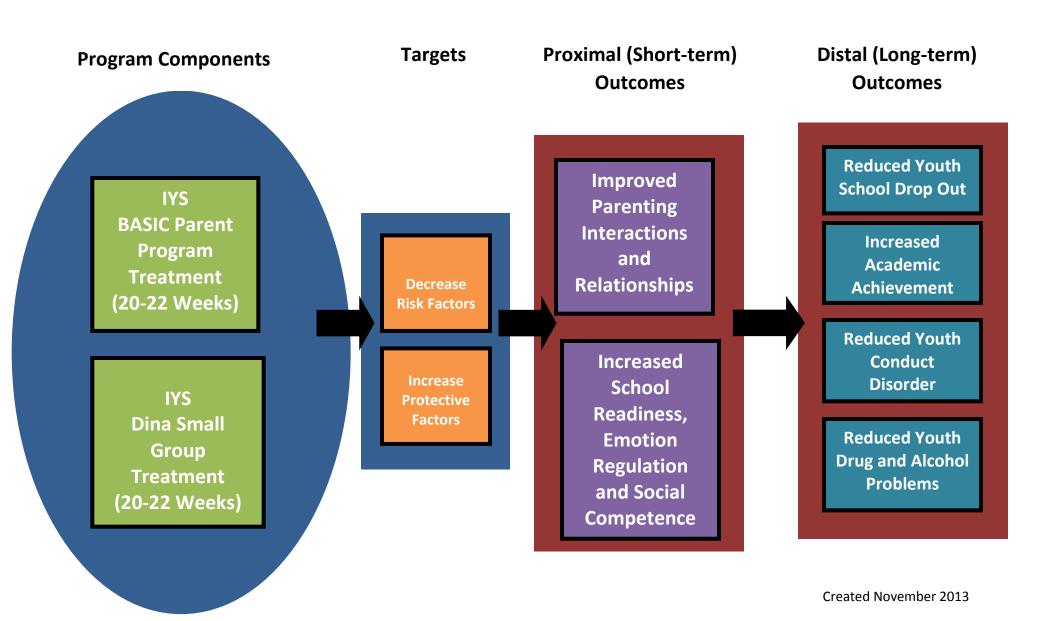
The Incredible Years Parent & Child Intervention Programs

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



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Program Description

Training

Facilitators attend 3 day training in order to implement with fidelity

Reach

Parent and child group sessions delivered and their parents can be served per group.

Researched Frequency and **Duration (Dose)**

Weekly Sessions 2 Hours in Length Weekly Homework

Goals

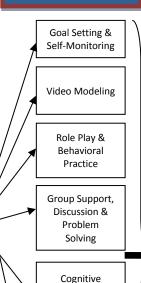
Enhance positive parenting interactions

Enhance attachment with children

Enhance proactive

Program Modalities

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



Emotional-

Regulation Training

Take home

Practice and

Reading

Assignments

Family Meal &

Day Care

Parent-Teacher

Collaboration

- Family Attachment
- **Prosocial Involvement**
- Family Rewards for **Prosocial Involvement**

DINA Small Group Therapy:

- Prosocial Involvement
- School Rewards for

PAYS Risk Factors

BASIC Parent:

- **Poor Family Management**
- **Family Conflict**
- Family History of Antisocial Behavior

DINA Small Group Therapy:

- Poor Academic Performance
- Favorable Attitudes **Towards Antisocial** Behavior
- Peer Rewards for **Antisocial Behavior**

PAYS Protective Factors

BASIC Parent program:

- Family Opportunities for
- School Opportunities for
- **Prosocial Involvement**

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 limitsetting, 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:**

-Reduced Conduct Problems and **Oppositional Behavior** at One Year Follow Up

Improved School Readiness:

-Reduced Hyperactivity and Inattention at One Year Follow Up