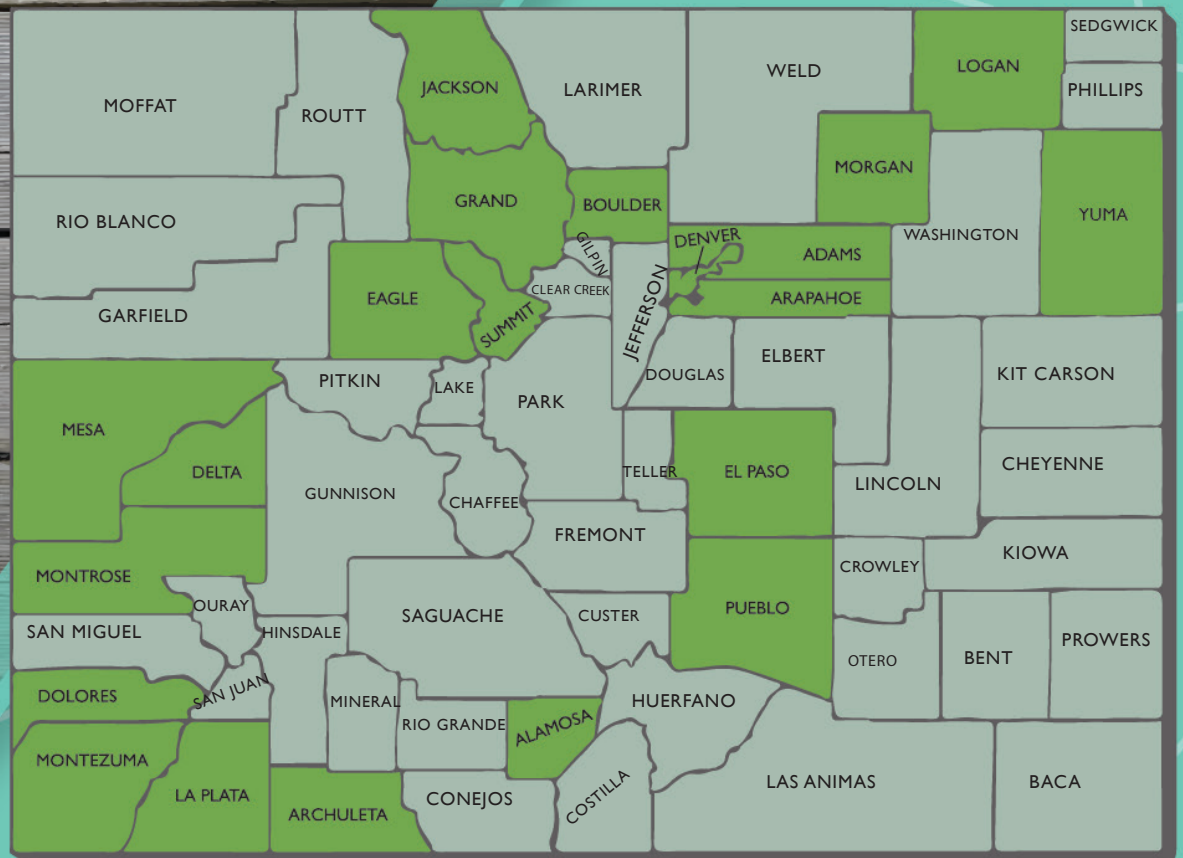




# The Incredible Years® 2017-2018

## Colorado Statewide Annual Report



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## Table of Contents

Executive Summary	3
Promoting Social-Emotional Skills for Colorado's Children	4
The Incredible Years® in Colorado	5
Outcomes at a Glance	6
Invest in Kids' Value Added: Supporting High-Quality Implementation	7
Data Collection	9
Analysis and Application	10
IY Classroom Components: Students Served	11
Dinosaur School Outcomes: Children's Social Competence	12
Dinosaur School Outcomes: Social-Emotional Skills in the Classroom	13
TCM Outcomes: Teacher Classroom Management Strategies	14
TCM Outcomes: Children's Social Competence	15
IY Preschool BASIC Parent Program: Participants Served	16
Parent Program Outcomes: Parenting Practices	17
Parent Program Outcomes: Children's Social Competence	18
Description of Implementers	19
Program Coaching and Fidelity	20
Fidelity Ratings by IY Component: 2017-2018 Classroom Fidelity	21
Fidelity Ratings by IY Component: 2017-2018 Parent Program Fidelity	22
Summary & Future Directions: Sustained Quality Improvement	23
References	25
Appendix A: Teacher Satisfaction Data	
Appendix B: Parent Satisfaction Data	

## Executive Summary

During the 2017-18 program year, three of The Incredible Years® universal prevention program components were offered across 21 counties in Colorado with the support of Invest in Kids. Highlights from the annual statewide evaluation include the following:

### Dinosaur School

**Numbers Served:** 479 teachers and education staff supported the delivery of Dinosaur School to 6,769 students.

**Outcomes:** There was a significant increase in the average pre- and post-test score for student's Prosocial Communication, Emotion Regulation, Academic Skills, and overall Social Competence, as reported by teachers. In addition, there were significant increases reported in the average pre- and post-test scores for all nine items that measured student progress on Dinosaur School social-emotional skills in the classroom.

**Fidelity:** The average fidelity score showed a significant increase over time for both first and second year Dinosaur School teachers.

### Teacher Classroom Management (TCM)

**Numbers Served:** 19 teachers benefitted from training and coaching in TCM, and 216 students were in classrooms with these teachers.

**Outcomes:** There was a significant increase in the average pre- and post-test score for teacher's use of Positive Management Strategies, Incentives, Social-Emotional Learning Supports, and Planning and Support. Teachers also reported a significant increase in their confidence in their abilities to manage behavior problems and promote students' emotional, social, and problem solving skills. There was a significant increase in student's Prosocial Communication, Emotion Regulation, Academic Skills, and overall Social Competence, as reported by teachers.

**Fidelity:** The average fidelity score showed a significant increase over time for TCM teachers.

### Preschool BASIC Parent Program (Parent Program)

**Numbers Served:** 603 parents were served across 47 unique parent groups in Colorado. This is an important milestone because this was the first time that the Parent Program reached so many participants within a single program year.

**Outcomes:** There was a significant increase in the average pre- and post-test score for parent's Appropriate Discipline, Clear Expectations, and Positive Parenting, and a significant decrease in the average pre- and post-test score for parent's Harsh Discipline and Inconsistent Discipline. There was also a significant increase in children's Prosocial Communication, Emotion Regulation, and overall Social Competence, as reported by parents.

**Fidelity:** The average fidelity score showed a significant increase between the first and second assessment for facilitators receiving Level 1 coaching support, and the average fidelity score showed a trend towards a significant increase for facilitators receiving Level 2 coaching support.

## Promoting Social-Emotional Skills for Colorado's Children

Since 1998, Invest in Kids (IIK) has worked in partnership with communities to bring high quality, evidence-based programs to improve the health and well-being of young children in Colorado. These efforts focus on the specific needs of children in diverse, low-income families. Children from low-income families, children of color, and English Language Learners are disproportionately at-risk for experiencing delays in social-emotional development and school readiness<sup>1-3</sup>. Our vision is for every child in Colorado to experience responsive, nurturing relationships with parents and teachers, and to be able to enter kindergarten with a high level of social-emotional competence, providing a strong foundation for learning in early childhood and beyond.

Social-emotional skills include the ability to monitor one's thoughts, feelings, and behaviors in socially and culturally appropriate ways, and communicating and forming relationships with adults and with peers<sup>4</sup>. These skills are considered a foundational component of school readiness, and develop rapidly in early childhood, a sensitive period when a significant amount of brain development occurs. It is also a time when relationships with parents, caregivers, and teachers provide important contexts for promoting social-emotional skills.

Research indicates that exposure to socioeconomic disadvantage and other risk factors in early childhood translates to an increased likelihood of both short and long-term challenges to development<sup>5,6</sup>. In the short-term, children are ill-equipped both academically and behaviorally to enter kindergarten. Long-term, they are more likely to experience mental health problems, substance abuse, lower educational attainment, lower rates of employment, and less economic stability. These individuals are also more likely to recreate risk factors for subsequent generations. However, evidence-based programs exist that leverage the protective factors of positive parent and teacher-child relationships in promoting young children's social-emotional skills. These skills are seen as optimal targets for universal, preventive interventions in early childhood because of their malleability and the implications for long-term health and well-being<sup>7</sup>.

### RISK FACTORS (-)

- Socioeconomic disadvantage
- Family & parent stress
- Harsh and/or inconsistent parent discipline
- Low parent involvement with child's teacher/school
- Teacher stress & lack of support
- Poor teacher classroom management skills
- Poor relationships with parents, teachers, & peers
- Behavior problems & poor social-emotional skills

### PROTECTIVE FACTORS (+)

- Positive, nurturing parent-child and teacher-child relationships
- Family social support
- Support for teacher classroom management
- Parent partnerships with teachers & schools
- Parent and teacher support for children's social-emotional development
- Positive teacher classroom management
- Safe and stimulating physical environments

# The Incredible Years® in Colorado

The Incredible Years® (IY) is a suite of evidence-based programs that includes universal, prevention components for parents and teachers of young children. Over 35 years of rigorous research has documented that benefits of IY include greater social-emotional competence in young children, the increased use of positive teacher classroom management strategies, and improved parenting skills. During the 2017-2018 academic year, three of these program components were delivered in schools and community-based settings to **6,985 children, 498 educational staff, and 603 parents** across **21 counties** in Colorado with the support of IIK. These program components include:



The **Teacher Classroom Management Program (TCM)** provides teachers training and coaching in building positive relationships with students and families, proactive teaching techniques, effective use of praise and incentives, and support strategies for children with challenging behaviors.

The **Preschool BASIC Parent Program (Parent Program)** is delivered through a series of 14 weekly sessions that include dinner and child care to eliminate barriers to participation. Two trained co-facilitators guide each group of approximately 8 to 15 parents as they learn strategies for playing with and praising their children, setting effective limits, and promoting prosocial behavior, among other strategies and skills.

The **Dinosaur School Classroom Program** includes 60 different lessons which are delivered two to three times per week in every participating classroom. Trained staff lead the lessons using puppets, engaging activities, role-plays, and video vignettes. The lessons focus on how to solve problems, control anger, self-monitor emotions, succeed in school, and make friends.

IIK supports the continuous quality improvement and sustainability of IY throughout Colorado by using a comprehensive site selection process, providing training, coaching, and expert consultation to program implementers and site leadership, as well as regular fidelity tracking and data monitoring. **The following report summarizes outcomes from the 2017-2018 annual evaluation of IY in Colorado.**



**implementers**

**communities**

**INVEST  
IN KIDS**

## Outcomes at a Glance

	Dinosaur School	TCM	Parent Program
<b>Numbers Served</b>			
Students	6,769*	216	
Parents			603
Teachers	479*	19	
<b>Program Outcomes (√ = significant changes in expected direction)</b>			
Child Prosocial Communication	√	√	√
Child Emotion Regulation	√	√	√
Child Academic Skills	√	√	
Teacher Classroom Management Skills		√	
Positive Parenting Scales			√
Negative Parenting Scales			√
*Note: 79 Dinosaur School students served were in classrooms where their trained Dinosaur School teachers were being trained and coached in the TCM Program during 2017-18. Those students were included in the Dinosaur School numbers served, and NOT the TCM column. These 9 total Dinosaur trained teachers that received TCM training and coaching were included in the Dinosaur School teacher numbers served column, and NOT the TCM column.			

***“I love The Incredible Years® program! It has made such a huge impact on my students’ social-emotional well-being, their ability to self-regulate emotions, and their ability to problem solve in the classroom.”***  
 ~ Dinosaur School Teacher



## Invest in Kids' Value Added: Supporting High-Quality Implementation

Children, families, and communities will not experience the intended benefits of evidence-based programs if the programs are not delivered with fidelity. Fidelity means that when the program is used in everyday settings, it closely resembles the program as tested by the program developer in research settings. Implementation science has uncovered factors that impact fidelity, such as the match of the program to identified community needs and goals, site readiness, and implementer selection. Implementation science guides the work of IIK so that benefits for children, families, and communities are realized throughout Colorado.

Implementation science suggests that in order to successfully and sustainably use evidence-based programs with fidelity in community-based settings, resources must be devoted at multiple levels. These levels include the implementer/practitioner delivering the evidence-based program, the organization and its leadership, as well as the broader system context within which the organization exists.

Resources at the implementer/practitioner level are devoted to selecting the right implementer, providing high quality training for the implementer, and effective coaching throughout the early stages of use of the new program. Resources at the organizational level include support and barrier busting from leaders in the organization, and the existence and use of a data system for decision making, among others. Resources at the broader system context level include ensuring broad support for the program from the local, state, or other systems. These resources - among others - are devoted to purposefully supporting the program and contribute to quality implementation, continuous quality improvement, and sustainable implementation over time.

IIK devotes resources to exploring the fit of IY to the local community and local implementing organization, and to then building local implementation capacity that goes far beyond simply training implementers to use the IY curricula. IIK is dedicated to building a strong foundation of implementation supports and to assisting with intensive infrastructure development so that the benefits of IY will be available for children and families in the years to come.



*Local Implementation Team (LIT) meeting*

***“Consensus also exists that multi-component implementation strategies are needed in order to address the challenges of effective implementation, as many different factors need to be addressed in sequence or in tandem for effective implementation that retains impact in community settings” (Aarons, Hurlburt, & Horowitz, 2011).***

***“If we want to accelerate uptake of evidence-based behavior change by practitioners, we need to get serious about investing in different and more intensive ways of supporting staff that go beyond education and training” (Ghate, 2016).***

Supporting local sites using implementation science represents a meaningful front-end investment in service to sustained, high quality use of the program over time. IIK emphasizes quality of implementation in every community it is involved with, and remains committed to ensuring that all communities build the implementation capacity necessary to ensure the long-term success of IY. By attending to implementation supports at the implementer, organization, and systems levels, IIK is able to ensure that children and families experience the maximum benefits of IY and that they enjoy the opportunity to build the kinds of skills that set them on an improved trajectory of social-emotional well-being, school readiness, and long-term success.

***Specific IIK activities targeting quality implementation include:***

- ***Engaging in a collaborative exploration process with sites prior to implementation***
- ***Exploring site-level readiness to implement The Incredible Years®***
- ***Providing high quality training in The Incredible Years® components***
- ***Providing coaching for implementers to build lasting and sustainable changes in practice***
- ***Developing site-level peer coaches (high-quality local implementers trained to coach peer teachers) to sustain and enhance local support for implementers***
- ***Working with site leadership and implementers to address barriers to successful implementation***
- ***Tracking fidelity and supporting ongoing practice improvement***
- ***Providing data-informed feedback to implementers, organizations, and communities***
- ***Engaging leadership and developing local implementation teams to support long-term sustainability of The Incredible Years®***



## Data Collection

IJK evaluates all three program components annually in order to track outcomes, monitor fidelity to the program models, and ensure and support practice improvement for program implementers. Each program year, IJK collects data from Dinosaur School teachers, TCM teachers, and Parent Program facilitators and participants. The following summary provides an overview of the variables included in the evaluation for each program component:

### Dinosaur School

### Teacher Classroom Management

At the beginning of the school year, teachers provide demographic information about themselves and their students. For both classroom programs, teachers complete a social competence measure. This information is completed at the beginning and end of the school year, in order to provide evidence for a change in each student's social competence over time. For Dinosaur School, teachers answer nine additional questions about students' curriculum-related skills at the beginning and end of the year, in order to provide information on the change in each student's curriculum-related skills over time. For TCM, teachers take a survey about their use of different types of classroom management strategies on the first day and last day of their TCM training. This information is used to demonstrate the change in teachers use of different strategies from the beginning to the end of the program. IJK consultants and school-based peer coaches complete up to three fidelity observations throughout the school year, to track adherence to the programs and to inform coaching. Finally, all teachers complete pre- and post-test surveys at the beginning and end of the school year in order to assess their stress and confidence, as well as their general expectations for and use of the program.

### Preschool BASIC Parent Program

At the beginning of each 14-week parent group, parents are asked to provide demographic information about themselves and their child. At the beginning and end of the group, parents complete a measure of their child's social competence and their parenting practices so that changes over the course of the program period can be assessed. Finally, parents are asked to complete a program satisfaction survey to document their experience in the program and its usefulness in helping to improve their parenting practices. Throughout the 14-week group, IJK consultants and community-based peer coaches provide multiple opportunities for support and complete up to two fidelity observations. Finally, IY Parent Program facilitators provide information about their demographic characteristics and previous experience facilitating the IY Parent Program and other parenting programs.

## Analysis and Application

*Dinosaur School, to me,  
is like the third teacher.  
It teaches for you, once  
you get in the groove  
and start using it to  
fidelity.*

*~ IY Peer Coach*



### **Evaluation Analysis**

Student, parent and implementer demographic data were analyzed by generating frequencies and averages (mean or median values) in order to summarize the characteristics of program participants and implementers for each IY program component. A pre-post design was used to evaluate the outcomes for participants in each program component. Specifically, subscale and total mean/median scores at each time point were generated and a matched sample of pre- and post-test scores was analyzed to determine if statistically significant changes over time were reported. The criterion for statistical significance in the social sciences that is used to define significant outcomes in our annual reports is  $p < .05$ .

### **Application of Findings**

Evaluation findings are used by IIK to support continuous quality improvement for implementers, sites, and communities. In addition to this statewide report, outcomes are reported at the site, district, and county level. By gathering high-quality data to support decision making at all levels, IIK is able to ensure that positive outcomes are achieved as intended and that implementer fidelity and sustainable installation of each IY program component in Colorado communities is well supported.

## IY Classroom Components: Students Served

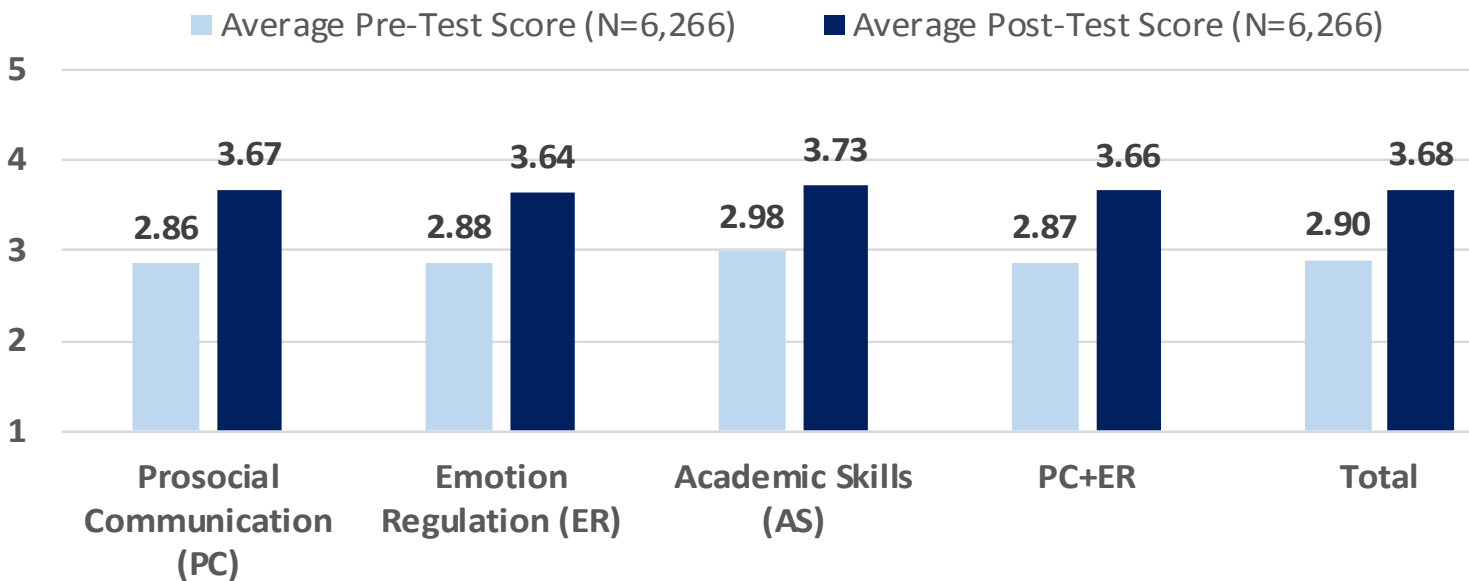


	Dinosaur School		TCM	
	N	%	N	%
Student Gender				
Female	3,255	48%	107	50%
Male	3,514	52%	109	51%
Student Age (years)	M = 4 (2-8)		M = 4 (3-5)	
Student Race/Ethnicity	N	%	N	%
Non-Hispanic White	2,903	43%	59	27%
Hispanic/Latino	3,052	45%	119	55%
Black/African-American	216	3%	11	5%
American Indian/Alaska Native	30	<1%	10	5%
Asian	116	2%	-	-
Native Hawaiian, other Pacific Islander	20	<1%	-	-
Multi-Racial	432	6%	17	8%
Student Grade Level	N	%	N	%
Pre-K	5,665	84%	208	96%
Kindergarten	978	14%	8	4%
First Grade	126	2%	-	-
<b>TOTAL</b>	<b>6,769</b>		<b>216</b>	
*Note: M indicates the median age for each IY component in years. The numbers in parentheses indicate the range of ages from the lowest to the highest.				

## Dinosaur School Outcomes: Children's Social Competence

Teachers rate the behavior of children at the beginning and the end of the school year using the Social Competence Scale (SCS-T). The survey consists of four subscales that measure child behavior in different domains, including Prosocial/Communication Skills, Emotion Regulation, Academic Skills, Emotion Regulation + Prosocial/Communication Skills, and a total score. Each item is scored on a 5-point scale with higher scores indicating a higher degree of child social competence. The Prosocial Communication subscale includes items such as "is helpful to others," the Emotion Regulation subscale includes items such as "can calm down," and the Academic Skills scale includes items such as "pays attention".

### Colorado Statewide Evaluation - Dinosaur School Social Competence Scale - Teacher Report (SCS-T)



*The SCS-T total score and all subscales showed significant, positive changes from pre- to post-test for Dinosaur School students during the 2017-2018 school year.*

*"I have seen positive outcomes from implementing Dinosaur School in my classroom. It has been good to see the children be able to label their feelings and recognize that they can calm themselves using strategies that they have practiced and role played." ~Dinosaur School Teacher*

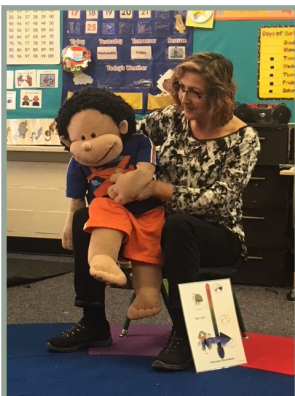
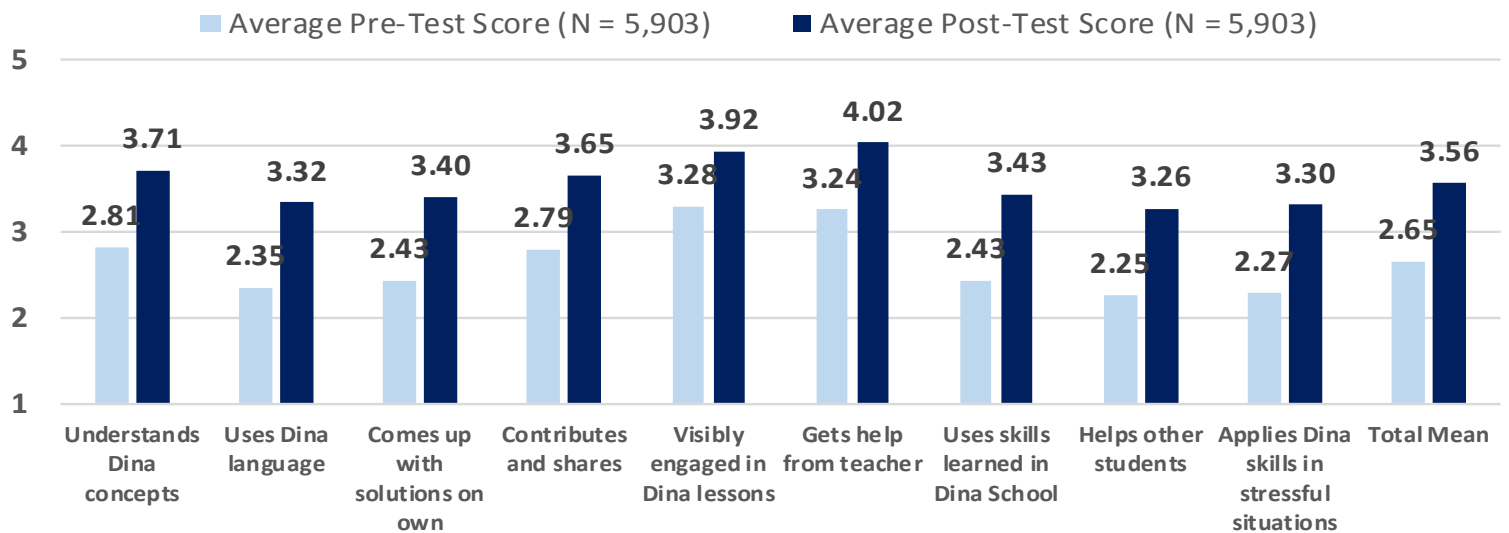


# Dinosaur School Outcomes: Social-Emotional Skills in the Classroom

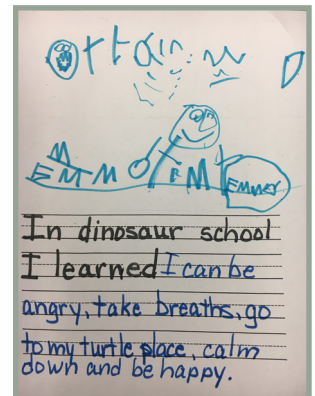
Teachers also rate key aspects of child behavior in the classroom at the beginning and end of the school year using an additional nine-item survey that measures students' demonstration of specific elements of the Dinosaur School curriculum, with higher scores indicating greater mastery of Dinosaur School skills. This survey includes items such as:

- Child is able to come up with behavioral solutions on his/her own
- Child is able to help other students identify behavioral solutions using Dinosaur School concepts
- This child uses Dinosaur School language frequently and consistently

## Colorado Statewide Evaluation - Dinosaur School Social Emotional Skills in the Classroom



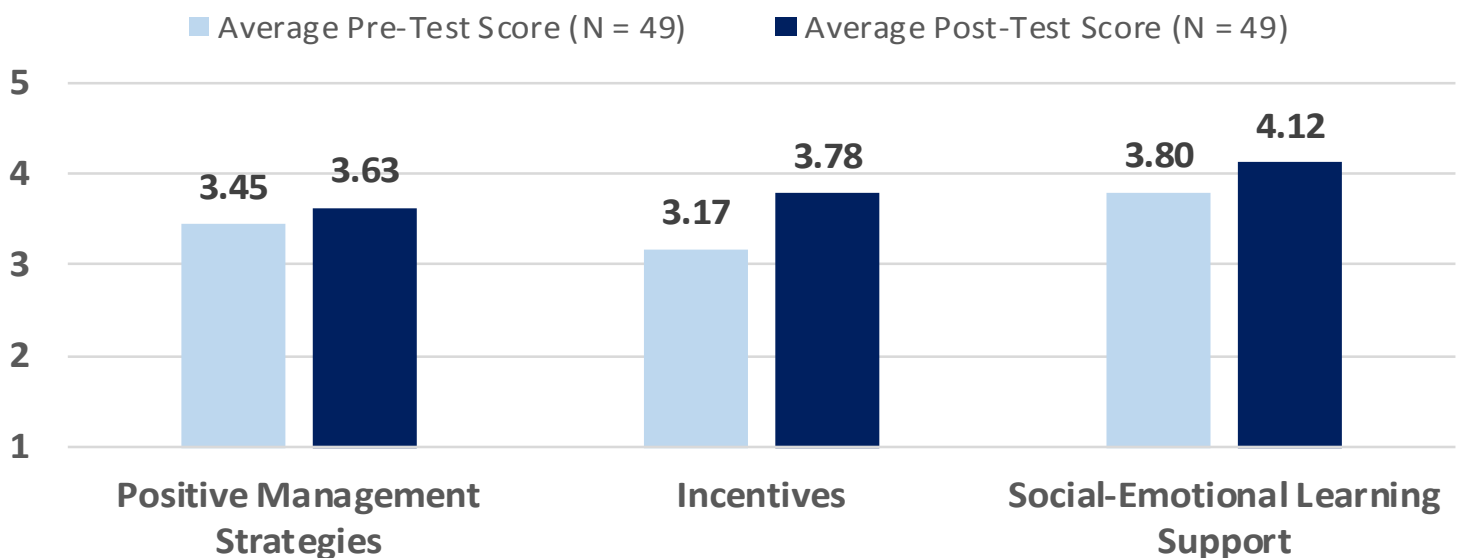
*The total score and all items showed significant, positive changes from pre- to post-test for Dinosaur School students during the 2017-2018 school year.*



## TCM Outcomes: Teacher Classroom Management Strategies

Teachers trained in TCM complete the Teaching Strategies Questionnaire (TSQ) on their first and last day of training (at approximately the beginning and end of the school year, respectively). The survey consists of seven subscales that assess how often teachers use different types of management strategies, including Positive Management Strategies, Incentives, Social-Emotional Learning Support, Parent Collaboration, Planning and Support, and Inappropriate Discipline. The last subscale, Confidence, assesses teachers' belief in their abilities to manage current and future behavior problems, and teach social-emotional skills. Higher scores indicate more frequent use of appropriate classroom management techniques and a higher level of confidence.

Colorado Statewide Evaluation - Teacher Classroom Management  
Teacher Classroom Management Strategies



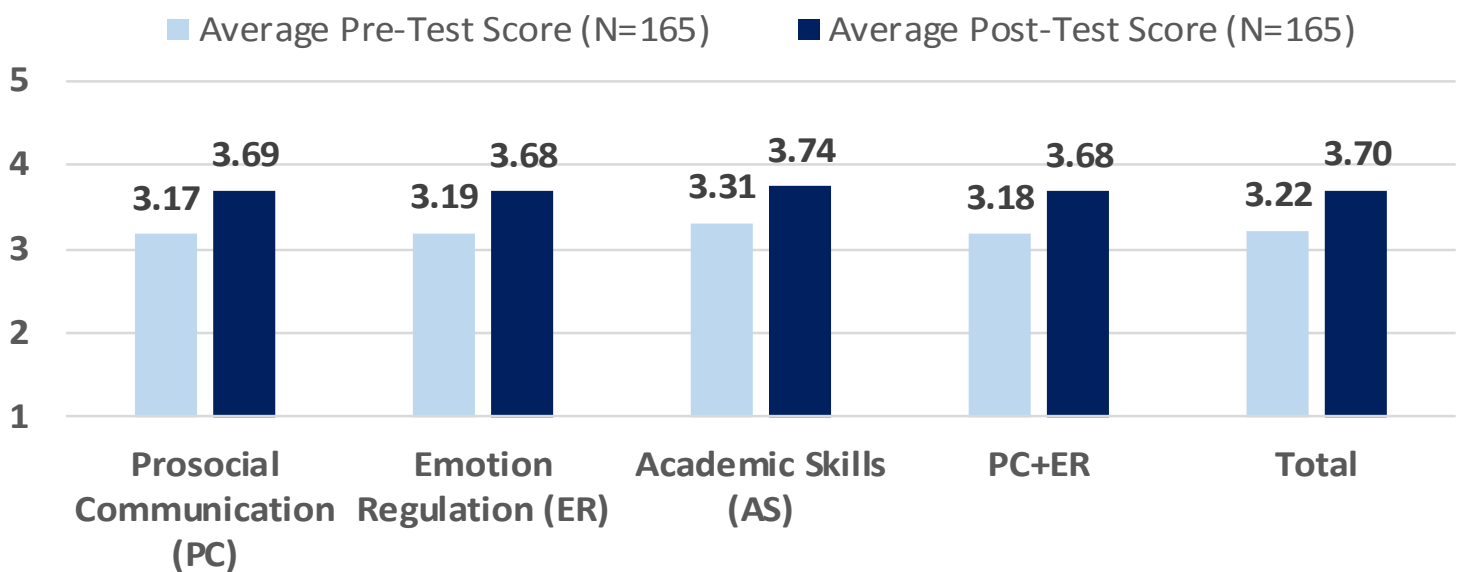
*The Positive Management Strategies, Incentives, Social-Emotional Learning Support and Planning and Support subscales all showed significant, positive changes from pre- to post-test for TCM-trained teachers during the 2017-2018 school year.*

According to the Colorado Early Childhood Workforce Survey (Schaack & Le, 2017), educators commonly reported feeling unprepared to address the specific needs of students with challenging behaviors. Teachers trained in TCM in 2017-18 reported a significant increase in their confidence in their ability to manage current and future behavior problems, as well as their ability to promote social, emotional, and problem solving skills in the classroom.

## TCM Outcomes: Children's Social Competence

As with Dinosaur School, TCM teachers rate the behavior of children at the beginning and the end of the school year using the SCS-T. The survey consists of four subscales that measure child behavior in different domains, including Prosocial/Communication Skills, Emotion Regulation, Academic Skills, Emotion Regulation + Prosocial/Communication Skills, and a total score. Each item is scored on a 5-point scale with higher scores indicating a higher degree of child social competence.

### Colorado Statewide Evaluation - Teacher Classroom Management Social Competence Scale - Teacher Report (SCS-T)



*The SCS-T total score and all subscales showed significant and positive changes from pre- to post-test for students in TCM classrooms during the 2017-2018 school year.*

## Preschool BASIC Parent Program: Participants Served

	Parent Participants (N = 603)	
	N	%
<b>Role</b>		
Mother	378	63%
Father	151	25%
Grandmother	16	3%
Grandfather	7	1%
Other	32	5%
Missing	19	3%
<b>Gender</b>	N	%
Female	422	70%
Male	169	28%
Missing	12	2%
<b>Race/Ethnicity</b>	N	%
Non-Hispanic White	315	52%
Hispanic/Latino	206	34%
Black/African-American	13	2%
American Indian/Alaska Native	15	2%
Asian	8	1%
Multiracial	32	5%
Missing	14	2%
<b>Primary Language</b>	N	%
English	437	72%
Spanish	140	23%
Chinese	4	<1%
Vietnamese	1	<1%
Other	7	1%
Missing	14	2%

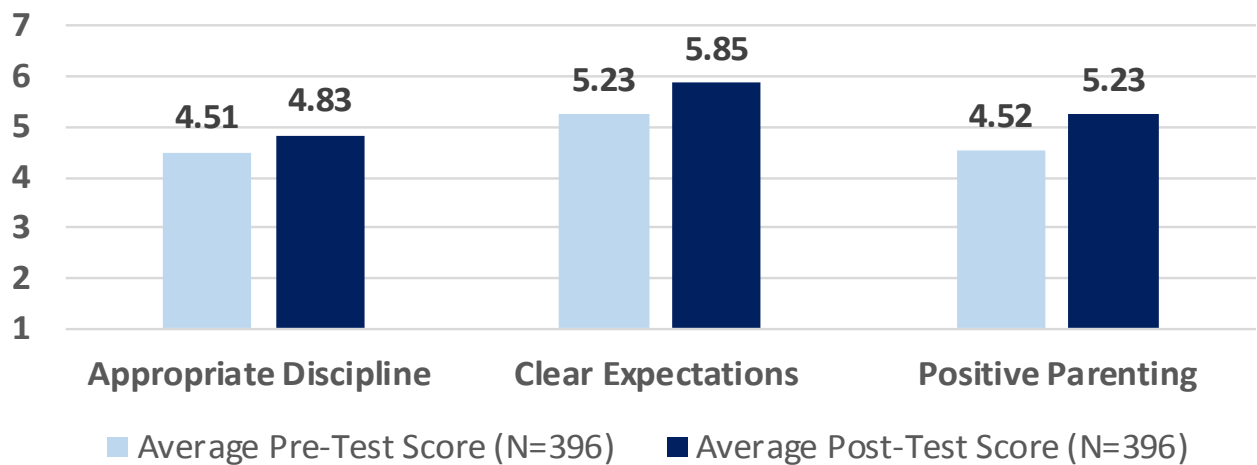
*When my husband and I signed up for Incredible Years, our goal was to learn how to handle our daughter's spirited behavior more diplomatically, without spanking or fury. We learned far more in the 14-week program than we ever could have expected; we now have numerous tools for getting the behavior we want out of our children, and ourselves, that have already proven to be effective for the whole family. All the group discussions, lectures, brainstorming, research-based resources, refrigerator notes, introspection, and homework combined have not only shown us how to parent well, but how to have respectful interactions and relationships with everyone in our lives. - IY Parent*



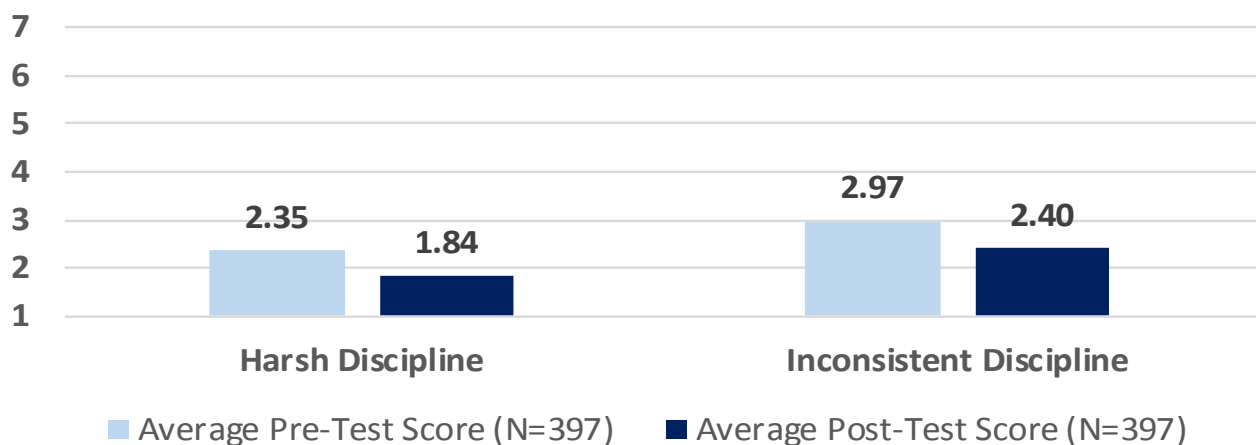
## Parent Program Outcomes: Parenting Practices

Parent participants complete the Parent Practices Interview (PPI), rating their own parenting practices on a 7-point scale in a variety of domains, including three positive parenting subscales (Appropriate Discipline, Clear Expectations, and Positive Parenting) and two negative parenting subscales (Harsh Discipline and Inconsistent Discipline). *The positive and negative parenting subscales showed significant, positive changes from pre- to post-test for participants in the Preschool BASIC Parent Program in 2017-2018.*

Colorado Statewide Evaluation - IY Parent Program  
Parent Practices Interview - Positive Parenting



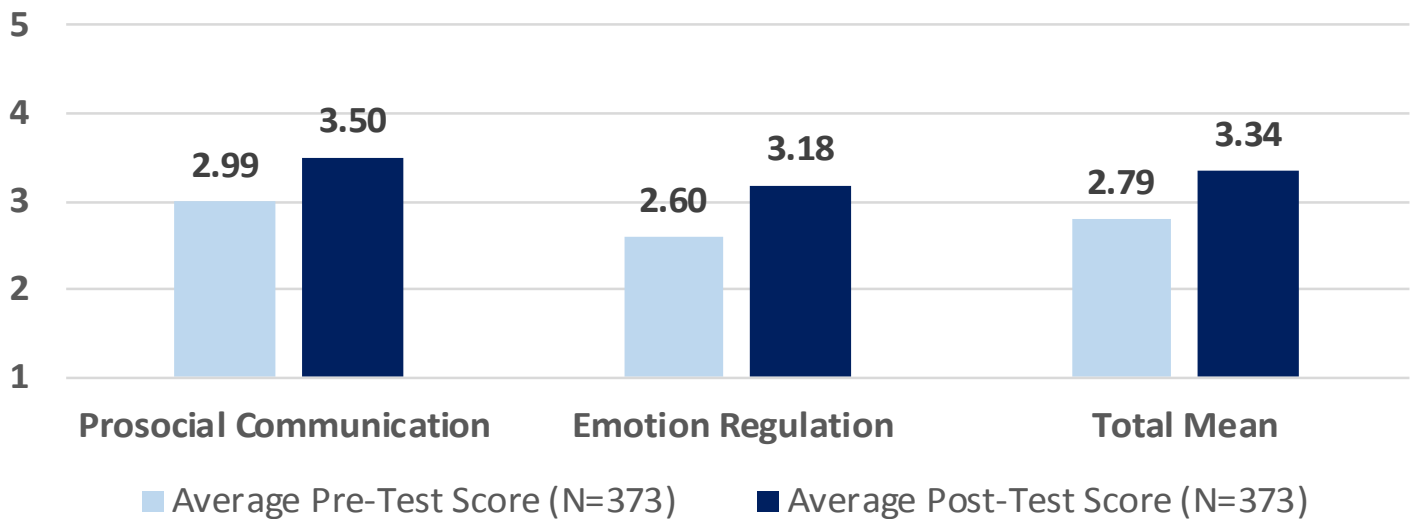
Colorado Statewide Evaluation - IY Parent Program  
Parent Practices Interview - Negative Parenting



## Parent Program Outcomes: Children's Social Competence

Parents rate the behavior of their preschool-aged child at the beginning and the end of the group using the Social Competence Scale (SCS-P). The survey includes two of the four subscales previously described that measure child behavior in different domains, including Prosocial Communication and Emotion Regulation, as well as a total SCS-P score. Each item is scored on a 5-point scale with higher scores indicating a higher degree of child social competence.

Colorado Statewide Evaluation - IY Parent Program  
Social Competence Scale - Parent Report (SCS-P)



*The SCS-P total score and both subscales showed significant and positive changes from pre- to post-test for Preschool BASIC Parent Program participants during the 2017-2018 school year.*

“This class has created a cocoon-like atmosphere and camaraderie between the participants. Many of these parents will be the parents in our lives through school. Having sharing experiences and a shared knowledge base with these families will be priceless. Thank you for the opportunity to take this class; it is a game-changer for families - no matter their station in life!” - IY Parent



## Description of Implementers



	Dinosaur School		TCM		Parent Program	
	N	%	N	%	N	%
Gender						
Female	476	99%	19	100%	60	82%
Male	3	1%	-	-	9	12%
Missing	-	-	-	-	4	5%
Age (years)	M = 42 (19-71)		M = 42 (24-66)		M = 40 (25-65)	
Race/Ethnicity	N	%	N	%	N	%
Non-Hispanic White	314	66%	6	32%	43	59%
Latino/Hispanic	148	31%	10	53%	24	33%
Black/African-American	4	<1%	1	5%	1	1%
American Indian/Alaska Native	2	<1%	1	5%	-	-
Asian	3	<1%	1	5%	-	-
Multiracial	8	2%	-	-	1	1%
Missing	-	-	-	-	4	5%
Highest Degree	N	%	N	%	N	%
GED/High School Diploma	17	4%	3	16%	3	4%
Some College	107	22%	5	26%	10	14%
Associate's Degree	95	20%	2	11%	4	5%
Bachelor's Degree	142	30%	9	47%	14	19%
Master's Degree	114	24%	-	-	38	52%
Missing	-	-	-	-	4	5%
<b>TOTAL</b>	<b>479</b>		<b>19</b>		<b>73</b>	
*Note: M indicates the median age for each IY component in years. The numbers in parentheses indicate the range of ages from the lowest to the highest.						

## Program Coaching & Fidelity

IIK provides regular coaching and monitors the quality of fidelity to the IY program components in order to ensure that implementers have the support they need to deliver IY as intended. As part of this process, IIK consultants and community-based peer coaches complete three fidelity ratings across the year for first and second year implementers in the Dinosaur School component, and three fidelity ratings for teachers receiving TCM coaching during the 2017-2018 school year. Parent Program facilitators receive up to two fidelity ratings during the course of the 14-week program, depending on their level of support from IIK. **During the 2017-2018 school year, the average fidelity ratings for all three IY program components showed improvement over time.**

*Coaching visits by IIK consultants and peer coaches with implementers include:*

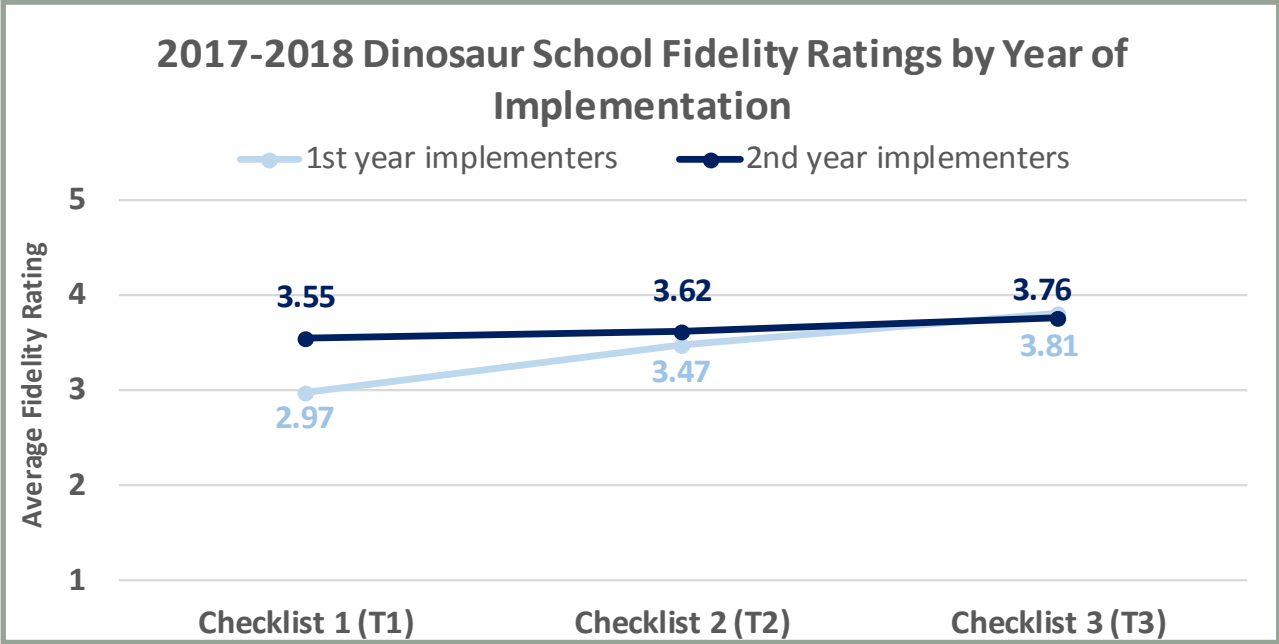
- *Direct observation of implementers engaged in program delivery*
- *Regular fidelity assessments to ensure that the core components of the IY curriculum are being followed*
- *Collaborative goal setting with implementers*
- *Targeted coaching for implementers to improve specific domains of practice*
- *Discussion with implementers about implementation barriers and the creation of problem-solving strategies*

*“The Invest in Kids PD has been the best professional development that I have done so far in my career,... it’s just that they’re organized, they’re targeted, they really have meaningful impacted things that I can actually walk out and use, which is great!”*

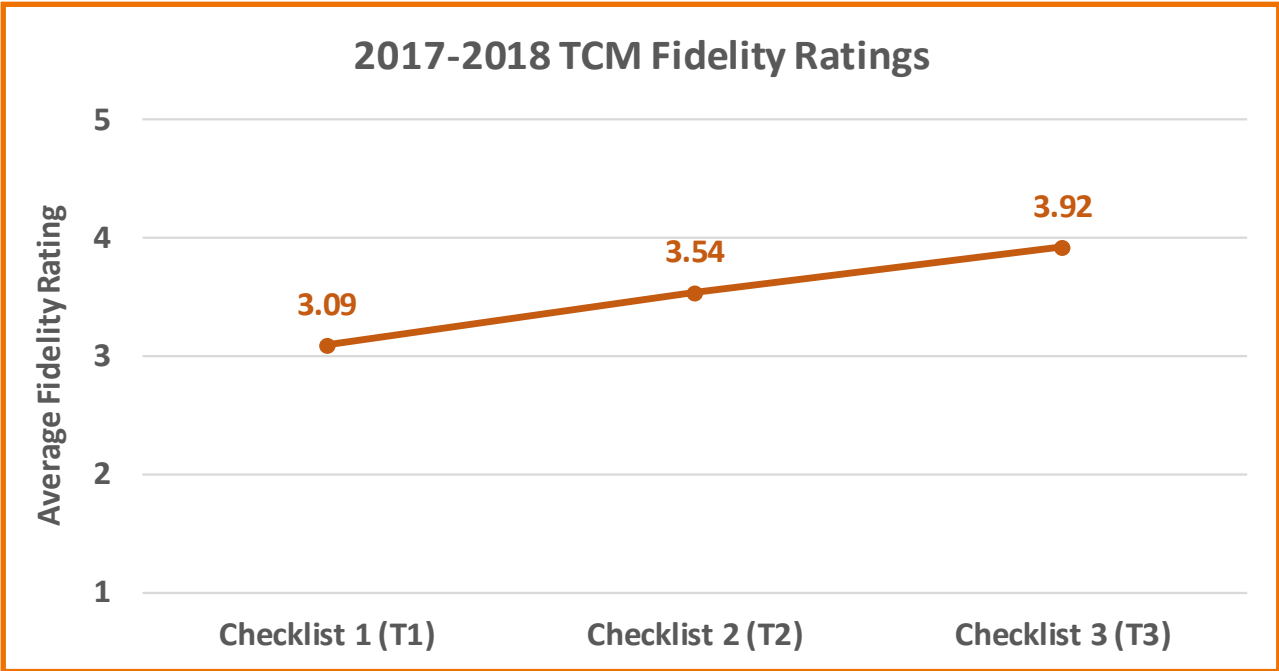
*– IY Peer Coach*



## Fidelity Ratings by IY Component: 2017-2018 Classroom Fidelity

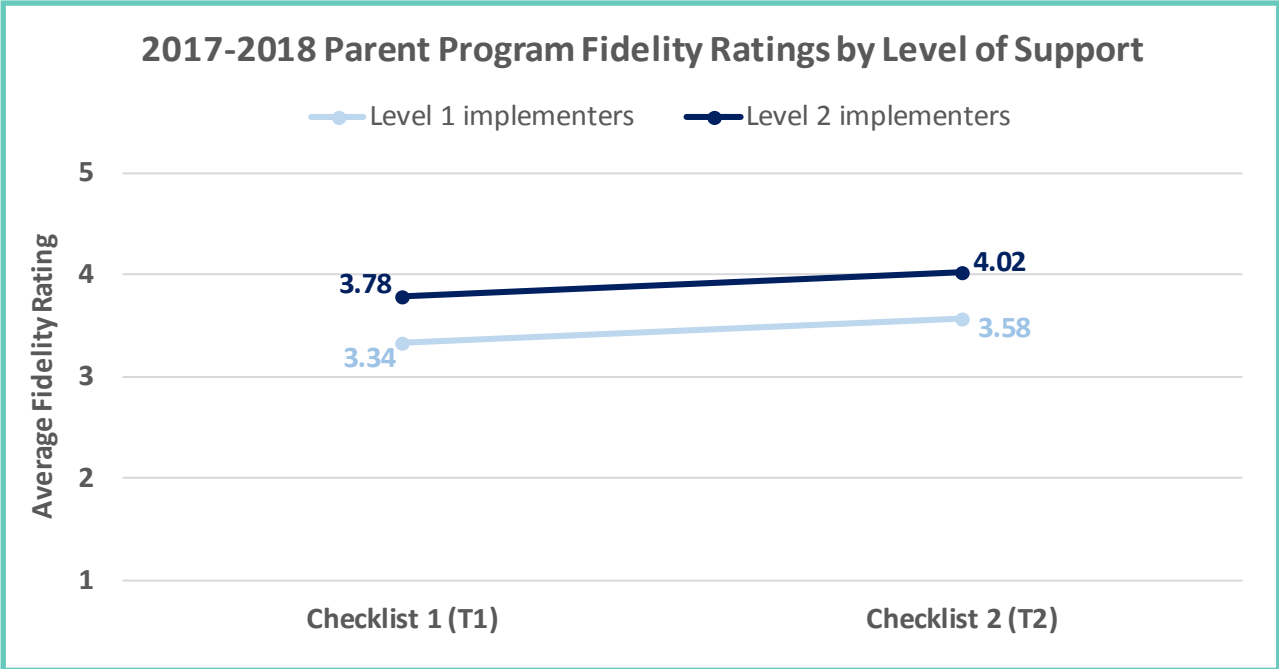


Dinosaur School	T1	T2	T3
1st year implementers	N = 89	N = 82	N = 76
2nd year implementers	N = 40	N = 39	N = 35



TCM	T1	T2	T3
Implementers	N = 20	N = 18	N = 14

## Fidelity Ratings by IY Component: 2017-2018 Parent Program Fidelity



Parent Program	T1	T2
Level 1 implementers	N = 16	N = 16
Level 2 implementers	N = 10	N = 10

### 2017-2018 Fidelity Summary

The average fidelity rating demonstrated significant, positive changes across time for both first and second year Dinosaur School implementers, as well as for TCM implementers. For Parent Program, the average fidelity rating for Level 2 implementers showed a trend towards significant improvement ( $p < .10$ ), while the average fidelity rating for Level 1 Parent Program implementers showed a significant, positive change across time. As implementers received training and coaching in their respective IY program components, their fidelity data showed a general pattern of improvement throughout the school year and the 14-week Parent Program.

*Delivering the IY model with fidelity is critical to ensure that program outcomes are achieved and to promote sustained, successful delivery of the program for classrooms, schools, and communities across Colorado.*

## Summary & Future Directions: Sustained Quality Improvement

### Summary

The 2017-2018 evaluation shows that IY participants and implementers continue to report significant positive outcomes. Specifically, teachers report that children receiving Dinosaur School or benefiting from TCM demonstrate significant improvements in emotion regulation, prosocial communication, academic skills, and overall social-emotional competence. Dinosaur School students show significant gains in Dinosaur School-related social-emotional skills. Teachers in the TCM program report significant improvements in their positive classroom management strategies, as well as a significant increase in their confidence in addressing behavior problems and promoting social-emotional skills in the classroom. Parents enrolled in the Preschool BASIC Parent Program report significant improvements in their use of more positive parenting practices and less negative parenting practices. These parents also report a significant improvement in their preschool-aged children's social competence. Average fidelity ratings show improvement across the 2017-2018 program year for teachers implementing Dinosaur School and TCM, and facilitators implementing the 14-week Parent Program.

### Future Directions: Sustained Quality Improvement

IJK maintains a steadfast commitment to high-quality implementation, sustainability, and scale of the IY program components across Colorado. As IJK reflects on the 2017-2018 IY program year and transitions to 2018-2019, there are four key areas IJK continues to emphasize for strategic implementation enhancement:

- **Readiness: *How community readiness data can inform implementation***
- **Scale and Impact: *Support for a data-informed strategy to increase sustainable scale and impact***
- **Sustainable Support: *Support model focused on implementers after two-year intensive supports***
- **Implementation Science: *Contributions to the field of evidence-based program implementation***



With respect to these key areas, IIK made a number of significant enhancements to implementation supports for Colorado communities during the 2017-18 program year, with a plan to continue these efforts in 2018-2019:

- Conducted a qualitative study of IIK-IY community-based peer coaches, which focused on supports and barriers in coaching implementers, communicating with site leadership, and receiving training and support from IIK. Every peer coach interviewed (N = 9) reported a very high level of satisfaction with the coaching supports that they have received from IIK. When asked about their confidence addressing issues with teacher use of the program, or in using the fidelity checklist, 100% of the peer coaches reported that their high level of confidence was directly tied to the IIK trainings they had attended.
- Continued training a second cohort of peer coaches supporting the delivery of IY in Eagle, Denver, Adams, Pueblo, and Montrose Counties.
- Expanded the roll-out of IRIS Connect, a remote, video-based coaching platform. In 2017-18, IIK consultants used the platform in their coaching with 12 classroom-based implementers and 10 unique parent groups.
- Continued use of an Exploration Tool to assess readiness for IIK support and implementation of IY. Scored RFP applications using the  $R=MC^2$  heuristic from Dr. Abe Wandersman. The  $R=MC^2$  formula represents Implementation Readiness as being comprised of Motivation, innovation-specific (IY) Capacity, and general Capacity.
- Strengthened partnerships among IY program staff, site leaders and community stakeholders by developing Local Implementation Teams (LITs). These teams met up to three times throughout the 2017-18 program year to plan and provide context-specific support for local sustainability of IY.
- Completed a Pay for Success feasibility study to support the scale and sustainability of IY in Colorado. This led to partnerships with two new districts that will begin implementing IY in August 2018.
- Established a staff Equity Team devoted to building greater understanding of and engagement with issues of diversity, equity, and inclusion. Relatedly, the IY team is committed to providing culturally relevant program materials and experiences that meet the needs of diverse IY participants and implementers.



## References

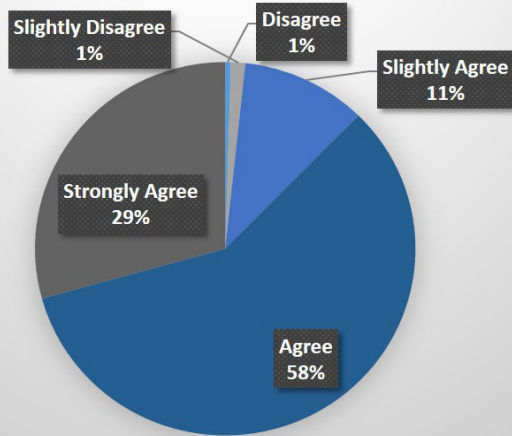
1. Brooks-Gunn, J., Rouse, C. E., & McLanahan, S. (2007). Racial and ethnic gaps in school readiness. In R. C. Pianta, M. J. Cox, & K. L. Snow (Eds.), *School readiness and the transition to kindergarten in the era of accountability* (pp. 283-306). Baltimore, MD: Paul H Brookes Publishing.
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6. Sameroff, A., Gutman, L. M., & Peck, S. C. (2003). Adaptation among youth facing multiple risks: Prospective research findings. In S. S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of childhood adversities* (pp. 364–391). New York: Cambridge University Press.
7. Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child Development*, 88(2), 408-416. doi: 10.1111/cdev.12739

\*\*Note: These references are for the content presented on page 4 of this report.

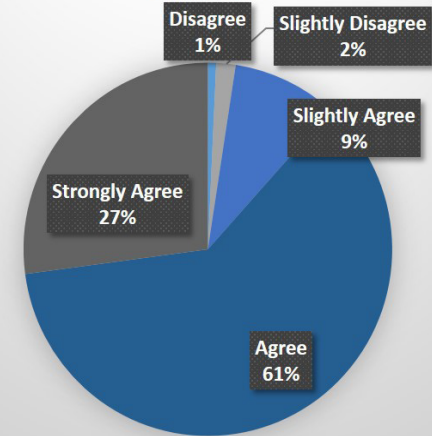
## Appendix A: Teacher Satisfaction Data

In the Spring of 2018, 413 Dinosaur School and TCM teachers answered the following questions about their experiences with IY in their classrooms:

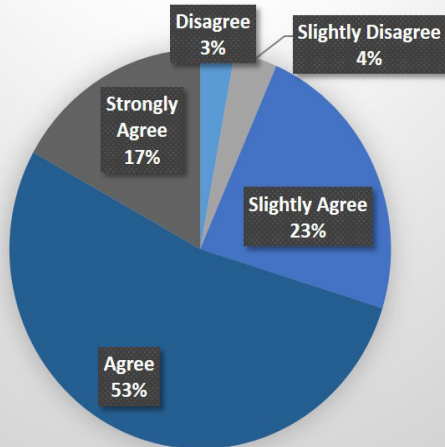
The Incredible Years® training and coaching has given me the tools necessary to prevent and address challenging behaviors in my classroom.



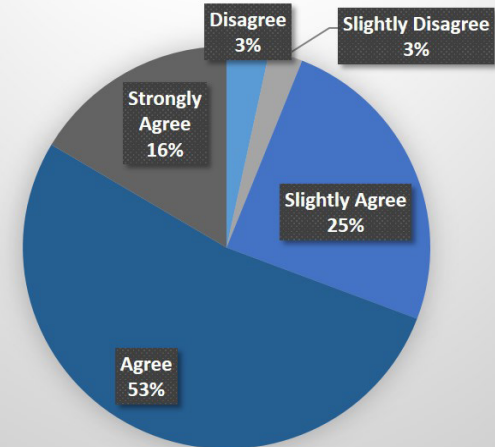
The Incredible Years® training and coaching has increased my confidence in my ability to manage behavior issues that arise inside my classroom.



The Incredible Years® training and coaching has helped to reduce the stress I feel about teaching.

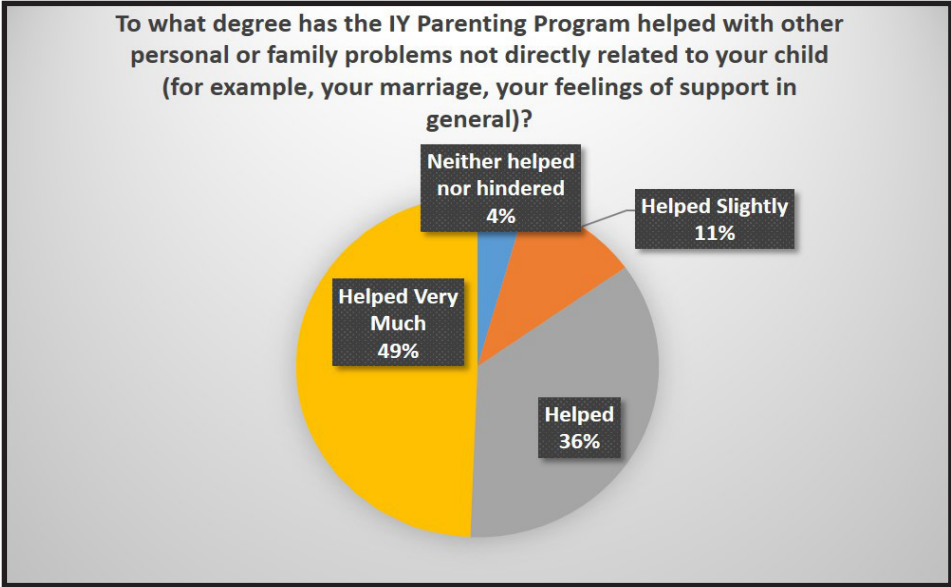
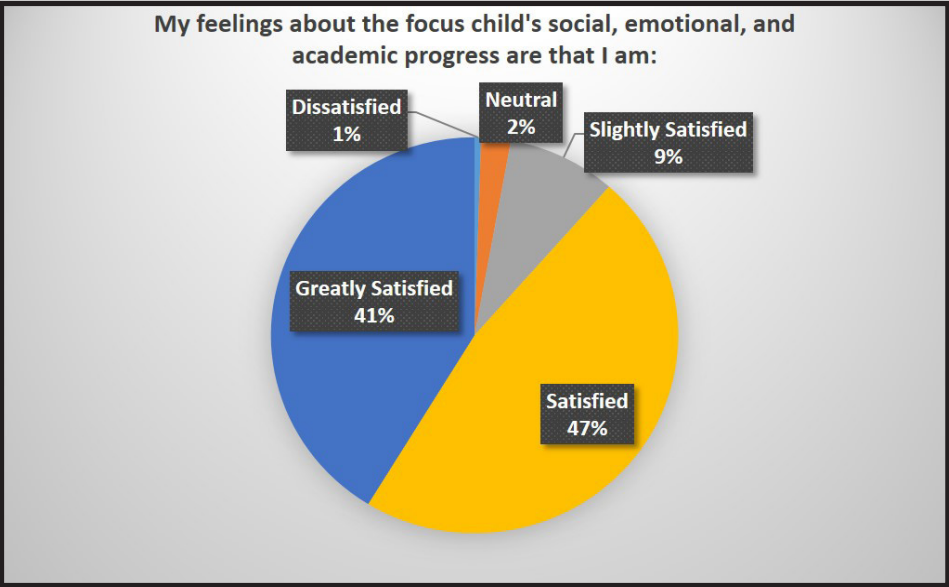
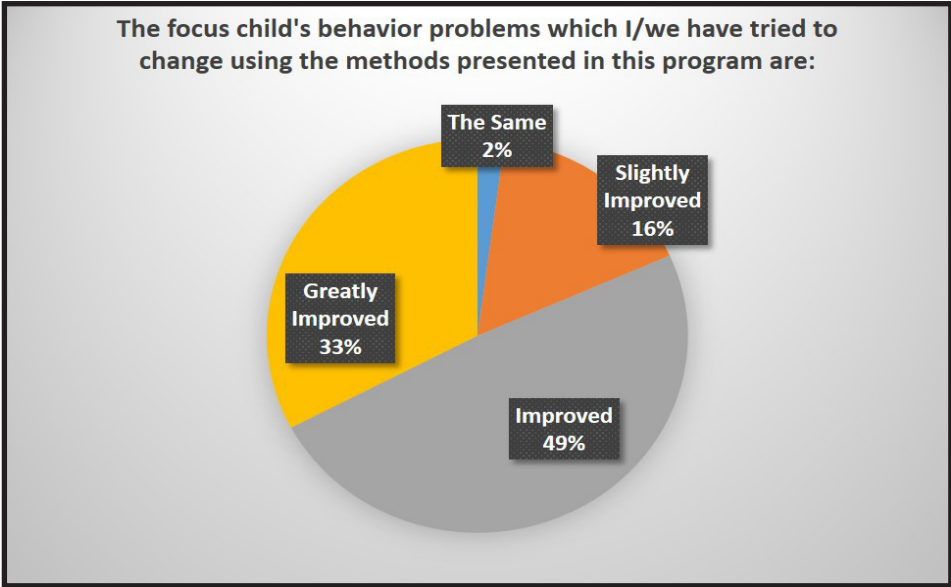
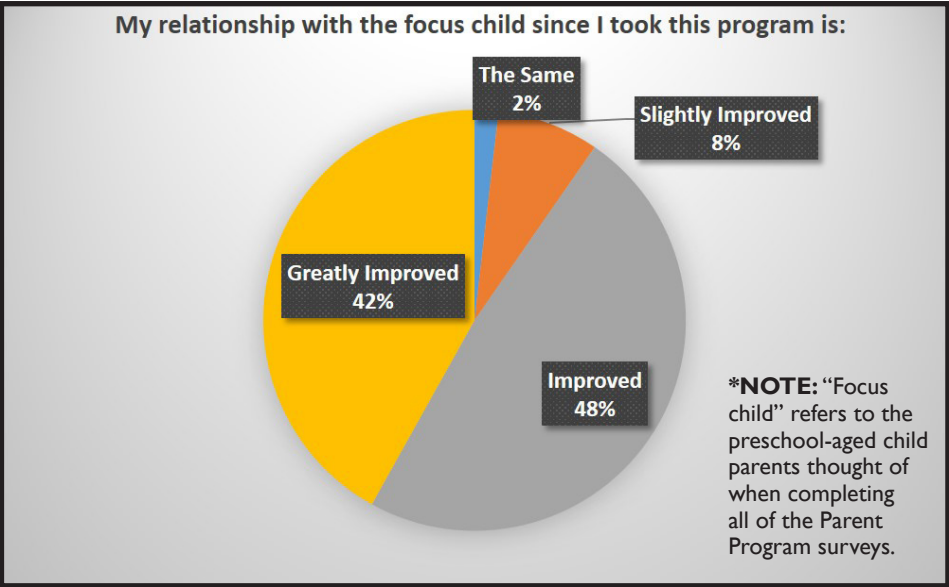


The skills I have learned from implementing The Incredible Years® have helped to reduce the stress I feel about teaching.



# Appendix B-I: Parent Satisfaction Data

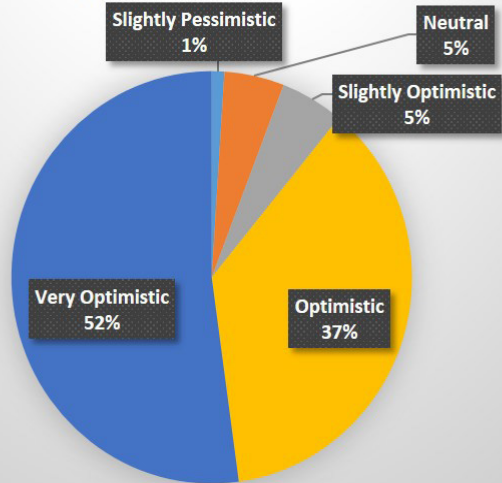
At the end of the 14-week Parent Program, 385 participants answered the following questions about their experiences with IY:



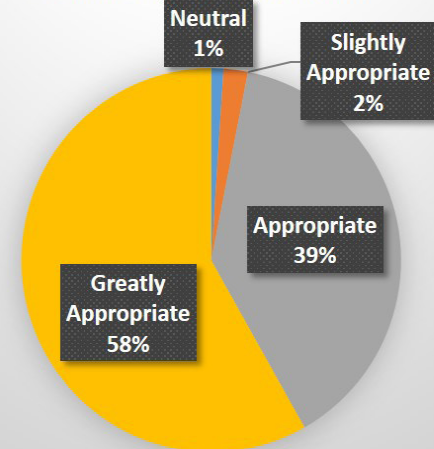
## Appendix B-2: Parent Satisfaction Data

At the end of the 14-week Parent Program, 385 participants answered the following questions about their experiences with IY:

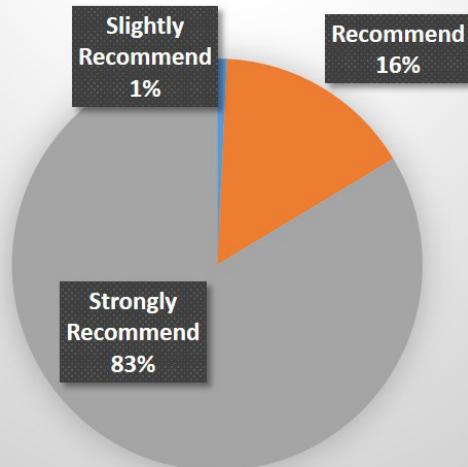
My expectation for good results from the IY Parent Program:



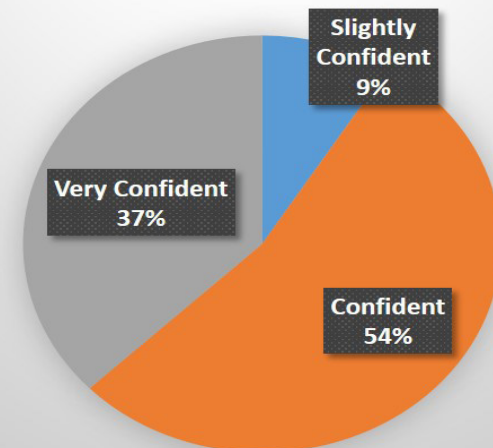
I feel that the approach used to enhance the focus child's behavior in this program is:



Would you recommend the program to a friend or relative?



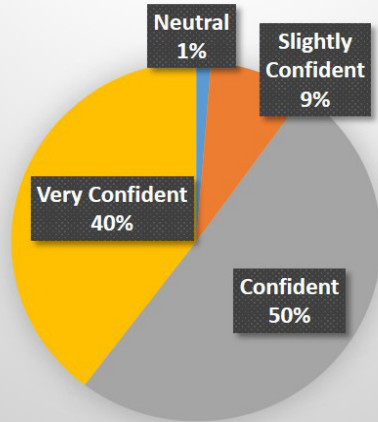
How confident are you in parenting at this time?



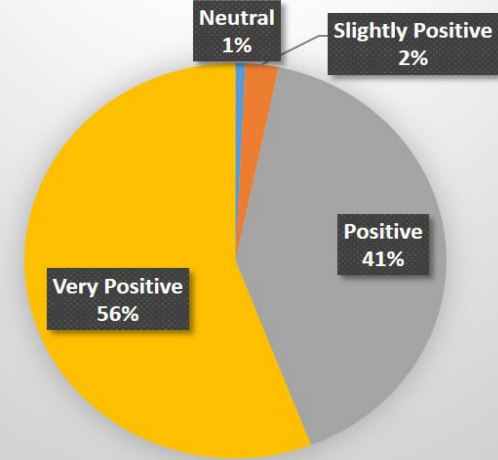
## Appendix B-3: Parent Satisfaction Data

At the end of the 14-week Parent Program, 385 participants answered the following questions about their experiences with IY:

How confident are you in your ability to manage future behavior problems in the home using what you have learned from this program?



My overall feeling about achieving my goal in this program for my child(ren) and family is:



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