Sample</b>	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.
<b>Methodology</b>	Experimental with random assignment to treatment or control groups
<b>Purpose</b>	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.
<b>Measures &amp; Assessments</b>	<ul style="list-style-type: none"> <li>• CBCL</li> </ul>
<b>Study Implementation</b>	<ul style="list-style-type: none"> <li>• Families were assigned to groups that received one or more of the following: <ul style="list-style-type: none"> <li>○ IY Child Training: "Dinosaur School" was offered at the parenting clinic for 18-19 weekly two-hour sessions in groups of 6-7 children.</li> <li>○ IY Parenting Training: Parent training was offered at the parenting clinic for 22-24 weekly two-hour sessions in groups of 10-12 parents.</li> <li>○ IY Teacher Training: Group training was provided for four full days (32 hours) conducted at the parenting clinic throughout the school year.</li> </ul> </li> <li>• CBCL was implemented before and after each training session and at one-year follow up.</li> </ul>
<b>Staff Qualifications</b>	<ul style="list-style-type: none"> <li>• Trained therapists</li> </ul>
<b>Key Findings</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The Parent training/Teacher training model demonstrated a moderate effect that was not statistically significant.</li> <li>• The Child training only and Child training/Parent training model exhibited large effects, compared to the control group.</li> <li>• 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.</li> </ul> <p>Post Intervention Effects: Mother-Ratings</p> <ul style="list-style-type: none"> <li>• The study team found that there was a significant group effect for mother rating of internalizing symptoms (<math>d=.44</math>, <math>p&lt;.05</math>).</li> <li>• 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)."</li> <li>• The study team found a significant program effect for children with elevated internalizing scores at baseline (<math>d=.87</math>, <math>p&lt;.05</math>).</li> <li>• The study team found that "Preplanned comparisons indicated treatment benefit for the PT + CT + TT condition compared to the control group (<math>d = 1.18</math>; <math>p &lt; .05</math>); 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 (<math>d_s = .96</math> and <math>1.06</math>, respectively)."</li> <li>• 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" (<math>p=.005</math>).</li> <li>• 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" (<math>p=.029</math>).</li> </ul> <p>One-Year Follow-Up</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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" (<math>p=.025</math>).</li> <li>• The study team found that all treatment groups sustained their post-treatment scores at the one-year follow-up.</li> </ul> <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

## Incredible Years Autism Spectrum and Language Delays



### Target Audience

Families with young children on the autism spectrum

### Documented Outcomes

	Type of Study	Outcomes Improved child behavior *
Roberts and Pickering (2010) <sup>x</sup>	Non-experimental	✓
Hutchings et.al. (2016) <sup>x</sup>	Non-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 More children on track for typical and/or enhanced development*

### Incredible Years Autism Spectrum and Language Delays 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 families with young children on the autism spectrum
- **Related Smart Start outcomes:**
  - More children on track for typical and/or enhanced development
- **Purveyor training required:** Yes
- **Dosage:** 14-16 sessions
- **Suggested Assessments:**
  - Eyberg Child Behavior Inventory
- **Implementation Guidance:** Yes; <http://www.incredibleyears.com/program/s/parent/autism-spectrum-language-delays/>

### Research Evidence for Incredible Years Teacher Classroom Management and Dinosaur School

- There is evidence that the Incredible Years program focused of families with young children on the autism-spectrum is aligned with improvements in child behavior.

### Review of Descriptive and Non-Experimental Studies:

<b>Citation</b>	Roberts, D., & Pickering, N. (2010). Parent training programme for autism spectrum disorders: An evaluation. <i>Community Practitioner</i> , 83(10), pp. 27-30.
<b>Population and Sample</b>	8 parents of 7 target children (all boys, mean age of 8 years) who had received a diagnosis of Autism Spectrum Disorder (ASD).

<b>Methodology</b>	Non-experimental, pre/post design
<b>Purpose</b>	This service evaluation was designed as a pilot, aiming to explore which psychological measures were useful and what changes had occurred as a result of attending the 12-week Incredible Years parenting program provided for parents of children with ASD.
<b>Measures &amp; Assessments</b>	<ul style="list-style-type: none"> <li>• General Health Questionnaire (GHQ-30)</li> <li>• Eyberg Child Behavior Inventory (ECBI)</li> <li>• Social Worries Questionnaire</li> <li>• Australian Scale (social communication)</li> <li>• Qualitative parent questionnaire – post-intervention</li> </ul>
<b>Study Implementation</b>	<ul style="list-style-type: none"> <li>• At the start of the intervention and following assessment, three of the seven target children received a diagnosis of ASD with co-morbid anxiety, one with ASD and ADHD, two with significant anxiety symptoms and social communication difficulties, and one with ADHD. All had significant conduct problems.</li> <li>• The program ran for 12 weeks with two-hour sessions per week and consisted of criteria recommended by the NICE guidelines on the treatment of conduct disorders.</li> <li>• What are the unique features of IY ASD? Modifications made to IY Basics to accommodate ASD needs.</li> </ul>
<b>Implementation Fidelity</b>	<ul style="list-style-type: none"> <li>• Each session was delivered according to the manual to ensure program fidelity, with attention to how it related to children with ASD.</li> </ul>
<b>Staff Qualifications</b>	<ul style="list-style-type: none"> <li>• Trained co-facilitators supported by a student social worker</li> </ul>
<b>Key Findings</b>	<ul style="list-style-type: none"> <li>• The program appeared to be particularly useful in improving parent mental health, providing a place for parents to develop their skills in order to reduce the frequency of some of their children's inappropriate behaviors and reduce the impact of the behaviors on them as parents.</li> <li>• Mean scores for the ECBI measure of intensity of behaviors and degree of problem decreased, although they remained above the clinical cut-off. Changes in scores for the Social Worries Questionnaire and Australian Scale were not significant.</li> <li>• The study team found that the mean Eyberg Intensity of Behaviors score decreased from 156.5 (pre-group) to 145.5 (post-group). The mean post-score was above the clinical cut off of 127 (intensity of behaviors scale).</li> <li>• The study team found that mean Eyberg Degree of Problem score decreased from 12.75 (pre-group) to 9.13 (post-group).</li> <li>• Feedback from participants was positive.</li> </ul> <p>General Health Questionnaire</p> <ul style="list-style-type: none"> <li>• The study team found that the mean GHQ-30 score decreased from 4.25 (pre-group) to 1.87 (post-group).</li> </ul>

<b>Citation</b>	<b>Hutchings, J., Pearson-Blunt, R., Pasteur, M., Healy H., &amp; Williams, M. E. (2016). A pilot trial of the Incredible Years Autism Spectrum and language Delays Programme. GAP, 17(1), pp. 15-22.</b>
<b>Population and Sample</b>	Nine parents of children between the ages of 2 and 5 years; 67% of the children had received a diagnosis of autism spectrum disorder (ASD) and 33% were in the assessment process.
<b>Methodology</b>	Non-experimental, pre/post design
<b>Purpose</b>	Dababnah and Parish (2015) conducted a feasibility study in which they tailored the IY program for parents of young children with ASD, indicating that the program was acceptable to parents. Since these studies, a new IY parenting program, specifically targeting parents of children on the autism spectrum and/or with communication difficulties, has been developed. The purpose of the present study was to establish the response of parents of children with ASD to the new IY Autism Spectrum and Language Delays Program and to trial possible evaluation tools.
<b>Measures &amp; Assessments</b>	<ul style="list-style-type: none"> <li>• Incredible Years Autism Program Weekly Evaluations</li> <li>• Incredible Years Autism Program End of Course Satisfaction Questionnaire</li> <li>• Warwick Edinburgh Mental Well-Being Scale</li> <li>• Strengths and Difficulties Questionnaire</li> <li>• Arnold-O'Leary Parenting Scale</li> <li>• Autism Impact Measure</li> <li>• Dyadic Parent-Child Interaction Coding System</li> </ul>
<b>Study</b>	<ul style="list-style-type: none"> <li>• Parents of children between the ages of 2 and 5 who had been or were in the process of being</li> </ul>

<b>Implementation</b>	<p>assessed for ASD by Derwen or Specialist Children’s Services were invited to participate. Nine parents enrolled for the course.</p> <ul style="list-style-type: none"> <li>• The program is delivered in 12 weekly, two-hour sessions and is designed for parents of young children (aged 2 to 5 years) who have been diagnosed with autism and/or language delay. The program uses video vignettes with examples of parents and children on the autism spectrum, role-play to practice skills, and home activities.</li> <li>• During baseline and follow-up visits parents were given four standardized questionnaires to complete and a brief observation of the parent and child interacting in a play situation was recorded.</li> </ul>
<b>Implementation Fidelity</b>	<ul style="list-style-type: none"> <li>• Not addressed</li> </ul>
<b>Staff Qualifications</b>	<ul style="list-style-type: none"> <li>• For the pilot study, two trained clinical psychologists, one certified in the IY Basic Parenting Program, provided the program to participants.</li> </ul>
<b>Key Findings</b>	<ul style="list-style-type: none"> <li>• Parents participating in the study were already receiving support for their children and some had been involved in other programs aimed at helping children on the autism spectrum.</li> <li>• The program was well received by parents as indicated by their high satisfaction scores.</li> <li>• There was a small but significant positive effect on children’s behavior as measured by the pro-social and peer problem subscales.</li> <li>• There were no significant differences between baseline and follow-up. However, baseline scores showed that parents generally had good mental wellbeing and parenting skills.</li> </ul>

## End Notes

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

<sup>ii</sup> Ibid.

<sup>iii</sup> Menting, A. T. A., Orobio de Castro, B., & Matthys, W. (2013). Effectiveness of the Incredible Years parent training to modify disruptive and prosocial child behavior: A meta-analytic review. *Clinical Psychology Review*, 33, pp. 901–913.

<sup>iv</sup> Marcynyszyn, L. A., Maher, E. J., & Corwin, T. W. (2011). Getting with the (evidence-based) program: An evaluation of the Incredible Years Parenting Training Program in child welfare. *Children and Youth Services Review*, 33, pp. 747–757.

<sup>v</sup> Gross, D., Fogg, L., Webster-Stratton, C., Garvey, C., Julion, W., & Grady, J. (2003). Parent training of toddlers in day care in low-income urban communities. *Journal of Consulting and Clinical Psychology*, 71(2), pp. 261–278.

<sup>vi</sup> Bywater, T. J., Hutchings, J., Gridley, N., & Jones, C. H. (2011). Incredible Years parent training support for nursery staff working within a disadvantaged Flying Start Area in Wales: A feasibility study. *Child Care in Practice*, 17(3), pp. 285-302.

<sup>vii</sup> 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.

<sup>viii</sup> 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.

<sup>ix</sup> Roberts, D., & Pickering, N. (2010). Parent training programme for autism spectrum disorders: An evaluation. *Community Practitioner*, 83(10), pp. 27-30.

<sup>x</sup> Hutchings, J., Pearson-Blunt, R., Pasteur, M., Healy H., & Williams, M. E. (2016). A pilot trial of the Incredible Years Autism Spectrum and language Delays Programme. *GAP*, 17(1), pp. 15-22.

## Additional Resources

Barlow, J., & Parsons, J. (2002). Group-based parent-training programmes for improving emotional and behavioural adjustment in 0-3 year old children. *Cochrane Database of Systematic Reviews*, 4, pp. 1-30.

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

Sougstad, J. R. (2012). Transforming everyday practices using scientific evidence: Meta-analysis of a parent training program. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 72(8), pp. 2684.

Webster-Stratton, C. (2001). The Incredible Years: Parent, teacher and child training series. *Blueprints for violence prevention*, ed. D.S. Elliot. Vol. Book 11. Boulder, CO: Institute of behavioral science.

What Works Clearinghouse. (2011). The Incredible Years. Author: Rockville, MD.

Note: Research summaries could include verbiage directly reproduced from the research literature. Quotes and italics may be used to show a direct quote but not always.

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