



## **THE INCREDIBLE YEARS: PARENTS, TEACHERS AND CHILDREN'S TRAINING SERIES**

### **Program Overview – Fact Sheet**

The Incredible Years (IY) Training Series is a set of three comprehensive, multifaceted, and developmentally based curricula for parents, teachers, and children. The program is designed to promote emotional and social competence and to prevent, reduce, and treat aggression and emotional problems in young children 0 to 12 years old.

Young children with high rates of aggressive behavioral problems have been shown to be at great risk for developing substance abuse problems, becoming involved with deviant peer groups, dropping out of school, and engaging in delinquency and violence. Ultimately, the aim of the IY teacher, parent, and child training programs is to prevent and reduce the occurrence of aggressive and oppositional behavior, thus reducing the chance of developing later delinquent behaviors.

#### ***Target Population***

Incredible Years Series has been tested in multiple randomized control studies with 2- to 12-year-old children diagnosed with conduct problems (i.e., having high rates of aggression, defiance, oppositional, and impulsive behaviors) and attention deficit disorder. It has also been evaluated as a prevention program with children 2 to 7 years old, who are at high risk by virtue of living in poverty. The new baby program (6 weeks to 18 months) is currently undergoing evaluations.

The Incredible Years curricula may be implemented by schools, school districts, and related programs (including Head Start, day care, and kindergarten) as early prevention programs for teachers, parents and children. Additionally, the child and parent programs may be used in mental health centers as a treatment for families with children who are diagnosed with Oppositional Defiant Disorder/Conduct Disorder (ODD/CD) and Attention Deficit Hyperactivity Disorder or for high risk families.

#### ***Proven Results for Children Diagnosed with ODD/CD***

Multiple (over 9) randomized control group studies with diagnosed children have been conducted by the investigator and by independent investigators which have indicated:

- At least 66% of children previously diagnosed with Oppositional Defiant Disorder/Conduct Disorder (ODD/CD) whose parents received the parenting program were in the normal range at both the 1-year and 3-year followup assessments.
- The addition of the teacher and/or child training programs significantly enhanced the results for diagnosed children, resulting in significant improvements in peer interactions and behavior at school.

### ***Proven Results for Selective and Indicated Prevention Programs***

Multiple (over 4) randomized trials have been conducted with high risk populations including Head Start (preschool) and schools with a high percentage of children (kindergarten to grade two) living in poverty. These programs have shown success with culturally diverse groups, including Hispanic/Latino, Asian American, African American and new Immigrant families. The programs have also been evaluated by independent investigators in many countries including United Kingdom, Canada, Norway, Holland, Russia and Portugal.

- Parent programs have resulted in increased nurturing parenting, decreased harsh discipline, more parent/school involvement and decreased behavior problems.
- Classroom social skills and problem solving curriculum resulted in increased children's school readiness (defined as social competence, emotional regulation and parent involvement), increased problem-solving and decreased conduct problems.
- Teacher classroom management program resulted in increased proactive teaching strategies including positive discipline and more focus on students' social and emotional competence. In turn, children in classrooms where teacher received training were more cooperative, on task, and showed fewer behavior problems.

### ***How It Works – Program Content***

This series of programs addresses multiple risk factors across settings known to be related to the development of conduct disorders in children. In all three types of training programs, trained facilitators use video scenes to encourage group discussion, problem-solving, and sharing of ideas. The BASIC parent series has three versions: baby/toddler (1 month to 2 years), preschool (3-5 years) and school age (6-12 years). The BASIC is "core" and a necessary component of the prevention program delivery. The other parent training components and the teacher and child components are strongly recommended with particular high risk populations.

*Incredible Years Training for Parents.* The BASIC series emphasizes parenting skills known to promote children's social competence and reduce behavior problems such as: how to play with children, social, emotional, academic and persistence skills coaching, effective praise and use of incentives, establishing predictable routines and rules and promoting responsibility, effective limit-setting, strategies to manage misbehavior and teaching children to problem solve. The ADVANCE parent series emphasizes parent interpersonal skills such as: effective communication skills, anger and depression management, problem-solving between adults, ways to give and get support and family meetings. The SUPPORTING YOUR CHILD'S EDUCATION series (known as SCHOOL) emphasizes parenting approaches designed to promote children's academic skills such as: reading skills, parental involvement in setting up predictable homework routines, and building collaborative relationships with teachers.

*Incredible Years Training for Teachers.* This series emphasizes effective classroom management skills such as: the effective use of teacher coaching skills, attention, praise and encouragement, use of incentives for difficult behavior problems, proactive teaching strategies, how to manage inappropriate classroom behaviors with discipline hierarchies, the importance of building positive relationships with students, and how to teach empathy, social skills and problem-solving in the classroom.

*Incredible Years Training for Children.* The Dinosaur Curriculum emphasizes training children in skills such as emotional literacy, empathy or perspective taking, friendship skills, anger management, interpersonal problem-solving, school rules and how to be successful at school. There are two versions of this curriculum, one is a “pull out” treatment program for small groups of children (4-6 per group) presenting with conduct problems. The other is a classroom-based preventive program designed to be delivered to all students two to three times a week.

### ***Implementation Essentials***

To successfully implement Incredible Years, the organization or school must be committed to excellence, evident in good administrative support and provide support for facilitator certification by certified trainers, as well as ongoing technical support and consultant workshops.

Each of the types of programs consists of videotapes, comprehensive facilitator manuals, books, take-home assignments, and handouts. It is recommended that all group participants (parents, teachers, children) have their own individual books and that facilitators have their own manuals. DVD equipment is necessary.

Each group should have two group leaders. Group leaders complete a certification/accreditation process that involves attendance at a certified training workshop, peer review, videotape feedback, and consultation.

### ***Training and Materials***

Certified trainers are available to train therapists, counselors, teachers, and others to run parent, teacher, and child groups. Training sessions can accommodate 25 people, and run 3 days for group leaders of the Parenting Program, 2 days (treatment version) and 3 days (classroom version) for leaders of the Dinosaur Child Program, and 3 days for the Teacher Classroom Management Program.

### ***Program Developer***

#### **Carolyn Webster-Stratton, Ph.D.**

Dr. Webster-Stratton, professor and director of the Parenting Clinic at the University of Washington, developed and produced The Incredible Years. Her mission is to develop cost-effective interventions to prevent and treat conduct problems in young children that can be widely disseminated. Dr. Webster-Stratton’s programs have been extensively

researched over the past 30 years in a series of studies funded by the National Institute for Nursing Research, Head Start Partnerships Grants, and various agencies of the U.S. Department of Health and Human Services, including the National Institute of Mental Health, the National Institute on Drug Abuse, and the Substance Abuse and Mental Health Services Administration's Center for Substance Abuse Prevention.

### ***Contact Information***

Lisa St. George  
Administrative Director  
1411 8th Avenue West  
Seattle, WA 98119  
Toll-free: (888) 506-3562  
Phone and fax: (206) 285-7565  
Web site: [www.incredibleyears.com](http://www.incredibleyears.com)  
E-mail: [lisastgeorge@comcast.net](mailto:lisastgeorge@comcast.net)

### ***Recognition***

Model Program—Substance Abuse and Mental Health Services Administration, U.S.  
Department of Health and Human Services

Model Program—Office of Juvenile Justice and Delinquency Prevention, U.S.  
Department of Justice – a “Blueprints” program

U.S. Leila Rowland National Mental Health Award