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

Program Components

IYS Child Program aka DINA Classroom

Targets

Decrease Risk Factors
Increase Protective Factors

Proximal Short-term Outcomes

Increased Social Competence
Increased Emotional Regulation
Increased School Readiness

Distal (Long-term) Outcomes (Hypothesized)

Reduced Youth Anti-Social Behavior

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

Created September 2010
The Incredible Years Child Program (aka DINA Curriculum)
Program developed by Carolyn Webster-Stratton, Professor and Director of the Parenting Clinic at the University of Washington.

Risk Factors:
- Child aggressive behavior
- Poor problem solving skills
- Poor social skills & emotion literacy
- Early initiation and persistent conduct problems
- Low academic readiness
- Poor relationships with parents, teachers and peers

Protective Factors:
- Emotional regulation
- Social skills & positive friendships
- Effective problem solving
- Positive relationships and teaching from parents and teachers

Hypothesized Outcomes
- Improved long term success in school
- Decreased risk of early initiation of substance use
- Decreased risk of antisocial behavior
- Decreased risk of Juvenile Justice System Involvement

Increased Social Competence and Emotional Regulation and School Readiness:
Proven Outcomes:
- Improved youth self-control
- Improved social problem solving
- Reduced youth conduct problems at school and home

Hypothesized Outcomes:
- Increased academic readiness such as on task behavior and cooperation with teachers

Proximal (Short-term) Outcomes
Targeted outcomes that the program has been shown in research to impact immediately following program completion.

Hypothesized Distal (Long-term) Outcomes
Outcomes that the program is designed to impact at long term follow-up during adolescence. (Long term follow-up data have not been conducted.)

Component:
IYS DINA Curriculum
Child Program (Classroom)
Goal: Strengthen children’s emotional, persistence, social and academic competencies for all children and prevent behavior problems.

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

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.

Program Modalities
- Video Modeling
- Role Play & Behavioral Practice
- Group Support and Problem Solving
- Snacks
- Take Home Activities with Parents
- Group Art, Activities, Games and Songs
- Puppet and Imaginary Play Activities
- Positive Self-Talk and Self-Regulation Activities
- Peer Academic, Persistence, Social, and Emotion Coaching

Child Program Components & Goals
- Puppet and Imaginary Play Activities
- Positive Self-Talk and Self-Regulation Activities
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