The Incredible Years Programs

The Incredible Years (IYS) are evidence-based programs that have demonstrated effectiveness in reducing children's aggression and behavior problems and increasing social competence at home and at school. The Incredible Years includes several stand alone programs including a BASIC parent training program, an ADVANCE parent training program, a teacher training program, and a social emotional child program called DINA.

The links below provide an overview of the Incredible Years:

- [http://incredibleyears.com/programs/](http://incredibleyears.com/programs/)
- [http://70.40.220.26/programs/implementation/starting-the-programs/](http://70.40.220.26/programs/implementation/starting-the-programs/)

Description of the IYS Parent Training Programs:
The Incredible Years parent training intervention is a series of programs focused on strengthening parenting competencies (monitoring, positive discipline, confidence) and fostering parents' involvement in children's school experiences in order to promote children's academic, social and emotional competencies and reduce conduct problems

The Incredible Years BASIC Parent Training Program (IYS BASIC):
IYS BASIC (Preschool/Early Childhood) is for parents of children ages three through six. IYS BASIC (School Age) is for parents of children ages six through 12. The program emphasizes parenting skills that promote children's social competence and reduce behavior problems. The programs can be targeted at parents of children who may be at risk for or who have a behavior issue or used as a general program for parents interested in improving their parenting skills.

For the IYS BASIC Parent Programs, two parent group facilitators lead between 10-14 parents in weekly sessions lasting approximately 2-2.5 hours. The program is generally offered for 12-14 weeks as a prevention program or 18-20 weeks as a treatment program. The program is based on principles of video modeling, observational learning, rehearsal and practice, self-management, self-reflection, and cognitive self-control. In addition, food, childcare, and transportation are typically provided for each session.

The parent group facilitators leading the IYS BASIC Parent Programs can come from many different backgrounds including counseling, social work, psychology, nursing, and education. Parent group leaders should have training in child development, behavior management, and facilitation of group programming. The parent group facilitators use a variety of methods to build relationships with the parents and lead them in learning positive parenting practices. The learning methods include:

- DVD vignettes of parents and their children
- Discussions
- Goal setting and problem solving
- Skills training and practice
- Group brainstorming to identify social learning principles and effective strategies
- Role play and behavioral rehearsal
The IYS ADVANCE Parent Training Program (IYS ADVANCE):
IYS ADVANCE builds on the IYS BASIC Parent Training Program by focusing on parent interpersonal issues, such as effective communication, problem solving skills, anger management, and ways to give and get support. The IYS ADVANCE Parent Program target parents of at-risk children who have completed either IYS BASIC preschool or school age program. The program should not be implemented with parents who have not completed one of the IYS BASIC Parent Programs.

The IYS ADVANCE Parent Program is led by two parent group facilitators who deliver the curriculum to a group of a 10-14 parents in weekly sessions lasting approximately 2-2.5 hours each. The program is offered for 10-12 weeks and typically food, childcare, and transportation are also provided for each session. Based on principles of video modeling, observational learning, rehearsal and practice, self-management, self-reflection, and cognitive self-control, the IYS ADVANCE Parent Program is comprised of the following components: How to Communicate Effectively with Adults and Children, Problem Solving for Parents-Adults, and Teaching Children to Problem Solve.

The parent group facilitators leading the IYS ADVANCE Parent Programs can come from many different backgrounds including counseling, social work, psychology, nursing, and education. Parent group leaders should have training in child development, behavior management, and facilitation of group programming. The parent group facilitators use a variety of methods to build relationships with the parents and lead them in learning positive parenting practices. The learning methods include:

- DVD vignettes of parents and their children
- Discussions
- Goal setting and problem solving
- Skills training and practice
- Group brainstorming to identify social learning principles and effective strategies
- Role play and behavioral rehearsal
- Homework assignments including practice and reading
- Weekly leader phone calls to parents

Description of the Incredible Years DINA Dinosaur Classroom and Small Group Curriculums
The Incredible Years DINA Classroom/Small Group Curriculum (IYS DINA) is a child training curriculum that strengthens children's social, emotional and academic competencies, such as understanding and communicating feelings, using effective problem solving strategies, managing anger, practicing friendship and conversational skills, and understanding appropriate classroom behaviors. The child training program can be used by counselors or therapists to treat challenging and highly aggressive children in small groups or can be used by teachers as a prevention program for an entire classroom of students.
The IYS DINA Dinosaur Classroom Curriculum (IYS DINA Classroom/Prevention)
As a classroom prevention program, the IYS DINA curriculum is designed to target children ages 4-8 in preschool or school classrooms. The IYS DINA Classroom curriculum is typically taught by preschool or classroom teachers two-three times a week in the classroom. The curriculum consists of 20-30 minute circle time lessons, followed by small group practice activities and promotion of skills throughout the school day. The program also includes letters to be sent home to parents with suggestions for home activities that the parents can do with their children. These activities reinforce the classroom learning and promote parental involvement.

The IYS DINA Dinosaur Small Group Curriculum (IYS DINA Small Group/Treatment)
As a treatment program, the IYS DINA Small Group Therapy targets children ages 4-8 years old who have been identified as “difficult”, highly aggressive or anxious. Only licensed therapists or counselors should deliver the IYS DINA Small Group Therapy sessions. The IYS DINA Small Group Therapy curriculum is delivered in 2-hour weekly small group sessions (6 children per group) lasting 20-22 weeks. It is recommended that the IYS DINA Small Group Therapy curriculum be offered in conjunction with a weekly IYS BASIC Parent Training Program. This empowers parents to foster their child’s learning in the IYS DINA Small Group and to reinforce the new skills their children are learning.

Program Website: www.incredibleyears.com

Program Contact: Lisa St. George, lisastgeorge@comcast.net or (888) 506-3562

Background on the Program Developer
Carolyn Webster Stratton, Ph. D., created and is responsible for the production and dissemination of The Incredible Years. Currently the Professor and Director of the Parenting Clinic at the University of Washington, Dr. Webster-Stratton is a licensed clinical psychologist and nurse-practitioner. Her mission is to develop cost-effective interventions to prevent and treat conduct problems in young children that can be widely disseminated. The objectives of these interventions are to help parents and teachers provide young children with a strong emotional, social and academic foundation so as to achieve the longer term goal of reducing the development of depression, school dropout, violence, drug abuse and delinquency.

The Incredible Years was first published in 1984 and has been widely implemented within the United States of America (USA), the United Kingdom (UK), Canada, Ireland, Norway, Denmark, Sweden, Russia, Portugal, New Zealand and Australia. Currently there are 9 accredited trainers and 50 mentors in the USA, the UK, Ireland, Norway, Denmark, Canada, Australia and New Zealand.

For over 30 years, Dr. Webster-Stratton’s programs have been extensively researched. Dr. Webster-Stratton and colleagues have conducted at least 10 randomized control trials of the parenting programs, three of the child program, and three of the teacher program. Numerous randomized control trials have also been conducted by independent investigators in the USA, the UK, Holland, Russia, Portugal, Norway, Canada, and New Zealand. Studies have been funded by the National Institute for Nursing Research, Head Start Partnerships Grants, and various agencies of the United States 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. The many randomized control trials have been conducted with high-risk populations, such as children diagnosed with Oppositional Defiant Disorder/Conduct Disorder, Head Start preschoolers, and children in schools with a high percentage of the children living in poverty. The Incredible Years has also demonstrated success with culturally diverse groups, including Hispanic/Latino, Asian American, African American and new Immigrant families.

In addition to the Incredible Years curriculum, Dr. Webster-Stratton has published numerous scientific articles and chapters. She has also written a book for parents entitled, The Incredible Years: A Trouble Shooting Guide for Parents of Children Aged 2 – 8 Years, a book for teachers entitled, How To Promote Children’s Social and Emotional Competence, a book for therapists entitled, Troubled Families-Problem Children, and four books for children concerning problem-solving, anger management and learning problems.

National and Other Recognitions
The Incredible Years has been recognized as an effective, evidence-based program in listings by the following organizations and agencies:

- **Blueprints for Healthy Youth Development:**
  The Incredible Years is one of 11 programs to achieve the highest possible rating of Model program.
  [http://www.blueprintsprograms.com/allPrograms.php](http://www.blueprintsprograms.com/allPrograms.php)

- **National Institute of Justice, United States Department of Justice:**
  The Incredible Years was listed as an effective program in 1997 in Preventing Crime: What Works, What Doesn’t Work, What’s Promising.
  [http://www.ncjrs.gov/pdffiles/171676.PDF](http://www.ncjrs.gov/pdffiles/171676.PDF)

- **Office of Juvenile Justice & Delinquency Prevention (OJJDP), United States Department of Justice:**
  The Incredible Years was selected as an Exemplary program in the United States Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Programs Guide.

- **Office of Juvenile Justice and Delinquency Prevention (OJJDP) in collaboration with the Substance Abuse and Mental Health Service’s Center for Substance Abuse Prevention (CSAP):**
  The Incredible Years was listed in 1999 as an exemplary 1 program in Strengthening America’s Families.

- **Office of the Surgeon General, United States Department of Health and Human Services:**
  The Incredible Years was listed as a promising level 2 risk prevention program in 2000 in Youth Violence: A Report of the Surgeon General.

- **The National Registry of Evidence-based Programs and Practices (NREPP), Substance Abuse and Mental Health Services Administration (SAMHSA):**
  The Incredible Years has been reviewed and is listed on NREPP.
• **School Crime and Policing:**
The Incredible Years was listed as an exemplary program in 2004 in *A Guide to Effective School-based Prevention Programs*. Refer to *School Crime and Policing* authored by William L. Turk.

**Other Recognitions**

• **American Psychological Association:**
The Incredible Years programs are recommended by the American Psychological Division 12 Task Force as a well-established treatment for children with conduct problems. *The Incredible Years* parenting programs are recommended by the American Psychological Association Task Force. They have met stringent Chambless criteria for empirically supported mental health interventions for children with conduct problems.

• **Collaborative for Academic, Social, and Emotional Learning (CASEL):**
The Incredible Years was not included in CASEL’s 2003 Safe and Sound program review, but is acknowledged on their website as a program that has either demonstrated positive impacts, or is a new and promising program.


• **The Lela Rowland Award 1997, National Mental Health Association:**
The Incredible Years parenting program was selected as the winner of the best prevention programs of 1997 by the National Mental Health Association.

• **The Lela Rowland Award 2002, National Mental Health Association:**
One of the Incredible Years’ certified mentors, Dr. Charles O. Tingley, Jr, brought The Incredible Years programs to his agency, Northeast Occupational Exchange. They received the Lela Rowland Prevention Award from the National Mental Health Association in 2002.

• **National Mental Health Research Scientist Award, National Institutes of Health, United States Department of Health and Human Services:**
Dr Webster-Stratton has been the recipient of the prestigious National Mental Health Research Scientist Award.

• **Science and Service Awards: Mental Health Promotion, Substance Abuse and Mental Health Services Administration (SAMHSA):**
Morrison Child and Family Services of Portland, Oregon and Amherst H. Wilder Foundation were recognized by SAMHSA with a Science and Service Award in 2007 and 2009 respectively for their community implementation of The Incredible Years. The honor is bestowed to community-based organizations and coalitions for exemplary implementation of evidence-based services.

**Logic Model**

A logic model is a way to visually represent the underlying rationale for the behavioral changes associated with an evidence-based program, and it explains how and why the program is effective.

A logic model shows how specific program components or activities influence risk and protective factors and the skills, knowledge, attitudes, intentions, and behaviors of the program participants, both immediately following the program (short-term or proximal outcomes) and in later years (long-term or distal outcomes). The logic model for a program is based on an established theory of how specific risk and protective factors are related to youth development. Typically, a program’s components are designed to increase certain protective factors and decrease certain risk factors that have been shown through research to predict future development.
In most programs, you can expect to see changes in specific risk and protective factors and in participant’s skills, knowledge, attitudes and intentions prior to changes in their actual behaviors. Knowing this helps one to have realistic expectations about when and what changes can be expected in the youth or families that are participating in a program and helps guide evaluation of the program’s impact.

Get the Logic Models

- IYS DINA Classroom Logic Model
- IYS DINA Small Group Logic Model
- IYS BASIC Parent Program Logic Model
- IYS ADVANCE Parent Program Logic Model

Targeted Risk and Protective Factors

The Incredible Years series of programs addresses multiple risk factors across settings known to be related to the development of conduct disorders in children such as high rates of aggression, defiance, oppositional and impulsive behaviors.

Incredible Years Training for Parents

The Incredible Years parenting series includes two programs targeting parents of high-risk children and/or those displaying behavior problems. The BASIC program emphasizes parenting skills known to promote children's social competence and reduce behavior problems such as: how to play with children, helping children learn, effective praise and use of incentives, effective limit-setting and strategies to handle misbehavior.

The Incredible Years BASIC and ADVANCE Parent Program

Protective Factors Targeted for an Increase:

- Family Attachment
- Family Opportunities for Prosocial Involvement
- Family Rewards for Prosocial Involvement

Risk Factors Targeted for a Decrease:

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

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. The treatment version is designed for use as a "pull out" treatment program for small groups of children exhibiting conduct problems. The prevention version is delivered to the entire classroom by regular teachers, two to three times a week.
The Incredible Years DINA Dinosaur Classroom and Small Group Curriculum

Protective Factors Targeted for an Increase:

• School Opportunities for Prosocial Involvement
• School Rewards for Prosocial Involvement
• Social Skills
• Interaction with Prosocial Peers

Risk Factors Targeted for a Decrease:

• Poor Academic Performance
• Low School Commitment
• Favorable Attitudes towards Antisocial Behavior

Demonstrated Outcomes

The Incredible Years BASIC Parent Program
In research studies*, the Incredible Years BASIC Parent Programs have been shown to:

• Increase parent positive affect such as praise and reduced use of criticism and negative commands.
• Increase parent use of effective limit-setting by replacing spanking and harsh discipline with nonviolent discipline techniques and increased monitoring of children.
• Reduce parental depression and increase parental self-confidence.
• Increase positive family communication and problem-solving.
• Reduce conduct problems in children’s interactions with parents and increases in their positive affect and compliance to parental commands.

* Six randomized control group evaluations of the parenting series by the program developer and colleagues at the University of Washington as well as five independent replications by other investigators.

The Incredible Years ADVANCE Parent Program
In research studies*, the Incredible Years ADVANCE Parent Programs have been shown to:

• Improved family communication and conflict resolution skills
• Improved problem solving and coping skills.
• Fewer child behavior problems.

* Two randomized control group evaluations of the ADVANCE parenting series by the program developer and colleagues at the University of Washington.

The Incredible Years DINA Dinosaur Classroom Curriculum
In research studies*, the Incredible Years DINA Classroom Curriculum has been shown to:
• Reduce children’s aggressive and disruptive behavior
• Increase prosocial behavior
• Increase positive conflict management skills and social skills when interacting with peers and teachers
• Increase problem solving strategies and increased emotion literacy on assessments

* Randomized control group evaluations of the child training series by the program developer and colleagues at the University of Washington as well as independent replications by other investigators.

The Incredible Years DINA Dinosaur Small Group Curriculum
In research studies*, the Incredible Years DINA Small Group Therapy Curriculum has been shown to:

• Reduce children’s aggressive and disruptive behavior
• Increase prosocial behavior
• Increase positive conflict management skills and social skills when interacting with peers and teachers
• Increase problem solving strategies and increased emotion literacy on assessments

* Randomized control group evaluations of the child training series by the program developer and colleagues at the University of Washington as well as independent replications by other investigators.

Information and research articles demonstrating the impact of the Incredible Years programs can be accessed at:

• The Incredible Years Parents, Teachers and Child Training Programs http://www.incredibleyears.com/
• Center for the Study and Prevention of Violence www.blueprintsprograms.com

The following is a select bibliography of the most recent research articles for the Incredible Years:


**Return on Investment/Cost-benefit Information**

A “cost-effective” program is doubly appealing from a societal standpoint if such a program can successfully prevent or reduce delinquency without creating a financial burden to taxpayers – or better yet providing fiscal benefits to taxpayers. The potential economic benefits of a successful prevention or intervention program can be readily demonstrated to policymakers and the public in general. Programs that both reduce problems identified by local communities while also reducing costs to society are especially important as state and local governments become more accountable for both costs and outcomes. It is not difficult to understand how a program that diverts someone from a criminal path will spare society the justice system expenses associated with processing offenses (from police and court costs to prison costs); in such a case the necessary resources for the prevention program are usually considered well worth the investment. Given typical budget constraints, policymakers seek to fund crime prevention programs that will at least “pay for themselves” while delivering the necessary services for their community. Although the adage that “an ounce of prevention is worth a pound of cure” is well known, it is doubtful most policymakers fully understand the potential taxpayer benefits possible from an effective prevention effort. However, economics experts are now demonstrating how prevention programs may actually provide a substantial return-on-investment.
Click on the link to read the full report: The Economic Return on PCCD’s Investment in Research-based Programs: A Cost-Benefit of Delinquency Prevention in Pennsylvania

An Explanation of Return on Investment Calculations
A cost-effective prevention program is doubly appealing from a societal standpoint, as such a program can successfully prevent or reduce delinquency and problem behaviors in youth and it results in a future reduction in the financial burden of interventions to taxpayers. For example, a program that diverts a youth from a criminal path will spare society the justice system expenses associated with processing offenses, such as police, court, and prison costs. In such a case, the necessary resources for the prevention program are worth the investment as they prevent other future expenses. In addition, cost-effective prevention programs have now been shown to also provide a return-on-investment or fiscal benefits above and beyond the program costs for taxpayers.

In 2004, the Washington State Institute for Public Policy conducted cost-benefit analyses for a variety of prevention programs by calculating the economic benefits derived from specific prevention programs and subtracting the costs incurred to implement the programs. The scientifically rigorous review and analysis provided credible evidence that well implemented prevention efforts can result in a significant return on investment.

To conduct cost-benefit analyses, monetary values are assigned to observed changes that are attributed to prevention programs in the following key outcomes:

- Crime (such as costs to process an arrest, prosecutor costs, victim costs, detention and supervision costs, prison operation expenses)
- Education (graduation rates, test scores, post-high school education, special education rates, grade repetition)
- Employment rates and earning potential
- Substance use (abuse of alcohol, tobacco, and illicit drugs)
- Public assistance (including welfare receipt or social services such as foster care)
- Teen birth rates
- Child abuse and neglect
- Health and mental health service needs

For more information on the Washington State Institute for Public Policy report, Benefits and Costs of Prevention and Early Intervention Programs for Youth, access the full report at: http://www.wsipp.wa.gov/rptfiles/04-07-3901.pdf

The potential economic benefits of a successful prevention or intervention program can be readily demonstrated to policymakers and the public in general. Programs that both reduce problems identified by local communities while also reducing costs to society are especially important as state and local governments become more accountable for both costs and outcomes. Given typical budget constraints, policymakers seek to fund crime prevention programs that will at least “pay for themselves” while delivering necessary services to their community. It is important for prevention programs to communicate the return-on-investment figures derived by economic experts and their locally assessed impacts.
**Training**

**PLEASE NOTE:** Due to increased demand for onsite IYS Program training workshops, it is important to contact Lisa St. George, IYS training coordinator at lisastgeorge@comcast.net or (888) 506-3562 as soon as you know you will need training. Possible training dates may be up to six-nine months from initial contact.

**The Incredible Years BASIC Parent Program**

IYS BASIC Parent Group facilitators are required to participate in three training days in groups of no more than 25 people at one time.

This three-day training will prepare group leaders to lead three different basic parenting programs: (1) toddler program (ages 1-3 years) which is 12 weekly sessions; (2) preschool program (ages 3-6 years) which is 18-20 sessions; and (3) early school age program (ages 6-8 years) which is 12 sessions (four additional for the Supporting your Child's Education component). Content of this training program includes: child-directed play, academic, persistence, social and emotional coaching, praise and encouragement, predictable routines, effective limit setting, nonphysical discipline alternatives, teaching children to problem solve, and supporting children's education. Group therapy process issues such as empowering parents, collaborating, dealing with resistance, confronting and teaching, supporting and advocating for parents will be discussed.

As an intervention program, IYS BASIC Parent Program may be used by professionals (such as therapists and parent educators from psychology, social work, education, nursing and psychiatry) who are working with families of young children diagnosed with Oppositional Defiant Disorder or ADHD or aggressive behavior problems or anxiety and internalizing problems (ages 3-8 years), or with higher risk socio-economically disadvantaged families, as well as court ordered families, foster parents, and teenage parents. The training will also teach participants how to use the IYS BASIC Parent Program as a prevention program in elementary schools and preschools.

**The Incredible Years ADVANCE Parent Program**

IYS ADVANCE Parent Group facilitators are required to participate in two training days in groups of no more than 16-18 people at one time. It is preferred that facilitators be certified in the Incredible Years BASIC Parent Program before training for the Incredible Years ADVANCE Parent Program although those who have a fair amount of experience running the IYS BASIC Parent groups will be considered. Please contact Lisa St. George if you have questions about whether or not you would be qualified to attend this training.

This training is designed for experienced group leaders, who have received the BASIC training, to offer this 8-12 week parenting course as an adjunct to the basic program. It covers topics such as effective communication skills, anger management, giving and getting support, problem solving with adults and with teachers and family problem solving meetings.

**The Incredible Years DINA Dinosaur Classroom Curriculum**

Teachers who will be teaching the Incredible Years Dina Dinosaur Classroom Curriculum are required to participate in three training days in groups of no more than 25 people at one time.

The three day training will present in depth the *Dina Child Social Skills & Problem Solving Training for Children* designed by Dr. Webster-Stratton to help young children who have behavior problems. The
program focuses on ways to promote children's emotional literacy, anger management, appropriate conflict management strategies, expected classroom behaviors, and positive social skills or friendship behaviors with other children and adults.

**The Incredible Years DINA Dinosaur Small Group Curriculum**

Therapists who will be delivering the Incredible Years DINA Small Group Therapy Curriculum are required to participate in three training days in groups of no more than 25 people at one time.

The workshop will cover methods for working with small groups of children including role play, rehearsal, videotape and live modeling, group discussion and small group activities. The intervention program is appropriate for use by therapists with small groups of children with behavior problems either in mental health centers as "pull out" programs in schools. The program has been shown to be effective in two randomized control group studies with families of children with Oppositional Defiant Disorder and Conduct Disorder.

**Training Costs**

- Three day workshop held in Seattle, WA: $400 plus expenses including travel, lodging, and meals.
- Three day workshop held at your site: $1500-$2000/day trainer fee plus expenses including travel, lodging, and meals. An additional ½ day travel fee may be added based on your site location and amount of travel time to your site.

**Supplies/Costs**

**The Incredible Years BASIC Parent Program**

**One-Time Only Initial Cost of Leader Training**

- Initial training costs for two-three days depending on program delivered
- Seattle Training: $400 for three-day and $300 for two-day training $400 x # of group leaders plus travel costs (transportation, lodging, meals, etc.).
- Suggestion: budget $1,100-$1,500 per leader to be trained in Seattle, or
- On-Site Training: $1,500-$2,000 per day for trainer x three-four days (this will be cost effective if you have more than eight-ten leaders but we don’t always have trainers available) plus travel and hotel expenses, workshop handouts and books, etc.

**One-Time Only Initial Program Materials**

- See web site and brochure for particular program prices
- Agency or school may purchase one set of tapes to be shared by multiple group leaders (approximately $1,000-$1,300 per series)
- Leader manuals (leaders will want their own manuals) Cost $150 x # of leaders plus shipping charge.
- **Suggestion**: budget $1,500 per program

**Ongoing Consultation**
• Hourly rate $150 per hour (suggested two hours a month)
• Daily consultation rate for onsite group $1,500 (one-day per year), plus expenses
• Videotape review and certification ($400 per leader) x number of leaders
• Other videotape reviews–hourly fee $75
• **Suggestion:** budget $500 per leader, for one year or for first 2 to 3 groups (or ask leaders to pay their own certification fee)
• **Note:** amount of time to prepare for group sessions will be longer for the leaders’ first groups, approximately 4-6 hours is needed for preparation and delivery. By the time the program has been delivered for the third time this preparation time will be minimized considerably and costs will be reduced.

**Ongoing Costs for Parent Groups (based on one group of 12 parents)**

• Day care for children (three hours per night per provider x 12 sessions); number of providers will depend on number of children in day care. For three providers @ $12 per hour. Approx $1,400
• Food for dinners for groups ($80 per group x 12 sessions). Approx $1,000
• Group leaders’ time for one group - five hours per week x 12 sessions x 2 leaders @ $25 per hour. Approx $3,000
• Parent Books $19.95 per parent x 12 = $240
• Magnets (optional) for parents $1 per parent x 12 = $12
• Parent Handouts $10.00 per parent x 12 = $120
• Optional: room for parent group (may be provided at no charge by agency or school)

**Verification of implementation quality visit by developer or designee.**
PCCD funded sites are required to have the implementation quality of their program verified by the developer or trainer in year two. An estimated cost for this requirement is approximately $1000. The process will include consultation with the program developer via conference call with various IYS staff. Each site should contact Lisa St. George at (206) 285-7565 or lisastgeorge@comcast.net for an estimated cost to fulfill this requirement and include that cost in their budget for the second year of grant funding.

**Program Evaluation Costs (Optional)**
Pennsylvania funded sites are also expected to produce an outcomes report in the third quarter of the second year of funding. The EPICenter provides PCCD-funded sites with tools to summarize and report data to the PCCD. However, if more extensive analysis is desired locally, a site may wish to consider identifying an evaluator and incorporating those costs.

**The Incredible Years ADVANCE Parent Program**

**One-Time Only Initial Cost of Leader Training**

• Initial training costs for two-three days depending on program delivered
- Seattle Training: $400 for three-day and $300 for two-day training. $400 x # of group leaders plus travel costs (transportation, lodging, meals, etc.).
- Suggestion: budget $1,100-$1,500 per leader to be trained in Seattle, or
- On-Site Training: $1,500-$2,000 per day for trainer x three-four days (this will be cost effective if you have more than eight-ten leaders but we don't always have trainers available) plus travel and hotel expenses, workshop handouts and books, etc.

**One-Time Only Initial Program Materials**

- See website and brochure for particular program prices
- Agency or school may purchase one set of tapes to be shared by multiple group leaders (approximately $1,000-$1,300 per series)
- Leader manuals (leaders will want their own manuals) Cost $150 x # of leaders plus shipping charge.
- **Suggestion**: budget $1,500 per program

**Ongoing Consultation**

- Hourly rate $150 per hour (suggested two hours a month)
- Daily consultation rate for onsite group $1500 (one-day per year), plus expenses
- Videotape review and certification ($400 per leader) x # leaders
- Other videotape reviews –hourly fee $75
- **Suggestion**: budget $500 per leader, for one year or for first two to three groups (or ask leaders to pay their own certification fee)
- **Note**: amount of time to prepare for group sessions will be longer for the leaders’ first groups, approximately four-six hours is needed for preparation and delivery. By the time the program has been delivered for the third time this preparation time will be minimized considerably and costs will be reduced.

**Ongoing Costs for Parent Groups (based on one group of 12 parents)**

- Day care for children (three hours per night per provider x 12 sessions); number of providers will depend on number of children in day care. For three providers @ $12 per hour. Approx $1,400
- Food for dinners for groups ($80 per group x 12 sessions). Approx $1,000
- Group leaders’ time for one group – five hours per week x 12 sessions x two leaders @ $25 per hour. Approx $3,000
- Parent Books $19.95 per parent x 12 = $240
- Magnets (optional) for parents $1 per parent x 12 = $12
- Parent Handouts $10.00 per parent x 12 = $120
- Room for parent group (may be provided at no charge by agency or school)
Optional: prizes for parents, e.g. children’s books, bubble bath, candles, etc.

Verification of implementation quality visit by developer or designee.
PCCD funded sites are required to have the implementation quality of their program verified by the developer or trainer in year two. An estimated cost for this requirement is approximately $1000. The process will include consultation with the program developer via conference call with various IYS staff. Each site should contact Lisa St. George at (206) 285-7565 or lisastgeorge@comcast.net for an estimated cost to fulfill this requirement and include that cost in their budget for the second year of grant funding.

Program Evaluation Costs (Optional)
Pennsylvania funded sites are also expected to produce an outcomes report in the third quarter of the second year of funding. The EPICCenter provides PCCD-funded sites with tools to summarize and report data to the PCCD. However, if more extensive analysis is desired locally, a site may wish to consider identifying an evaluator and incorporating those costs.

*Costs as of June 2010-Please refer to program website for the most recent the Incredible Years programs’ costs.

The Incredible Years DINA Dinosaur Classroom Curriculum

One-Time Only Initial Cost of Teacher Training

- Initial training costs for two-three days depending on program delivered
- Seattle Training: $400 for three-day and $300 for two-day training $400 x # of teachers plus travel costs (transportation, lodging, meals, etc.).
- Suggestion: budget $1,100-$1,500 per teacher to be trained in Seattle
- On-Site Training: $1,500-$2,000 per day for trainer x three-four days (this will be cost effective if you have more than eight-ten teachers but we don’t always have trainers available) plus travel and hotel expenses, workshop handouts and books, etc.

One-Time Only Initial Program Materials

- See web site and brochure for particular program prices
- Agency or school may purchase one set of tapes to be shared by multiple teachers(approximately $1,000-$1,300 per series)
- Teacher manuals (teachers will want their own manuals) Cost $150 x # of teachers plus shipping charge.
- Suggestion: budget $1,500 per program

Ongoing Consultation

- Hourly rate $150 per hour (suggested two hours a month)
- Daily consultation rate for onsite group $1,500 (one-day per year), plus expenses
- Videotape review and certification ($400 per leader) x # teachers
Other videotape reviews – hourly fee $75

**Suggestion:** budget $500 per teacher, for one year or for first two to three groups (or ask teachers to pay their own certification fee)

**Ongoing Costs for the DINA Curriculum in Schools (based on 24 children per class)**

- Teachers’ time for delivering program - two hours per week x 60 lessons @ $25 per hour = Approx $3,000
- Child handouts or workbooks $10.00 per child x 24 children = $240
- Materials for activities $5 per child = $120
- Optional: prizes and additional stickers for children, e.g. books, buttons, etc.

**Total Ongoing Costs for Child Classroom Program $135 per child** (since teacher is already teaching this hourly fee may be deducted reducing the ongoing costs of this curriculum to $15 per child)

**Verification of implementation quality visit by developer or designee.**
PCCD funded sites are required to have the implementation quality of their program verified by the developer or trainer in year two. An estimated cost for this requirement is approximately $1000. The process will include consultation with the program developer via conference call with various IYS staff. Each site should contact Lisa St. George at (206) 285-7565 or lisastgeorge@comcast.net for an estimated cost to fulfill this requirement and include that cost in their budget for the second year of grant funding.

**Program Evaluation Costs (Optional)**
Pennsylvania funded sites are also expected to produce an outcomes report in the third quarter of the second year of funding. The EPISCenter provides PCCD-funded sites with tools to summarize and report data to the PCCD. However, if more extensive analysis is desired locally, a site may wish to consider identifying an evaluator and incorporating those costs.

**The Incredible Years DINA Dinosaur Small Group Curriculum**

**One-Time Only Initial Cost of Therapist Training**

- Initial training costs for two-three days depending on program delivered
- Seattle Training: $400 for three-day and $300 for two-day training $400 x # of therapists plus travel costs (transportation, lodging, meals, etc.).
  Suggestion: budget $1,100-$1,500 per leader to be trained in Seattle
  Or,

- On-Site Training: $1,500-$2,000 per day for trainer x three-four days (this will be cost effective if you have more than eight-ten leaders but we don’t always have trainers available) plus travel and hotel expenses, workshop handouts and books, etc.

**One-Time Only Initial Program Materials**

- See web site and brochure for particular program prices
• Agency or school may purchase one set of tapes to be shared by multiple
group therapists(approximately $1,000-$1,300 per series)

• Therapist manuals (therapists will want their own manuals) Cost $150 x # of
therapists plus shipping charge.

• Suggestion: budget $1500 per program

Ongoing Consultation

• Hourly rate $150 per hour (suggested two hours a month)

• Daily consultation rate for onsite group $1500 (one-day per year), plus
expenses

• Videotape review and certification ($400 per leader) x # therapists

• Other videotape reviews –hourly fee $75

• Suggestion: budget $500 per therapist, for one year or for first two to three
groups (or ask therapists to pay their own certification fee)

Ongoing Costs for the DINA Small Group in Schools (based on six children per group)

• Therapists’ time for delivering program - two hours per week x 20-22 lessons @
cost per hour for two therapists

• Child handouts or workbooks $10.00 per child x 6 children = $60

• Materials for activities $5 per child = $30

• Optional: prizes and additional stickers for children, e.g. books, buttons, etc.

Verification of implementation quality visit by developer or designee.
PCCD funded sites are required to have the implementation quality of their program verified by the
developer or trainer in year two. An estimated cost for this requirement is approximately $1000. The
process will include consultation with the program developer via conference call with various IYS staff.
Each site should contact Lisa St. George at (206) 285-7565 or lisastgeorge@comcast.net for an estimated
cost to fulfill this requirement and include that cost in their budget for the second year of grant funding.

Program Evaluation Costs (Optional)
Pennsylvania funded sites are also expected to produce an outcomes report in the third quarter of the
second year of funding. The EPISCenter provides PCCD-funded sites with tools to summarize and report
data to the PCCD. However, if more extensive analysis is desired locally, a site may wish to consider
identifying an evaluator and incorporating those costs.

*Costs as of June 2010-Please refer to program website for the most recent the Incredible
Years programs’ costs.

Implementation Supports
Involving the Local Collaborative Board
Local collaborative boards can play an important role in program development and sustainability. At
start-up, present the research behind the Incredible Years Program you are implementing and share
your local goals for the program. Provide board members a fact sheet and the logic model for the
Incredible Years programs. Help them to understand ways in which they can contribute to the
program’s local success. Also, try to identify potential program champions or community gatekeepers that can help to build relationships that may lead to program support. Throughout implementation, provide frequent verbal reports on the program’s impact and at least annually provide a written summary of program outcomes. Identify board members to become engaged in generating outcome reports and securing sustainability funds.

The Pennsylvania Commission on Crime and Delinquency (PCCD) requires funded sites to report outcomes on a quarterly basis to a collaborative board. They define a collaborative board as a board of diverse community partners who work together to organize, plan, and implement prevention strategies. Examples of collaborative boards include but are not limited to: Integrated Children’s Service Plans (ICSP); Communities That Care (CTC) Delinquency Prevention Policy Boards; Balanced and Restorative Justice Teams; State Health Improvement Coalitions; State Incentive Grant Planning Boards; Criminal Justice Advisory Boards; and Weed and Seed Assistance for Impact Delegation (AID) Teams or other collaborative boards, including those established to focus on implementing healthy community objectives. It has been demonstrated that those prevention programs planned and implemented through a collaborative board structure are more likely to be implemented with fidelity and more likely to be sustained after funding.

Description of Outcomes Assessment Process

In order to get the most out of the Incredible Year Programs, it is important to monitor the process as you implement the program. You should prepare for and evaluate youth and parent behaviors and the quality of program implementation.

PCCD grantees are required to report quarterly on process and outcomes performance measures to assess program impact. The performance measures for the Incredible Years programs are listed here. The Penn State EPISCenter is available to help sites develop a plan for collecting and reporting data. Please contact the EPISCenter at (814)863-2568 or EPISCenter@psu.edu.

The Incredible Years BASIC Parent Program:
Below is the list of evaluation tools recommended by the Penn State EPISCenter to collect the outcomes needed to report to PCCD:

- Parent Practices Interview
- Parent Group Leader Checklist
- Parent Program Weekly Evaluation
- EPISCenter IYS Basic Parent Program Observation Log

Parent Practices Interview
This questionnaire is adapted from the Oregon Social Learning Center’s Discipline Questionnaire and revised for young children. It can be administered as an interview or used as a self-report questionnaire and is completed by the child’s primary caregiver. This questionnaire will be done as a pre and post with all parents participating in the IYS BASIC Parent Program.

Parent Group Leader Checklist
This checklist is designed for group leaders to complete together following a group session, or for a group leader to complete for him/herself when reviewing a video of a session. This checklist will be used to help determine quality of implementation of the program after each session is completed. The
checklist can be completed by both of the parent group facilitators together with discussion about how the session went or by each facilitator separately as part of their certification process.

**Parent Program Weekly Evaluation**
A short four question survey completed at each session to gauge how parent’s felt about the session.

**EPISCenter IYS BASIC Parent Program Observation Log**
A log to track the number of observations completed of the IYS BASIC Parent Program sessions. It is recommended that approximately 20% of lessons be observed for monitoring implementation quality.

**The Incredible Years ADVANCE Parent Program**
Below is the list of evaluation tools recommended by the Penn State EPISCenter to collect the outcomes needed to report to PCCD for the Incredible Years ADVANCE Parent Program:

- Parent Group Leader Checklist
- EPISCenter Incredible Years ADVANCE Parent Program Survey
- EPISCenter Parent Weekly Evaluation Form
- EPISCenter IYS Advanced Parent Program Observation Log

**Parent Group Leader Checklist**
This checklist is designed for group leaders to complete together following a group session, or for a group leader to complete for him/herself when reviewing a video of a session. This checklist will be used to help determine quality of implementation of the program after each session is completed. The checklist can be completed by both of the parent group facilitators together with discussion about how the session went or by each facilitator separately as part of their certification process. The checklist will also be used to measure implementation quality by an observer who has been trained in the IYS ADVANCE Parent Program.

**EPISCenter Incredible Years ADVANCE Parent Program Survey**
This survey is adapted from the Brief Assessment of Anger and Aggression (Maiuro, Vitaliano, & Cahn, 1987), and the Center for Epidemiology Studies Depression Scale (Radloff, 1977), the Pearlin Mastery Scale (Locus of Control) (Pearlin & Schooler, 1978), and the Family Support Scale (Dunst, Jenkins, & Trivette, 1984. The survey will be completed as a pre and post survey with all parents participating in the IYS ADVANCE Parent Program.

**EPISCenter Parent Weekly Evaluation Form**
A short four question survey completed at each session to gauge how parent’s felt about the session.

**EPISCenter IYS Advanced Parent Program Observation**- A log to track of the number of observations completed of the IYS BASIC Parent Program sessions. It is recommended that approximately 20% of lessons be observed for monitoring implementation quality.

**The Incredible Years DINA Dinosaur Classroom Curriculum**
Below is the list of evaluation tools recommended by the Penn State EPISCenter to collect the outcomes needed to report to PCCD for the Incredible Years DINA Classroom Curriculum:

- Teacher Child Group Checklist
- EPISCenter IYS DINA Student Evaluation
Teacher Child Group Checklist
This checklist is designed for teachers to complete following a DINA Classroom Curriculum lesson. This checklist will be used to help determine quality of implementation of the program after each lesson is completed. The checklist will also be used to measure implementation quality by an observer who has been trained in the IYS DINA Classroom Curriculum.

EPISCenter IYS DINA Student Evaluation
This tool will be completed on students receiving the IYS DINA Classroom Curriculum. It will be completed at the beginning of each year that DINA is being implemented as a pre evaluation and at the end of each year the DINA is being implemented as a post evaluation to determine program impact by changes in a child’s behavior. Depending on the size of implementation, a sample of students may be used to by teachers to complete the pre and post evaluation.

EPISCenter IYS DINA Annual Teacher Survey
This short three question survey is to be used to capture the number of DINA Classrooms lessons taught during the school year as well as the number of students who began and ended the school year in the same classroom to report to PCCD as part of the performance measures.

EPISCenter IYS DINA Observation Log
A log to track of the number of observations completed of the IYS DINA Classroom Curriculum lessons. It is recommended that approximately 20 percent of lessons be observed for monitoring implementation quality.

The Incredible Years DINA Dinosaur Small Group Curriculum
Below is the list of evaluation tools recommended by the Penn State EPISCenter to collect the outcomes needed to report to PCCD for the Incredible Years Dina Dinosaur Small Group Therapy Curriculum:

- IYS DINA Small Group Leader Checklist
- EPISCenter IYS DINA Annual Group Facilitator Survey
- EPISCenter IYS DINA Small Group Observation Log
- EPISCenter IYS DINA Student Evaluation

IYS DINA Small Group Leader Checklist
This checklist is designed for teachers to complete following a DINA Small Group Curriculum lesson. This checklist will be used to help determine quality of implementation of the program after each lesson is completed. The checklist will also be used to measure implementation quality by an observer who has been trained in the IYS DINA Small Group Curriculum.

EPISCenter IYS DINA Annual Group Facilitator Survey
This short three question survey is to be used to capture the number of DINA Small Group lessons completed out of the 22 recommended. It also asks the number of children who began in the group and the number of children who ended in the group which will need to be reported to PCCD as part of the performance measures.
EPISCenter IYS DINA Small Group Observation Log
A log to track the number of observations completed of the IYS DINA Classroom Curriculum lessons. It is recommended that approximately 20% of lessons be observed for monitoring implementation quality.

EPISCenter IYS DINA Student Evaluation
This tool will be completed on children receiving the IYS DINA Small Group Curriculum. It will be completed as a pre and post evaluation on each child in the IYS DINA Small Group.

The EPISCenter is available to help sites develop an evaluation strategy for the Incredible Years Parent Programs and DINA Curriculum at (814) 863-2568 or EPISCenter@psu.edu.

Outcomes Report Requirement
Since 2005, a requirement has been included in each Research-based and Evidence-based Initiative grant awarded by PCCD obliging all grantees to prepare and submit an outcomes report. The required report must be submitted by the end of the third quarter of the third year of grant funding. It is to be submitted through E-grants as an attachment with the quarterly report.

The outcomes report serves the purpose of allowing grantees the opportunity to summarize their grant execution and their impact on the target population, local community, and identified community risk and protective factors over the course of the grant. The report should be reflective of quantitative data indicated by the performance measures and survey data collected, and qualitative data, reflective of feedback from participants, staff, and program partners.

For each program funded by PCCD, a template for completing the outcomes report is provided in section five of the implementation manual. The template outlines the minimum content required by PCCD; however, sites are invited to incorporate any other available information that demonstrates the program’s impact on individuals or communities. In addition, PCCD is interested in understanding the successes experienced, and also the challenges faced. This information can prove extremely valuable in PCCD’s efforts to support future grantees and program replications. PCCD is also interested in learning about the ways in which grantees plan for sustainability, as their hope is that programs will continue beyond initial PCCD funding. The information shared in the outcome reports also affords PCCD the opportunity to aggregate data across sites and use it to demonstrate the impact of the state’s investment on targets such as academic performance, anti-social behavior, delinquency, out-of-home placements, recidivism, and substance use.

Fidelity Recommendations
With any evidence based program, it is important to develop a plan to monitor implementation quality or adherence of fidelity to the model of the original program that has been researched and tested for effectiveness. Monitoring implementation quality will increase the likelihood that a site will achieve the same positive outcomes as found with the program developer’s original research.

Sites are expected to monitor implementation quality and fidelity. Fidelity observations are to be conducted by an observer who has been trained in the Incredible Years program they are implementing.

PCCD Grantees should use the tools listed below to monitor implementation quality:

- Conducted by an observer who has been trained in the Incredible Years program they are implementing.
- Sites are expected to monitor implementation quality and fidelity.
The Incredible Years BASIC Parent Program

Parent Group Leader Checklist
This checklist is designed for group leaders to complete together following a group session, or for a group leader to complete for him/herself when reviewing a video of a session. This checklist will be used to help determine quality of implementation of the program after each session is completed. The checklist can be completed by both of the parent group facilitators together with discussion about how the session went or by each facilitator separately as part of their certification process. The checklist will also be used by an observer trained in the IYS BASIC Parent Program to evaluate implementation quality.

EPISCenter IYS BASIC Parent Program Observation Log
A log to track the number of observations completed of the IYS BASIC Parent Program sessions. It is recommended that approximately 20% of lessons be observed for monitoring implementation quality.

The Incredible Years ADVANCE Parent Program

Parent Group Leader Checklist
This checklist is designed for group leaders to complete together following a group session, or for a group leader to complete for him/herself when reviewing a video of a session. This checklist will be used to help determine quality of implementation of the program after each session is completed. The checklist can be completed by both of the parent group facilitators together with discussion about how the session went or by each facilitator separately as part of their certification process. The checklist will also be used to measure implementation quality by an observer who has been trained in the IYS ADVANCE Parent Program.

EPISCenter IYS Advanced Parent Program Observation
A log to track the number of observations completed of the IYS BASIC Parent Program sessions. It is recommended that approximately 20% of lessons be observed for monitoring implementation quality.

The Incredible Years DINA Dinosaur Classroom Curriculum

Teacher Child Group Checklist
This checklist is designed for teachers to complete following a DINA Classroom Curriculum lesson. This checklist will be used to help determine quality of implementation of the program after each lesson is completed. The checklist will also be used to measure implementation quality by an observer who has been trained in the IYS DINA Classroom Curriculum.

EPISCenter IYS DINA Observation Log
A log to track the number of observations completed of the IYS DINA Classroom Curriculum lessons. It is recommended that approximately 20 percent of lessons be observed for monitoring implementation quality.

The Incredible Years DINA Dinosaur Small Group Curriculum

IYS DINA Small Group Leader Checklist
This checklist is designed for teachers to complete following a DINA Small Group Curriculum lesson. This checklist will be used to help determine quality of implementation of the program after each lesson is completed. The checklist will also be used to measure implementation quality by an observer who has been trained in the IYS DINA Small Group Curriculum.
EPISC Center IYS DINA Small Group Observation Log
A log to track of the number of observations completed of the IYS DINA Classroom Curriculum lessons. It is recommended that approximately 20% of lessons be observed for monitoring implementation quality.

Incredible Years Certification Process for Group Leaders
The Incredible Years offers the following Group Leader Certification/Accreditations as part of their training protocol. Parent group leaders and teachers are encouraged to become certified.

Addressing Common Barriers to Implementation
The Incredible Years BASIC and ADVANCE Parent Programs

• Training for parent group facilitators needs to be scheduled as soon as possible because the demand for training can cause a wait time and slow down progress of implementation.

• Recruiting parents can be a challenge. In some areas, parents may be mandated to attend the program for various reasons and may not be voluntarily attending the program. Rural areas may struggle to recruit parents that may not have their own transportation or public transportation available to them.

• Arranging child care for children during the parenting sessions and may take some extra effort depending on the number of children.

• It can be a challenge to keep these parents engaged in the attending the program for the full 12-14 weeks. It is important to achieve positive outcomes to have parents complete as many of the sessions as possible. There are built in supports with the Incredible Years to help with retention.

• Completing all the sessions within the allotted time given. With some parent groups, it may take longer than anticipated for parents to acquire new skills. The developer feels it is important to cover the material thoroughly and not move on to new material until the parents understand have mastered the skills being taught. This can cause problems for sites who have allotted funds and resources for a 12 week program but not all material is covered in 12 weeks. One way to address this issue is to have “reunion” meetings with the group to continue to support and expand their skills.

The Incredible Years DINA Dinosaur Classroom and Small Group Curriculum

• Data collection can be difficult to manage if you are implementing in a large amount of classrooms. A pre and post assessment is required for each child receiving the Incredible Years DINA Classroom Curriculum. A site needs to pre-plan for how the data will be collected, by whom and at what time points to ensure that consistent data collection methods are used.

• Materials sometimes are back ordered for the IYS DINA Classroom Curriculum, particularly the puppets because they are handmade. This can cause a delay in implementation since the puppets are an integral part of the curriculum. Sites need to order materials as soon as possible or purchase alternative puppets that are available. (The EPISC Center can provide sites with information with alternative puppet resources)

• Training for teachers needs to be scheduled as soon as possible because the demand for training can cause a wait time and slow down progress of implementation.
Citations


• The Incredible Years overview fact sheet: http://www.incredibleyears.com/Program/incredible-years-series-overview.pdf

• The Incredible Years fact sheet: http://www.werrycentre.org.nz/site_resources/library/Projects/Parent_Mgt_Trng__Incredible_Years/Practical_Resources/brochure_Nov08.pdf