

The Incredible Years Parent Programs

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



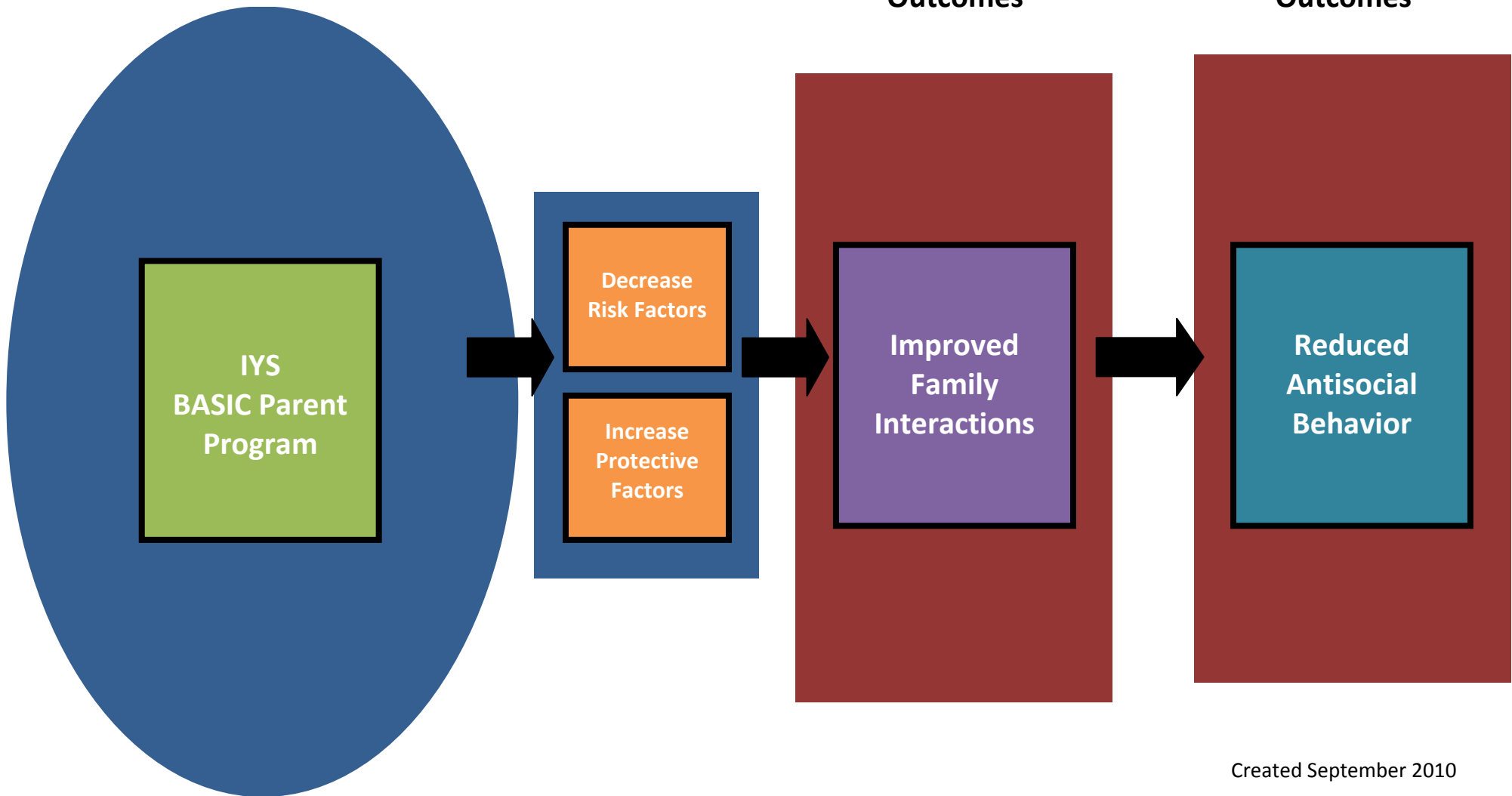
Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University and Carolyn Webster-Stratton, Professor, University of Washington

Program Components

Targets

Proximal (Short-term) Outcomes

Distal (Long-term) Outcomes



The Incredible Years BASIC Parent Program

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



Program Component & Goal

Component:
IY BASIC Parent Program (Preschool and School Age versions)

Goal: Enhance positive parenting interactions, coaching & attachment with children and proactive discipline.

Program Modalities

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

- Goal Setting & Self-Monitoring
- Video Modeling
- Role Play & Behavioral Practice
- Group Support, Discussion & Problem Solving
- Cognitive Emotional-Regulation Training
- Take home Practice and Reading Assignments
- Family Meal & Day Care
- Parent-Teacher Collaboration

Targeted Risk and Protective Factors

Risk factors, which increase the likelihood of negative outcomes (e.g., drug use, delinquency, school dropout, teen pregnancy, and violent behavior) are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

- Risk Factors:**
- Ineffective parenting skills
 - Low monitoring
 - Numerous stressors (negative life events, socio-economic disadvantage, and isolation)
 - Low parent involvement with schools/teachers
 - Child biological factors (developmental delays, ADHD, cognitive, language)
- Protective Factors:**
- Positive, nurturing, developmentally appropriate parenting skills
 - Parent support for child social, emotional and academic development
 - Parent support networks
 - Parent partnerships with teachers/schools
 - Parent effective communication skills, anger management, problem solving

Proximal (Short-term) Outcomes

Targeted outcomes that the program has been shown in research to impact *immediately following* program completion.

- Improved Parenting and Interpersonal Skills:**
- Increased parent positive interactions with child (e.g. nurturing, praise, coaching, and attachment)
 - Increased effective parental limit-setting, replacing spanking and harsh discipline with non-violent, proactive discipline
 - Increased monitoring of children, predictable routines & safety proofing households
 - Reductions in parental depression & anger
 - Increased parent support systems
 - Increased positive family communication & problem solving & collaboration with teachers
- Improved child behavior at home:**
- Reduced behavior problems in child interactions with parents
 - Increases in emotional regulation, social competence, problem solving and compliance with parents
- Improved child behavior at school:**
- Increased social and emotional competence with peers in classroom
 - increased problem solving
 - reduced behavior problems
 - increased academic readiness, affect, social competence and compliance

Distal (Long-term) Outcomes

Outcomes that the program has been shown in research to impact at long term follow-up.

- Reduced Antisocial Behavior:**
- Less aggressive, destructive behavior & conduct disorders
 - Less depression
 - Less use of drug and alcohol use
 - Less likely to drop out of school
 - Less criminal activity
 - Less pregnancy